LANGUAGE ATTITUDE AND LEARNING MOTIVATION OF KOREAN CULTURE ENTHUSIASTS IN SURABAYA TOWARDS ENGLISH AND KOREAN LANGUAGE

THESIS

BY:

FIRDA APRILLIA RIZMADANA

REG.NUMBER: A03217020

ENGLISH DEPARTMENT

FACULTY OF ARTS AND HUMANITIES

UIN SUNAN AMPEL SURABAYA

2021

DECLARATION

I am the undersigned below:

Name	: Firda Aprillia Rizmadana
NIM	: A03217020
Department	: English
Faculty	: Arts and Humanities
University	: UIN Sunan Ampel Surabaya

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APPROVAL SHEET

LANGUAGE ATTITUDE AND LEARNING MOTIVATION OF KOREAN CULTURE ENTHUSIASTS IN SURABAYA TOWARDS ENGLISH AND KOREAN LANGUAGE

By

Firda Aprillia Rizmadana
Reg. Number: A03217020

Approved to be examined by the Board of Examiners, English Department, Faculty of Arts and Humanities, UIN Sunan Ampel Surabaya

Surabaya, July 16th 2021
Thesis Advisor

Dr. A. Dzo'ul Milal, M.Pd.
NIP. 196005152000031002

Acknowledged by:
The Head of English Department

Dr. Wahju Kusumajanti, M. Hum
NIP. 197002051999032002

EXAMINER SHEET

This thesis of Firda Aprillia Rizmadana (Reg. Number: A03217020) has been approved and accepted by the Board of Examiners, English Department, Faculty of Arts and Humanities, UIN Sunan Ampel Surabaya on August 13, 2021.

The Board of Examiner are:

Examiner 1

Dr. A. Dzo'ul Milal, M.Pd.
NIP.196005152000031002

Examiner 2

Prof. Dr. Zuliati Rohmah, M.Pd
NIP. 197303032000032001

Examiner 3

Raudlotul Jannah, M. App.Ling
NIP. 197810062005012004

Examiner 4

Tristy Kartika Fi'aunillah, M.A.
NIP.199303182020122018

Acknowledged by:
The Dean of Faculty of Arts and Humanities
UIN Sunan Ampel Surabaya

Dr. H. Agus Aditoni, M.Ag NIP. 196210021992031001

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA
PERPUSTAKAAN
Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300
E-Mail: perpus@uinsby.ac.id

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Nama : Firda Aprillia Rizmadana
NIM : A03217020
Fakultas/Jurusan : Adab dan Humaniora/ Sastra Inggris
E-mail address : a03217020@uinsby.ac.id

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ABSTRACT

Rizmadana, F.A. (2021). *Language Attitude and Learning Motivation of Korean Culture Enthusiasts in Surabaya towards English and Korean Language*. English Department, UIN Sunan Ampel Surabaya. Advisor: Dr. A. Dzo'ul Milal, M. Pd

Keywords: language attitude, cognitive, affective, conative, motivation.

This study aims to analyze the language attitudes of Korean culture enthusiasts in Surabaya and what their motivations are in learning English and Korean language. The theory used to determine the respondents' language attitude is Rosenberg & Hovland's theory about the three components of attitude, namely the cognitive, affective, and conative components. Meanwhile, for motivation, the researcher uses the theory from Deci & Ryan about the types of motivation, namely extrinsic and intrinsic, also Gardner's theory regarding integrative and instrumental motivation.

This study uses a descriptive mixed-method with a few simple calculations in the data analysis process, but the data is presented in a descriptive form to find out in more detail how the respondents' language attitude is based on the three components of attitude with the help of a percentage of the data obtained. Meanwhile, the motivation of Korean culture enthusiasts in Surabaya to learn English and Korean language was analyzed by identifying respondents' answers based on four types of motivation. The data in this study were obtained through a questionnaire in the form of a google form distributed via WhatsApp, Instagram, and Twitter and then analyzed with the help of Microsoft Excel.

The results of this study indicate that the attitude of Korean culture enthusiasts in Surabaya towards English seen from the three components of attitude is included in the "Good" category or can be interpreted as positive attitude with an average total score is 3.76, while the attitudes towards the Korean language seen from the three components of attitude are also included in the "Good" category or can be interpreted as positive attitude with an average total score of 3.44. For motivation to learn both English and Korean language, the researcher found four categories of motivation owned by respondents, namely integrative, instrumental, intrinsic, and extrinsic motivation, so it cannot be determined which motivation is more important to each other, but it is clear that these motivations can help learning process and also helps in maintaining attitudes towards the languages being studied, namely English and Korean language.

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ABSTRAK

Rizmadana, F.A. (2021). *Sikap Bahasa dan Motivasi Belajar Para Penggemar Budaya Korea di Surabaya terhadap Bahasa Inggris dan Bahasa Korea*. Program Studi Sastra Inggris, UIN Sunan Ampel Surabaya. Pembimbing: Dr. A. Dzo'ul Milal, M. Pd

Kata Kunci: sikap bahasa, kognitif, afektif, konatif, motivasi.

Pada penelitian ini bertujuan untuk menganalisis sikap Bahasa penggemar kebudayaan Korea yang ada di Surabaya serta apa saja motivasi mereka dalam mempelajari Bahasa Inggris dan Bahasa Korea. Teori yang digunakan untuk mengetahui sikap Bahasa para responden yaitu teori dari Rosenberg & Hovland tentang tiga komponen sikap yakni komponen kognitif, afektif, dan konatif. Sementara untuk motivasi, peneliti menggunakan teori dari Deci & Ryan tentang tipe motivasi yaitu ekstrinsik dan intrinsik, serta teori Gardner mengenai tipe motivasi integratif dan instrumental.

Penelitian ini menggunakan metode campuran deskriptif dengan sedikit perhitungan sederhana pada proses analisis data, namun data tersebut disajikan dalam bentuk deskriptif untuk mengetahui lebih rinci bagaimana sikap Bahasa para responden berdasarkan tiga komponen sikap dengan bantuan presentase dari data yang diperoleh. Sedangkan motivasi penggemar budaya Korea di Surabaya untuk belajar Bahasa Inggris dan Bahasa Korea dianalisis dengan cara mengidentifikasi jawaban responden berdasarkan empat tipe motivasi. Data pada penelitian ini diperoleh melalui angket dalam bentuk google form yang disebarkan melalui WhatsApp, Instagram, dan Twitter kemudian dianalisis dengan bantuan Microsoft Excel.

Hasil dari penelitian ini menunjukkan bahwa sikap Bahasa penggemar budaya Korea di Surabaya terhadap Bahasa Inggris dilihat dari tiga komponen sikap termasuk dalam kategori "Baik" atau bisa juga diartikan positif dengan total skor rata-rata 3.76, sedangkan sikap terhadap Bahasa Korea dilihat dari tiga komponen sikap juga termasuk dalam kategori "Baik" atau bisa dikatakan positif dengan total skor rata-rata 3.44. Untuk motivasi belajar baik Bahasa Inggris maupun Korea peneliti menemukan empat kategori motivasi yang dimiliki responden yaitu motivasi integratif, instrumental, intrinsik, dan ekstrinsik, sehingga tidak dapat ditentukan mana motivasi yang lebih penting antara satu sama lain, namun yang jelas motivasi-motivasi tersebut dapat membantu proses belajar dan juga membantu dalam mempertahankan sikap terhadap Bahasa yang dipelajari yakni Bahasa Inggris dan Bahasa Korea.

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TABLE OF CONTENTS

Cover Page .....
Inside Cover Page i
Approval Sheet ii
Examiner Sheet iii
Declaration iv
Acknowledgement v
Abstract vi
Abstrak vii
Table of Contents viii
List of Tables x
List of Figures xi
List of Appendices xii

CHAPTER I NTRODUCTION 1

1.1 Background of the Study 1
1.2 Statements of Problem 8
1.3 Significance of the Study 8
1.4 Scope and Limitation 9
1.5 Definition of Key Terms 10

CHAPTER II REVIEW OF LITERATURE 12

2.1 Second Language Acquisition 12
2.2 Factors Influencing Second-Language Acquisition Process 14
2.2.1 Psychological factors 14
2.2.2 Social factors 24

CHAPTER III RESEARCH METHOD 26

3.1 Research Design 26
3.2 Data Collection 27
3.2.1 Data 27
3.2.2 Population and Sample 27
3.2.3 Instrument 28
3.2.4 Data Collection Technique 29

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3.3 Data Analysis 30

CHAPTER IV FINDINGS AND DISCUSSION 33

4.1 Findings..... 33
4.1.1 Cognitive Component of Attitude towards English..... 33
4.1.2 Affective Component of Attitude towards English..... 40
4.1.3 Conative Component of Attitude towards English 46
4.1.4 Cognitive Component of Attitude towards the Korean Language..... 54
4.1.5 Affective Component of Attitude towards the Korean Language 59
4.1.6 Conative Component of Attitude towards the Korean Language 64
4.1.7 Motivation Category of Korean Culture Enthusiasts in Surabaya towards Learning English..... 71
4.1.8 Motivation Category of Korean Culture Enthusiasts in Surabaya towards Learning Korean Language 75
4.2 Discussion 81

CHAPTER V CONCLUSION AND SUGGESTION 84

5.1 Conclusion 84
5.2 Suggestion..... 85

REFERENCES.....87

APPENDIX.....89

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LIST OF TABLES

Tables Pages

3.1 Example of Coding 30

Continuation of Table 3.1 31

3.2 List of Score 31

3.3 List of the Category of Attitude 32

4.1 Percentages of Respondents' Answers for Cognitive Component toward English 34

4.2 Percentages of Respondents' Answers for Affective Component towards English 40

Continuation of Table 4.2 41

4.3 Percentages of Respondents' Answers for Conative Component towards English 47

4. 4 Recapitulation of the Whole Score for the Three Components of Attitude towards English..... 52

Continuation of Table 4.4 53

4.5 Percentages of Respondents' Answers for Cognitive Component towards the Korean Language 54

4.6 Percentages of Respondents' Answers for Affective Component towards the Korean Language 59

4.7 Percentages of Respondents' Answers for Conative Component towards Korean the Language 64

4.8 Recapitulation of the Whole Score for the Three Components of Attitude towards the Korean Language..... 69

Continuation of Table 4.8 70

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

LIST OF FIGURES

Figures Pages

Figure 2.1: The Three Components of Attitude.....19

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LIST OF APPENDICES

Appendices Pages

Questionnaire 89

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CHAPTER I

INTRODUCTION

In this part, the researcher will explain five parts of the introduction: the background of the study, statements of the problem, the significance of the study, the scope and limitation, and the definition of key terms.

1.1 Background of the Study

Lately, there has been a growing interest in the mastery of foreign languages, which makes Indonesians, including people in Surabaya, not only can be said to be bilingual but also multilingual. It can occur due to various backgrounds such as family, education, living environment, workplace environment, etc. So, it cannot be denied that in Indonesia, including Surabaya, English is considered necessary; it is proven that English is used as a subject tested in the national exams of junior and senior high school. English language skills are also considered even a requirement to apply for a job in a particular field. So, it is not uncommon to find private academic institutions that specifically offer English language learning programs to pass the TOEFL or IELTS. Many schools specifically use English as a language in the learning process, and it is usually applied to schools that use the international curriculum. Many universities in Indonesia, including state universities in Surabaya, for example, almost all have majors related to English, such as English Literature and English Education.

The influence of English as a foreign language can occur due to globalization. Of course, in the era of globalization, English moves quickly,

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primarily through socio-cultural aspects, such as international relations and the role of the media, where the cultures and languages of English-speaking countries can be depicted in movies, songs, and advertisements, etc. In Surabaya itself, which is a big city, of course, the influence of English can be felt, where we can see English advertisements on the street, in malls, or in other public places. In addition, movies with the English language are very easily accessible to the people of Surabaya; many children who are learning English and even already fluent in speaking English are also examples of the influence of English that we can increasingly see and feel.

But in fact, English is not the only language that is most learned. There are also other foreign languages, namely the Korean language. Recently, with the rapid development of technology causing changes in the public interest, especially in Indonesia towards the world of entertainment from abroad, not only like entertainment from America or England, which are English speaking countries, but they began to like entertainment products starting from India, China, and many other countries. The most catch attention at this moment is the world of entertainment originating from South Korea. South Korean entertainment products such as music sung by idol groups or commonly called Korean pop or K-Pop, Korean dramas, Korean movies attract people's interest in the world, including Indonesia. This phenomenon is called Korean Wave or *Hallyu*, where the Korean wave can be interpreted as a tendency towards things related to South Korea such as food, fashion, lifestyle, etc.

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The influence of Korean culture or the Korean wave has developed rapidly in Indonesia; it can be proven by the many communities that claim to be fans of boy groups, girl groups, singers, actors, and actresses from South Korea. It also includes Surabaya, where there are often events or activities carried out by fan groups of Korean artists or even competitions such as K-pop dance covers or other things about South Korean culture; this proves that the influence of the Korean Wave in Surabaya can be called quite big. In addition, the influence of the Korean Wave also increases the interest of someone, especially fans, to learn the Korean language; this can be seen from the data report released by Duolingo. According to the 2020 Duolingo Language Report, a web-based and application-based language learning platform that is currently popular, in 2020, the language that occupies the first position most studied in Indonesia is English, and the second position is the Korean language.

Some studies also show the influence of *Hallyu* has spread to various parts of the world, not only in Asia but up to America. The Korean wave has influenced many aspects of people's lives, such as culture, behavior, language, style, etc. In an interview conducted by Benjamin Han (2017) in his study entitled *K-Pop in Latin America: Transcultural Fandom and Digital Mediation* to a 21-year-old fan from Ciudad Victoria, Tamaulipas, Mexico, when the girl was asked how K-pop could influence their character, she replied because liking K-Pop motivated her to learn a new language.

Another research was carried by Touhami (2017), in his study entitled *The Influence of the Korean Wave on the Language of International Fans: Case Study*

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of Algerian Fans shows that most of the *Hallyu* fans in Algeria admit they are interested in the culture and language of Korea, even the majority of them claim to want to learn the Korean language that its writing undoubtedly different from their language that is using *Hangeul*. They think that the Korean language is an easy language to learn. Besides, they also revealed that they started using Korean words in their daily conversations with people who understood Korean and those who did not know. They thought that they were more expressive in expressing something and more into Korean culture by using the Korean language.

Although the influence of foreign languages can be felt, of course, not everyone thinks that mastering foreign languages is something important, especially English and Korean languages. The differences in the characters of the two foreign languages and the culture of each country the two languages used can also cause differences in Indonesian society in their attitude towards the two foreign languages. In addition, everyone has different goals and motivations for learning a foreign language. Some people study English because they like it, but some people are forced to learn English for specific purposes or other reasons.

Several researchers have researched language attitudes and motivations towards language. The first study is the study conducted by Lukman (2019). In his study, the researcher aimed to investigate how language attitude of students in Malay-Indonesia Department Hankuk University of Foreign Studies, South Korea, towards Indonesian language and their motivation in learning a foreign language, Indonesian language. The researcher used a questionnaire as an instrument that contained 11 statements, 6 of which were indicators to measure language attitude,

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while the remaining 5 were indicators to measure motivation. The results showed that students in HUFS have positive attitudes and high motivation in learning the Indonesian language because they consider that learning the Indonesian language is exciting and not hard to learn. The lack of this research is that the number of participants is too small, only 20 participants. The participants involved must be already in the 3rd semester and above, so the participants who can participate should be more, besides the method used in the explanation is less detailed.

The following study is the study conducted by Hanifah (2020). In her study, the researcher aims to determine the language attitude of students in Junior High School Islamic Al Ulum Terpadu Medan based on three components of attitude, namely cognitive components, affective components, and conative components. The method used by the researcher is observation, distributed questionnaire, and interviews. The questionnaire used consisted of 30 questions. The results showed that the students' language attitude tended to be positive. Students admit that they realize that learning English is essential, although some think English is difficult to learn. The lack of this research is that the results of the observations carried out are not described.

The following study is the study by Deldenia et al. (2018). This research aims to investigate the attitudes and motivations of students in secondary schools (G.C.E. Advanced Level classes), Sri Lanka, towards learning Japanese as a foreign language. The respondents involved in the study were 273 JFL students in the 13th grade. In their research, researchers used an instrument in the form of a questionnaire. The result shows that JFL students have both types of motivation,

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both integrative and instrumental. However, integrative motivation is greater than instrumental motivation. In addition, JFL students also have positive attitudes towards Japanese people. They have a greater interest in studying Japanese society and culture, and they also have positive attitudes towards learning situations, namely teachers and their lessons. As stated by the researcher, the lack of this research was the questionnaire distributed through an intermediary teacher who taught JFL, which could impact the respondents' honesty when filling out the questionnaire.

The following study is by Aaron J. Geddes (2016). In his research, the researcher investigated the attitude and motivation of Korean University students at Hongik University in learning English. The results of this study indicate that, in general, the students have a positive attitude towards learning English. In addition, it was found that their intrinsic and extrinsic motivation in learning English is about to equal. Intrinsic motivation is like they admit that learning English for TOEIC or TOEFL doesn't make them anxious. Meanwhile, extrinsic motivation is like they are learning English to getting a better job in the future.

So from this research, it can be said that they have a positive attitude towards English itself because they also have a positive attitude in learning English. However, the lack of this study is the title with the subject taken is out of sync. The title stated that this research examines attitudes and motivation in learning English at Korean University while the participants involved only come from one university, namely Hongik University. Besides, the number of

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participants is less, so that it is not able to generalize the language attitudes and motivation of students who learn English.

The next study is the study conducted by Indriani (2021), which aims to identify the categories of motivation owned by RSD Mangusada Badung-Bali staff and determine the appropriate stimulants for RSD staff Mangusada Badung-Bali to learn English. The data collection method used in this study is a questionnaire distributed to 50 staff from various divisions. This study indicates that the main thing that encourages the RSD Mangusada staff to learn English is only for practical purposes, such as getting a better salary. In addition, the results showed that there are eight categories of motivation owned by the staff of RSD Mangusada. The eight categories are intrinsic dominant, extrinsic dominant, integrative dominant, instrumental dominant, a-motivation dominant, intrinsic-integrative dominant, intrinsic-instrumental dominant, and extrinsic-instrumental dominant. The lack of this study is that the results are not clearly explained, such as what types of statements define each category. Researchers only describe the percentages of the research results.

In brief, from the facts and previous research mentioned above, the researcher is interested in conducting similar research. Because most of the previous researchers focused more on examining attitudes toward one language, whether Indonesian language only, English only, or other foreign languages, therefore, the researcher examines the language attitude towards two foreign languages, English and Korean, using a theory about the three components of attitude: cognitive, affective, and conative.

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The researcher also examines what their motivation in learning these two foreign languages is. Surabaya was chosen because Surabaya is the capital city of East Java province, and Surabaya is the second-largest city in Indonesia after Jakarta. In Surabaya, there are also many Korean culture fans; it can be seen from the many events they often hold. Many fan accounts are deliberately created, where they usually use these accounts to interact with fellow fans and their idols.

The researcher feels that this study is essential to determine language attitudes and determine their motivation to learn foreign languages, especially English and Korean language because we can see how the development of foreign language learning in Indonesia can illustrate whether the existence of foreign languages that are widely studied nowadays really influences people's lives and on the native language or the primary language of a region or country.

1.2 Statements of Problem

1. How are the attitudes of Korean culture enthusiasts in Surabaya towards English and Korean languages?
2. What are the motivation(s) of Korean culture enthusiasts in Surabaya in learning English and the Korean language?

1.3 Significance of the Study

Through this research, the researcher hopes that it can be useful for readers both theoretically and practically. Theoretically, the researcher hopes that readers

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get a lot of information, add views and insights about learners' attitudes towards foreign languages and their motivations in learning, especially English and Korean language, due to globalization and the Korean wave.

At the same time, practically, the researcher hopes the learners know how to behave towards the influence of English and Korean in Indonesia, which is having a good attitude and highly motivated in learning a foreign language is not a problem and it is good, but the researcher hopes that the good behavior and attitude towards a foreign language also apply to the learner own language, namely Indonesian or the local language. The researcher hopes that attitudes towards foreign languages will not lead to negative behavior towards Indonesian and the local languages.

1.4 Scope and Limitation

To avoid widespread discussion, the researcher limited the discussion to this study, focusing on the language attitude of Korean culture enthusiasts in Surabaya only using the theory by Rosenberg & Hovland about three components of attitude also their motivations in learning English and Korean language.

Although it will become more representative with many subjects and give greater weight to the researcher's claim, the researcher limits the number of participants who voluntarily fill out the questionnaire to around 100 participants.

The participants to be chosen with a ‘judgment’ or purposive sampling, where the participants will be selected according to the researcher criteria, such as a participant who are Indonesians, lives in Surabaya, who are minimum 15 years

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old, have an interest in K-Pop, Korean drama or related to South Korean culture, and have studied English and Korean either formally, non-formally, or self-learning.

1.5 Definition of Key Terms

Language attitude: is someone's reactions, responses, or views in beliefs or feelings, whether it is positive or negative towards their language or foreign language.

Korean culture enthusiast: a group of people that has an interest in Korean culture such as movie, drama, music, style, and many more

Cognitive: one of the components of attitude related to knowledge about the natural environment and ideas, which are usually categories used in the thinking process.

Affective: one of the components of attitude that is related to what someone's feeling, whether it is good or bad judgments, likes or dislikes, towards something or a situation.

Conative: one of the components of attitude related to the actions or the behavior of an individual as the final decision reactive readiness towards something or a situation.

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Motivation: impulses, builders, or stimuli that exist within an individual that can move or encourage someone to take action on something with the goal they want to reach.

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CHAPTER II

REVIEW OF LITERATURE

This chapter discusses language attitudes, measurement of language attitudes, second language acquisition, and factors that influence the acquisition of a second language.

2.1 Second Language Acquisition

Some said that the learning process and the process of acquiring language are the same things, and some say different. One who says differently is Krashen. Krashen (1981) states that language acquisition is the same as the process of children acquiring their first language, where the subconscious process of taking a language begins with natural communication, and their focus is more on how their message can be conveyed and understood by the people they are spoken with, so when there is an error in their speech, in the end, they will realize for themselves where the mistake lies by observing the people around them, while language learning is carried out consciously that the learner is learning a language, so they are considered to be helped in correcting errors in the process of obtaining the target language such as a learner who is fixed or corrected by their teacher. However, Ellis (1994) argues that the learner can learn or acquire language rules independently and at different times, so it can be said that Ellis views 'acquisition' and 'learning' as terms that are not much different in meaning.

In this study, the researcher is more likely to follow the opinion that views acquisition and learning as terms that are not much different in meaning because

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learning other languages is a process of acquiring that language. In a multilingual society, of course, there will be such a thing as teaching a second language or a third language. The second language can be the national language, official state language, regional language, or foreign language. Fasold (2006, p. 434) stated, “a second language (L2) refers to any language that is learned after the first language (L1), no matter how many others have been learned”. However, some linguists also make a distinction between a second language and a foreign language in learning. Second language learning refers to the process of acquiring a non-native language used by the community where the learner is living, for example, when a native speaker of Indonesian residing in South Korea and learn the Korean language, while foreign language learning is the acquiring process of a non-native language that is not spoken and used by the community where the learner is living, for example when a native speaker of Indonesian residing in Indonesia and learn the Korean language.

Generally, in Indonesia, the Indonesian language is the second language, which is politically the national language and the official language of the state. And the first language of the Indonesian people can be the language of their respective regions, so it can be said that when Indonesian peoples learn a language from another country, it means that Indonesian peoples learn a foreign language instead of a second language. However, in the field of Second Language Acquisition (SLA), most researchers tend to use "second language learning" as a general term that includes all non-native language learning. Ellis (1994) also said that the different settings between learning a second language and a foreign

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language might lead to radical differences, both between what is being learned and how to learn it. Indeed, it is a bit confusing, so a neutralizing term is needed to cover these two types of learning. Still, in line with common usage, Ellis (1994) also uses the term 'Second Language Acquisition.'

2.2 Factors Influencing Second-Language Acquisition Process

According to Steinberg and Sciarini (2006), there are two factors involved in second language learning; these two factors are psychological factors and social factors. Some factors included psychological factors such as intellectual processing, memory, motor skills, motivation, and attitude meanwhile, which includes social factors, namely natural situation, classroom, and community context.

2.2.1 Psychological factors

a. Intellectual processing

In learning a second language, there are only two processes in understanding the linguistic rules of the language being studied, namely explication and induction. Explication is a process where the rules and structures of the second language are explained to the learner. Then the learner is expected to understand, learn and apply the rules when using the second language that is being studied, for example, when the teacher explains the correct rules and grammar in English. The learner is expected to learn it and then apply it when

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speaking or writing in English. Meanwhile, Induction is a process where the learner finds out for themselves and analyzes how the rules in language work. For example, when watching Korean dramas, the learner who uses this induction process will analyze how the structure and rules of Korean language spoken by actors or actresses when they act, such as when the interlocutor of the actor is older, the language rules used will be different from when the actor's interlocutor is the same age or younger, because in Korean when talking to the younger one can use informal language or what is called *Banmal*.

b. Memory

In learning a language, memory is crucial because the learner must remember the rules and structure of the language being learned. Besides, the learner must also remember what the right situation is in expressing a phrase or sentence to send a message from that sentence correctly.

c. Motor Skill

Motor skill is a term used by psychologists to describe the use of muscles in performing certain skills; in this case, what is meant by the motor skill is articulators of speech, such as mouth, tongue, lips, which affect pronunciation when saying something. Good pronunciation is undoubtedly important in learning a foreign language; the better pronunciation of the learner, the better, and it is easier to communicate with other people, especially with the natives of the foreign language that being learns.

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d. Motivation

Motivation can be defined as something that encourages someone to do something. In language learning, motivation is a factor that plays an important role, so it makes sense to say that motivation by second language and foreign-language learners can be used as a reference in achieving fluency and success in mastering the target language. Because, if the motivation of a second language learner is greater, then the level of success in mastering the target language will be faster than the second language learner that has no motivation. Some researchers even claim that motivation is the most important individual difference that influences Second Language Acquisition. In addition, motivation also can change because learner's motivation can be influenced by factors such as the learning environment, group dynamics, even the motivation from the learner partners.

There are two basic motivations, according to Gardner and Lambert in Geddes (2016, p. 705). The first is **integrative motivation,** and the second is **instrumental motivation**. **Integrative motivation** is a person's motive when learning another language which concerns the willingness to blend in or take part in another culture. According to Gardner (2001) cited in Ortega (2013, p. 171), "There are three dimensions involving integrativeness as the antecedent of motivation those are pleasant attitude towards second-language speakers, general interest in foreign languages and low ethnocentrism, endorsement of reasons for learning a second language relates to interactions with native second-language speakers."

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Saville (2006) says that in any cases, learners who have an interest in learning a second language because of the desire to associate with the native speakers of the second language they are learning, emotional factor or affective factor are very dominant, which in the form of feelings of liking that is involved in learning the target language, and usually learners who have integrative motivation tend to be passionate and persistent in the learning process.

While **instrumental motivation** is a motivation that is oriented towards improving fate where learners who have this motivation tend to learn a language because it is purely for interests such as self-achievement, career goals, professionalism, increasing prestige, social status, self-image, and power, increasing business opportunities, or just passing a course in school or college, however, of course, the learner can be influenced by both types of motivation, but there are situations where one of the motivations is more dominant than the other.

In Self-Determination Theory by Deci & Ryan (1985), learner motivation can be divided into two types, **intrinsic** and **extrinsic** motivation. **Intrinsic motivation** is a motivation that comes from within a person. It encourages that person to take certain actions or behaviors, or it could be referring to the behaviors related to the experience of self-gratification such as curiosity, happiness, or because it is interesting or fun. An indicator of people who have intrinsic motivation is when someone does something sincerely without thinking about the recognition from others. **Extrinsic motivation** is a motivation that comes from outside the person where the impulse is usually influenced or controlled by other people or factors that come from outside the person, or it

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could be a motivation that involves behavior with the aim to do it because it leads to an attainable or targeted outcome such as receiving rewards or even avoid punishment, and usually people who learn a language with extrinsic motivation will be oriented to the results of their learning process.

In this study, the researcher used Gardner's theory about two types of motivation which are integrative and instrumental motivation, and Deci & Ryan (1985) theory of 2 motivations, namely intrinsic and extrinsic motivation, to identify which categories of motivation in learning English and Korean by Korean culture enthusiasts in Surabaya.

e. Attitude

Attitude is an important aspect of language learning because attitudes have an impact on success in language learning. Many people think that attitude is a term that is easily defined, but in reality, the definition of the attitude itself is not simple. Cited in Baker (1992), peoples define it based on their different opinions. According to Ajzen (1988), an attitude is a disposition to respond favorably or unfavorably to an object, person, institution, or event. In comparison, McGuire (1985) says that attitudes locate objects of thought on dimensions of judgments. But different from Bem (1968), attitudes are self-descriptions or self-perceptions. And after all, the essence of attitude is related to human experiences and judgments that come from themselves towards something.

Aschale (2013) says that attitude to a language is something an individual has which defines or promotes certain behaviors. People usually have an attitude,

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either positive or negative, about languages. Positive attitudes towards a language can lead learners to have positive behavior during the learning process and help them maintain their language skills. Conversely, negative attitudes towards a language can lead learners to have negative thoughts and actions such as being lazy to follow the learning process. They also may feel one language is expressive and prestigious and the other is immature and has low status. However, from a linguistic point of view, all languages or language varieties are equal in serving the speakers of the language (Burns, Matthews and Nolan-Conroy, 2001 and Crystal, 1992).

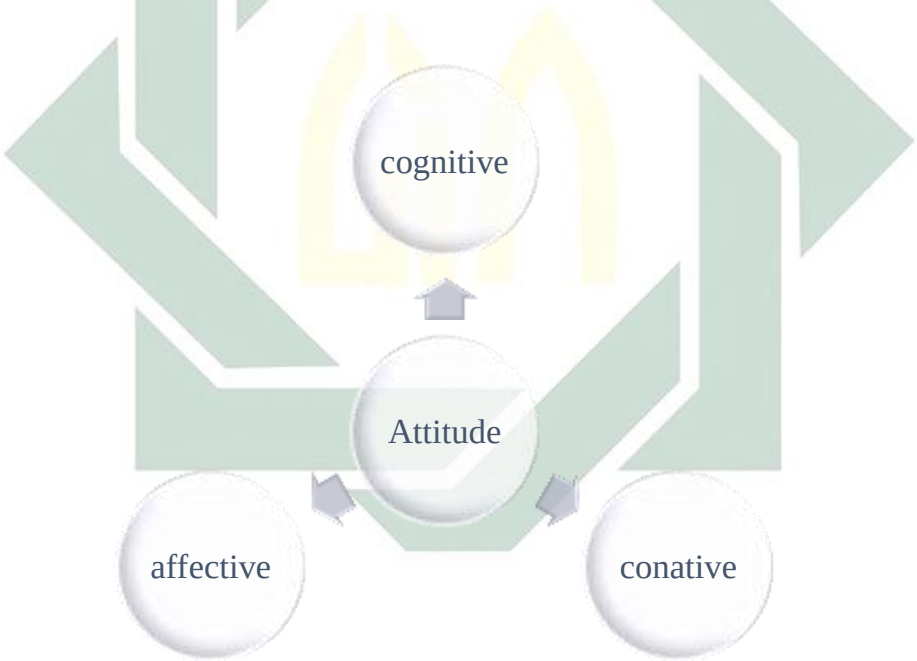

Figure 2.1: The Three Components of Attitude

According to Rosenberg & Hovland (1960) cited in Baker (1992), there are three components of attitudes. Those are **(1) cognitive, (2) affective, (3) conative**.

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(1) The cognitive component is a component that deals with knowledge and ideas, which are categories in the thinking process. Cognition components contain someone's beliefs, thoughts, opinions, and views on the object of attitudes; for example, when someone believes that English is very important to learn because they know that in education or work, being proficient in English is an advantage.

(2) The affective component is the component that has the nature of an emotional evaluation of an object, both positive and negative. This component shows the direction of a person's sense of responding to an object. If someone likes an object, then there will be a tendency to be positive, but vice versa if someone dislikes an object, there will be a negative. For example, when someone likes Arabic, that person has a good and positive language assessment.

(**3) the conative component** is a component that concerns behavior or actions as a final decision. This component in the attitude structure shows how the behavior or tendency to behave towards the objects they face. It is based on the assumption that beliefs as well as feelings influence behavior. For example, when someone often or even always uses English when speaking.

A person's attitude towards a language can be positive or negative, even neutral. Measuring a person's language attitude can be done by two methods, namely direct and indirect methods.

1. Direct method: a method used to measure language attitudes by interviewing or giving questions that respondents must fill in. The questions asked can be in the form of questions with an interrogative structure or open-ended

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questions, questions with an interrogative structure such as 'do you like learning Arabic?' while open-ended questions, for example, 'why do you prefer to learn Arabic than Japanese?', or in using a questionnaire, the respondent must rate a statement to show agreement or disagreement. The scale used to get subjective responses from respondents is the **Likert scale**, also known as the attitude scale.

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

Besides, a **semantic differential** scale also can be used. This scale gives respondents adjective pairs with opposite meanings. Respondents indicate a position estimate that best represents their attitude. Two sets of scales were used in this technique, namely a status-stressing set and a solidary-stressing set. Features that are usually used in status-stressing, e.g., education, success, wealth, intelligence. Whereas the solidarity-stressing set is generally used to measure friendliness, kindness, trust, etc.

Polite	—	—	—	—	—	Impolite
Well	—	—	—	—	—	Unwell
Pleasant	—	—	—	—	—	Unpleasant

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2. Indirect method: Indirect method is a method that the researcher uses where participants are not aware that their attitudes are being measured; it can be done through observing how someone uses a language; this can also help to assess someone's language attitude. However, further analysis proves that the cognitive (thinking process) and affective components (feeling) of the attitude are more challenging to measure than the conative components (behavior or actions). Therefore, modification techniques to measure language attitudes are proposed, namely the commitment measure method; This method is used to show whether the attitudes shown by respondents either through interviews or questionnaires match with their actions. For example, when respondents show their language pride in Arabic in the interview, are they still hold pride in the language and show it in their actions.

In this study, the researcher decided to use the direct method where the researcher gave questions to the respondent through a questionnaire to fill in. This method is considered easier to do considering the limitations of time, place, and current conditions that are in the midst of a pandemic where all of our activities are more limited than before, so the opportunity to interact directly is also very limited.

f. Age

It is a very common belief that children are more successful in learning foreign languages, but many researchers have debated this issue because many studies have contrasted this popular belief. For example, is in two studies by

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Catherine Snow (1977) and Marian Hoefnagel-Höhle (1978), where they found that adolescents and adults did better than children in what they could learn in 25-minute or up to one-minute instruction sessions year of naturalistic exposure to L2. However, Krashen (1979) concluded that older is better but only in the beginning, but younger will be better in the long run.

In the language learning process, there is a term called the critical age hypothesis. What is meant by the critical age hypothesis is a hypothesis that considers age as a factor to achieve language skills. According to Lenneberg (1967), the age of 2 to 12 years is an ideal age to achieve language skills like native speakers of a foreign language, because, before the age of 2 years, a person is not possible to learn a foreign language due to lack of brain maturity. At the age of 11 years is the beginning of the final stage of the critical age period of learning foreign languages, where at this age, a person can develop the capacity to think abstractly and be able to reflect on the linguistic rules used.

Taylor (1974) and Schumann (1975) suggest that in the critical age period, children have a greater empathic capacity than adults, they have not developed self-identity barriers, so they are less concerned about risks when experimenting with their language knowledge; besides, children also have a strong integrative motivation so that they have not developed a negative attitude towards the speakers of the foreign language they are learning. Meanwhile, adults have excess memory storage capacity, have a wider analytical capacity, and can develop instrumental motivation as an impulse to learn with effort in a variety of learning

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situations. So it can be concluded that in fact both children and adults both have advantages in language learning.

Therefore, in this study, the researcher determined the research criteria for respondents who can participate are at least 15 years old. Although the critical age hypothesis is still being debated, but 15 years of age is an age that has exceeded the critical age period, where at the age of 15, a person cannot be called a child but also cannot be called an adult. Besides, in adolescence, of course, many factors can affect the learning process, such as the level of curiosity about something, or they may more pay attention to the correctness of the linguistic rules used in a language being studied than when they still children, and many other things that also need to be considered more.

2.2.2 Social factors

A natural situation is when learning a second language is experienced in a situation similar to the situation when learning a native language. Natural situations can involve such as a family environment, where the learner studies, such as at school or a foreign language tutoring institution, and the community where the learner lives. Chaer (2014) also has the same opinion; the variables that determine learning success are the family environment and the community where the learner lives, and the school environment. In a multilingual and multicultural society, other factors such as culture, ethnicity, social can also influence. For example, when the learner lives in a family environment that uses English more frequently in everyday interactions, it is possible to be more successful in acquiring the foreign language, which is English.

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Jendra (2010) states that several factors can also influence the second language learning process; these factors also include social factors that are more or less similar to the social factors that have been mentioned above, such as the culture, the social and historical background of the learners, and the language learning experience of the learner.

Apart from social factors, Jendra mentioned that the prestige of language and the internal language system could also influence the second language learning process. For example, English has a strong influence in various fields and also the internal system of the language such as vocabulary, pronunciation, grammar, which can be said to be easier than other foreign languages whose pronunciation is not easy to imitate or the letters of the language are not written with an alphabet like Japanese which has its own types of letters, namely hiragana or katakana, so that the ease or difficulty in learning the language is also can be the factor that influences someone's success in learning a language.

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CHAPTER III

RESEARCH METHOD

In this part, the researcher elaborates the steps of how the researcher did the research. It is including the research design, data collection, and data analysis.

3.1 Research Design

This study used a descriptive mixed method, where to answer the first research question, the researcher used a quantitative method. As stated by Litosseliti (2010, p.52), quantitative research is "research that focuses on how much or how many there is/are of particular characteristic or item." In answering the first research questions, data in the form of numbers with simple calculations are needed to determine how the language attitude of Korean culture enthusiasts in Surabaya towards English and the Korean language. Then, the data obtained through the questionnaire was calculated and processed using Microsoft Excel. The results of the calculation through Microsoft Excel are described according to the data obtained with the situation that is happening during the study in the form of words, phrases, and sentences.

After that, to answer the second research question, the researcher analyzed the data about the motivation that has been collected through the questionnaire with open-ended questions in a qualitative manner to identify what are their motivation in learning both English and Korean language by categorizing the answers into types of motivation.

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3.2 Data Collection

3.2.1 Data

The data of this research was taken from a questionnaire made by the researcher. The data was in the form of numbers, and there would be answers in the form of sentences, clauses, phrases, or words depending on the participants' answers.

3.2.2 Population and Sample

The population of this study is all Korean culture enthusiasts in Surabaya, and for the sampling technique, the researcher using purposive sampling technique by determining the criteria for respondents that are in accordance with the purpose of this study or what is called the inclusion criteria.

Criteria for respondents in this study are respondents who are classified as:

1. Indonesian,
2. Having an interest in something related to South Korean culture such as K-Pop, K-drama, K-movie, etc.,
3. Living in Surabaya,
4. Minimum 15 years old,
5. Have become K-pop fans or fans of Korean actors or actresses for a certain period,
6. Studying or have studied English and Korean language either formally, non-formally, or self-learning.

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3.2.3 Instrument

The main research instrument used in this study is a questionnaire both for language attitudes and motivation category. The questionnaire is written in the Indonesian Language; this aims to make it easier for respondents to understand the statements given. The questionnaire contains statements regarding the language attitude of Korean culture enthusiasts in Surabaya towards English and the Korean language. There are two forms of questions, and there are also statements. The two forms of questions are open-ended questions and close-ended questions.

In the closed-ended questions, the researcher gave a question with some of the choices of answers so that the participants' responses are limited to the answers given by the researcher. As well as the statement is given, each statement will provide five answers, namely *Sangat Setuju* (Strongly Agree), *Setuju* (Agree), *Netral* (Neutral), *Tidak Setuju* (Disagree), and *Sangat Tidak Setuju* (Strongly Disagree). As for the open-ended question, the researcher gave the participants space to answer the questions provided with more personal answers such as name, education, address, and their motivation in learning English and the Korean language.

The questionnaire consists of 4 sections. The first section consists of 10 questions that contain personal information. Then, the second section consists of 24 statements where these statements can indicate the respondents' language attitudes towards English according to 3 components of attitude. The third section consists of 21 statements that can indicate the respondents' language attitudes

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towards the Korean language according to 3 components of attitude. The fourth section consists of 2 questions that ask about their motivations in learning English and Korean language. The Likert scale will determine the positive and negative attitudes of the respondent. The questionnaire of this research is attached in the appendix section.

3.2.4 Data Collection Technique

In this study, the researcher took several steps in collecting the data; these steps were:

1. Made a research instrument in the form of a questionnaire in the google form
2. To get the number of respondents according to what the researcher wants and meet the specified criteria, the researcher made a strategy to attract respondents by giving gifts to several selected respondents
3. Due to the current pandemic conditions, the researcher decided to distribute the questionnaire online through social media such as WhatsApp, Instagram, and Twitter. The researcher asked for help from friends, especially those interested in K-Pop or any Korean culture and who live in Surabaya, to share it via WhatsApp and on Instagram and Twitter.
4. After the number of respondents is in accordance with the number of required samples and the criteria determined by the researcher, then the

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researcher downloaded the data collected from Google Form in excel form.

5. Sorted all the data obtained into a data set that fits the criteria only
6. Separating attitude and motivation data in different sheets to facilitate analysis.

3.3 Data Analysis

The data collected from the questionnaire is then analyzed through calculations, and the results are explained descriptively. Data processing is carried out in several steps, namely:

1. Gave a specific code for each statement

Table 3.1 Example of Coding

Code	Components of Attitude	Examples of Code Usage	The Meaning of the Code
X1	Cognitive	X1.1	The statement is a statement about cognitive components of attitude towards English, and it is statement number 1
X2	Affective	X2.1	The statement is a statement about the affective component of attitude towards English, and it is statement number 1
X3	Conative	X3.1	The statement is a statement about the conative component of attitude towards English, and it is statement number 1
X4	Cognitive	X4.1	The statement is a statement about cognitive components of attitude towards the Korean language, and it is statement number 1
X5	Affective	X5.1	The statement is a statement about affective components of attitude towards the Korean language, and it is statement number 1

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Continuation of Table 3.1

Code	Components of Attitude	Examples of Code Usage	The Meaning of the Code
X6	Conative	X6.1	The statement is a statement about conative components of attitude towards the Korean language, and it is statement number 1

2. Gave a score to each respondent's answer

Table 3.2 List of Score

Answer	The score for Positive Statements	The score for Negative statements
Sangat Tidak Setuju (Strongly Disagree)	1	5
Tidak Setuju (Disagree)	2	4
Netral (Neutral)	3	3
Setuju (Agree)	4	2
Sangat Setuju (Strongly Agree)	5	1

3. Calculated the frequency and percentage of answers from respondents in each statement using the formula:

$$P = \frac{F}{N} \text{ x } 100$$

P = Percentage

F = The frequency of the respondent's answer

N = The total number of respondents

4. Calculated the average score of each statement

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5. Calculated the interval used to determine the language attitude category of the respondent. In determining the 5-point interval class from the Likert scale, the researcher used a formula by Sugiyono (2013):

$$Interval = \frac{maximum\ index - minimum\ index}{the\ number\ of\ criteria}$$

Minimum Index = 1

Maximum Index = 5

Interval Range: (5-1): 5 = 0.8

6. After that, the researcher calculated the overall average of the language attitude possessed by Korean culture enthusiasts based on three components of attitude, then concluding according to the predetermined values and categories.

3.3 List of the Category of Attitude

SCORE	CATEGORY
1,00 – 1,80	Very Bad
1,81 – 2,60	Not Good
2,61 – 3,40	Enough
3,41 – 4,20	Good
4,21 – 5,00	Very Good

7. To find out the respondents' motivation(s), the data were taken from the open questions in the questionnaire. Then the researcher grouped each respondent's answers that had similar answers in a group whether they were instrumental, integrative, intrinsic, or extrinsic motivation category.

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CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses the results of data analysis from research on Korean culture enthusiasts in Surabaya. The data in this study were obtained from the questionnaire that had been distributed online via WhatsApp, Instagram, and Twitter. It had been filled out voluntarily by as many as 107 respondents, consisting of 102 female respondents and 5 male respondents. The data analysis was carried out in a descriptive quantitative and qualitative manner with simple statistical computation.

4.1 Findings

The processing data on language attitudes in both English and Korean language are divided into three categories based on three components of attitude: cognitive components, affective components, and conative components. For data processing results on motivation, the researcher divided them based on four categories: instrumental, integrative, intrinsic, and extrinsic.

4.1.1 Cognitive Component of Attitude towards English

The first attitude component is the cognitive component. The cognitive component is a component related to knowledge and ideas used in the thinking process, usually referring to opinions, beliefs of a person about something that is considered right or wrong, good or bad. The answers from each respondent will

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reflect their opinions and thoughts on English. In this study, there are 8 statements regarding the cognitive component towards English. 7 statements are positive statements, while 1 statement, namely statement number 4, is negative. In the statements about the cognitive component, the researcher used several keywords to determine how the respondents responded. The keywords are *menurut saya* (I think), *saya percaya* (I believe), and *saya mempunyai pandangan* (I have a view).

Based on the analysis, it is known that of the eight statements that measure the indicators of language attitudes towards English, seen from the cognitive component, an average score of 3.95 is obtained. Referring to table 3,3 based on the category scores used, it can be said that their attitude is in the "Good" category or, in other words, including a positive attitude. Furthermore, the results of the frequency of respondents' answers, percentages, and average scores that are more complete can be seen in Table 4.1 as follows.

Table 4.1 Percentages of Respondents' Answers for Cognitive Component towards English

Statements Number	SCORE										Total		Average
	1		2		3		4		5				
	F	%	F	%	F	%	F	%	F	%	F	%	
1	1	0,93	0	0	1	0,93	13	12,15	92	85,98	107	100,00	4,82
2	1	0,93	2	1,87	48	44,86	35	32,71	21	19,63	107	100,00	3,68
3	0	0	12	11,21	27	25,23	42	39,25	26	24,3	107	100,00	3,77
4*	4	3,74	17	15,89	37	34,58	45	42,06	4	3,74	107	100,00	3,26
5	1	0,93	3	2,8	25	23,36	59	55,14	19	17,76	107	100,00	3,86
6	0	0	1	0,93	4	3,74	37	34,58	65	60,75	107	100,00	4,55
7	0	0	0	0	11	10,28	59	55,14	37	34,58	107	100,00	4,24
8	1	0,93	5	4,67	62	57,94	26	24,3	13	12,15	107	100,00	3,42
Total Average													**3,95**

Note: * is a negative statement

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Data 1

The first statement is *Menurut saya, Bahasa Inggris merupakan Bahasa yang penting di era globalisasi* (I think, English is an important language in the globalization era). In this statement, the researcher uses the keywords *menurut saya* or (I think) to see how they think about how important English is today.

From the data above, it shows that from a total of 107 respondents, 85.98% or 92 respondents stated "Strongly Agree," as many as 12.15% or 13 respondents stated "Agree," and 0.93% or 1 respondent each answered "Neutral" and "Strongly Disagree." From this percentage, it can be seen that most of them show a positive response and agree with the opinion that in this globalization era, English is an important language.

Data 2

The second statement is *Menurut saya, Bahasa Inggris adalah Bahasa yang menarik dibanding dengan Bahasa asing lainnya* (I think, English is an interesting language compared to other foreign languages).

The data shows 19.63% or as many as 21 respondents answered "Strongly Agree," 32.71% or 35 respondents answered "Agree." However, the highest percentage is 44.86%, or 48 respondents answered "Neutral," and 1.87% or 2 respondents answered "Disagree," even 0.93% or 1 respondent replied, "Strongly Disagree." It can be said that, on average, they find English interesting. However, some are still unsure about the statement that English is more interesting when compared to other foreign languages.

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Data 3

The third statement is *Menurut saya, pandai dalam berbahasa Inggris akan membuat seseorang terlihat seperti orang yang lebih berpendidikan* (I think being good at English will make someone look like a more educated person).

The data shows that from a total of 107 respondents, 24.3% or as many as 26 respondents stated "Strongly Agree," 39.25% or as many as 42 respondents stated "Agree," however, there were 25.23% or 27 respondents who answered "Neutral," or could be interpreted as they are not too sure that mastering or being good at English will make someone look more educated. Not only that, 11.21% or 12 respondents stated "Disagree" to this statement.

Data 4

This fourth statement is a negative statement, so if the respondent states "Strongly Agree" or "Agree," then the score given will change to 1 and 2. If the respondent states "Disagree" or "Strongly Disagree," then the score given is 4 and 5. And for the Neutral response, the score given remains the same, that is 3.

The fourth statement is *Menurut saya, Bahasa Inggris adalah Bahasa yang sulit dan rumit untuk dipelajari* (I think, English is a difficult and complicated language to learn). As we know that English is the most widely studied foreign language in Indonesia, it is not surprising that English is a subject taught in schools. Therefore, this statement is made to determine how respondents think about learning English, whether it is difficult or not.

The data shows that 3.74% or as many as 4 respondents stated "Strongly Disagree," and 42.06% or as many as 45 respondents stated, "Disagree." This

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shows that some of them feel English is not a difficult language to learn. However, some of them also stated that they were “Neutral” or were still unsure, namely as many as 34.58% or 37 respondents. Even 15.89% or 17 respondents stated “Agree,” and 3.74% or 4 other people stated “Strongly Agree,” which indicates that they think English is difficult to learn.

Data 5

The fifth statement is *Menurut saya, menjadikan bahasa Inggris sebagai bahasa asing yang sering digunakan di Indonesia dalam berbagai bidang merupakan hal yang baik* (I think, making English a foreign language that is often used in Indonesia in various fields is a good thing). This statement was made to find out their opinion about the use of English, which is used in various fields, for example, a technology where games or computer language mostly used terms in English.

The data in the table shows that most of them agree that the use of English in these various fields is a good thing because as many as 17.76% or 19 respondents stated: “Strongly Agree.” More than half of the total respondents, namely 59 respondents or as many as 55.14%, stated: “Agree.” In comparison, 23.36% or 25 respondents chose to answer “Neutral,” and 2.8% or 3 respondents stated “Disagree,” while 0.93% or 1 other respondent stated, “Strongly Disagree.”

Data 6

The next statement is *Saya percaya bahwa saya lebih mudah untuk pergi keliling dunia jika saya mahir dalam berbahasa Inggris* (I believe that it is easier for me to travel around the world if I am proficient in English). In this statement,

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the researcher uses the keyword *Saya percaya* (I believe) to see how the respondents' belief in English, which we know, has status as an international language, even though if we go around the world, not all countries in the world use English. Therefore, the researcher wants to know how much they believe in the status of English, whether it will help them a lot if they are proficient or maybe not even help them go around the world.

The data shows that it can be concluded that most of the respondents believe that it will be easier for them to travel the world if they are proficient in English because 60.75% or as many as 65 respondents stated “Strongly Agree,” and 34.58% or 37 respondents chose to answer “Agree.” Meanwhile, 3.74% or as many as 4 respondents answered “Neutral,” and the remaining only 0.93% or 1 respondent answered, “Disagree.”

Data 7

The seventh statement is *Menurut saya, saya akan memiliki lebih banyak pengetahuan dan pemahaman saat belajar Bahasa Inggris* (I think I will have more knowledge and understanding while learning English). In learning a language, of course, it can be done in many ways, for example, reading literary works from the country of origin of the language or watching movies, then in the learning process, the learner may get knowledge outside of the language aspect; therefore, this statement is made to find out opinions respondents whether they agree with the statement or not.

The data shows that most of the respondents agree that they will have a lot of knowledge when learning English; this is proven by 34.58% or as many as 37

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respondents choosing “Strongly Agree” and 55.14% or as many as 59 respondents stating “Agree,” and the remaining 10.28% or 11 respondents stated “Neutral.” None of the respondents chose that answer for “Disagree” and “Strongly Disagree.”

Data 8

The eighth statement is *Saya mempunyai pandangan yang baik terhadap kebudayaan dan masyarakat negara-negara berbahasa Inggris* (I have a good view towards the culture and the society of English speaking countries). In this statement, the researcher uses the keyword *saya mempunyai pandangan* (I have a …. view) to see how they view the culture and native people who use the foreign language they are learning, namely English.

The data shows that the highest percentage in this statement is 57.94%, or as many as 62 respondents chose to answer “Neutral,” 12.15% or as many as 13 respondents chose to answer “Strongly Agree,” and 24.3% or as many as 26 respondents chose “Agree.” This shows that most of the respondents are not really sure about their views towards the culture and the society of English speaker countries, although there are still some respondents who agree and strongly agree. And, 4.67% or as many as 5 respondents stated “Disagree,” and even 0.93% or 1 respondent stated “Strongly Disagree,” which means they likely have a bad view towards the culture society of English speaker countries.

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4.1.2 Affective Component of Attitude towards English

The second attitude component is the affective component. The affective component is a component that relates to a person's feelings or emotions about an object, which in this case is English. In this study, there are 8 statements regarding the affective component towards English. 6 of them are positive statements, while 2 statements, namely statement numbers 6 and 7, are negative statements.

In the statements regarding the affective component, the researcher uses several keywords to determine how the respondents respond to them. Keywords for positive statements include *saya tertarik* (I am interested), *saya merasa* (I feel).

Based on the analysis, the eight statements that measure the indicator of language attitudes towards English, seen from the affective component, an average score of 3.72 are obtained. So, referring to the table 3.3 based on the category scores used, it can be said that their attitude is in the “Good” category or, in other words, includes a positive attitude. Furthermore, the results of the frequency of respondents' answers, percentages, and average scores that are more complete can be seen in Table 4.2 as follows.

Table 4.2 Percentages of Respondents’ Answers for Affective Component towards English

Statements Number	SCORE										Total		Average
	1		2		3		4		5				
	F	%	F	%	F	%	F	%	F	%	F	%	
1	0	0	2	1,87	21	19,63	52	48,6	32	29,91	107	100,00	4,07
2	2	1,87	15	14,02	54	50,47	25	23,36	11	10,28	107	100,00	3,26
3	3	2,8	20	18,69	55	51,4	22	20,56	7	6,54	107	100,00	3,09
4	1	0,93	6	5,61	33	30,84	50	46,73	17	15,89	107	100,00	3,71

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Continuation of Table 4.2

Statements Number	SCORE										Total		Average
	1		2		3		4		5				
5	0	0	2	1,87	11	10,28	47	43,93	47	43,93	107	100,00	4,3
6*	1	0,93	3	2,8	26	24,3	52	48,6	25	23,36	107	100,00	3,91
7*	7	6,54	26	24,3	38	35,51	31	28,97	5	4,67	107	100,00	3,01
8	0	0	0	0	7	6,54	48	44,86	52	48,6	107	100,00	4,42
Total Average													**3,72**

Note: * is a negative statement

Data 1

The first statement of the affective component is *Belajar Bahasa Inggris sangatlah menyenangkan* (Learning English is so fun). This statement aims to find out how respondents feel in the process of learning English, whether it is fun or not because if the process is fun, it can make them enjoy the learning process; therefore, the researcher uses the keyword *menyenangkan* (fun).

The data in the table shows that 29.91% or as many as 32 respondents stated “Strongly Agree” and 48.6% or 52 respondents stated “Agree,” 19.63% or 21 respondents stated “Neutral” and only 1.87 % or 2 respondents stated, “Disagree.” Of course, this can show that most of them agree that learning English is very fun.

Data 2

The second statement is *Saya lebih tertarik dengan film-film berbahasa Inggris daripada film-film berbahasa lain* (I am more interested in English language movies than other language movies). In this statement, the researcher

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uses the keyword *tertarik* to find out how the respondent's interest in an entertainment product or work that uses English, in this case, is a movie.

The data shows that from a total of 107 respondents, 10.28% or 11 respondents chose “Strongly Agree,” 23.36% or as many as 25 respondents stated “Agree,” and 50.47% or as many as 54 respondents chose “Neutral” which can mean that they are not sure about this statement. Meanwhile, 14.02% or 15 respondents stated “Disagree,” and even 1.87% or 2 respondents stated, “Strongly Disagree.”

So it can be seen that the highest percentage of these statements are “Neutral” which means however some agree that they are more interested in English movies than movies using other foreign languages, most of them are not too sure, maybe they are not only interested with English movies but also interested in other foreign language movies because they are equally interesting.

Data 3

The third statement is *Saya tertarik dengan buku-buku, majalah, atau novel dalam bahasa Inggris* (I am interested in English books, magazine, or novel). This statement is almost the same as the second statement above, but this statement aims to find out how the respondent feels interested in a work, namely books, magazines, or novels.

The data shows that only 6.54% or 7 respondents answered: “Strongly Agree,” 20.56% or as many as 22 respondents answered, “Agree,” while the highest percentage in this statement is the answer “Neutral” as much as 51.4% or 55 respondents, and for those who answered “Disagree” namely 18.69% or as

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many as 20 respondents, the answer “Strongly Disagree” was only 2.8% or only 3 respondents. It is shown that some of the respondents are interested, but on average, they show less interest in English books, magazines, or novels.

Data 4

The fourth statement is *Saya merasa senang ketika saya bisa berkomunikasi dalam bahasa Inggris dengan orang lain* (I feel happy when I can communicate in English with other people). In this statement, the researcher uses the keyword *merasa senang* (feel happy) to find out how they feel when using English to communicate with other people.

The data in the table shows 15.89% or as many as 17 respondents stated “Strongly Agree,” 46.73% or as many as 50 respondents chose “Agree,” 30.84% or 33 respondents chose “Neutral,” while 5.61% or 6 respondents chose “Disagree,” and 0.93% or only 1 respondent chose “Strongly Disagree.” Thus it can be said that most of the respondents are feeling happy when they can communicate using English even though some of them choose to “Neutral” and some feel not happy by choosing “Disagree” and “Strongly Disagree.”

Data 5

The fifth statement is *Saya tertarik untuk mengetahui arti dan makna dari lagu-lagu berbahasa Inggris* (I am interested in knowing the meaning and significance of English songs). In this statement, the researcher uses the keyword *tertarik* to know how the respondents' interest in knowing what the meaning behind a song was created. Because, in a song, there is not only a collection of tones but also lyrics in it which, of course, has a story behind it.

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The data in the table shows that 43.93% or 47 respondents chose the answer “Strongly Agree,” and 43.93% or 47 other respondents chose to “Agree,” 10.28% or 11 respondents chose “Neutral,” while the rest were by 1.87% or only 2 respondents stated “Disagree,” not even a single respondent chose to answer “Strongly Disagree.” Thus, it can be said that most respondents are interested in knowing the meaning of English songs.

Data 6

This sixth statement is a negative statement so that if the respondent chooses the answer “Strongly Agree” or “Agree,” then the score given is 1 or 2, and if the respondent chooses the answer “Disagree” or “Strongly Disagree,” then the score given is 4 or 5. And for the Neutral response, the value given remains the same, that is 3.

The sixth statement is *Saya merasa tidak nyaman ketika mendengar teman atau orang di sekitar saya berbicara menggunakan bahasa Inggris saat berkomunikasi dengan orang lain* (I feel uncomfortable when I hear friends or people around me speak English when communicating with other people). This statement aims to find out how respondents feel, whether they are comfortable, normal, or uncomfortable when other people speak English.

The data shows that 23.36% or as many as 25 respondents answered “Strongly Disagree,” 48.6% or as many as 52 respondents answered “Disagree,” 24.3% or as many as 26 respondents chose “Neutral,” while 2.8% or 3 respondents chose “Agree,” and only 0.93% or 1 respondent answered, “Strongly Agree.” So, it can be said that most of the respondents feel comfortable when they

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hear other people speak English, and some choose Neutral, or they may feel normal, and only a few respondents feel uncomfortable when they hear people around them speak in English.

Data 7

Same with the sixth statement, the seventh statement is also negative. The seventh statement is *Saya tidak suka dengan pengucapan saya saat berbicara menggunakan bahasa Inggris* (I do not like my pronunciation when speaking English). This statement aims to see whether respondents like how they pronounce English words or sentences considering English writing and how to read it is not the same as how to read Indonesian plus the influence of Javanese accents, especially Surabaya, which may affect pronunciation when speaking in English.

The data shows that only 4.67% or as many as 5 respondents chose "Strongly Disagree," 28.97% or 31 respondents chose to answer "Disagree," 35.51% or 38 respondents chose "Neutral," while 24.3% or 26 respondents chose "Agree," and 6.54% or 7 other respondents chose "Strongly Agree." So, it can be said that, on average, respondents tend not to like their pronunciation when speaking in English, although some do.

Data 8

The last statement regarding the affective component is *Saya merasa bangga ketika bisa memahami makna dari suatu kalimat dalam bahasa Inggris saat mendengar seseorang berbicara ataupun mendengarkan lagu berbahasa Inggris* (I feel proud when I can understand the meaning of a sentence in English

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when I hear someone speak or listen to an English song). In this statement, use the keyword *merasa bangga* (feel proud). This statement aims to find out how respondents feel when they understand the meaning of English sentences, either when they hear other people speak or listen to songs, whether they cause feelings of pride, normal, or not at all.

The data shows that 48.6% or 52 respondents answered “Strongly Agree,” 44.86% or 48 respondents chose “Agree,” and 6.54% or the remaining 7 respondents chose “Neutral,” while none of the respondents answered “Disagree” or “Strongly Disagree.” This shows that almost all respondents are proud when they can understand something they hear in English.

4.1.3 Conative Component of Attitude towards English

The third component of attitude is the conative component. The conative component is a component that relates to a person's tendency to do something. In this study, there are 8 statements regarding the conative component towards English. 6 of them are positive statements, while 2 statements, namely statements number 7 and 8, are negative statements.

Based on the analysis, the eight statements that measure the indicators of language attitudes towards English, seen from the conative component, an average score of 3.62 are obtained. Referring to table 3.3, based on the category scores used, it can be said that their attitude is in the “Good” category or, in other words, includes a positive attitude. Furthermore, the more complete results of the

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respondent's answer frequency, percentage, and average score can be seen in Table 4.3 as follows.

Table 4.3 Percentages of Respondents' Answers for Conative Component towards English

Statements Number	SCORE										Total		Average
	1		2		3		4		5				
	F	%	F	%	F	%	F	%	F	%	F	%	
1	3	2,8	13	12,15	49	45,79	26	24,3	16	14,95	107	100,00	3,36
2	2	1,87	17	15,89	54	50,47	27	25,23	7	6,54	107	100,00	3,19
3	0	0	2	1,87	19	17,76	62	57,94	24	22,43	107	100,00	4,01
4	1	0,93	2	1,87	39	36,45	45	42,06	20	18,69	107	100,00	3,76
5	6	5,61	26	24,3	35	32,71	26	24,3	14	13,08	107	100,00	3,15
6	0	0	1	0,93	17	15,89	58	54,21	31	28,97	107	100,00	4,11
7*	3	2,8	9	8,41	10	9,35	59	55,14	26	24,3	107	100,00	3,9
8*	1	0,93	19	17,76	32	29,91	40	37,38	15	14,02	107	100,00	3,46
Total Average													**3,62**

Note: * is a negative statement

Data 1

The first statement of the conative component is *Saya lebih sering mendengarkan lagu-lagu berbahasa Inggris dibandingkan dengan lagu-lagu berbahasa lain* (I listen to English songs more often than other languages songs). In this statement, the researcher uses the keyword *sering* (often) to see how much the respondents tend to listen to English songs.

The data shows that 14.95% or 16 respondents answered "Strongly Agree," 24.3% or 26 respondents answered "Agree," 45.79% or 49 respondents answered "Neutral," 12.15% or 13 respondents answered "Disagree," and 2.8% or 3 other respondents answered, "Strongly Disagree." Therefore, it can be seen that

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the highest percentage of respondents chose to answer “Neutral,” which means that they listen to English songs but not often.

Data 2

The second statement is *Saya sering membaca novel, buku-buku, ataupun tulisan-tulisan seperti artikel dan jurnal dalam bahasa Inggris* (I often read novels, books, or writings such as articles and journals in English). In this statement, the researcher still uses keyword sering (often) to find out how often they read English writings in scientific writings and literary works such as novels, etc.

The data shows that only 6.54% or as many as 7 respondents chose to answer “Strongly Agree,” while for the answer “Agree” 25.23% or as many as 27 respondents who chose, and for the answer “Neutral” had the highest response to the statement which is 50.47% or as many as 54 respondents, 15.89% or as many as 17 respondents chose to answer “Disagree,” another 1.87% or as many as 2 respondents chose to “Strongly Disagree.” So, it can be seen that, on average, respondents tend not often to read English writings such as articles, journals, or novels.

Data 3

The third statement is *Saya mendorong diri saya untuk aktif dalam belajar bahasa Inggris dengan berbagai cara dan metode yang saya suka* (I push myself to be active in learning English in various ways and methods that I like). Of course, everyone has a different way and methodology of learning. Some individuals prefer to learn through video tutorials, or some individuals like to

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learn just by reading books. Therefore, this statement is made to find out how they encourage themselves to make their English learning process according to their wishes.

The data shows that 22.43% or as many as 24 respondents answered "Strongly Agree," 57.94% or 62 respondents chose "Agree," 17.76% or as many as 19 respondents chose "Neutral," only 1.87% or 2 respondents chose "Disagree," and none of the respondents answered, "Strongly Disagree." Therefore, this shows that respondents push themselves to make English learning methods according to their liking.

Data 4

The fourth statement is *Saya sering membuat status atau menulis sesuatu di media sosial (Facebook, Instagram, Twitter, dll) menggunakan bahasa Inggris* (I often make statuses or write things on social media (Facebook, Instagram, Twitter, etc.) using English). In the current era of globalization, social media is a place where individuals can exchange information, opinions, issues that occur around the world quickly and easily. Therefore, this statement is made to find out whether they often use English in their activities on social media, such as make a status on Facebook, make a tweet on Twitter, or write a caption on Instagram, and so on.

The data shows that 18.69% or 20 respondents answered "Strongly Agree," 42.06% or 45 respondents answered "Agree," 36.45% or 39 respondents answered "Neutral," 1.87% or 2 respondents answered "Disagree," and only 0.93% or 1 respondent stated, "Strongly Disagree." Therefore, it can be seen that

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most respondents agree that they often use English for their activities on social media, although some choose “Neutral,” which means they use English but not too often.

Data 5

The fifth statement is *Saya mengambil kursus bahasa Inggris untuk meningkatkan skill berbahasa Inggris saya* (I took an English course to improve my English skills). In Indonesia, including in Surabaya, there are many courses, both free and paid, to learn English, because considering the role of English in education, which is considered important and becomes one of the compulsory subjects tested in the National Examination. Therefore, this statement was made to determine whether the respondents took courses to improve their English skills.

The data shows that 13.08% or 14 respondents answered “Strongly Agree,” 24.3% or 26 respondents answered “Agree,” 32.71% or as many as 35 respondents answered “Neutral,” 24.3% or 26 respondents answered “Disagree,” and 5.61% or 6 respondents answered, “Strongly Disagree.” Therefore, it can be said that although some respondents took English courses to improve their English skills, most of them chose not to take English courses.

Data 6

The sixth statement *Saya akan tetap belajar bahasa Inggris walaupun bahasa Inggris tidak ada dalam mata pelajaran wajib saat di sekolah ataupun kampus* (I will continue to study English even though English is not included in the compulsory subjects at school or college). This statement aims to find out how

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they act if English is not a compulsory subject to be learned at school or on campus, whether they are reluctant to learn it or keep learning it.

The data shows 28.97% or 31 respondents answered “Strongly Agree,” 54.21% or as many as 58 respondents answered “Agree,” 15.89% or 17 respondents answered “Neutral,” the remaining 0.93% or only 1 respondent answered “Disagree,” and no one answered, “Strongly Agree.” This means that the average respondent will continue to study English even though it is not a compulsory subject studied at school or on campus.

Data 7

This seventh statement is a negative statement so that if the respondent chooses the answer “Strongly Agree” or “Agree,” then the score given is 1 or 2. If the respondent chooses the answer “Disagree” or “Strongly Disagree,” then the score given is 4 or 5. And for the Neutral response, the score given remains the same, that is 3. The seventh statement is *Saya terpaksa belajar bahasa Inggris karena keadaan atau orang-orang disekitar saya* (I was forced to learn English because of circumstances or the people around me).

The data shows 24.3% or 26 respondents answered “Strongly Disagree,” 55.14% or 59 respondents chose “Disagree,” 9.35% or 10 respondents chose “Neutral,” while 8.41% or 9 respondents chose “Agree,” and 2.80% or 3 respondents chose “Strongly Agree.” So it can be seen that, on average, the respondents learn English without any coercion, although some respondents admit that there is coercion when learning English.

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Data 8

Same with the seventh statement, the eighth statement is also negative. The eighth statement is *Saya malu ketika berbicara dengan bahasa Inggris dengan teman saya* (I am shy when speaking in English with my friends). The data shows 14.02 % or 15 respondents answered "Strongly Disagree," 37.38% or 40 respondents answered "Disagree," 29.91% or 32 respondents answered "Neutral," 17.76% or 19 respondents answered "Agree," and 0.93% or 1 respondent answered, "Strongly Agree." Therefore, it can be said that, on average, respondents are not ashamed to speak English with their friends, although some of them admit that they are embarrassed to speak English with their friends.

To determine the category of respondents' attitudes towards English as a whole, the researcher recapitulated the data obtained by calculating the average respondent's score on each statement, then calculating the overall average and concluding it based on the predetermined categories. The recapitulation table showed in Table 4.4 below.

Table 4. 4 Recapitulation of the Whole Score for the Three Components of Attitude towards English

Number of Statement	Components of Attitude	Average	Category
1	*Cognitive*	4,82	Very Good
2		3,68	Good
3		3,77	Good
4		3,26	Enough
5		3,86	Good

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Continuation of Table 4.4

Number of Statement	Components of Attitude	Average	Category
6	*Cognitive*	4,55	Very Good
7		4,24	Very Good
8		3,42	Good
Total		**3,95**	**Good**
1	*Affective*	4,07	Good
2		3,26	Enough
3		3,09	Enough
4		3,71	Good
5		4,3	Very Good
6		3,91	Good
7		3,01	Enough
8		4,42	Very Good
Total		**3,72**	**Good**
1	*Conative*	3,36	Enough
2		3,19	Enough
3		4,01	Good
4		3,76	Good
5		3,15	Enough
6		4,11	Good
7		3,9	Good
8		3,46	Good
Total		**3,62**	**Good**
Total Overall Average		**3,76**	**Good**

From the recapitulation data above, it shows that the average score of the three attitude components, namely cognitive, affective, and conative is in the "Good" or positive category, so it can be concluded that the attitude of Korean culture enthusiasts in Surabaya to English is "Good" or in other words positive with the overall average score 3.76.

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4.1.4 Cognitive Component of Attitude towards the Korean Language

The first component of attitude is the Cognitive component, namely the component of attitudes related to one's views, opinions on an object, and the object this time is the Korean language. In this study, there are 7 statements regarding the cognitive component towards the Korean language. 6 of them are positive statements, while 1 statement, namely statement number 4 is a negative statement.

Based on the analysis, the seven statements that measure the indicator of language attitudes towards Korean seen from the cognitive component show that the average score obtained is 3.30. So, referring to table 3.3 on the category scores used, it can be said that their attitudes are in the “Enough” category or in other words, less positive. Furthermore, the results of the frequency of respondents' answers, percentages, and average scores that are more complete can be seen in Table 4.5 below.

Table 4.5 Percentages of Respondents’ Answers for Cognitive Component Towards the Korean Language

Statements Number	SCORE										Total		Average
	1		2		3		4		5				
	F	%	F	%	F	%	F	%	F	%	F	%	
1	3	2,8	27	25,23	42	39,25	26	24,3	9	8,41	107	100,00	3,1
2	2	1,87	19	17,76	52	48,6	29	27,1	5	4,67	107	100,00	3,15
3	3	2,8	36	33,64	47	43,93	18	16,82	3	2,8	107	100,00	2,83
4*	15	14,02	53	49,53	26	24,3	8	7,48	5	4,67	107	100,00	2,39
5	0	0	6	5,61	8	7,48	54	50,47	39	36,45	107	100,00	4,18
6	0	0	9	8,41	23	21,5	59	55,14	16	14,95	107	100,00	3,77
7	0	0	7	6,54	36	33,64	47	43,93	17	15,89	107	100,00	3,69
Total Average													**3,30**

Note: * is a negative statement

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Data 1

The first statement regarding the cognitive component is *Menurut saya, kepopuleran bahasa Korea saat ini dapat mengalahkan kepopuleran bahasa asing lainnya* (I think, the current popularity of Korean language can beat the popularity of other foreign languages). This statement aims to find out the opinion of the respondents regarding the popularity of the Korean language due to the influence of the Korean wave or *Hallyu* that entered Indonesia quickly, including in Surabaya.

The data shows that 8.41% or 9 respondents answered "Strongly Agree," 24.3% or as many as 26 respondents answered "Agree," 39.25% or 42 respondents answered "Neutral," while 25.23% or 27 respondents chose to "Disagree," and 2.8% or 3 respondents chose "Strongly Disagree." So, from this percentage, it can be said that the average respondent is doubtful or unsure that the current popularity of the Korean language in Indonesia can beat the popularity of other foreign languages, even the number of respondents who express their disagreement with this statement is pretty much.

Data 2

The second statement is *Menurut saya, bahasa Korea adalah bahasa yang menarik dibanding dengan bahasa asing lainnya* (I think, Korean language is interesting language rather than another foreign language). The data in the table shows that from a total of 107 respondents, 4.67% or 5 respondents answered "Strongly Agree," 27.1% or 29 respondents answered "Agree," and the highest percentage was 48.6% or 52 respondents answered "Neutral," 17.76% or 19

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respondents answered “Disagree,” and 1.87% or 2 others answered, “Strongly Disagree.”

So, it can be said that the average respondent is not sure that the Korean language is more interesting than other foreign languages, or it could also mean that the Korean language is interesting, but when compared to other foreign languages, Korean is not more interesting, or even equally interesting.

Data 3

The third statement is *Menurut saya, pandai dalam berbahasa Korea membuat seseorang akan terlihat lebih unggul daripada orang lain yang pandai dalam berbahasa asing lainnya* (I think, being good at Korean language makes someone look superior to other people who are good at other foreign languages).

The data shows that only 2.8% or as many as 3 respondents chose “Strongly Agree,” 16.82% or 18 respondents answered “Agree,” 43.93% or 47 respondents chose “Neutral,” 33.64% or 36 respondents chose “Disagree,” and 2.8 % or 3 other respondents chose “Strongly Disagree.” So, it can be said that respondents tend to think that if someone is good at Korean language, it doesn't make someone look superior compared to other people who are good at other foreign languages, or it could also mean that they think people who are good at Korean still look equally superior to other people who are good in other foreign languages.

Data 4

This fourth statement is a negative statement, so if the respondent states “Strongly Agree” or “Agree,” then the score given is 1 or 2, and if the respondent

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states “Disagree” or “Strongly Disagree,” then the score given is 4 or 5. For the Neutral response, the score given remains the same, that is 3. The fourth statement is *Menurut saya, bahasa Korea adalah bahasa yang sulit dan rumit untuk dipelajari* (I think, Korean language is difficult and complicated to learn).

The data shows that 4.67% or 5 respondents answered “Strongly Disagree,” 7.48% or 8 respondents answered “Disagree,” 24.3% or 26 respondents answered “Neutral,” 49.53% or as many as 53 respondents chose “Agree,” and 14.02% or 15 respondents even answered, “Strongly Agree.” So it can be said that the average respondent thinks that the Korean language is indeed difficult to learn.

Data 5

The fifth statement is *Saya percaya bahwa bahasa Korea dapat membantu saya berkomunikasi dengan orang asing terutama orang Korea maupun idola saya* (I believe that Korean language can help me communicate with foreigners, especially Koreans and my idols). The data shows that 36.45% or 39 respondents answered “Strongly Agree,” 50.47% or 54 respondents answered “Agree,” 7.48% or 8 respondents answered “Neutral,” and 5.61% or 6 respondents answered, “Disagree.” So, it can be concluded that the average respondent agrees that Korean is beneficial for communicating, especially with Korean people and even their idols.

Data 6

The sixth statement is *Menurut saya, saya akan memiliki lebih banyak pengetahuan dan lebih banyak pemahaman tentang berbagai hal saat belajar*

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bahasa Korea (I think, I will have more knowledge and more understanding of various things while studying Korean language). The data shows that, from a total of 107 respondents, 14.95% or 16 respondents answered “Strongly Agree,” 55.14% or 59 respondents answered “Agree,” 21.5% or 23 respondents answered “Neutral,” and 8.41 % or 9 respondents answered, “Disagree.”

So, it can be said that the average respondent thinks that learning the Korean language will make them have a lot of knowledge about various things, for example, about social and culture, as well as about art or other things related to South Korea.

Data 7

The seventh statement is *Saya mempunyai pandangan baik terhadap kebudayaan dan masyarakat Korea selatan* (I have a good view of South Korean culture and society). The data shows that from a total of 107 respondents, 15.89% or 17 respondents answered “Strongly Agree,” 43.93% or 47 respondents answered “Agree,” 33.64% or as many as 36 respondents answered “Neutral,” and 6.54 % or 7 respondents answered, “Disagree.”

So, it can be said that the average respondent has a good view of South Korean culture and society, although some respondents chose to answer “Neutral,” which could mean they have a good perspective only on the culture but not on the people or vice versa.

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4.1.5 Affective Component of Attitude towards the Korean Language

The next component is the affective component. The affective component is a component that relates to a person's feelings or emotions about an object, and what is meant this time is the Korean language. There are 7 statements regarding the affective component towards the Korean language in this study, 5 of them are positive statements, while 2 statements, namely statements number 5 and 6 are negative statements.

Based on the analysis, it is known that of the seven statements that measure the indicators of language attitudes towards the Korean language seen from the affective component, the average score obtained is 3.83. Referring to table 3.3 based on the category scores used, it can be said that their attitude is in the "Good" category or in other words, including positive. Furthermore, the results of the frequency of respondents' answers, percentages, and average scores that are more complete can be seen in Table 4.6 below.

Table 4.6 Percentages of Respondents' Answers for Affective Component towards the Korean Language

Statements Number	SCORE										Total		Average
	1		2		3		4		5				
	F	%	F	%	F	%	F	%	F	%	F	%	
1	0	0	2	1,87	23	21,5	58	54,21	24	22,43	107	100,00	3,97
2	0	0	6	5,61	39	36,45	33	30,84	29	27,1	107	100,00	3,79
3	0	0	7	6,54	29	27,1	50	46,73	21	19,63	107	100,00	3,79
4	0	0	1	0,93	19	17,76	33	30,84	54	50,47	107	100,00	4,31
5*	4	3,74	10	9,35	30	28,04	39	36,45	24	22,43	107	100,00	3,64
6*	3	2,8	21	19,63	55	51,4	23	21,5	5	4,67	107	100,00	3,06
7	0	0	1	0,93	12	11,21	51	47,66	43	40,19	107	100,00	4,27
Total Average													**3,83**

Note: * is a negative statement

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Data 1

The first statement regarding affective component is *Belajar bahasa Korea sangatlah menyenangkan* (Learning Korean language is so fun). This statement aims to find out what respondents feel when learning the Korean language. The data shows that from a total of 107 respondents, 22.43% or 24 respondents answered “Strongly Agree,” 54.21% or 58 respondents answered “Agree,” 21.5% or 23 respondents answered “Neutral,” 1.87% or 2 respondents answered “Disagree,” while none answered, “Strongly Agree.”

So, it can be said that the average respondent feels that learning Korean is very fun, although some respondents choose to answer “Neutral,” which could mean they are not really sure about their feeling about learning the Korean language. Is it that fun, or maybe fun but not really.

Data 2

The second statement is *Saya tertarik dengan film-film atau drama Korea dibandingkan dengan film-film berbahasa lain* (I am interested in Korean movies or dramas compared to other language movies). This statement aims to determine the respondent's interest in an entertainment product or work, in this case, Korean films or dramas, compared to other foreign-language movies. The data shows that 27.1% or 29 respondents chose the answer “Strongly Agree,” 30.84% or 33 respondents chose “Agree,” 36.45% or 39 respondents chose “Neutral,” 5.61% or 6 respondents chose “Disagree,” and no one answered, “Strongly Disagree.”

So, it can be said that, on average, respondents agree that they are more interested in Korean films or dramas compared to other foreign language films or

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dramas. However, 39 respondents chose “Neutral,” and 6 other respondents did not agree with this statement.

Data 3

The third statement is *Saya merasa senang ketika saya bisa berkomunikasi dalam bahasa Korea dengan orang yang juga bisa Bahasa Korea* (I feel happy when I can communicate in Korean language with people who can also speak Korean language). This statement aims to find out how respondents feel about being able to communicate with people who can speak Korean. The data shows that 19.63% or as many as 21 respondents answered “Strongly Agree,” 46.73% or 50 respondents answered “Agree,” 27.1% or as many as 29 respondents answered “Neutral,” 6.54% or 7 respondents answered “Disagree,” and none of the respondents answered, “Strongly Disagree.” Therefore, it can be said that, on average, respondents feel happy when they can communicate with people who can also speak Korean, although some respondents chose to answer “Neutral.”

Data 4

The fourth statement is *Saya suka dengan lagu-lagu berbahasa Korea* (I like Korean songs). This statement aims to determine the respondents' preferences for music from South Korea, and it is identical to the designation K-Pop.

The data shows that half of the total respondents, namely 50.47% or as many as 54 respondents, answered “Strongly Agree,” 30.84% or as many as 33 respondents answered “Agree,” 17.76% or 19 respondents answered “Neutral,” 0.93% or 1 respondent answered “Disagree,” and no respondent answered

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"Strongly "Disagree." From these data, it is clear that most of the respondents like Korean songs.

Data 5

The fifth statement is a negative statement, that is *Saya merasa tidak nyaman ketika mendengar teman atau orang di sekitar saya berbicara dengan menyelipkan kata-kata atau frasa dalam bahasa Korea* (I feel uncomfortable when I hear friends or people around me talk by slipping words or phrases in Korean language).

The data in the table shows a total of 107 respondents, 22.43% or 24 respondents answered "Strongly Disagree," 36.45% or 39 respondents answered "Disagree," 28.04% or 30 respondents answered "Neutral," 9.35% or 10 respondents answered "Agree," and 3.74% or 4 respondents answered, "Strongly Agree."

So, from the data, it can be said that on average, respondents do not feel uncomfortable when they hear friends or people around them inserting words or phrases in the Korean language, for example, *gamsahamnida,* which in English means thank you, but some of the respondents stated "Neutral" which could mean they could feel normal or a little uncomfortable, and some even stated they were uncomfortable.

Data 6

The sixth statement is also a negative statement. The statement is *Saya tidak suka dengan pelafalan saya saat berbicara Bahasa Korea* (I do not like my pronunciation when I was speaking in Korean language). This statement aims to

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determine whether respondents like or dislike how they pronounce their Korean language because, as we know, the way the Korean language is pronounced is very different from Indonesian and Javanese languages.

The data shows that 4.67% or 5 respondents chose “Strongly Disagree,” 21.5% or 23 respondents chose “Disagree,” 51.4% or 55 respondents chose “Neutral,” 19.63% or 21 respondents chose “Agree,” and 2.8% or 3 respondents chose to “Strongly Agree.” So, it can be said that, on average, respondents tend to do not like it much with their pronunciation when speaking in Korean.

Data 7

The seventh statement is *Saya merasa bangga pada diri saya ketika bisa memahami makna dari kata suatu kalimat dalam bahasa Korea saat menonton drama Korea atau mendengarkan lagu berbahasa Korea* (I feel proud of myself when I can understand the meaning of a word or sentence in Korean while watching Korean dramas or listening to Korean songs). This statement aims to determine how respondents feel when they can understand the meaning of a word or sentence in Korean.

The data shows that 40.19% or 43 respondents answered “Strongly Agree,” 47.66% or 51 respondents answered “Agree,” 11.21% or 12 respondents answered “Neutral,” 0.93% or 1 respondent answered “Disagree,” and none of the respondents answered, “Strongly Disagree.” So, it can be said that the average respondent is proud of themselves because only 1 respondent answered: “Disagree.”

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4.1.6 Conative Component of Attitude towards the Korean Language

The conative component is a component that relates to a person's tendency to do something, in this case doing something related to learning the Korean language. In this study, there are 7 statements regarding the conative component towards the Korean language, 6 of which are positive statements, while 1 statement, namely statement number 6, is a negative statement.

Based on the analysis, it is known that of the seven statements that measure the indicators of language attitudes towards the Korean language seen from the conative component, the average score obtained is 3.19. Referring to table 3.3 based on the category scores used, it can be said that their attitudes are in the "Enough" category or, in other words, less positive. Furthermore, the results of the distribution of the frequency of respondents' answers, percentages, and average scores that are more complete can be seen in Table 4.7 below.

Table 4.7 Percentages of Respondents' Answers for Conative Component towards Korean the Language

Statements Number	SCORE										Total		Average
	1		2		3		4		5				
	F	%	F	%	F	%	F	%	F	%	F	%	
1	1	0,93	10	9,35	36	33,64	34	31,78	26	24,3	107	100,00	3,69
2	16	14,95	37	34,58	31	28,97	14	13,08	9	8,41	107	100,00	2,65
3	3	2,8	21	19,63	34	31,78	39	36,45	10	9,35	107	100,00	3,3
4	11	10,28	26	24,3	40	37,38	22	20,56	8	7,48	107	100,00	2,91
5	11	10,28	42	39,25	39	36,45	11	10,28	4	3,74	107	100,00	2,58
6*	3	2,8	6	5,61	18	16,82	47	43,93	33	30,84	107	100,00	3,94
7	11	10,28	20	18,69	25	23,36	32	29,91	19	17,76	107	100,00	3,26
Total Average													**3,19**

**Note: ***is a negative statement

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Data 1

The first statement regarding conative component is *Saya sering mendengarkan lagu-lagu berbahasa Korea dibanding dengan lagu-lagu berbahasa lai*n (I often listen to Korean songs compared to other languages songs). This statement aims to find out how respondents tend to listen to Korean songs compared to listening to songs in other languages.

The data shows that a total of 107 respondents, 24.3% or as many as 26 respondents answered "Strongly Agree," 31.78% or 34 respondents answered "Agree," 33.64% or 36 respondents answered "Neutral," 9.35% or 10 respondents answered "Disagree," and 0.93% or 1 respondent answered, "Strongly Disagree."

So, this shows that, on average, when compared to listening to songs in other languages, they admit that they listen to Korean songs more often or commonly known as K-Pop songs. However, some answered "Neutral," which means they listen to K-pop songs but cannot say often, and there are also respondents who admit that they do not listen to K-pop songs often.

Data 2

The second statement is *Saya sering membaca artikel-artikel dalam bahasa Korea untuk berlatih membaca tulisan Korea* (I often read articles in Korean to practice reading Korean writing). This statement aims to find out whether, in studying Korean, the respondents often read articles in Korean to practice reading Korean writing or what is commonly called *Hangeul*.

The data shows that 8.41% or only 9 respondents who answered "Strongly Agree," 13.08% or 14 respondents answered "Agree," 28.97% or 31 respondents

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answered “Neutral,” 34.58% or 37 respondents answered “Disagree,” and 14.95% or 16 respondents answered, “Strongly Disagree.” So, it can be said that most of the respondents tend to rarely read Korean articles in order to practice reading *Hangeul*. However, some of them admit that they often read Korean articles.

Data 3

The third statement is *Saya mendorong diri saya untuk aktif dalam belajar bahasa Korea seperti bertanya pada teman yang lebih bisa atau belajar melalui buku-buku* (I encourage myself to be active in learning Korean such as asking friends who are more capable or learning through books). This statement aims to determine the respondent's activeness in learning Korean by asking friends who can understand Korean better or through books specifically made for Korean language learners.

The data shows that 9.35% or 10 respondents answered “Strongly Agree,” 36.45% or 39 respondents answered “Agree,” 31, 78% or 34 respondents chose “Neutral,” 19.63% or 21 respondents answered “Disagree,” and 2.8% or 3 other respondents answered, “Strongly Disagree.” So, it can be said that although there are quite a number of respondents who stated that they encourage themselves to be active in learning Korean, on average, the respondents admitted that they tended to be less active.

Data 4

The fourth statement is *Saya sering membuat status di media sosial (Facebook, Instagram, Twitter, dll) dengan tulisan Korea (Hangeul)* (I often make statuses on social media (Facebook, Instagram, Twitter, etc.) with Korean

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writing (Hangeul)). This statement aims to determine whether respondents apply their knowledge about *Hangeul* by writing something on social media using *Hangeul*.

The data shows that 7.48% or 8 respondents answered “Strongly Agree,” 20.56% or 22 respondents answered “Agree,” 37.38% or 40 respondents answered “Neutral,” 24.3% or 26 respondents answered “Disagree,” and 10.28% or 11 respondents answered, “Strongly Disagree.” So, it can be said that the average respondent tends to not so often or even rarely write something on social media using Hangeul, because the highest percentage is the answer “Neutral” and also quite a lot of respondents who disagree with this statement compared to those who agree with this statement.

Data 5

The fifth statement is *Saya mengambil kursus bahasa atau kelas bahasa Korea untuk meningkatkan kemampuan bahasa Korea saya* (I took a Korean language course or class to improve my Korean skills). This statement aims to find out how the respondent's efforts are to be able to master or improve their Korean language skills by taking courses, considering that currently many Korean language classes are open to attend both paid and free, for example, free Korean language classes held by *Rumah Bahasa Surabaya*, and of there are many more.

The data shows that only 3.74% or 4 respondents answered “Strongly Agree,” 10.28% or 11 respondents answered “Agree,” 36.45% or 39 respondents answered “Neutral,” 39.25% or 42 respondents answered “Disagree,” and 10.28% or 11 respondents answered, “Strongly Disagree.” Thus, it can be said that most of

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the respondents did not take Korean language courses to improve their Korean language skills because from the percentage, it can be seen that more respondents did not agree with this statement than respondents who agreed.

Data 6

This sixth statement is a negative statement: *Saya terpaksa belajar bahasa Korea karena keadaan atau alasan tertentu* (I was forced to learn Korean due to certain circumstances or reasons). This statement aims to find out whether the respondent learns Korean despite being forced by circumstances or not.

The data shows that 30.84% or 33 respondents answered "Strongly Disagree," 43.93% or as many as 47 respondents answered "Disagree," 16.82% or 18 respondents answered "Neutral," 5.61% or 6 respondents answered "Agree," and 2.8% or 3 other respondents answered, "Strongly Agree." So, it can be said that the average respondent is not forced to learn Korean; although some claim to be forced to learn Korean, the percentage is relatively small.

Data 7

The last statement regarding this conative component is *Saya sering menyelipkan kata-kata bahasa Korea saat berbicara dengan teman saya walaupun mereka mengerti atau bahkan tidak mengerti sama sekali arti dari bahasa Korea yang saya ucapkan* (I often slip Korean words when talking to my friends even though they understand or even do not understand the meaning of the Korean language I speak). This statement aims to find out whether respondents often insert Korean words when speaking.

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The data shows that 17.76% or 19 respondents answered “Strongly Agree,” 29.91% or 32 respondents answered “Agree,” 23.36% or 25 respondents answered “Neutral,” 18.69% or 20 respondents answered “Disagree,” and 10.28% or 11 respondents answered, “Strongly Disagree.” So it can be said that the average respondent does not often insert Korean words when talking to friends who either understand or do not understand at all, even though there are respondents who agree with this statement.

To determine the categories of respondents' attitudes towards Korean as a whole, the researcher recapitulates the data obtained by calculating the average respondent's score on each statement, then calculating the overall average and concluding it based on the predetermined categories. The recapitulation table showed in Table 4.8 below.

Table 4.8 Recapitulation of the Whole Score for the Three Components of Attitude towards the Korean Language

Number of Statement	Components of Attitude	Average	Category
1	*Cognitive*	3,1	Enough
2		3,15	Enough
3		2,83	Enough
4		2,39	Not Good
5		4,18	Good
6		3,77	Good
7		3,69	Good
Total		**3,30**	**Enough**
1	*Affective*	3,97	Good
2		3,79	Good

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Continuation of Table 4.8

Number of Statement	Components of Attitude	Average	Category
3	*Affective*	3,79	Good
4		4,31	Very Good
5		3,64	Good
6		3,06	Enough
7		4,27	Very Good
Total		**3,83**	**Good**
1	*Conative*	3,69	Good
2		2,65	Enough
3		3,3	Enough
4		2,91	Enough
5		2,58	Not Good
6		3,94	Good
7		3,26	Enough
Total		**3,19**	**Enough**
Total Overall Average		**3,44**	**Good**

From the recapitulation of the data above, it shows that the average score on the cognitive and conative components is in the “Enough” category or less positive, while for the affective component, the average score obtained is in the “Good” or positive category, although the cognitive and the conative attitude shows less positive, it can be concluded that the attitude of Korean culture enthusiasts in Surabaya towards the Korean language is “Good” or in other words, tends to be positive because the overall average score obtained is 3.44.

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4.1.7 Motivation Category of Korean Culture Enthusiast in Surabaya towards Learning English

Motivation is an essential thing in language learning, in this case, is English. The motivation of each person in learning languages is undoubtedly diverse; therefore, in this study, the researcher used a questionnaire to collect data; in the questionnaire, the researcher used open-ended questions to not limit the respondents' answers. Based on data analysis, the researcher found that there are various kinds or categories of motivation for Korean culture enthusiasts in learning English, namely instrumental motivation, integrative motivation, intrinsic motivation, and extrinsic motivation.

A. Integrative Motivation Category

Integrative motivation is a motivation that is oriented towards curiosity or interest in the culture of the people of the language being studied or can also be interpreted as a desire to communicate with native speakers of the language being studied or even become part of the community of native speakers of the language. After identifying the answers from the respondents, some of the respondents' answers that include the category of integrative motivation in learning English are:

1. To communicate with foreigners both when meeting in person or through online applications.
2. Having foreign friends

These answers can be categorized as integrative motivation because they relate to the community or culture of the language being studied. The first

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statement shows that language is the most important thing in communicating in this case, what is meant is English. Communication can be done either directly or through online media or applications can work well when the communicating parties understand each other what is being said to each other so that it is easier to get along or make friends with native speakers of the language being studied as in statement number two.

B. Instrumental Motivation Category

Instrumental motivation is the encouragement to learn a language, in this case, is English, to meet practical needs such as to improve self-quality and career goals. After identifying the answers from the respondents, some of the respondents' answers that include in the category of instrumental motivation in learning English are:

1. Get a job easily because it can be an added value when applying for a job, the opportunity to work abroad is also higher
2. To continue education abroad (requirements such as TOEFL are needed when registering or getting a scholarship to study abroad)
3. Make it easier when traveling abroad
4. Adding relationships or connections with foreign people
5. Dream job related to language such as translator, professional tutor, public speaker
6. To get good grades in school
7. Meet university graduation requirements
8. Pass the exam

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9. Adding and practicing language skills so that they can increase their own value
10. To look more educated, cool, or qualified
11. Increase knowledge and insight, for example, regarding socio-cultural issues that exist in the world
12. Want to understand the meaning of the English songs
13. Watch English movies without using subtitles
14. Understanding literary works such as English novels

The statements above can be concluded as a category of instrumental motivation because all of them are oriented to meeting practical needs, such as in the case of education where some respondents study English because they want to succeed in education, in addition to realizing their goals, or getting jobs easily and professions that they want, not only that, some respondents also admit learning English to improve their self-worth.

C. Intrinsic Motivation Category

In addition to the categories of instrumental and integrative motivation, the researcher also found the motivation of respondents, which was an intrinsic category. Intrinsic motivation is an impulse that comes from within oneself. An indicator of someone who has intrinsic motivation is when they learn the language, they get pleasure and show genuine interest. After identifying the answers from the respondents, some of the respondents' answers which are categories of intrinsic motivation in learning English, include:

1. Because indeed love to learn English

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2. Own desire

3. To please themselves

4. To get rid of boredom

From some of the answers above, it is clear that the answer is an intrinsic motivation category where some respondents admit that they learn English on the basis of personal likes and desires, which means that this willingness comes from themselves, and eliminate boredom, so it can be said that they get pleasure when learning English.

D. Extrinsic Motivation Category

Not only intrinsic category, but this study also found motivation which is included in extrinsic motivation. Extrinsic motivation is encouragement that comes from outside the person or is influenced by factors other than within the person. After identifying the answers from the respondents, some of the respondents' answers that include in the category of extrinsic motivation in learning English are:

1. The demands of the era so that they have to follow global trends, and they do not get left behind by the times and friends
2. Because they are motivated by people around them such as family (sister or brother), friends, teachers, and even idols
3. Compulsory lessons at school, even from kindergarten
4. Due to journal references, articles during college are in English
5. The value of English itself (International language, has a different aura, cool)

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Some respondents admitted that they studied English because of the demands of the era where English itself has become a language that is widely used in various fields, so they have to learn English in order to not to be left behind by the times and their friends. Besides, the education factor is also one reason that encourages them to learn English, such as English lessons that have even been taught when they were in kindergarten and when they were in college, the journals and articles they read were in English.

Some respondents admitted that they were also motivated by the people around them, for example, their sibling, or because they admired the tutoring teacher in high school, and the support from friends who made them comfortable when speaking in English also made them even more motivated. Even one respondent admitted that her idol who is a western singer motivated her to learn English. Not only that, but the value of English itself in the eyes of the learner is also one of their motivations in learning English, for example, such as the status of English, which is an International Language, one of them also thinks that English is cool and has a different aura as seen in the Harry Potter movie where this movie is a movie from England so that the accent used is a British accent.

4.1.8 Motivation Category of Korean Culture Enthusiast in Surabaya towards Learning the Korean Language

In addition to finding out the motivation of the respondents in learning English, the researcher also found out what the motivations of the respondents

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were in learning the Korean language. In this study, the researcher used a questionnaire to collect data; in the questionnaire, the researcher used open-ended questions so that the researcher did not limit the respondents' answers. Based on data analysis, the researcher found various kinds or categories of motivation for Korean culture enthusiasts in learning Korean, namely instrumental motivation, integrative motivation, intrinsic motivation, and extrinsic motivation.

A. Integrative Motivation Category

After identifying the answers from the respondents, some of the respondents' answers that include in the category of integrative motivation in learning English are:

1. To be able to communicate or interact with idols either directly, such as attending fan meetings and fan signs, or indirectly such as on social media
2. Interested in Korean culture and history and even the foods
3. Communicate with South Koreans directly without the need for a translator
4. Communicate with fellow fans from South Korea
5. Having Korean friends

The first statement is included in the category of integrative motivation because one of the things that motivate them to learn Korean can communicate with the idols of the respondents who are Korean artists, where idols usually interact with fans on social media such as Twitter or Weverse, or at special events such as fan meeting or fan sign where fans are given the opportunity to meet and chat directly with their idols at a predetermined time.

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The second to five statements are also clearly included in the category of integrative motivation because it can be seen that some of them are encouraged to learn Korean language because they are also interested in South Korean culture itself, such as its history and even the food, they also want to be able to communicate with native speakers, that is, South Koreans, either ordinary citizens or fellow fans who have the same favorites or idols because foreigners usually have the view that most Koreans cannot speak English well.

B. Instrumental Motivation Category

After identifying the answers from the respondents, some of the respondents' answers that include in the category of integrative motivation in learning Korean are:

1. Living in South Korea
2. Get a scholarship to continue their education in South Korea
3. Working in South Korea or working in a Korean-owned company
4. Careers, such as the desire to become an idol and translator
5. Adding plus points to get a job because Indonesia and South Korea have a lot of cooperation in the economic field
6. In order to keep running the business
7. Adding relationships
8. Increase their self-worth because the more they master the foreign language, the better
9. Look more insightful and cool

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10. Vacation to Korea
11. Increase knowledge or insight about Korean culture
12. Understand the meaning of the lyrics of K-pop songs
13. Watch dramas, movies, variety shows, YouTube content from idols, TV, and Korean YouTube without subtitles

All of the statements above are statements that included in the category of instrumental motivation because it can be seen that the goal in learning Korean is driven by the desire to achieve something such as in the field of education, namely getting a scholarship to study in South Korea, apart from education there is also a goal for a future career. For example, want to work in South Korea or working in a Korean-owned company, some are driven by the desire to increase their value in themselves because the more they master the language, the better. Moreover, they admit that currently, South Korea and Indonesia have a lot of cooperative relationships, one of which is in the field of economics, of course, mastery of the Korean language will be a plus point in itself.

In addition, one respondent also admitted that learning Korean is very necessary to continue running a business, which basically means that this respondent has a business related to Korean people.

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C. Intrinsic Motivation Category

In addition, the researcher also found the motivation of the respondent, which is an intrinsic category, which includes the category of intrinsic motivation in learning English, those are:

1. They just love learning a new language
2. Get rid of boredom

Almost the same as intrinsic motivation in learning English, the category of intrinsic motivation in learning Korean is related to the encouragement that comes from themselves, namely because they really like learning language and get rid of boredom, which means the goal is only to get pleasure.

D. Extrinsic Motivation Category

After identifying the answers from the respondents, some of the respondents' answers that include in the category of extrinsic motivation in learning Korean are:

1. Following global trends
2. Idols who are Korean artists
3. Because the people around them, such as friends and relatives
4. The influence of Korean dramas
5. Korean language itself
6. The learning process is fun

The six statements above are included in the extrinsic motivation category because it can be seen that the urge to learn Korean does not come from oneself, for example, to follow global trends, this can be understood because

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of the influence of the current Korean wave or *Hallyu* that is quite large, so it can be felt in Indonesia, one of which is from Korean dramas that are very accessible and even aired on Indonesian television.

In addition, some claim that they are motivated to learn because their idols are Korean artists such as EXO and BTS, as well as even the circle of friends who are both interested and like the same thing, namely K-Pop or their own siblings who have mastered Korean letters or *Hangeul* first.

The characteristics of the Korean language itself can also encourage them to learn it, such as the uniqueness of the letters (Hangeul) and the Korean accent and tone when speaking, which is considered attractive because it is different from other languages. Some think that the process of learning Korean is deemed to be fun even though Korean is actually difficult to learn.

Looking to the answers that have been concluded by the researcher, it shows that both in learning English and Korean language the instrumental motivation is the motivation category that most respondents have; however, both the motivation to learn English and Korean language are not only limited to those categories of motivation because basically these types of motivation are actually related to each other, so motivation cannot be limited, motivation also can change if there are factors or circumstances that can affect motivation, either up or down.

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4.2 Discussion

The result of this study showed that the attitude of Korean culture enthusiasts in Surabaya as a whole both towards English and Korean is included in the “Good” category. The results of this study are similar to the results of research from Hanifah (2020) and Yandi (2015), which examined the language attitudes of junior high school students based on three components of attitude, namely cognitive, affective, and conative, and the results showed that students showed positive attitudes towards English. However, in Hanifah's study, the average score produced was higher, so that the language attitude of junior high school students was much more positive when compared to this study.

In addition, although the attitude of Korean culture enthusiasts in Surabaya as a whole is included in the “Good” category or can be interpreted as positive, the comparison of the overall average value between attitudes towards English and the Korean language is quite different. Attitudes towards English have an average of 3.76 while attitudes towards the Korean language have an average of 3.44 which means that attitudes towards the Korean language are generally seen from the three components, including “Good” but not really good because the average score is only 0.04 away from the interval limit in the “Enough” category.

When compared to the average score for each component of attitudes towards English and Korean language, all components of attitudes towards English have an average score that is included in the “Good” category. Meanwhile, in attitudes towards Korean language, only the affective component is included in the category “Good,” and the other two attitude components, namely

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the cognitive and conative components, are included in the “Enough” category. However, both attitudes in English and Korean language regarding the conative component have the lowest average scores of these three attitude components.

This shows that this research slightly supports what Chaer wrote in his book, namely that attitudes are related to what a person thinks, feels, and wants to do because of something, but actions can arise not only based on desire, but the prevailing social norms can also determine it, habits carried out, and what thoughts are likely to arise when doing an action.

In addition to language attitudes, this study also examines the motivation of Korean culture enthusiasts in Surabaya to learn English and Korean language. The results show four categories of motivation: integrative, instrumental, intrinsic, and extrinsic. This research is similar to the research results from Indriani's research (2021), where Indriani's research found four categories of motivation, but in Indriani's research, the motivation categories are further differentiated, namely the dominant single motivation category and the dominant combined motivation.

Indriani's research (2021) shows that the most common category of motivation in learning English is a combination of intrinsic instrumental, and the least found motivational category is instrumental motivation. Meanwhile, in this study, the aim is not to find out which motivation dominates and is considered the most important because the researcher finds out what their motivations are in learning English and Korean language. So, it can be said that, of course, these four categories of motivation influence each other and are equally essential to maintain a good attitude and help in learning.

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Then, the results of this study also support Chaer's statement in his book, which says that many instrumental orientations occur in languages that have a wide range of use, are widely needed, and promise high economic value, career, and educational success, but not only English, in this case including the Korean language as well, even though the use of Korean language is not as widespread as English, in today's era Korean language is a language that is quite promising because of the influence of *Hallyu* whose development is very fast so that being able to master in the Korean language is a plus that can be used for certain purposes.

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CHAPTER V

CONCLUSION AND SUGGESTION

This last chapter will consist of two parts, namely conclusions and suggestions. The researcher will conclude the research results conducted on Korean culture enthusiasts in Surabaya and then provide suggestions for various parties.

5.1 Conclusion

This study used a total of 107 respondents consisting of 102 female respondents and 5 male respondents. The results of the calculation of the score show that the attitude of Korean culture enthusiasts towards English seen from the cognitive component is included in the "Good" category, or it can be interpreted that what they think and their views on English are good or positive, for language attitudes seen from the affective component is included in the "Good" category or in other words they have positive feelings towards English, and lastly namely the attitude seen from the conative component is also included in the "Good" category which can be said that the actions they show towards English are also positive. Thus, the conclusion is that the attitude of Korean culture enthusiasts in Surabaya towards English as a whole is "Good" or positive.

Meanwhile, the attitude of Korean culture enthusiasts in Surabaya towards the Korean language seen from the cognitive component is included in the "Enough" category, or it can be interpreted that their opinions or views on the Korean language are less positive, for attitudes seen from the affective component

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is in the “Good” category, or it can be interpreted that they have good and positive feelings towards the Korean language, and for the conative component included in the “Enough” category or it can be interpreted that their actions show a less positive attitude towards the Korean language. Thus, although the two components of the attitude show less positive, overall, it can be concluded that the overall attitude towards the Korean language is in the “Good” category or positive.

As for motivation, the results show that the motivations for learning English and Korean are included in four categories, namely integrative, instrumental, intrinsic, and extrinsic. In integrative motivation, in general, respondents are interested in communicating with native speakers of these languages, namely English and Korean, on instrumental motivation; in general, respondents study for career and educational purposes. For intrinsic motivation, respondents admit that they learn Korean language and English because they really like it, while for extrinsic motivation, in general, respondents are influenced by factors that are around them, such as friends, relatives, or even their idols.

5.2 Suggestion

Based on the results of this study, the suggestions that the researcher can give and can be considered are that learners are expected to be in line with what they think, they feel with how they act because it will be easier to master a foreign language(s) if they practice more often in action. For the people around the learner, such as family and friends, it would be better if they supported and did

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not judge negatively on people who study a language, and suggestions for future researchers who are interested in conducting research related to this topic, researchers can relate to other aspects that are possible and using a different methodology. Because this research did not cover the relation between attitude and motivation, so, for further research, the researcher suggests to figure out the what pattern result from the relationship between attitude and motivation on language learning.

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