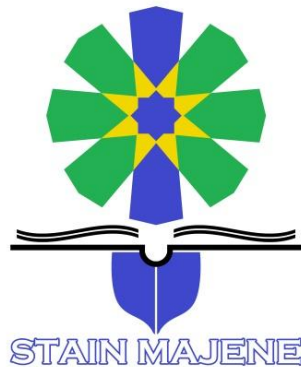


**REVITALIZING THE AWARENESS OF THE IMPORTANCE OF
ENGLISH TOWARDS JUNIOR HIGH SCHOOL STUDENTS IN
TINAMBUNG, POLEWALI MANDAR**



A THESIS

Submitted in Partial Fulfilment of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd) in English Education Study Program
Tarbiyah and Teaching Training Departement
State Islamic College of Majene

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2025**

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Skripsi yang berjudul "Revitalizing The Awareness Of The Importance Of English Towards Junior High School Students In Tinambung, Polewali Mandar" yang disusun oleh Syahrani, NIM 10256120013, mahasiswi program studi Tadris Bahasa Inggris Jurusan Tarbiyah dan Keguruan STAIN Majene, telah diuji dan dipertahankan dalam sidang munaqasyah yang diselenggarakan pada hari Senin, tanggal 25 agustus 2025, dinyatakan telah dapat diterima sebagai salah satu syarat untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada program studi Tadris Bahasa Inggris dengan beberapa perbaikan.

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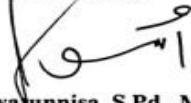
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Pembimbing penulisan skripsi saudara SYAHRANI dengan NIM 10256120013, mahasiswi program studi Tadris Bahasa Inggris jurusan Tarbiyah dan Keguruan STAIN Majene menyatakan bahwa, setelah meneliti dan mengoreksi secara seksama skripsi yang berjudul “Revitalizing The Awareness An The Importance Of Learning English Towards Junior High School Students In Tinambung” memandang bahwa skripsi tersebut telah memenuhi syarat-syarat ilmiah dan dapat disetujui untuk diseminarkan.

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As an ordinary human being, the author realizes that the preparation of this thesis is far from perfect due to the limited abilities and knowledge possessed by the author. Therefore, for mistakes and shortcomings in writing this thesis, the author apologizes and is willing to accept constructive criticism. Finally, the author hopes that this thesis can provide benefits for anyone who reads it.

Majene, 12 Agustus 2025



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ABSTRACT

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Title : **Revitalizing The Awareness Of The Importance Of English Towards Junior High School Students In Tinambung, Polewali Mandar**

This research aims to describe and analyze the level of awareness among junior high school students in Tinambung, Polewali Mandar, regarding the importance of learning English. The study focuses on three main indicators of awareness : resilience, emotional regulation, and adaptability. This quantitative research employed a survey design using a questionnaire distributed to 77 students from MTsN 1 Polewali Mandar and SMPN 1 Tinambung. The data were analyzed through descriptive and inferential statistics using SPSS 25 software. The descriptive analysis revealed that students' awareness of the importance of learning English falls into the "very good" category across all indicators. The inferential analysis using the Friedman and Wilcoxon Signed-Rank tests indicated significant differences among the three indicators, with emotional regulation being the most dominant, followed by resilience and adaptability. The findings show that students are able to manage their emotions positively, persist through learning challenges, and adapt to English language use in various contexts. Overall, this research concludes that students in Tinambung have a high level of awareness of the importance of learning English. Such awareness can be strengthened through motivational strategies and contextual teaching and learning (CTL) approaches that relate English lessons to students' real-life experiences. The study implies that fostering emotional and motivational aspects in language learning can effectively enhance students' engagement and long-term commitment to mastering English.

Keywords: *awareness, English, resilience, emotional regulation, adaptability*

ABSTRAK

Researcher : Syahrani

Reg. Number : 10256120013

Title : Revitalizing The Awareness Of The Importance Of English Towards Junior High School Students In Tinambung, Polewali Mandar

Penelitian ini bertujuan untuk mendeskripsikan dan menganalisis tingkat kesadaran siswa SMP di Tinambung, Polewali Mandar terhadap pentingnya belajar Bahasa Inggris. Penelitian ini berfokus pada tiga indikator utama kesadaran, yaitu resilience (ketangguhan), emotional regulation (pengendalian emosi), dan adaptability (kemampuan beradaptasi). Jenis penelitian yang digunakan adalah kuantitatif dengan desain survei, di mana data diperoleh melalui penyebaran kuesioner kepada 77 siswa dari MTsN 1 Polewali Mandar dan SMPN 1 Tinambung. Data dianalisis secara deskriptif dan inferensial menggunakan program SPSS versi 25. Hasil analisis deskriptif menunjukkan bahwa tingkat kesadaran siswa terhadap pentingnya belajar Bahasa Inggris berada pada kategori sangat baik pada ketiga indikator. Hasil analisis inferensial dengan uji Friedman dan Wilcoxon Signed-Rank Test menunjukkan adanya perbedaan yang signifikan di antara ketiga indikator, di mana indikator pengendalian emosi (emotional regulation) merupakan yang paling dominan, diikuti oleh resilience dan adaptability. Temuan ini menunjukkan bahwa siswa mampu mengelola emosi secara positif, tetap gigih dalam menghadapi kesulitan belajar, serta mampu menyesuaikan diri dengan penggunaan Bahasa Inggris dalam berbagai konteks. Secara keseluruhan, penelitian ini menyimpulkan bahwa siswa di Tinambung memiliki tingkat kesadaran yang tinggi terhadap pentingnya belajar Bahasa Inggris. Kesadaran ini dapat diperkuat melalui penerapan strategi motivasi dan pendekatan pembelajaran kontekstual (Contextual Teaching and Learning/CTL) yang mengaitkan materi Bahasa Inggris dengan pengalaman nyata siswa. Hasil penelitian ini diharapkan dapat menjadi masukan bagi guru dan sekolah dalam meningkatkan kualitas pembelajaran Bahasa Inggris melalui pendekatan yang lebih bermakna dan berorientasi pada pengembangan sikap positif siswa terhadap bahasa tersebut.

Kata kunci : *kesadaran, Bahasa Inggris, ketangguhan, pengendalian emosi, kemampuan beradaptasi*

CHAPTER I

INTRODUCTION

A. Research Background

English is the main international language and the common language of all countries in the world, so if we want to enter the international arena then we must master the language according to Sari et al (2024). Learning English is the first step towards global communication, because 53 countries use English as an official language and all the world has used English ± 400 million people (Sari et al 2024). According to Sya & Helmanto (2020) English has become a compulsory subject in some schools, even in elementary schools and one of the local content lessons is English. English in 1920 in learning the use of technology became the most discussed topic (Megawati et al 2021). In this era of globalization, there are many media that we can use to increase our ability to speak English such as music, videos, films and so on.

Entering the free era or globalization requires everyone to have strong resources, especially in terms of communication. English is very important in this situation, both to master communication technology and to interact directly. English is a global communication tool, so people should use it actively, both orally and in writing. According to Handayani (2016) In relation to the importance of mastering foreign languages, a German philosopher Johann Wolfgang von said, “Those who know nothing about foreign languages, they know nothing about their own.” This saying implies how important foreign language education is. Along with the progress and competition of globalization, English is a global language that is essential for interaction and communication around the world. In short, if English is considered a global language, it should

not be associated with the extinction, threat, or disruption of native or mother tongues if that is an option.

With the ability to speak English, we can access more information, expand our network. English is becoming the main communication tool in many fields, such as education, technology, business and entertainment. Many of the latest resources, such as research journals, books and online courses, are available in English. In the working world, English proficiency is often a key requirement to get a job or move up the ranks, and it allows us to communicate with people from different countries, broaden our horizons and open up opportunities for international collaboration. So, it's no wonder that learning and mastering English is now an essential requirement for anyone who wants to thrive in this increasingly connected world.

Factors such as students lack of motivation, the belief that English is difficult to learn, and the lack of exposure to foreign languages in everyday environments are some of the challenges often faced in learning English at the junior high school level. On the other hand, awareness of the importance of English can serve as a significant catalyst to encourage students to learn English. One of the reasons for the importance of awareness is its impact on mental health. According to research conducted by Seligman (2011), individuals who have a positive attitude tend to experience lower stress levels and are better able to cope with life's challenges. In addition, positive mindfulness is also associated with increased happiness and life satisfaction. Research by (Fredrickson, 2013) shows that positive emotions can broaden an individual's perspective and increase creativity and adaptability.

On the other hand, mindfulness also plays a role in social relationships. Research by Cohn & Fredrickson (2010) shows that individuals who have positive

mindfulness are better able to build and maintain healthy and supportive relationships. In the context of education and personal development, mindfulness is also increasingly recognized as an important component of performance. Programs that teach social and emotional skills, including positive mindfulness, have been shown to be effective in improving students' academic performance and well-being (Durlak et al 2011). With the growing understanding of the benefits of mindfulness many organizations and individuals have begun to integrate practices that support the development of positive attitudes in daily life. These include mindfulness techniques, meditation, and gratitude exercises, all of which have been shown to be effective in increasing awareness (Keng et al., 2011).

Tinambung sub-district, located in Polewali Mandar district, West Sulawesi, has several junior high schools, but the focus of this research is only on two schools, namely MTsN 1 Polewali Mandar & SMPN 1 Tinambung. Although specific information on students' awareness of English language learning in Tinambung sub-district is limited, the challenges faced are likely to be similar to other areas in Indonesia. Therefore, research that focuses on efforts to raise the awareness of junior high school students in Tinambung in learning English is important to identify inhibiting factors and develop effective strategies in improving motivation and achievement in learning English in the region. Factors such as lack of motivation, laziness, and difficulty concentrating during the learning process are common internal barriers. In addition, external factors such as family support, the availability of learning facilities and infrastructure, the social environment at school, and the implemented curriculum also affect the effectiveness of English learning (Husni & Saputri, 2023).

This research focused on students of SMPN 1 Tinambung & MTsN 1 Polewali Mandar in Tinambung, Polewali Mandar. The aspects studied include

factors that influence students' awareness in learning English, their level of awareness, as well as strategies that can be used to increase this awareness. The results are expected to provide real benefits for the development of English learning strategies in schools.

At MTsN 1 Polewali Mandar and SMPN 1 Tinambung, there are variations in the level of students' awareness of the importance of English. Some students show high interest and motivation, while others tend to perceive English as a difficult subject and irrelevant to daily life. Students who have positive awareness tend to be more active in the learning process, more confident in using English, and more diligent in completing assigned tasks Lamb (2017) . On the other hand, a lack of awareness can result in low motivation to learn and unsatisfactory academic achievement.

MTsN 1 Polewali Mandar and SMPN 1 Tinambung are the locations chosen to conduct research because they want to know whether there is awareness to students of the importance of learning English after conducting several meetings about the importance of learning English. The research was conducted at the school in Tinambung village to complement the title that the researcher researched, namely about the extent to which raising awareness of junior high school students in learning English. This study aims to understand the extent to which awareness affects motivation and achievement in learning English, as well as the factors that influence awareness. Thus, it is expected that the results of this study can contribute to formulating more effective learning strategies and improving the quality of English education at MTsN 1 Polewali Mandar dan SMPN 1 Tinambung.

B. Research Question

Based on the background that has been described above, it can be identified as follows identification of problems in this study as follows:

What is the level of awareness of junior high school students in Tinambung, Polewali Mandar regarding the importance of English ?

C. Research Objectives

Based on the formulation of the problem above, the objectives of this study are as follows:

To find out in general the level of awareness of junior high school students in Tinambung, Polewali Mandar about the importance of English.

D. Research Significances

Based on the research objectives, it is expected that the research will get benefits as follows:

1. Theoretical Benefits

Adding insight in the field of language education, especially in increasing students' awareness of English learning.

2. Practical Benefits

- a. For teachers: Provides information on factors that influence student awareness and strategies that can be applied in the learning process.
- b. For students: Increase their understanding of the importance of learning English and encourage them to be more active in the learning process.
- c. For school: As an evaluation material in improving more effective English learning methods.

E. Research Scope

This research focused on students of SMPN 1 Tinambung and MTsN 1 Polewali Mandar in Tinambung Sub-district, Polewali Mandar Regency. The aspects studied include factors that influence students' awareness in learning English, their level of awareness, as well as strategies that can be used to increase this awareness. The results are expected to provide real benefits for the development of English learning strategies in schools.

CHAPTER II

LITERATURE REVIEW

A. Previous Studies

Researchers get previous studies related to the research to be carried out. The findings of previous research are as follows:

1. Research conducted by Muslimah et al., n.d. (2021) with the research title English Class Conversation as an Effort to Improve Language Education and Awareness English to the Children of Kampung Karangan, the City of Surabaya. This research discusses the lack of student awareness regarding the importance of learning English so that the English Class Conversation (ECC) program is implemented face-to-face but still follows the COVID-19 protocol system. The community service activities held use an interactive learning method in the form of 30% from the speaker and 70% from the participants. This activity was carried out for 3 weeks with 29 participants which were classified as small groups. The results obtained are that participants have high motivation in participating in English language learning as evidenced by field data, namely 16 participants who get a B grade, meaning that participants have high confidence when speaking English and can follow learning well so that it can be interpreted that the ECC program has been successfully implemented in Karangan Village. Based on the results of this study, researchers found similarities and differences. The research conducted by Muslimah and friends focused on efforts to increase education and awareness of English in children of Kampung Karangan Surabaya using quantitative research methods. While this research focuses on raising the awareness of junior high school students in learning English in two schools in Tinambung sub-district using

quantitative methods. However, both have similarities in terms of discussing student awareness of the importance of English.

2. Furthermore, research conducted by Arrahma et al., (2022) with the research title Awareness of Foreign Language Students of the Importance of Speaking English. This study is to analyze the awareness of foreign language students of the importance of speaking English. Respondents of this study were active students of Applied Foreign Languages at Diponegoro University. The purpose of this study is the efforts that students can take in mastering English, namely having self-awareness about the importance of mastering. The research method used is a quantitative research method with correlational techniques, namely a research method that seeks to analyze and test hypotheses to connect between two variables, namely the ability to learn many languages and dare to use English. The results of the discussion explain that the importance of speaking English for students is that English can open a window to the world to enter a wider new world, improve careers, facilitate communication, increase knowledge and insight into international world information, and an introductory language to make it easier to understand technology. Arrahma and friends' research focuses on students' awareness of foreign languages on the importance of speaking English while this research focuses on raising awareness of junior high school students in learning English in two schools in Tinambung sub-district using quantitative method. However, both have similarities because they discuss awareness of the importance of English.
3. Furthermore, research conducted by Kholifah & Hakiki (2024) with the title of research on Student English Learning Perspectives: Awareness and Development. In this modern era, English is widely understood by most

people, but only a few people are able to communicate in English. There are many inspirations in creating English learning methods or models. There are four learning methods or models that can be used, namely, listening, speaking, reading, and writing. This study aims to find out how students' development in learning English, as well as what learning models they use to develop and overcome the obstacles faced by students. The method used is a qualitative method by interviewing, and the results are diagrammed, and using literature review by looking for theoretical references that are relevant to the case or problem in this study. The results showed that the awareness, development, and English language skills of each respondent were different, but tended to need to be developed and improved again. Based on research conducted by Kholifah and Hakiki with the perspective of student English learning: awareness and development while this study focuses on raising the awareness of junior high school students in learning English in two schools in Tinambung using quantitative method.

Based on the results of the three studies above, the researcher concludes that the novelty of this study is about raising the awareness of junior high school students in learning English. Raising students' awareness in learning English can be defined as not only increasing motivation and interest in learning, but also encouraging the use of more effective learning methods. However, better strategies are needed to overcome obstacles in basic mastery and pronunciation so that learning outcomes become more optimal.

B. Some Pertinent Ideas

1. Awareness

a. Definition of awareness

Awareness is a person's alertness to events in their environment (such as sights and sounds from the surrounding environment) as well as cognitive events that include memory, thoughts, feelings, and physical sensations (Suparwi 2021).

Furthermore, according to Suparwi (2021) this definition of awareness has two sides, namely:

- 1) First, awareness includes an understanding of environmental stimuli. For example, we may suddenly realize the sound of a bird chirping, the pain of a toothache;
- 2) Second, awareness also includes one's recognition of one's own mental events, such as thoughts generated by memory and by one's own awareness of one's identity. For example, we may think of the type of bird, how shy we are in a large group we are just getting to know.

Awareness is an active and constructive understanding of the importance of something, supported by optimism, enthusiasm, and appreciation of the learning process. In learning English, it refers to the ability to realize the value of mastering the language for personal life, education, and career, encouraged by intrinsic motivation to keep learning. Mindfulness also refers to an attentive and appreciative mental state, support by an optimistic, enthusiastic and growth-focused attitude Bordbar et al (2024) . In the context of English language learning, awareness means that students understand the importance of English, have a good perception of the benefits of learning it, and show intrinsic motivation and active effort in the learning process. According to Zhao (2024). This awareness can be built through supportive guidance, learning that is relevant to students' needs, and

a supportive environment. Awareness in learning refers to students understanding of the importance of a subject and its effect on their academic achievement.

Awareness includes an individual's ability to see the importance of mastering English for their personal life, education and career, support by intrinsic motivation that encourages continuous learning. Awareness also refers to an attentive and appreciative mental state, supported by an optimistic, enthusiastic and growth-focused attitude. In the context of English language learning, positive awareness means that students understand the importance of English, have a good perception of the benefits of learning it, and show intrinsic motivation and active effort in the learning process. This awareness can be built through supportive guidance, learning that is relevant to students' needs, and a supportive environment. Awareness in learning refers to students' understanding of the importance of a subject and its effect on their academic achievement (Slavin, 2018).

Mindfulness is the ability to be aware of and acknowledge positive thoughts, feelings, and behaviors of oneself and others. Mindfulness can also be defined as the ability to recognize and appreciate the good and positive things in life. According to (Conn, 2003) mindfulness is one component of happiness that can be learned and developed. Seligman also states that positive mindfulness can help individuals to increase their happiness and well-being. Mindfulness is also related to the concept of "mindfulness" developed by (Kabat-Zinn, 2003). Mindfulness is the ability to realize and accept current experiences without judgment or negative reactions. Awareness can help individuals to increase mindfulness and reduce stress and anxiety. In the context of positive psychology, mindfulness is defined as the ability to recognize and appreciate individual

strengths and advantages (Conn, 2003). Awareness can also help individuals to increase their motivation and self-confidence.

b. The Nature of Awareness

1) Theory of Awareness

There are several theories about awareness according to several experts, including the following:

- a) According to Baar in Hastjarjo (2005) awareness is psychological by popularizing contrastive analysis to compare awareness with unawareness. Awareness is slow because it is related to capacity limitations in both memory, selective attention and serial systems. Meanwhile, awareness is fast and parallel. This is a puzzle because awareness and unawareness are both aspects of the brain. According to Baars, the puzzle can be answered by stating that awareness is the gateway to unconscious sources of knowledge. awareness serves to provide access to the rest of the world. Just as a theater performs a few events with many spectators on stage, consciousness can provide access to many sources of unconscious knowledge.
- b) According to Crick and Koch in Hastjarjo (2005), awareness is a framework about consciousness from a neurobiological perspective. The theory is called neural correlate of consciousness (NCC) which is based on the sense of sight. In Crick & Koch's 2003 paper, ten points are explained, but not all of them will be discussed here. The workings of the cortex system, which consists of the cerebral cortex, thalamus, claustrum, basal ganglia, and cerebellum, determine the visual system. The cortex consists of highly interconnected, coordinated neural networks and competing neurons. Coalitions of neurons will support each other and enhance the activity of other members. The superior coalition of

neurons will be maintained and realize what a person is aware of. Conscious experience may consist of many winning neurons.

- c) According to Goswami in Hastjarjo (2005) concluded that awareness is classical physics. According to classical physiology, the world consists of a group of independent local entities. Each entity can only interact with its closest neighboring entity. These interactions can form larger objects and systems and can detail their functional essence. However, according to classical physics, these functional entities have no special or ontological attributes. Such functional holistic entities cannot be experiential holistic entities. Instead, they are just a collection of local entities.
- d) According to Wilber in Hastjarjo (2005) who made an integrative theory of awareness that combines twelve other perspectives: cognitive science, introspectionism, neuropsychology, individual psychotherapy, social psychology, clinical psychiatry, developmental psychology, psychosomatic medicine, special states of consciousness, both contemplative and eastern traditions, and consciousness simulation approaches. Wilber (1997) found four levels of existence: intentional, behavioral, cultural, and social. The interior quadrant, consisting of the cultural and intentional quadrants, is referred to as the left quadrant. The right quadrant, which consists of the behavioral and social quadrants, is the exterior quadrant. The upper quadrant is the individual quadrant, namely the behavioral and intentional quadrants; while the lower quadrant is the collective quadrant consisting of the cultural and social quadrants. So it can be explained that (a) the behavioral quadrant is on the upper right and is an individual-exterior quadrant, (b) the social quadrant is on the lower right and is collective-exterior, (c) the intentional quadrant is located

on the upper left and is individual-interior, and (d) the cultural quadrant is located in the lower left quadrant and is collective-interior.

2) Motivation and social theory

According to social motivation theory Deci & Ryan, (2000) awareness can increase an individual's motivation to learn English. SDT emphasizes the importance of intrinsic motivation, which is the drive that comes from personal pleasure and satisfaction. Those who have awareness, such as self-confidence and self-assurance, are more likely to feel pleasure when learning English. This is because they learn out of personal curiosity and satisfaction, rather than due to external pressure. Awareness can make individuals feel more confident and motivated to achieve their English learning goals (Hsieh & Kang, 2010).

Deci and Ryan state that intrinsic motivation is strengthened when three basic psychological needs are met:

- a) **Autonomy:** With awareness, individuals feel they have control over their learning process. They can choose learning methods that suit their preferences.
- b) **Competence:** Awareness helps individuals feel capable and confident in mastering English, so they are more motivated to try new things.
- c) **Relatedness:** When individuals have a positive view of themselves, they are more open to interacting in English, for example through discussion groups or speaking with native speakers.

Extrinsic motivation (such as learning English for good grades or a job) can become more internalized (integrated) when individuals have awareness. For example, someone who initially learns English for their career can develop a sense of personal satisfaction as they begin to enjoy the learning process. Research conducted by MacIntyre et al. (2016) shows that positive consciousness can increase individuals' intrinsic and extrinsic motivation to learn English.

Positive awareness reduces anxiety and fear of failure, so individuals become more persistent in learning. They do not give up easily when facing difficulties in learning English, because their focus is on self-development, not just the end result.

3) Social Learning Theory

According to Bandura, (1977), learning occurs through observation and imitation. In this case, when individuals realize the importance of English through observation of successful people who are proficient in English, they will be more motivated to learn. Research Kholifah & Hakiki (2024) shows that this awareness encourages respondents to try various learning methods such as reading, listening, and speaking to develop their English skills.

According to Bandura (1977), learning does not only occur through direct experience, but also through observing the actions and consequences of others. In the context of positive awareness of the importance of English, one can develop positive perceptions and attitudes by observing people around them who are successful or have struggles. Modeling, or the process of imitating observed behavior, is an important component of this theory. When people see others benefiting from English language skills, such as more job opportunities or the ability to communicate with people around the world, they tend to become more aware of the importance of learning. Role models such as teachers, community leaders or peers who are fluent in English can serve as models to influence a person's awareness and desire to learn.

c. Indicators of Awareness

Based on research by the Kao (2024) there are 3 indicators of awareness related to awareness of learning English. Namely:

- 1) Resilience: In the process of learning English, we often face difficulties, such as mistakes in speaking or understanding texts. Resilience will help individuals to stay motivated despite failures. For example, despite initial difficulties in understanding grammar or new vocabulary, individuals with high mental resilience will see these as challenges that can be overcome, rather than obstacles.
- 2) Emotional Regulation: Learning English often involves anxiety, especially when it comes to speaking in front of others or during exams. The ability to manage emotions, such as fear or shyness, is essential. By managing anxiety, individuals can be more confident in communicating in English, which improves their overall language skills.
- 3) Adaptability: English is a very flexible tool in the face of change. In an increasingly globalized world of education and careers, the ability to adapt to using English in a variety of contexts, be it international work or study abroad, is crucial. Adaptability in the way we use language, as well as a willingness to practice and improve, is essential.

2. English

In addition, according to Maduwu (2016) argues that “English is one of the important international languages to master or learn”. Some countries, especially former British colonies, place English as a second language that must be mastered after their native language. According to Nisa (2020) states that “English has become one of the most important communication media in the world”. The globalization of the world and the rapid advancement of technology, it cannot be denied that mastery of English is one of the keys to getting better job opportunities and becoming an opportunity for success.

In the era of globalization, good English language skills can improve employment opportunities and career development. Good English skills can also help improve employment opportunities in a variety of fields, including education, science and technology. In the digital age, good English skills can help improve technological skills. According to Warschauer (2017) English has become the most widely used language in information and communication technology, so good English language skills are essential for success in technology. In addition, good English proficiency can also help improve global thinking skills and understanding of global issues.

Good English language skills can help improve technology skills in the digital age. This is because English is the most widely used language in information and communication technology, so English language skills are essential for success in technology. In addition, English language skills can also help you think globally and understand issues happening around the world. English is one of the most important languages to learn and master. Mastery of English is very much needed in the era of technology that is greatly increasing as it is today. By mastering English, it will be easier for someone to expand their association in the international world.

English is said to be one of the international languages that indirectly has a strong position in the world of education in Indonesia. This is unavoidable because almost most of the science and technology in any field is written in English or other foreign languages. According to Alfarisy (2021) “Mastery of English or other foreign languages will provide a way for Indonesians to develop science or spread knowledge that develops in Indonesia”.

According to Kusuma (2015) “English can be used as a tool to communicate orally and in writing”. Communicating is also a way of

understanding and expressing information, thoughts, feelings and developing science, technology and culture. The ability to communicate in the sense is the ability to discourse, namely the ability to understand and or produce oral and or written texts that are realized in four language skills namely listening, speaking, reading and writing.

3. Strategies to Raise Awareness of Learning English

In this study, researcher used two strategies to increase students' awareness of learning English. Researcher used motivation and contextual teaching learning strategies as a way to revitalize students' awareness of the importance of learning English. The two strategies are explained as follows:

a. Providing Motivation

According to Alberth (2011) motivation is one of the main factors or methods that determine students' success in learning English. Without strong motivation from various factors, students tend to view learning as an academic obligation at school, rather than as a necessity that can benefit them in the future. According to Thohir (2017) motivation is also a major determining factor in the success of foreign language learning. Therefore, researchers chose a motivational strategy to be applied in the treatment to ensure that students maintain consistent enthusiasm for learning and realize the importance of English for their future (Nurhayati et al., 2024).

Motivation can come from various factors, both from within the student and from the external environment. Internal motivation is generally referred to as intrinsic motivation, while external motivation is referred to as extrinsic motivation Ryan & Deci (2020). Extrinsic and intrinsic motivation both play equally important and complementary roles in creating a positive and supportive learning environment. According to Lamb (2017) Intrinsic motivation arises

because it is built through students' personal awareness of the benefits of learning English. Researchers strive to foster this awareness by connecting lesson material to students' aspirations, interests, and life goals. For example, students who want to work in international hotels or study abroad will be more enthusiastic if they understand that English language skills are an important requirement for realizing those dreams Alizadeh (2016). In addition, researchers use inspiring examples of individuals who have achieved success through English language proficiency. These inspiring examples can make students realize and see the direct relationship between language skills and broader opportunities if they understand the importance of learning English.

After motivating students to increase their awareness of the importance of learning English, researchers encouraged students to memorize several words that they often use in their daily lives. The combination of intrinsic and extrinsic motivation provided can give students a strong reason to continue learning (Ryan Kawakiby & Pambayun (2025). This encouragement makes them learn not only for grades, but also for their own future interest. The motivational strategies applied and provided to students in raising their awareness of the importance of learning English help change their views of the language. According to Gardner (2010) From initially considering it difficult and boring, they realize that this language is a useful skill for their future. Consistent encouragement is expected to form sustainable learning habits. Students are encouraged to continue practicing even when they are not in class.

By providing this material using motivational strategies, students' awareness of the importance of English will develop naturally Lamb (2017). They will understand that this skill is the key to opening up wider opportunities in the future (Gardner, 2010). Researchers chose this motivational strategy in explaining

to students the importance of learning English because many students at the secondary school level still consider English to be a difficult subject that is irrelevant to their lives. Without the right encouragement, learning tends to be. By building motivation, both from within themselves and through external support, students become more ready to accept the material, dare to try, and remain consistent in their practice. The hope is that this growing motivation will help them not only during the learning process but also in their future English language learning (Harmer, 2001).

b. Contextual Teaching and Learning Strategy

The Contextual Teaching and Learning (CTL) method is used in various practical situations. According to Johnson (2014) Students also find it easier to remember the material because they learn through real experiences. The methods used include group discussions, language or vocabulary games, and conversation simulations tailored to students' interests. This approach gives students the confidence to speak and write without fear of making mistakes Astuti et al., (2022). This strategy is applied to provide space for students to connect the material with their personal experiences. For example, when discussing the topic of hobbies, students are asked to describe their favorite activities in English Yuzulia (2021).

In this way, learning becomes relevant and meaningful, and shapes the understanding that English is not just for exams. According to Pertiwi et al. (2023) A supportive learning environment encourages students to be more active. Exercises are carried out in a safe context, so that they are more willing to try. Positive experiences encourage them to practice English outside the classroom, both in direct conversation and on social media Azzahra & Ambarwati, (2021). This strategy helps shape a positive attitude towards English. Students are

expected to understand the material and realize the importance of English. Learning English becomes enjoyable, useful, and memorable, motivating students to continue developing their skills (Amaniarsih & Meisuri (2024). Researchers chose CTL because this method allows students to see the direct relationship between lessons and their lives (Munir 2018). Many students find it difficult to understand English because it is taught theoretically without practical application. CTL addresses this problem by presenting familiar situations, making it easier for students to understand and remember the material.

This approach also actively involves students, which has been proven effective in raising awareness of the importance of English in daily life and the future (Ernawati et al (2022). The Contextual Teaching and Learning (CTL) method is used in various practical situations, such as group discussions, language or vocabulary games, and conversation simulations tailored to students' interests. According to Ramli et al (2025) This approach gives students the confidence to speak and write without fear of making mistakes. This strategy was implemented to give students space to connect the material with their personal experiences. For example, when discussing the topic of hobbies, students were asked to describe their favorite activities in English.

C. Conceptual Framework

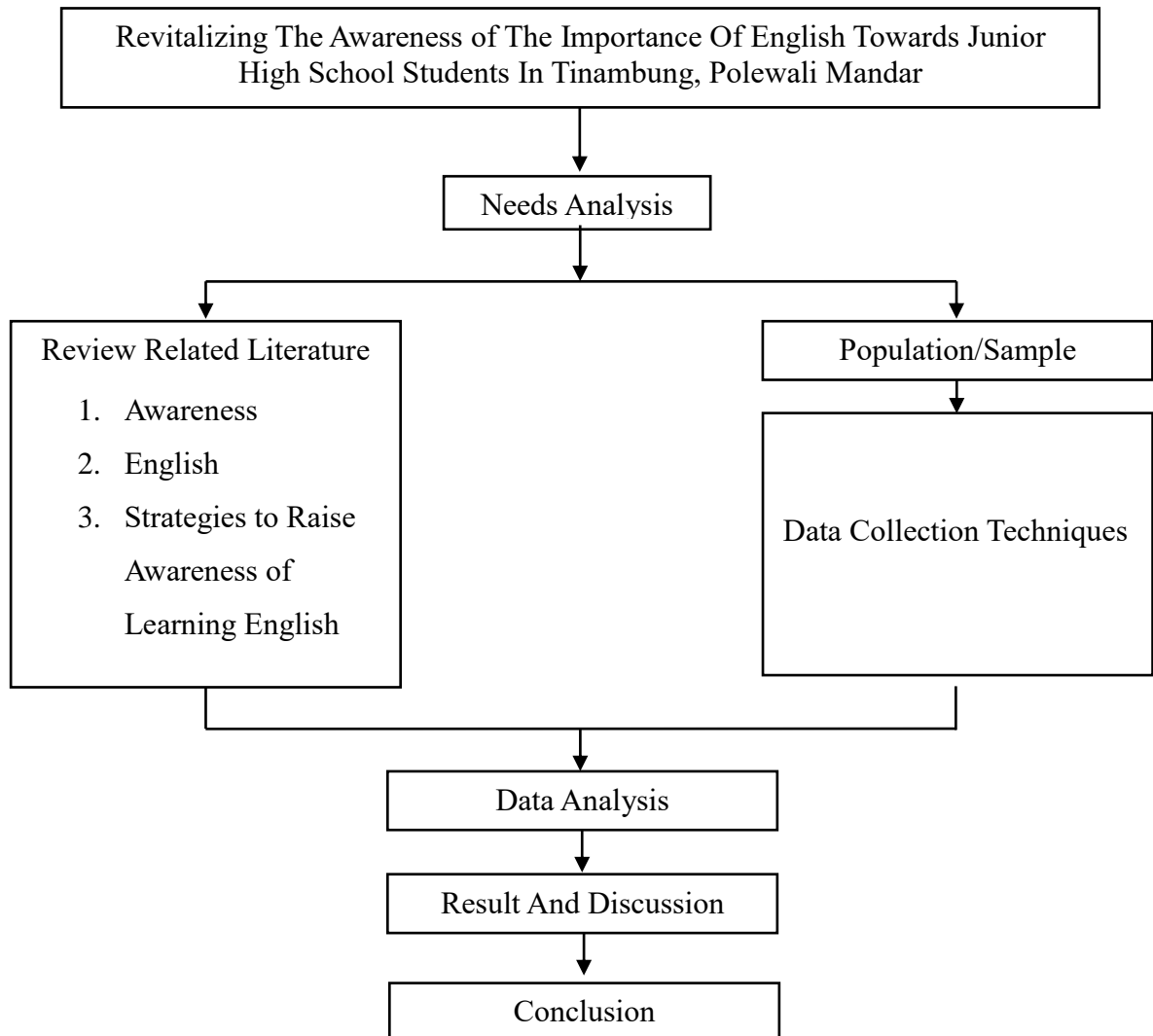


Table 2.1

D. Hypothesis

The hypotheses of this study are formulated as follows:

1. Alternative Hypothesis (H_1): There is a significant level of awareness regarding the importance of English towards junior high school students in Tinambung, Polewali Mandar.

2. Null Hypothesis (H_0): There is no significant level of awareness regarding the importance of English towards junior high school students in Tinambung, Polewali Mandar.

CHAPTER III

RESEARCH METHOD

A. Research Design

This study uses a quantitative approach with a survey design. This quantitative approach was chosen because the data collected is in the form of numbers so that it can be analyzed using statistical techniques to answer the research questions. According to quantitative research focuses on processing numerical data using statistical methods to test hypotheses or respond to research questions.

A survey design was used because this study aimed to measure students' awareness levels. The instrument used was a questionnaire. This design was chosen because of the uniformity of the research subjects, which were only seventh-grade students from MTsN 1 Polewali Mandar and SMPN 1 Tinambung, who were selected and had relatively similar characteristics in the English learning process. Therefore, the survey design was used because it was considered appropriate to objectively describe and measure the level of students.

B. Population and Sample

In research, understanding the concepts of population and sample is a crucial first step. Both play a role in determining the direction and validity of the research results. The population refers to all subjects or objects that have certain characteristics and are the focus of the research, while a sample represents a portion of the population selected to represent the whole. By understanding the differences and the relationship between the two, researchers design more effective and efficient data collection methods. The following is a further explanation of population and sample:

1. Population

The population is a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn. The students selected were seventh-grade students from junior high schools located in Tinambung, namely MTsN 1 Polewali Mandar and SMPN 1 Tinambung, totaling 329 students.

2. Sample

A sample is a portion of a population that is taken as a source of research data and is considered to represent the entire population. By using a sample, researchers do not need to study the entire population, which may be very large, but can still draw conclusions that apply generally. The sample taken was the population of seventh grade junior high school students in Tinambung, Specifically at SMPN 1 Tinambung and MTsN 1 Polewali Mandar. The sample was taken using the following Slovin formula:

$$n = \frac{N}{1 + N (e)^2}$$

$$n = \frac{329}{1+329 (0,10)^2} = \frac{329}{1+329 (0,01)} = \frac{329}{1+3,29} = \frac{329}{4,29} = 77$$

Description :

n = number of samples

N = population size

e = margin of error (commonly used values are 0.1 = 10%, 0.05 = 5%, or 0.01 = 1%)

So, the sample taken from the population of MTsN 1 Polewali Mandar and SMPN 1 Tinambung consisted of 77 students.

C. Research Variables

In this study there are two types of variables, namely independent and dependent variables. They are:

1. Independent variable

This variable explains how students view the benefits of English. English is considered important because it is useful for school subjects, the future, and communication with others. In this research, the belief that English is important is a factor that influences how students recognize and value the language (X).

2. Dependent variable

This variable shows how aware students are of the importance of English. The level of awareness is viewed through three main aspects: resilience, emotional regulation, and adaptability in learning English. The research measures students' awareness using a questionnaire with simple statements. (Y).

D. Research Instrument

In this study, researcher used a questionnaire as a measuring tool to collect data or information. The questionnaire is a tool used to obtain results from respondents through a set of questions that have been previously designed by the researchers. This questionnaire can be either written or electronic and is used to gather information about the respondents' perceptions, knowledge, opinions, and attitudes regarding the research topic. The data obtained is then analyzed to gain an understanding of the variables related to the research subject.

In this research, Likert scales are being used to analyze the questionnaire. The Likert scale serves as an assessment tool to measure respondents' perceptions and attitudes toward specific questions. This scale functions as a complement to the questionnaire, requiring respondents to indicate their level of agreement with a

series of statements. Generally, the questions used in the research represent research variables that are specifically defined.

Likert Scale

No.	Description	Skor Item
1	Strongly Agree	5
2	Agree	4
3	Neutral	3
4	Disagree	2
5	Strongly Disagree	1

Table. 3.1 (Salmaa, 2023)

No	Score	Category
1.	4.21 – 5.00	Very Good
2.	3.41 – 4.20	Good
3.	2.61 – 3.40	Fair
4.	1.81 – 2.60	Poor
5.	1.00 – 1.80	Very Poor

Table 3.2 (Sugiyono, 2013)

Indicator	Sub Indicators	Item Number	Number
Resilience	Believing that English is the key to global success, thus continuing to strive despite difficulties.	12	1
	Remaining optimistic that mastering English is important for future careers despite obstacles.	15, 18	2
	Being confident that English skills support higher career achievements, even in the face of challenges.	21	1
	Realizing the importance of English for continuing education, thus not giving up easily.	4	1
	Staying confident that efforts to learn English will improve academic performance.	5	1
	Having the motivation to compete internationally even when facing temporary failures.	6	1
Emotional Regulation	Feeling joy and satisfaction when using English, thus being able to manage positive emotions.	11, 22	2
	Showing interest in learning due to awareness of the importance of English, not merely external pressure.	17	1
	Maintaining motivation by recognizing the social and academic benefits of English proficiency.	19, 20	2
	Being able to regulate doubts or fears when communicating in English in daily life.	7, 8, 24	3
	Being able to manage anxiety when facing difficulties in English.	3	1
Adaptability	Being able to manage lack of self-confidence	10	1

	when facing difficulties in English.		
	Being able to manage frustration when facing difficulties in English.	25	1
	Being able to adapt to future demands through mastery of English.	1	1
	Using English as a means to adapt to global information access.	2,9	2
	Being flexible in adjusting learning methods through international sources.	16	1
	Recognizing the role of English as an international language that requires cross-cultural adaptation.	13	1
	Using English to adapt to technological and informational developments.	14	1
	Adapting to global entertainment and social media trends using English.	23	1
Total			25

Table 3.3

E. Validity and Reability Test

1. Validity Test

The validity test is an index that shows the measuring instrument actually measures what it wants to measure Amanda et al (2019). The higher the validity of the instrument, the more accurately the measuring instrument measures the data. This validity test is important so that the questions given do not produce data that deviates from the intended variable description. This validity test is carried out to measure whether the data that has been obtained after the research is valid data or not, using the measuring instrument used (questionnaire).

In theory, the validity test can be measured from the product moment correlation or Pearson correlation as follows.

$$r_{xy} = \frac{n(\sum XY) - (\sum X \cdot \sum Y)}{\sqrt{[n \sum X^2 - (\sum X)^2][n \sum Y^2 - (\sum Y)^2]}}$$

Description:

r_{xy} = coefficient of variables X and Y

n = number of respondents

X = question item score

Y = total score and variable

If the rcount obtained $>$ rtable, then the instrument or question item is significantly correlated to the total score (valid). Vice versa, if rcount $<$ rtable, then the instrument or question item is not significantly correlated to the total score (invalid).

Pernyataan	r-Hitung	r-tabel	p-(sig)	Keterangan
P1	0,691	0,367	0,001	Valid
P2	0,596	0,367	0,001	Valid
P3	0,406	0,367	0,029	Valid
P4	0,545	0,367	0,002	Valid
P5	0,603	0,367	0,001	Valid
P6	0,725	0,367	0,001	Valid
P7	0,77	0,367	0,001	Valid
P8	0,623	0,367	0,001	Valid
P9	0,714	0,367	0,001	Valid
P10	0,468	0,367	0,001	Valid
P11	0,467	0,367	0,004	Valid

P12	0,518	0,367	0,004	Valid
P13	0,753	0,367	0,001	Valid
P14	0,813	0,367	0,001	Valid
P15	0,726	0,367	0,001	Valid
P16	0,577	0,367	0,001	Valid
P17	0,793	0,367	0,001	Valid
P18	0,512	0,367	0,004	Valid
P19	0,506	0,367	0,005	Valid
P20	0,53	0,367	0,003	Valid
P21	0,536	0,367	0,003	Valid
P22	0,342	0,367	0,069	Tidak Valid
P23	0,695	0,367	0,001	Valid
P24	0,367	0,367	0,005	Valid
P25	0,321	0,367	0,090	Tidak Valid

Table 3.4

Based on the results of the validity of the questionnaire, it can be seen that there are 23 valid questionnaires and 2 invalid questionnaires. Because it has been determined that the items and questionnaires are said to be valid if they have $r^{xy} > r$ table, with a significant level of 0.05, the r table = 0.367 is obtained.

2. Reliability Test

Reliability test is an index test that shows the extent to which a measuring instrument can be trusted or relied upon. This shows the extent to which the measurement results remain consistent when carried out twice or more on the same symptoms, using the same measuring instrument (Janna 2021). A measuring instrument is said to be reliable if it produces the same results even though it is

measured many times. A questionnaire is said to be reliable if the answers to the questionnaire are consistent or stable over time.

The questionnaire as a measuring tool must have high reliability. Reliability calculations can only be done if the variables on the questionnaire are valid. Therefore, you must calculate validity first before calculating reliability, so if the questions on the questionnaire are invalid, there is no need to continue with reliability testing. Reliability is the constancy or constancy of the tool in maintaining what it will assess, meaning that each time the assessment tool is used it will give relatively the same results.

This test is used to determine the reliability of the instrument. To test the validity of the questionnaire questions in this study, the researcher used the Cronbach Alpha method with the criteria that a research instrument is said to be reliable if the reliability coefficient is more than 0.6 (Andhita, 2016). The research calculation was also assisted by calculating SPSS version 25 or (α) with the following formula:

$$r_{11} = \left(\frac{k}{1-k} \right) 1 - \left(\frac{\sum \sigma_b^2}{1-k} \right)$$

Description:

r_{11} = instrument reliability

k = number of question items

$\sum \sigma^2$ = sum of item variances

σ_t^2 = total variance

Calculations using the Cronbach's Alpha formula are accepted, if the calculation of $r_{count} > r_{table 5\%}$.

The results of the reliability test of the research instruments on the variables are presented as follows:

Cronbach's Alpha	N of Items
.892	25
.608	20

Table 3.5

Based on the reliability test results, it is known that the Cronbach Alpha value for the questionnaire to raise students' awareness of learning English is 0.892 and the questionnaire on the importance of learning English is 0.608. Therefore, it can be concluded that the research instruments used to measure these variables can be considered reliable.

F. Data Collection Techniques

The data in this study were collected through a survey method using a structured questionnaire distributed to students of SMPN 1 Tinambung and MTsN 1 Polewali Mandar. Before the data collection process began, the researcher obtained official permission from the campus and the schools where the research was conducted. After receiving approval, the researcher coordinated with English teachers to determine an appropriate schedule so that the questionnaire administration would not interfere with regular classroom activities.

Before distributing the questionnaire, the researcher explained the purpose of the study to the students and emphasized that the research was purely for academic purposes. Students were assured that their responses would be kept confidential and that their participation would not affect their school grades. The explanation was intended to make students feel comfortable and willing to provide honest answers based on their true opinions and experiences.

The questionnaire was distributed directly in the classroom during the agreed schedule. Before the students filled it out, the researcher explained how to respond to each statement using a Likert scale, ranging from “Strongly Agree” to

“Strongly Disagree.” Students were asked to read each item carefully and to answer according to their own perceptions of English learning. During the process, the researcher remained in the classroom to ensure that all students understood the instructions clearly and to assist if any questions arose. However, the researcher did not provide any direction or influence the students’ responses to maintain the objectivity of the data. The process of filling out the questionnaire took approximately twenty-five to thirty minutes for each class. Once all students had completed it, the researcher collected the questionnaires directly to ensure data accuracy and to avoid external interference. Ethical principles were carefully observed during the process: students participated voluntarily, their identities were kept anonymous, and their responses were treated with full confidentiality. No personal information, such as names or student numbers, was included in the questionnaire.

After all questionnaires were collected, the researcher reviewed them carefully to ensure completeness and consistency. Only fully completed questionnaires were included in the data analysis. The valid responses were then coded and entered into SPSS version 25 for quantitative processing. Each item in the questionnaire was classified according to the three main indicators : resilience, emotional regulation, and adaptability to describe the overall level of students’ awareness of the importance of learning English.

G. Data Analysis Techniques

The data in this study were analyzed quantitatively using SPSS version 25. The purpose of this analysis was to find out the level of students’ awareness of the importance of learning English based on three indicators, namely : resilience, emotional regulation, and adaptability. The data analysis consisted of two main parts: descriptive analysis and inferential analysis.

1. Descriptive Analysis

Descriptive analysis was used to describe the results of the questionnaire distributed to students. This analysis aimed to provide an overview of students' awareness of learning English. According to Creswell (2009) descriptive statistics are used to summarize and describe the characteristics of a dataset using measures such as the mean, median, standard deviation, and range. In this study, descriptive analysis included calculating the mean, median, standard deviation, and minimum and maximum scores for each indicator. The mean score indicates the general tendency of students' responses, the median represents the midpoint of the data distribution, while the standard deviation shows the spread or variability of the responses. A smaller standard deviation means the students' responses are more consistent, whereas a larger value indicates greater variation.

Through descriptive analysis, the researcher could identify the general level of students' awareness and determine which indicator, namely : resilience, emotional regulation, or adaptability had the highest and lowest mean scores. According to Arikunto (2010) descriptive statistics are useful for describing the collected data objectively without making generalizations beyond the sample. Therefore, this analysis helped provide a clear picture of students' awareness in the context of learning English.

2. Inferential Analysis

The normality test aimed to determine whether the data were normally distributed. The tests used in this study were the Shapiro-Wilk Test and the Kolmogorov-Smirnov Test, both available in SPSS. The decision rule was that if the significance value (Sig.) was greater than 0.05, the data were considered normally distributed; otherwise, if the value was less than 0.05, the data were not

normally distributed Sugiyanto (2009). The result of this test helped determine whether the next analysis would use parametric or non-parametric statistical tests.

After testing for normality, hypothesis testing was conducted. Since this study used a survey method without any experimental treatment, the hypothesis testing focused on the tendencies of the data rather than the effects of manipulation. Two hypothesis tests were applied in this research. The first test was the One-Sample T-Test, used to compare the mean score of students' responses with the neutral point of the Likert scale (value = 3). This test aimed to determine whether students' awareness was significantly different from the neutral level. When the data did not meet the assumption of normality, the One-Sample Wilcoxon Test was used as a non-parametric alternative. If the significance value (p-value) was less than 0.05, it indicated that there was a significant difference between the observed mean and the neutral value.

The second test was the Friedman Test, used to examine differences among the three related indicators: resilience, emotional regulation, and adaptability. This test is suitable for comparing repeated measurements or related data from the same respondents. If the Friedman Test showed a significance value below 0.05, it meant that there was a significant difference among the three indicators. To identify which indicator was the most dominant, the Wilcoxon Signed-Rank Test was conducted as a follow-up analysis Arikunto (2010). By combining descriptive and inferential analyses, this research provided both a general overview and deeper understanding of students' awareness levels. This approach helped to identify which aspects were most influential in shaping students' awareness of learning English. Statistical analysis is essential for making valid interpretations of quantitative data.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

1. Descriptive analysis

Based on the results of the analysis of three main indicators of junior high school students' awareness in Tinambung regarding the importance of learning English, namely resilience, emotional regulation, and adaptability, it can be seen that in general, the level of student awareness is in the good category. These analysis results were obtained by processing data from 77 respondents. The explanation of the three indicators is as follows:

1. Resilience

Resilience is self-resilience or the ability of students to keep trying and not give up easily when facing difficulties in learning English. For example, when they find it difficult to understand new vocabulary or make mistakes in speaking, students with good self-resilience will remain enthusiastic about improving themselves. They see mistakes not as failures, but as a process of learning and growing. To determine the level of resilience among students, an analysis was conducted on the items included in the resilience indicators. This analysis aimed to describe the extent to which students are able to persevere, overcome difficulties, and adapt to various challenging situations. The results of the average score calculation for each item are presented in the following table :

NO	Item statement	Mean Score	Category
1.	P12	4.43	Very good
2.	P15	4.46	Very good
3.	P18	4.26	Very good
4.	P4	4.68	Very good
5.	P5	4.66	Very good
6.	P6	4.36	Very good
7.	P9	4.50	Very good
8	P21	4.45	Very good

Table 4.1

Based on the table above, it can be seen that all items on the resilience indicator fall into the “Very Good” category. The item with the highest score is P4 with a score of 4.68, indicating that students have a strong belief in the importance of English for continuing their education, so they do not give up easily when faced with difficulties. This shows that students already have a long-term perspective and are able to maintain their motivation to learn even when encountering obstacles.

High scores also appear in items P5 (4.66) and P9 (4.50), which indicate that students believe their efforts to master English will yield tangible results in terms of improved learning achievement and future opportunities. They view learning English not as a burden, but as a challenge to be faced with enthusiasm. These high scores may be due to the students' strong internal motivation and a supportive learning environment, both from teachers and peers. They also realize that English language skills are one of the keys to competing in the global era. This fosters great confidence in facing any learning difficulties. Thus, it can be said that students have good resilience in the learning process. They do not give up easily, are able to bounce back from failure, and continue to strive to improve

themselves. This never give up attitude is an important foundation for success in learning a foreign language.

2. Emotional Regulation

Emotional regulation is an indicator of awareness that describes how students are able to manage feelings such as fear, embarrassment, nervousness, or lack of confidence when learning English. Students who can regulate their emotions well are usually calmer and more confident when speaking or writing in English. They are not easily depressed and are able to maintain their enthusiasm in the learning process. The results of the emotional regulation indicator can be seen in the following table :

NO	Item statement	Mean Score	Category
1	P11	4.54	Very good
2	P22	4.39	Very good
3	P17	4.51	Very good
4	P19	4.67	Very good
5	P20	4.50	Very good
6	P7	4.50	Very good
7	P8	4.41	Very good
8	P24	4.45	Very good
9	P10	4.53	Very good
10	P25	4.61	Very good
11	P3	4.51	Very good

Table 4.2

Based on the table above, it shows that all items in the emotional regulation indicator obtained the category “Very Good”. The item with the highest score was P19 with a value of 4.67, indicating that students can maintain motivation by understanding the social and academic benefits of English proficiency. Other high scores were found in P25 (4.61) and P11 (4.54), which illustrate that students feel happy and satisfied when using English, enabling them to manage positive emotions well.

In addition, in items such as P7, P8, and P24, students demonstrated the ability to control fear and nervousness when communicating in English. They did not easily panic or give up when faced with difficulties, but instead tried to calm themselves and find ways to correct their mistakes. This indicates that they have fairly mature emotional control. These high scores may be due to a comfortable and enjoyable learning atmosphere. Teachers play a big role in providing positive encouragement and motivation, so that students feel safe to try without fear of making mistakes. In addition, the habit of practicing and familiarity with English in everyday life also helps them to be more confident and less anxious. In other words, students have been able to manage their emotions appropriately. They do not dwell on negative feelings, are able to think clearly under pressure, and use their emotional experiences as motivation to continue developing. This attitude is very helpful in building confidence and perseverance in learning English.

3. Adaptability

Adaptability or indicators of awareness related to adaptability, refer to the extent to which students can adapt to learning methods, media, and situations that use English. This indicator describes the extent to which students are able to adapt to changes in the environment, technological developments, and global demands related to English language learning. Adaptability is very important because the world of education and information is currently developing rapidly. For example, the ability to follow new learning methods, use English-language applications, or try to speak English outside of class. Students with high adaptability are usually more flexible and open to changes in learning. The results of this indicator are as follows :

NO	Item statement	Mean Score	Category
1	P1	4.61	Very good
2	P2	4.59	Very good
3	P16	4.45	Very good
4	P13	4.54	Very good
5	P14	4.49	Very good
6	P23	4.42	Very good

Table 4.3

Based on the analysis results, all items on the adaptability indicator received a rating of “Very Good.” The highest score was on P1 with a score of 4.61, which shows that students are able to adapt to future demands through their mastery of English. Other high scores on P2 (4.59) and P13 (4.54) show that they can use English to access global information and understand cross-cultural contexts. Students also showed flexibility in adjusting their learning methods, as seen in items P14 (4.49) and P16 (4.45), where they were able to utilize international learning resources and digital technology to broaden their knowledge. These high scores show that students are not fixated on one learning method but are able to adapt to various new resources and methods.

Factors that may contribute to high scores on this indicator include exposure to English-language media, such as films, music, and online platforms. This makes them more accustomed to hearing and using English in a broader context. In addition, a high level of curiosity and openness to new things also makes them quick to adapt to change. In general, students' adaptability is very good. They are not only able to adapt to school lessons, but also to changes in the digital and social world that increasingly require English proficiency. An open attitude towards these developments is an important asset for students in facing global challenges.

Overall, the results of the analysis of the three indicators, namely : resilience, emotional regulation, and adaptability show that all of them are in the excellent category. This means that students have strong resilience, are able to regulate their emotions well, and are flexible in adapting to various learning situations and changes in their environment. These three aspects are interrelated and reinforce each other in forming a positive attitude towards learning English.

The high scores on these three indicators show that students not only have the cognitive ability to understand the material, but also have mature affective and social aspects. They learn with the full awareness that English is an important tool for the future, which fosters enthusiasm and confidence to continue striving. A never-give-up attitude, the ability to calm themselves, and openness to new things combine to form a resilient and adaptive learning character. Thus, it can be concluded that, in general, students are well prepared to face learning challenges in terms of motivation, self-management, and the ability to adapt to an ever-changing learning environment. These results show that the English language learning process that has been implemented has been able to foster positive character and mental readiness in students to develop further.

Furthermore, to determine which of the three indicators showed the most significant improvement, a further descriptive analysis was conducted on the average scores for each indicator. This analysis aimed to identify which aspects showed the most prominent development, so that it could be used as a basis for strengthening other indicators that still needed improvement. The results of the analysis can be seen in the following table :

		Statistics		
		Resilience	Emotional	Adaptability
N	Valid	77	77	77
	Missing	0	0	0
Mean		35,80	48,37	27,09
Median		37,00	49,00	27,50
Std. Deviation		3,774	4,484	2,488
Minimum		24	37	20
Maximum		40	55	30

Table 4.4

Based on the table above, there were 77 students assessed. Based on the resilience analysis data, the minimum score was 24 and the maximum was 40. The average score for the resilience indicator was 35.80, the median was 37, and the standard deviation was 3.744, indicating that the scores were not too far apart and were almost identical. In the emotional regulation table, the minimum score ranges from 37 to a maximum of 55, while the average score is 48.37 and the median is 49. It can be said that most respondents have good emotional abilities. The standard deviation is 4.484, indicating a slight difference among respondents but still within reasonable limits, with no significant differences. Finally, in the adaptability indicator table, the minimum value is 20 and the maximum is 30, while the average value is 27.09 and the median value is 27.50. The standard deviation is 2.488, so the differences in values between respondents are not too large, and the respondents' adaptability abilities are fairly even. From the results of the analysis above, it can be seen that the three indicators, namely resilience,

emotional, and adaptability, show good results. The number of respondents for all indicators is complete, namely 77 people with no missing data. The average resilience (35.80) and emotional (48.37) scores indicate that the respondents' resilience and emotional intelligence are in the fairly high category. Adaptability is also relatively stable with an average of 27.09. The median values for the three indicators are slightly above the average, which means that most respondents have good scores. In addition, the standard deviation of the three is relatively low, so the data is not too scattered and the results tend to be uniform. This indicates that respondents have fairly consistent abilities in terms of resilience, emotional management, and adaptability.

2. Inferential Analysis

a) Normality Test

The normality test was conducted to determine whether the data obtained from the three indicators, namely : resilience, emotional regulation, and adaptability, were normally distributed or not. This normality test used the Kolmogorov-Smirnov test with a significance level of 0.05. Based on the test results obtained, the significance values for the three indicators are as follows :

Tests of Normality

Kolmogorov-Smirnov ^a			
	Statistic	Df	Sig.
Resilience	,164	77	,000
Emotional	,135	77	,002
Adaptability	,156	77	,000

Table 4.5

a. Lilliefors Significance Correction

Based on the Kolmogorov-Smirnov test table above, it can be seen that the data above is not normally distributed because the Sig. value for the three variables above is less than 0.05, so the value does not meet the normality assumption. So it can be concluded that the normality test on the analysis data above is not normal and the hypothesis test uses the Wilcoxon test.

b) Hypothesis Testing

The Friedman test was conducted to see if there were significant differences between the three indicators of student awareness, namely resilience, emotional regulation, and adaptability. Based on the results of the Friedman test, the Asymp. Sig. value was 0.000, which is less than 0.05. This indicates that there are significant differences between the three indicators. The results of the Friedman test can be seen in the following table :

Friedman Test

Ranks		Test Statistics^a	
	Mean Rank		
Resilience	1,99	N	77
Emotional	3,00	Chi-Square	150,026
Adaptability	1,01	Df	2
		Asymp. Sig.	,000

Based on the two Friedman test tables above, it can be seen that the results show that all three indicators have an influence in raising students' awareness of the importance of English. Judging from the mean rank value, the emotional indicator has a high score of 3.00, while resilience and adaptability have scores of

1.99 and 1.01, respectively. The statistical test results also show that the Chi-Square value is 150.026 with a significance value of 0.000. Since the significance value is less than 0.05, it can be said that there is a difference in student awareness of the three indicators, where it can be seen that the indicator that has increased the most is emotional regulation, followed by resilience, and the one with the lowest influence is adaptability.

After finding differences in the three indicators above through the Friedman test, the researcher conducted a Wilcoxon signed ranks test to see the differences between each indicator to reinforce the research results on which indicator was more effective in raising awareness among junior high school students about the importance of English. The results of the Wilcoxon test can be seen in the following table:

Wilcoxon Signed Ranks Test

		Ranks		
		N	Mean Rank	Sum of Ranks
Emotional – Resilience	Negative Ranks	0 ^a	,00	,00
	Positive Ranks	77 ^b	38,50	2926,00
	Ties	0 ^c		
	Total	77		
Emotional – Adaptability	Negative Ranks	0 ^d	,00	,00
	Positive Ranks	77 ^e	38,50	2926,00
	Ties	0 ^f		
	Total	77		
Resilience – Adaptability	Negative Ranks	1 ^g	1,00	1,00
	Positive Ranks	77 ^h	39,00	2925,00
	Ties	0 ⁱ		

Total	77		
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Table 4.8

- a. Emotional < Resilience
- b. Emotional > Resilience
- c. Emotional = Resilience
- d. Emotional < Adaptability
- e. Emotional > Adaptability
- f. Emotional = Adaptability
- g. Resilience < Adaptability
- h. Resilience > Adaptability
- i. Resilience = Adaptability

Test Statistics^a

	Emotional – Resilience	Emotional – Adaptability	Resilience – Adaptability
Z	-7,590 ^b	-7,590 ^b	-7,590 ^b
Asymp. Sig. (2-tailed)	,000	,000	,000

Table 4.9

- a. Wilcoxon Signed Ranks Test
- b. Based on negative ranks.

Based on the table above, it can be seen that all data pairs have a sig. value of 0.000. These results indicate that the differences that occurred were not due to chance but rather that changes did occur after the provision of motivation and contextual teaching and learning strategies.

B. Discussion

The results of this study indicate that students' awareness of the importance of learning English in general is very good. This can be seen from the average scores on the three main indicators, namely resilience, emotional regulation, and adaptability, all of which scored above the good category. These findings confirm that students in Tinambung, both at SMPN 1 Tinambung and MTsN 1 Polewali Mandar, already have a strong awareness of the importance of English as an international language that can open up broader future opportunities. This awareness does not only come from the encouragement of schools, but also from the influence of the environment, the media, and the demands of the times, which increasingly require foreign language skills, especially English.

On the first indicator resilience, all sub-indicators showed excellent results, with an average score above 4.40. This means that students have high enthusiasm and perseverance in learning English. The first sub-indicator, the belief that English is the key to global success, scored an average of 4.43. This score shows that students strongly believe that English language skills can help them achieve success in the future. This belief arises because they are beginning to understand that English is used in almost all aspects of life, including education, work, and communication. This positive view is in line with Deci & Ryan (2000) Self-Determination Theory, which explains that individuals will be more motivated if they feel that the activities they do have meaning and direct benefits for themselves. In other words, students who feel that English is important for their future will try harder without feeling forced.

The second sub-indicator, optimism about the future through English proficiency, received an average score of 4.46. This figure shows that students do not easily become discouraged and remain enthusiastic even though they sometimes find English lessons difficult to understand. This may be due to positive learning experiences and encouragement from teachers and a supportive school environment. This finding is in line with Bandura (1977) social learning theory, which emphasizes the importance of role models in shaping a person's behavior. When students see people around them who are successful because they are able to speak English, they are motivated to imitate this and become more persistent in their studies.

Furthermore, the third sub-indicator, namely the belief that English language skills support one's career, obtained an average score of 4.26. This score indicates that students already understand that mastery of English can increase their future employment opportunities. According to Gardner (2010) states that a positive attitude toward the target language is a major factor influencing a person's success in learning a language. When students have a positive attitude toward English, they will be more open, persistent, and enthusiastic in learning the language.

Meanwhile, the sub-indicator of awareness of the importance of English for further education received the highest score in the resilience indicator, namely 4.68. This shows that students have a long term view of the importance of English for continuing their education to a higher level, both domestically and abroad. The theory of Deci & Ryan (2000) also supports this by explaining that motivation will be more stable if it is based on long term goals and a sense of personal responsibility. Thus, students' awareness of the importance of English is not

limited to school lessons, but has also become part of their aspirations for development.

In addition, the sub-indicators “confidence that learning English can improve academic achievement” with an average score of 4.66, and “motivation to compete globally” with a score of 4.36, show that students have strong fighting spirit and self-confidence. These findings support Kao (2024) view that resilience is a form of active awareness in which a person does not easily give up in the face of challenges but instead makes difficulties part of the learning process. In other words, students in Tinambung already have a positive mindset toward challenges in learning English because they view every difficulty as an opportunity to learn and grow.

Moving on to the second indicator, emotional regulation, the results show that this indicator has the highest value compared to the other two indicators, with an overall average of 4.50. This means that students are able to manage their feelings, emotions, and motivation well during the English learning process. They not only learn cognitively, but also involve emotional aspects that play an important role in maintaining their interest in learning. Positive emotions have been proven to increase enthusiasm for learning, while the ability to control negative emotions such as fear, nervousness, or embarrassment will make students more confident when using English.

The first sub-indicator of this aspect is “feeling happy and satisfied when using English,” with an average score of 4.54. Students feel happy when they successfully say a word or sentence in English, and this creates a pleasant learning experience. According to Fredrickson (2013) explains that positive emotions can broaden a person's way of thinking and increase creativity and self-confidence.

Students who have positive emotions will be more active in learning and will not get bored easily because they enjoy the process. The second sub-indicator, the ability to control fear and nervousness when speaking English, received an average score of 4.41. This shows that students are becoming accustomed to speaking English without excessive embarrassment. According to Seligman (2011) people who can control their anxiety and fear are better able to adapt to academic challenges. In the context of this study, students who are able to manage negative emotions such as shyness and nervousness tend to be more courageous in actively participating in class.

The third sub-indicator, understanding the social and academic benefits of English, had the highest average score of 4.67. Students realize that English is not only important for getting good grades, but also for interacting with others and broadening their horizons. Deci & Ryan (2000) explain that when someone understands the benefits of an activity, their intrinsic motivation will increase. This means that students who realize the practical benefits of English will learn more enthusiastically because they feel that what they are learning is useful for their lives. The ability to manage anxiety when facing difficulties in learning English also showed good results with an average score of 4.51. According to Bandura (1977) explains that self-confidence or self-efficacy plays a major role in determining a person's resilience to pressure. Students who believe in their abilities will be better able to control stress and focus more on correcting mistakes that occur while learning. Thus, good emotional regulation skills help students face difficulties with a calmer and more optimistic attitude.

The learning environment also plays an important role in high emotional regulation results. Teachers who use contextual learning methods make students feel more comfortable learning English. Approaches such as Contextual Teaching

and Learning (CTL), as explained by Johnson (2014) can help students connect lessons to their daily lives. In this way, students feel that English is not something difficult or foreign, but rather something close to their activities. Research by Pertiwi et al (2023) also supports this, where contextual learning can reduce students' anxiety levels while increasing their confidence in learning English.

The third indicator, adaptability, also showed good results with an average score above 4.40. Adaptability reflects the extent to which students can adjust to changes in the English learning process, in terms of methods, media, and technological developments. The results of the study show that students in Tinambung are quite capable of adapting to various changes, both in the learning environment and in the use of digital technology to support the English learning process. The first sub-indicator, the ability to adapt to future demands through English proficiency, obtained an average of 4.61. This result illustrates that students already have global awareness, where English is considered an important skill to have in the future. Slavin (2018) states that learning awareness includes the ability to understand the relevance of lessons to the real needs of life. So, when students understand that English is very useful for the future, they will learn with clearer goals and higher enthusiasm.

The second sub-indicator, the ability to use English to access global information, received an average score of 4.59. This shows that students are becoming accustomed to using English when searching for information on the internet, watching educational videos, or reading online sources. According to Warschauer (2011) explains that English proficiency is very important in the digital age because almost all international information is available in this language. The habit of students using English to search for information indicates that they have been able to integrate learning with their daily needs.

The next sub-indicator, the ability to understand cross-cultural differences through English, received an average score of 4.54. This score indicates that students are open to diversity and have good intercultural awareness. Nisa, (2020) mentions that English acts as a cross-cultural bridge that allows people to understand the ways of thinking and customs of people from other countries. This kind of awareness strengthens students' ability to adapt to social and cultural differences in the global world. In addition to cross-cultural understanding, there are also several other sub-indicators that show excellent results in terms of adaptability. The sub-indicator of the ability to adapt learning methods from various sources scored an average of 4.45. This result indicates that students are quite flexible in adapting learning strategies to their needs. Many students use alternative learning resources such as YouTube videos, learning applications, or English-language social media platforms. This shows that they do not only rely on textbooks but also seek new ways to better understand the material. This attitude is in line with (Slavin 2018) view that students with high learning awareness will actively seek relevant and easy-to-understand sources of knowledge.

Furthermore, the ability to use English in technology received an average score of 4.49. This means that students are becoming accustomed to using English when interacting with digital devices, such as browsing the internet, using social media, or writing comments on global applications. According to Alfarisy (2021) the ability to adapt to technology and information is greatly influenced by English proficiency, as the language dominates the digital world. These results also show that students are able to keep up with the times, where English language skills and digital literacy go hand in hand.

The last sub-indicator in the adaptability aspect, namely the ability to follow global trends that use English, received an average score of 4.42. Although

slightly lower than the other sub-indicators, this score is still in the excellent category. This shows that students are still trying to adapt to global developments, such as trends in films, music, or communication styles that use English. According to Warschauer (2011) interaction with global culture helps a person understand the context of language use more naturally. Thus, students' exposure to global culture through the internet also strengthens their awareness of the importance of English as a universal language.

The results of this adaptability indicator show that students not only understand the importance of English, but are also able to adapt to more modern and global learning methods. Although some students still face limitations in terms of facilities such as internet connection or devices, they already have the willingness and initiative to adapt. This shows that their enthusiasm and awareness have been well established. In general, their adaptability is also supported by the school environment, which is slowly beginning to introduce digital learning and globally-based materials.

Based on the results of the descriptive analysis, it was found that the overall average score for the resilience indicator was 35.80, the emotional regulation indicator was 48.37, and the adaptability indicator was 27.09. These three scores indicate that all indicators are in the good to very good category. These high averages show that most students already have a strong awareness of the importance of English, both cognitively, emotionally, and socially. In addition, the small standard deviation values for the three indicators indicate that the level of student awareness is relatively even among all respondents, not just concentrated in certain groups.

Upon closer examination, emotional regulation indicators have the highest average. This means that students' ability to manage their feelings during the learning process is the most influential factor in English language learning awareness. Students who can regulate their emotions well will be more easily motivated, more confident, and less likely to give up when faced with difficulties. This is in line with Deci & Ryan (2000) theory of motivation, which states that a person's intrinsic motivation will increase when they feel comfortable, happy, and in control of the activities they are doing. In this context, emotional regulation becomes the main foundation for building positive English learning awareness.

The results of inferential analysis using the Friedman test showed a significance value of 0.000 (< 0.05). This value means that there is a significant difference between the three awareness indicators. This difference is also reinforced by the Wilcoxon test results, which show a significance value of 0.000 for all indicator pairs, so it can be concluded that the differences that occur are real and not coincidental. Based on the mean rank value, the emotional regulation indicator had the highest value of 3.00, followed by resilience at 1.99, and adaptability at 1.01. These results clarify that emotional factors are the most dominant aspect in influencing students' awareness of the importance of English.

The dominance of emotional regulation can be explained from several perspectives. First, learning English often causes fear, embarrassment, or awkwardness because students have to speak in a language that is not their mother tongue. However, when students are able to manage these emotions, they become more confident. According to Lamb (2017) self-confidence is a major factor that determines a person's success in learning a foreign language. Students who have high self-confidence will participate more actively, be more courageous in trying, and not be afraid of making mistakes. Second, a positive learning atmosphere and

teacher support also play a big role. Teachers who are friendly, patient, and motivating can create an emotionally safe learning environment. This is in line with Fredrickson (2013) view which emphasizes that positive emotions such as happiness and comfort can increase students' perseverance and productivity in learning.

Meanwhile, resilience indicators ranked second in terms of dominance. Although not as high as emotional regulation, these results still show that students have high enthusiasm and fighting spirit in learning English. They do not give up easily when faced with difficulties such as difficult pronunciation, complex vocabulary, or differences in sentence structure. Bandura (1977) states that individuals with high self-efficacy tend to be more resilient in the face of failure and see mistakes as opportunities to learn. In this case, the resilience of students in Tinambung reflects an important never-give-up spirit in the language learning process.

Adaptability ranked third, although the score was still in the good category. The lower adaptability score compared to the other two indicators could be due to several external factors, such as limited digital learning facilities, lack of internet access, and minimal exposure to foreign cultures in the surrounding environment. However, the consistently high average score indicates that students have an initial awareness of the need to adapt to global developments. According to Slavin (2018) adaptive awareness is the result of a continuous learning process. With adequate environmental support and facilities, this adaptability can increase significantly in the future.

Overall, the results of this study indicate that the three indicators are interrelated in shaping students' awareness of the importance of English.

Resilience helps students to remain persistent, emotional regulation keeps them calm and motivated, while adaptability prepares them to face changes and challenges in the learning process. These findings reinforce Suparwi's (2021) view that learning awareness is the result of deep understanding, optimism, and adaptability to environmental changes.

In addition, this study also illustrates that students' awareness of the importance of English is not only influenced by internal factors such as motivation and self-confidence, but also by external factors such as teaching methods, learning environment, and social support. Teachers who are able to create a pleasant learning atmosphere, use methods that are relevant to real life, and provide positive encouragement will help students build stronger awareness and self-confidence. The implication of this research is that strengthening the emotional aspect in the English learning process is very important. Teachers need to pay attention to students' emotional conditions by providing positive feedback, creating a safe classroom atmosphere, and encouraging students to actively participate without fear of making mistakes. In addition, it is important for schools to provide learning facilities that support the development of students' adaptability to technology and digital media. Through student-centered and contextual learning, their awareness of the importance of English will continue to increase.

Overall, it can be concluded that the level of awareness of junior high school students in Tinambung regarding the importance of English is high. Emotional regulation is the most dominant factor because it has a direct influence on students' motivation, comfort, and confidence. Resilience and adaptability also strengthen this awareness, forming a positive attitude and sense of responsibility towards the learning process. These results are in line with Deci & Ryan (2000) theory of motivation, Bandura (1977) social learning theory, and Kao (2024)

concept of awareness, all of which emphasize that high learning awareness arises when a person is able to regulate emotions, have perseverance, and adapt to the learning environment and developments of the times.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of research conducted on student awareness of the importance of English at SMPN 1 Tinambung and MTsN 1 Polewali Mandar, it can be concluded that the general level of student awareness is high. These results show that most students have a positive view and good understanding of the importance of English as an international language that plays a major role in education, society, and future careers. This awareness is formed due to a combination of internal factors such as motivation, emotions, and self-confidence, as well as external factors such as the learning environment, teaching methods, and social support.

The three main indicators used in this study namely : resilience, emotional regulation, and adaptability, were all in the good to very good category. Of the three indicators, emotional regulation was the most dominant aspect with the highest average score. This shows that students who are able to manage their feelings and emotions while learning find it easier to develop awareness, self-confidence, and intrinsic motivation. In other words, emotional factors are the main foundation for building effective English learning awareness. Resilience ranked second in terms of dominance. The results showed that students had strong enthusiasm and determination to keep trying even though they experienced difficulties in learning English. They showed high fighting spirit, optimism, and confidence that mastery of English was the key to achieving academic and professional success in the future. This resilience is in line with Bandura's (1977) theory of self-efficacy, which explains that individuals who have confidence in

their abilities will be more resilient in the face of failure and motivated to correct their mistakes.

Meanwhile, adaptability is the third indicator with a slightly lower average score, but still in the high category. Students in Tinambung have been able to adapt to technological developments and increasingly modern learning methods. They are becoming accustomed to using English in digital activities such as searching for information on the internet, watching English-language learning content, and following global trends. These results show that students' adaptive awareness of the importance of English has been formed, although it still needs to be improved through more supportive learning facilities and environments.

The descriptive analysis results show that the overall average for the resilience indicator is 35.80, emotional regulation is 48.37, and adaptability is 27.09. These values indicate that student awareness is in the good category and is evenly distributed among respondents. This means that there are no significant differences between students in understanding the importance of English. Inferential analysis using the Friedman and Wilcoxon tests also shows significant differences between the three indicators with a significance value of 0.000 (< 0.05), which means that each aspect contributes differently to student awareness. Emotional regulation has the highest mean rank, indicating that this factor is the main determinant in building awareness of the importance of English.

These findings reinforce Deci and Ryan's (2000) theory of motivation, which explains that people are more enthusiastic about learning when they have intrinsic motivation an inner drive that arises from within because they feel that the activity they are doing is meaningful. In the context of this study, students who are able to regulate their emotions well tend to enjoy the learning process, feel

satisfied when they succeed in using English, and are more courageous in facing difficulties. This shows that motivation that comes from self-confidence and positive emotions is much stronger than external motivation that comes from external pressure.

In addition, Seligman's (2011) Positive Psychology theory and Fredrickson's (2013) Broaden and Build Theory also support the results of this study. Both theories emphasize that positive emotions such as happiness, satisfaction, and self-confidence can broaden a person's way of thinking and improve their ability to adapt. In this study, students who had positive learning experiences and felt valued in the learning process showed higher levels of awareness than students who were easily anxious or afraid of failure. The results of this study also show that contextual learning applied in schools plays a role in increasing student awareness. Teachers who use the Contextual Teaching and Learning (CTL) method are able to create a learning atmosphere that is enjoyable and relevant to students' lives. According to Johnson (2014) and Pertiwi et al. (2023) learning that relates material to real-life experiences can foster self-confidence and reduce student anxiety. Thus, this approach helps students more easily understand the importance of English and make it part of their daily activities.

In general, it can be concluded that students' awareness of the importance of English in Tinambung has been well established. They learn not only because of school requirements, but also because of their own awareness that English is a necessity for the present and the future. Three main aspects, namely resilience, emotional regulation, and adaptability, are interrelated and reinforce each other in shaping this awareness. When students are resilient, able to manage their

emotions, and adaptable, they will have higher motivation to learn, strong self-confidence, and readiness to face global challenges.

B. Suggestions

Based on the conclusions above, several suggestions are proposed for teachers, students, schools, and future researchers:

1. For Teachers

Teachers play a very important role in fostering student awareness. Therefore, teachers are advised to use more enjoyable and contextual learning methods, such as Contextual Teaching and Learning (CTL), active discussions, conversation simulations, or educational games related to English. This approach not only improves cognitive abilities but also helps students manage positive emotions during the learning process. Teachers should also pay more attention to students' psychological aspects, such as self-confidence, anxiety, and motivation, as these factors have been proven to greatly influence learning awareness. In addition, teachers need to provide constructive feedback and positive encouragement so that students are not afraid of making mistakes when using English.

2. For Students

Students are expected to continue developing their motivation and awareness of the importance of English, not only to meet academic requirements, but also for their future personal development. Students need to get used to using English in their daily activities, such as reading articles, listening to songs, watching movies, or interacting through English-language social media. This habit will help them build resilience, confidence, and better adaptability. In addition,

students also need to learn to manage their time and emotions so that the learning process does not feel like a burden, but rather an enjoyable and rewarding experience.

3. For Schools

Schools are expected to provide facilities and a learning environment that better supports the English language learning process. The provision of language laboratories, good internet access, and the availability of technology-based learning media will help students adapt more easily to global developments. In addition, schools can also organize extracurricular activities such as English clubs, speech contests, or English debates to improve students' skills and build their confidence. With the support of a positive learning environment, students' awareness of the importance of English will increase and be sustained.

4. For future researchers

This study has room for further development. Future researchers can expand the focus of the study, for example by examining the influence of learning strategies, social environmental factors, or the role of digital technology on students' awareness in learning English. In addition, similar research can be conducted at different school levels or in other regions to compare awareness levels between regions. In this way, the results of the study can provide a more comprehensive picture of English learning awareness in Indonesia.

In conclusion, this study shows that building awareness of the importance of English depends not only on academic ability, but also on shaping students' attitudes, emotions, and character. With a fun learning approach, positive environmental support, and continuous self-awareness, students are expected to

become a resilient, confident generation that is ready to compete in a global era that demands English language skills as one of the key competencies.

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APPENDICES



PEMERINTAH KABUPATEN POLEWALI MANDAR
**DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU**
Jalan Manunggal Nomor 11 Pekkabata Polewali, Kode Pos 91315
Website: dpmptsp.polmankab.go.id Email: dpmptsp@polmankab.go.id

IZIN PENELITIAN

NOMOR: 500.16.7.2 /0317/IPL/DPMTSP/2025

- Dasar :
1. Peraturan Menteri Dalam Negeri Indonesia Nomor 7 Tahun 2014 atas perubahan Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian;
 2. Peraturan Daerah Kabupaten Polewali Mandar Nomor 2 Tahun 2016 Tentang Perubahan atas Peraturan Daerah Nomor 9 Tahun 2009 tentang Organisasi dan Tata Kerja Inspektorat Bappeda dan Lembaga Teknis Daerah Kabupaten Polewali Mandar;
 3. Memperhatikan:
 - a. Surat permohonan sdr. SYAHRANI
 - b. Surat rekomendasi dari Badan Kesatuan Bangsa dan Politik Nomor: B-0317/Kesbangpol/B.1/410.7/V/2025, Tgl. 05-05-2025

MEMBERIKAN IZIN

Kepada: Nama : SYAHRANI
NIM/NIDN/NIP/NPn : 10256120013
Asal Perguruan Tinggi : STAIN MAJENE
Fakultas : -
Jurusan : TARBIYAH DAN KEGURUAN
Alamat : TOPOYO KEC. TOPOYO
KAB. MAMUJU TENGAH

Untuk melakukan penelitian di MTsN 1 Polewali Mandar DAN SMPN 1 Tinambung Kabupaten Polewali Mandar yang dilaksanakan Pada bulan Mei s/d Juni 2025 sampai selesai dengan Proposal berjudul "REVITALIZING THE AWARENESS OF JUNIOR HIGH SCHOOL STUDENTS AT TINAMBUNG SUB-DISTRICT IN LEARNING ENGLISH"

Adapun izin penelitian ini dibuat dengan ketentuan sebagai berikut:

1. Sebelum dan sesudah melaksanakan kegiatan, harus melaporkan diri kepada Pemerintah setempat;
2. Penelitian tidak menyimpang dari izin yang diberikan;
3. Mentaati semua peraturan perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat;
4. Menyerahkan 1 (satu) berkas copy hasil penelitian kepada Bupati Polewali Mandar up. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu;
5. Surat izin penelitian akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin penelitian tidak mentaati ketentuan-ketentuan tersebut di atas.
6. Izin penelitian ini hanya berlaku 6 bulan sejak diterbitkan.

Demikian izin penelitian ini dikeluarkan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di Polewali Mandar,
Pada tanggal 5 Mei 2025
Kepala Dinas Penanaman Modal Dan Pelayanan
Terpadu Satu Pintu.



I NENGAH TRI SUMADANA, AP. M.Si
Pangkat : Pembina Utama Muda
NIP : 197605221994121001

Tembusan:
1. Unsur forkopin di tempat

www.polmankab.go.id membuat sertifikat elektronik



PEMERINTAH KABUPATEN POLEWALI MANDAR
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 1 TINAMBUNG
Jalan HOS Cokroaminoto No. 2 Tinambung Tlp. 0422-21866 KP 91354

SURAT KETERANGAN PENELITIAN
Nomor : B-116/400.3.5.3/SMP.1.TNB/V/2025

Yang bertanda tangan di bawah ini :

N a m a : H. ABD. RAZAK J, S.Pd.
NIP : 19651231 198903 1 258
Pangkat/golongan : Pembina Utama Muda / IVc
Jabatan : Kepala SMP Negeri 1 Tinambung

Menerangkan bahwa :

N a m a : SYAHRANI
NIM : 10256120013
Asal Perguruan Tinggi : STAIN MAJENE
Jurusan : TARBIAH DAN KEGURUAN
Program studi : TADRIS BAHASA INGGRIS
Alamat : TOPOYO KEC. TOPOYO KAB. MAMUJU TENGAH.

Berdasarkan surat dari Penanaman Modal dan Pelayanan terpadu satu Pintu Kab. Polewali Mandar Nomor : 500.16.7.2/031/IPL/DPMTSP/IV/2025 tanggal 05 Mei 2025, sehubungan dengan penyusunan Skripsi dengan judul "REVITALIZING THE AWARENESS OF JUNIOR HIGH SCHOOL STUDENTS AT TINAMBUNG SUB-DISTRICT IN LEARNING ENGLISH" yang dilaksanakan dari tanggal 06 Mei 2025 s/d 21 Mei 2025.

Demikian Surat Keterangan ini di buat untuk digunakan sebagaimana mestinya.

Tinambung, 21 Mei 2025

Kepala SMP Negeri 1 Tinambung,



H. ABD. RAZAK J, S.Pd
NIP. 19651231 198903 1 258



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN POLEWALI MANDAR
MADRASAH TSANAWIYAH NEGERI 1 POLEWALI MANDAR

Alamat: Jln. HOS Cokroaminoto No. 3 Tinambung, Telp. 0422-2420299
Email: mtsn1tinambung@gmail.com

SURAT KETERANGAN
NOMOR: 46/Mts.31.3/PP.00.5/05/2025

Yang bertanda tangan di bawah ini;

Nama : Ismail Saleh, S.Pd., M.Pd.
NIP : 197606262006041010
Pangkat/Golongan : Pembina / IV.a
Jabatan : Kepala Madrasah Tsanawiyah Negeri 1 Polewali Mandar

dengan ini menerangkan bahwa:

Nama : Syahrani
NIM : 10256120013
Semester / TA : X / 2024-2025
Program Studi : Tadris Bahasa Inggris
Jurusan : Tarbiyah dan Keguruan

adalah mahasiswa STAIN Majene yang telah melakukan penelitian dan pengambilan data pada Madrasah Tsanawiyah Negeri 1 Polewali Mandar dalam rangka penyusunan Skripsi dengan judul "**Revitalizing The Awareness Of Junior High School Students At Tinambung Sub-District In Learning English**" yang dilaksanakan dari tanggal 5 Mei s.d. 20 Mei 2025.

Demikian surat keterangan ini dibuat dengan penuh tanggung jawab dan dapat dipergunakan sebagaimana mestinya.

Tinambung, 20 Mei 2025

Pejabat Pembuat Keterangan,



Ismail Saleh

MATERI KESADARAN BELAJAR BAHASA INGGRIS

Judul	Penjelasan	Contoh
Introduction	Bahasa Inggris adalah bahasa internasional yang membuka peluang komunikasi, pendidikan, pekerjaan, dan akses informasi global.	Pelajar Indonesia bisa ikut kursus online Harvard; profesional bisa bekerja di perusahaan multinasional.
Keterkaitan dengan Ketahanan, Regulasi Emosi, dan Adaptasi	Belajar bahasa Inggris melatih ketahanan (resilience), regulasi emosi, dan kemampuan beradaptasi.	Pelajar tetap semangat meski sulit memahami aksen; pegawai mengelola emosi saat salah ucap; turis mudah menyesuaikan diri saat liburan.
Peran dalam Pendidikan, Karir, dan Sosial	Bahasa Inggris penting di tiga aspek: pendidikan (akses literatur), karir (syarat pekerjaan), sosial (media & hiburan).	Mahasiswa membaca jurnal internasional; karyawan mendapat promosi; berteman lewat LinkedIn/Instagram.
Bahasa Inggris dalam Pendidikan	Memberi akses ke sumber belajar global, syarat studi lanjut, meningkatkan komunikasi ilmiah, membentuk percaya diri.	Mahasiswa belajar dari MIT OpenCourseWare; syarat IELTS untuk kuliah luar negeri; siswa menulis esai ilmiah; lebih percaya diri presentasi.
Bahasa Inggris dalam Karir	Meningkatkan daya saing global, jadi syarat profesi, mempermudah komunikasi lintas budaya, membantu	Arsitek ikut kompetisi internasional; customer service global; kerja tim multinasional; ungkapkan kebutuhan kerja dalam bahasa Inggris.

	regulasi emosi kerja.	
Bahasa Inggris dalam Kehidupan Sehari-hari	Membuka akses hiburan internasional, informasi global, interaksi saat traveling.	Menonton film tanpa subtitle; membaca NASA; memesan makanan di luar negeri.
Kesadaran & Ketahanan Diri	Belajar bahasa Inggris melatih kegigihan, growth mindset, menerima kesalahan sebagai bagian belajar.	Siswa berlatih meski terbata-bata; karyawan ikut kursus malam; mahasiswa menerima koreksi grammar dengan positif.
Kesadaran & Regulasi Emosi	Bahasa Inggris membantu mengekspresikan emosi sehat, berpikir positif, dan menerima kegagalan.	Karyawan menyampaikan beban kerja dengan sopan dalam rapat internasional.
Bahasa Inggris & Adaptasi Global	Membantu adaptasi budaya, sosial, dan kehidupan di luar negeri sehingga mengurangi stres.	Mahasiswa di Jerman bergaul dengan teman internasional; ekspat lebih mudah hidup di Dubai.
Kesimpulan	Belajar bahasa Inggris membangun ketahanan, regulasi emosi, adaptasi, dan memberi peluang akademik, karir, serta sosial.	Pelajar/karyawan/turis yang mampu bahasa Inggris lebih percaya diri, tangguh, dan sukses.

**KUESIONER REVITALIZING THE AWARENESS OF THE
IMPORTANCE OF ENGLISH TOWARDS JUNIOR HIGH SCHOOL
STUDENTS IN TINAMBUNG, POLEWALI MANDAR**

Nama :

Kelas :

Mata Pelajaran : Bahasa Inggris

Hari Tanggal :

1. Angket terdiri atas 25 pertanyaan, pertimbangkan baik – baik setiap pernyataan dalam kaitannya dengan pelajaran bahasa inggris. Berikan jawaban yang benar – benar sesuai dengan pilihanmu.
2. Berikan tanda (√) pada kolom yang sesuai jawabanmu

STS = Sangat Tidak Setuju

S = Setuju

TS = Tidak Setuju

SS = Sangat Setuju

R = ragu – ragu

No	Pernyataan	Jawaban				
		STS	TS	R	S	SS
1	Saya menyadari bahwa menguasai Bahasa Inggris sangat penting untuk masa depan saya.					
2	Saya percaya jika belajar Bahasa Inggris membantu saya menyesuaikan diri dengan akses informasi global.					
3	Saya merasa cemas jika tidak memahami pelajaran Bahasa Inggris, tetapi saya berusaha mengendalikan emosi tersebut.					
4	Saya tahu bahwa mempelajari Bahasa Inggris sangat penting untuk melanjutkan pendidikan dan saya sadar akan manfaatnya.					
5	Saya yakin jika mempelajari Bahasa Inggris dengan baik membuat nilai saya baik dalam pelajaran Bahasa Inggris, sehingga saya lebih termotivasi.					
6	Saya merasa jika menguasai Bahasa Inggris saya bisa bersaing di kancha internasional di masa depan dan lebih percaya diri.					
7	Saya yakin belajar Bahasa Inggris membuat saya bisa berkomunikasi dengan baik dan mengatur rasa gugup saat berbicara.					

8	Saya merasa bahwa menguasai Bahasa Inggris sangat bermanfaat dalam kehidupan sehari-hari sehingga saya lebih mudah beradaptasi.					
9	Saya tahu dengan mempelajari Bahasa Inggris sebagai bahasa asing dapat menambah wawasan dan meningkatkan kesadaran global.					
10	Saya tahu kurangnya belajar Bahasa Inggris membuat saya kesulitan dalam berbicara, sehingga saya perlu melatih regulasi emosi agar tidak minder.					
11	Saya merasa bahwa latihan berbicara membantu meningkatkan kemampuan Bahasa Inggris dan mengurangi rasa takut.					
12	Saya sadar bahwa Bahasa Inggris adalah kunci kesuksesan global.					
13	Saya tahu bahwa Bahasa Inggris adalah bahasa internasional yang menuntut saya untuk beradaptasi dengan lingkungan global.					
14	Saya yakin dengan belajar Bahasa Inggris memudahkan saya memahami teknologi global dan menyesuaikan diri dengan perkembangan zaman.					
15	Saya merasa Bahasa Inggris sangat penting untuk karir di masa depan, sehingga saya menyadari pentingnya belajar konsisten.					
16	Saya tahu Bahasa Inggris membantu saya mengakses sumber belajar internasional untuk beradaptasi dengan cara belajar baru.					
17	Saya merasa lebih tertarik untuk belajar Bahasa Inggris karena saya menyadari betapa pentingnya bahasa ini di dunia global.					
18	Saya merasa kurangnya Bahasa Inggris akan menghambat karir saya di masa depan sehingga saya harus meningkatkan kesadaran belajar.					
19	Saya tahu dengan belajar Bahasa Inggris mempermudah saya dalam bersosialisasi dengan orang dari negara lain dan lebih percaya diri.					
20	Saya merasa dengan mempelajari Bahasa Inggris memberi kesempatan studi di luar negeri dengan beasiswa internasional, sehingga saya lebih termotivasi.					
21	Saya percaya dengan kemampuan Bahasa Inggris akan membantu saya mencapai jenjang karir yang lebih tinggi di masa depan dan saya sadar untuk terus mengembangkan diri.					
22	Saya merasa dengan belajar Bahasa Inggris saya dapat menikmati menonton film atau mendengar musik tanpa subtitle, sehingga membuat saya senang dan rileks.					

23	Saya tahu bahwa Bahasa Inggris penting dalam penggunaan media sosial dan saya beradaptasi dengan tren global.					
24	Saya merasa kurang terbiasa berbicara Bahasa Inggris di luar kelas, sehingga saya ragu saat menggunakan bahasa ini, tetapi saya berusaha mengatur emosi agar tetap mencoba.					
25	Saya merasa kesulitan mengakses informasi internasional karena keterbatasan Bahasa Inggris, namun saya berusaha beradaptasi dengan mencari cara lain untuk belajar.					

Hasil Angket Siswa MTsN 1 Polewali Mandar & SMPN 1 Tinambung Kuesioner Pentingnya Belajar Bahasa Inggris

No	Nama	Pernyataan																									Total	
		X 1	X 2	X 3	X 4	X 5	X 6	X 7	X 8	X 9	X 10	X 11	X 12	X 13	X 14	X 15	X 16	X 17	X 18	X 19	X 20	X 21	X 22	X 23	X 24	X 25		
1	FU	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	124
2	HI	5	5	5	5	5	5	5	5	4	5	5	5	5	5	4	5	5	5	5	5	5	5	4	5	4	5	121
3	AA	5	5	4	5	5	5	5	5	5	4	5	4	5	4	5	5	5	4	5	5	5	5	5	5	5	5	120
4	D	4	4	5	5	5	5	4	5	4	5	5	4	5	5	4	5	5	5	5	5	5	4	5	4	5	5	117
5	SW	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	123
6	MU	5	5	5	5	5	4	5	4	5	5	5	5	5	5	5	5	5	4	4	5	5	5	5	5	5	5	121
7	MR	5	5	4	5	5	5	4	5	4	5	5	5	5	5	5	4	5	5	5	5	5	5	4	5	5	4	119
8	N	5	5	5	5	4	5	5	4	5	4	5	5	4	5	4	5	5	5	4	5	5	4	5	4	5	4	116
9	MA	5	5	5	5	5	5	4	4	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	4	120
10	MHA	5	5	4	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	123
11	TR	4	5	4	5	4	5	4	4	5	5	5	4	5	5	4	5	4	5	5	5	5	5	5	5	5	5	117
12	DR	5	5	5	4	5	4	5	4	5	4	5	4	5	4	5	4	5	4	5	4	5	4	5	4	5	4	114

13	P	5	5	5	5	5	5	5	4	5	4	5	5	5	4	5	4	5	4	5	4	5	5	4	5	5	118
14	MH	4	5	4	5	5	5	4	4	5	5	4	5	4	4	5	4	5	5	4	4	5	5	5	5	5	115
15	NJ	5	5	5	4	5	5	5	5	5	4	5	5	5	5	5	5	5	5	4	5	5	5	4	4	5	120
16	NK	5	4	5	4	5	5	4	5	5	4	4	4	5	4	5	4	5	5	4	5	4	5	5	5	5	115
17	DAR	4	5	4	5	5	5	5	5	5	5	4	5	5	5	4	5	4	5	5	5	5	5	4	5	5	119
18	EM	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	125
19	DI	5	5	4	5	4	5	4	4	4	5	5	5	4	4	4	5	5	5	4	5	5	5	5	5	5	116
20	MAF	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	123
21	FR	5	5	5	4	5	5	4	5	5	5	5	5	5	4	5	4	4	5	5	5	5	5	5	5	5	120
22	SDR	4	5	4	5	5	5	5	4	5	4	5	5	4	5	4	5	4	5	5	4	5	5	4	4	4	114
23	NS	5	5	5	5	5	5	5	5	4	4	5	5	4	5	5	5	5	4	5	5	5	4	5	4	4	118
24	AR	5	4	4	5	5	4	5	4	4	5	5	4	5	5	5	4	5	5	5	4	5	5	4	4	5	115
25	NMD	5	5	5	5	4	5	5	5	3	5	5	5	5	5	5	5	5	4	5	5	5	5	5	4	4	119
26	Y	5	5	5	4	4	5	5	5	5	4	4	5	5	5	4	4	5	4	5	5	4	5	4	4	4	114
27	KH	5	5	5	5	5	4	5	5	5	4	4	4	5	5	4	5	5	5	4	5	5	4	2	3	5	113
28	DA	5	4	4	4	5	5	4	4	5	5	5	5	5	5	5	4	5	5	5	5	5	4	5	4	4	116

29	SY	5	5	4	5	5	5	5	4	5	4	4	5	5	4	4	5	5	5	5	1	4	3	1	3	5	106
30	AL	5	4	5	5	4	5	5	5	5	5	5	5	5	4	4	5	5	5	5	5	5	2	3	4	4	114
31	N	5	5	4	5	5	4	5	5	5	5	4	5	4	5	5	4	4	5	5	4	5	2	5	4	5	114
32	NJ	5	4	5	5	5	5	5	4	5	5	4	4	4	5	5	4	5	4	5	5	4	4	4	4	4	113
33	MZ	5	5	5	4	4	5	5	4	5	5	4	5	5	5	4	4	5	3	5	5	2	5	5	4	5	113
34	MS	5	5	5	4	5	5	5	5	5	5	4	5	5	4	5	5	5	5	5	5	5	4	4	3	4	117
35	MR	5	5	5	4	5	4	5	5	4	5	4	5	5	5	5	5	5	4	5	5	5	4	4	3	5	116
36	NU	4	5	4	5	5	5	4	4	4	4	5	5	4	5	5	4	5	4	4	5	4	3	3	3	5	108
37	IDF	4	5	5	4	4	5	4	5	5	5	5	4	5	5	5	5	4	4	5	4	4	2	4	4	5	111
38	NUJ	5	4	4	5	5	4	4	5	4	5	4	5	4	5	4	5	5	4	5	5	5	5	4	5	5	115
39	SA	4	5	5	5	4	5	4	5	4	5	4	5	4	5	5	5	4	5	5	5	4	5	5	4	5	116
40	NUR	5	5	5	5	4	5	5	4	5	5	4	5	4	5	5	4	5	5	5	5	4	5	5	5	5	119
41	AP	5	5	4	5	5	4	5	5	5	5	4	5	5	5	5	5	5	4	5	5	5	5	5	5	5	121
42	CLS	5	5	4	5	5	4	5	5	5	5	5	5	5	5	5	4	5	4	5	4	5	4	5	5	5	119
43	PI	5	5	4	5	5	5	5	5	5	4	5	5	4	5	4	5	4	5	4	5	5	5	5	4	5	118
44	NURAE	5	5	5	5	4	5	5	5	4	5	4	5	4	5	5	5	4	5	5	5	5	4	5	5	5	119

45	MA	4	4	3	5	4	4	4	4	5	5	5	4	5	4	4	5	4	4	4	4	4	3	4	4	4	104		
46	PU	5	4	4	4	5	3	5	5	5	4	4	4	5	4	5	4	4	4	5	5	5	5	5	4	4	111		
47	ME	4	4	4	5	5	4	3	2	4	4	3	3	4	3	4	4	4	3	4	3	3	4	4	4	4	93		
48	FI	4	4	3	5	5	5	5	4	4	5	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	3	104	
49	AF	3	3	5	4	4	3	4	3	3	4	4	3	4	3	2	3	3	3	5	3	2	5	4	1	1	82		
50	NU	4	4	4	5	5	4	5	4	5	4	4	4	4	4	4	4	4	2	5	4	4	5	4	4	4	104		
51	NF	4	4	3	5	5	2	3	3	2	4	5	4	3	3	4	3	3	3	4	4	4	4	2	4	3	3	87	
52	YU	4	4	4	4	4	3	4	3	4	4	3	4	4	3	3	4	3	3	4	4	4	4	3	4	4	3	91	
53	AIS	4	4	4	4	5	3	4	4	4	5	5	4	4	5	5	4	4	4	4	4	4	4	4	5	4	3	104	
54	IKHS	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	4	123
55	DA	4	4	2	5	5	5	4	2	4	4	5	4	4	5	5	4	5	3	5	2	4	2	5	4	4	4	100	
56	MUT	5	4	5	5	4	3	4	4	5	5	5	3	5	4	5	5	4	3	5	4	4	2	4	4	4	5	106	
57	RA	4	5	4	3	2	1	2	5	4	2	5	4	3	2	1	5	1	4	3	4	5	4	3	2	5	83		
58	SN	5	5	5	5	5	5	5	5	4	4	5	5	5	5	5	5	5	5	5	4	5	2	5	2	4	115		
59	MUNI	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	2	5	5	2	119		
60	JA	4	4	5	5	5	4	4	4	4	5	3	4	4	4	5	4	5	4	5	4	4	5	4	4	5	108		

61	AR	4	4	4	4	4	3	4	3	3	3	3	3	4	4	4	4	4	4	4	4	4	4	4	4	94	
62	NA	4	4	4	5	5	5	4	4	4	4	4	4	4	4	4	4	4	5	5	4	5	4	4	4	106	
63	WPO	5	5	5	5	5	5	5	5	5	3	5	5	5	5	5	5	5	5	5	5	5	5	5	2	2	117
64	SA	4	4	4	4	5	4	4	3	4	4	4	4	4	4	4	4	4	5	4	4	4	5	5	4	4	103
65	NSM	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	4	5	4	4	5	5	4	4	119
66	RM	3	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3	5	4	4	4	97
67	RRI	4	4	2	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	99
68	FNH	3	4	3	5	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	98
69	SR	5	4	4	4	4	4	4	4	4	4	4	3	5	4	4	5	4	4	5	3	4	5	4	2	4	101
70	AW	5	5	4	5	5	5	5	4	4	5	5	3	5	4	3	4	4	3	3	5	4	5	4	4	4	107
71	RZ	5	4	5	5	5	4	4	4	5	5	5	4	4	4	5	4	5	3	4	4	3	4	4	4	3	106
72	NM	5	4	4	5	5	5	5	4	4	4	4	4	5	5	3	4	4	3	4	5	5	4	4	3	2	104
73	RA	5	5	4	5	5	4	5	4	5	4	3	3	5	4	4	4	4	5	5	5	5	5	5	5	4	109
74	LA	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	124
75	MD	4	5	4	3	2	1	4	5	3	3	4	4	4	4	5	5	5	3	4	5	4	4	4	4	5	98
76	SN	4	4	5	5	5	3	4	5	5	4	5	5	4	4	4	1	2	3	3	4	4	5	5	5	5	103

77	P	5	4	5	4	5	4	5	4	5	4	4	4	4	4	5	5	4	4	4	5	4	3	4	5	3	4	107
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KUESIONER REVITALIZING THE AWARENESS OF JUNIOR HIGH SCHOOL STUDENTS AT TINAMBUNG SUB-DISTRICT IN LEARNING ENGLISH

Nama : Sapinda

Kelas : 7.D

Mata Pelajaran : Bahasa Inggris

Hari Tanggal : 07 - 04 - 2025

1. Angket terdiri atas 25 pertanyaan, pertimbangkan baik – baik setiap pernyataan dalam kaitannya dengan pelajaran bahasa inggris. Berikan jawaban yang benar – benar sesuai dengan pilihanmu.
2. Berikan tanda (√) pada kolom yang sesuai jawabanmu

STS = Sangat Tidak Setuju

S = Setuju

TS = Tidak Setuju

SS = Sangat Setuju

R = ragu – ragu

No	Pernyataan	Jawaban				
		STS	TS	R	S	SS
1	Saya merasa bahwa menguasai Bahasa Inggris sangat penting untuk masa depan saya.				✓	
2	Saya percaya jika belajar Bahasa Inggris membantu saya mengakses informasi global.			✓		
3	Saya merasa cemas jika tidak memahami Pelajaran Bahasa Inggris		✓			
4	Saya tahu bahwa mempelajari Bahasa Inggris sangat penting untuk melanjutkan Pendidikan.			✓		
5	Saya yakin jika mempelajari Bahasa Inggris dengan baik membuat nilai saya baik dalam Pelajaran Bahasa Inggris.				✓	
6	Saya merasa jika menguasai Bahasa Inggris saya bisa bersaing di kancah internasional di masa depan					✓
7	Saya yakin belajar Bahasa Inggris membuat saya bisa berkomunikasi dengan baik.		✓			
8	Saya merasa bahwa menguasai Bahasa Inggris sangat bermanfaat dalam kehidupan sehari - hari.		✓			

9	Saya tahu dengan mempelajari Bahasa Inggris sebagai Bahasa asing dapat menambah wawasan.				✓	
10	Saya tahu kurangnya belajar Bahasa Inggris membuat saya kesulitan dalam berbicara menggunakan Bahasa Inggris.	✓				
11	Saya merasa bahwa Latihan berbicara membantu meningkatkan kemampuan Bahasa Inggris.				✓	
12	Saya sadar bahwa Bahasa Inggris adalah kunci kesuksesan global.		✓			
13	Saya tahu bahwa Bahasa Inggris adalah Bahasa internasional.				✓	
14	Saya yakin dengan belajar Bahasa Inggris memudahkan saya memahami teknologi global.				✓	
15	Saya merasa Bahasa Inggris sangat penting untuk karir dimasa depan.				✓	
16	Saya tahu Bahasa Inggris membantu saya mengakses sumber belajar Bahasa internasional.		✓			
17	Saya merasa lebih tertarik untuk belajar Bahasa Inggris karena saya menyadari betapa pentingnya bahasa ini di dunia global.				✓	
18	Saya merasa kurangnya Bahasa Inggris akan menghambat karir saya dimasa depan.				✓	
19	Saya tahu dengan belajar Bahasa Inggris mempermudah saya dalam bersosialisasi dengan orang dari negara lain.		✓			
20	Saya merasa dengan mempelajari Bahasa Inggris memberi kesempatan studi di luar negeri dengan beasiswa internasional.				✓	
21	Saya percaya dengan kemampuan Bahasa Inggris akan membantu saya mencapai jenjang karir yang lebih tinggi di masa depan.		✓			
22	Saya merasa dengan belajar Bahasa Inggris saya dapat menikmati menonton film atau mendengar music tanpa subtitle.				✓	
23	Saya tahu bahwa Bahasa Inggris penting dalam penggunaan media sosial.	✓				
24	Saya merasa kurang terbiasa berbicara Bahasa Inggris di luar kelas, sehingga saya ragu saat menggunakan bahasa ini dalam kehidupan sehari-hari.				✓	
25	Saya merasa kesulitan mengakses informasi internasional karena keterbatasan Bahasa Inggris.		✓			

KUESIONER REVITALIZING THE AWARENESS OF JUNIOR HIGH SCHOOL STUDENTS AT TINAMBUNG SUB-DISTRICT IN LEARNING ENGLISH

Nama : Ney Nujey

Kelas : 7-4

Mata Pelajaran : Bahasa Inggris

Hari Tanggal : Rabu - 7 - 5 - 2025

1. Angket terdiri atas 25 pertanyaan, pertimbangkan baik – baik setiap pernyataan dalam kaitannya dengan pelajaran bahasa Inggris. Berikan jawaban yang benar – benar sesuai dengan pilihanmu.
2. Berikan tanda (✓) pada kolom yang sesuai jawabanmu

STS = Sangat Tidak Setuju

S = Setuju

TS = Tidak Setuju

SS = Sangat Setuju

R = ragu – ragu

No	Pernyataan	Jawaban				
		STS	TS	R	S	SS
1	Saya merasa bahwa menguasai Bahasa Inggris sangat penting untuk masa depan saya.			✓		
2	Saya percaya jika belajar Bahasa Inggris membantu saya mengakses informasi global.				✓	
3	Saya merasa cemas jika tidak memahami Pelajaran Bahasa Inggris				✓	
4	Saya tahu bahwa mempelajari Bahasa Inggris sangat penting untuk melanjutkan Pendidikan.				✓	
5	Saya yakin jika mempelajari Bahasa Inggris dengan baik membuat nilai saya baik dalam Pelajaran Bahasa Inggris.				✓	
6	Saya merasa jika menguasai Bahasa Inggris saya bisa bersaing di kancah internasional di masa depan			✓		
7	Saya yakin belajar Bahasa Inggris membuat saya bisa berkomunikasi dengan baik.				✓	
8	Saya merasa bahwa menguasai Bahasa Inggris sangat bermanfaat dalam kehidupan sehari - hari.			✓		

9	Saya tahu dengan mempelajari Bahasa Inggris sebagai Bahasa asing dapat menambah wawasan.				✓
10	Saya tahu kurangnya belajar Bahasa Inggris membuat saya kesulitan dalam berbicara menggunakan Bahasa Inggris.				✓
11	Saya merasa bahwa Latihan berbicara membantu meningkatkan kemampuan Bahasa Inggris.				✓
12	Saya sadar bahwa Bahasa Inggris adalah kunci kesuksesan global.				✓
13	Saya tahu bahwa Bahasa Inggris adalah Bahasa internasional.				✓
14	Saya yakin dengan belajar Bahasa Inggris memudahkan saya memahami teknologi global.				✓
15	Saya merasa Bahasa Inggris sangat penting untuk karir dimasa depan.				✓
16	Saya tahu Bahasa Inggris membantu saya mengakses sumber belajar Bahasa internasional.				✓
17	Saya merasa lebih tertarik untuk belajar Bahasa Inggris karena saya menyadari betapa pentingnya bahasa ini di dunia global.			✓	
18	Saya merasa kurangnya Bahasa Inggris akan menghambat karir saya dimasa depan.			✓	
19	Saya tahu dengan belajar Bahasa Inggris mempermudah saya dalam bersosialisasi dengan orang dari negara lain.				✓
20	Saya merasa dengan mempelajari Bahasa Inggris memberi kesempatan studi di luar negeri dengan beasiswa internasional.			✓	
21	Saya percaya dengan kemampuan Bahasa Inggris akan membantu saya mencapai jenjang karir yang lebih tinggi di masa depan.			✓	
22	Saya merasa dengan belajar Bahasa Inggris saya dapat menikmati menonton film atau mendengar music tanpa subtitle.				✓
23	Saya tahu bahwa Bahasa Inggris penting dalam penggunaan media sosial.				✓
24	Saya merasa kurang terbiasa berbicara Bahasa Inggris di luar kelas, sehingga saya ragu saat menggunakan bahasa ini dalam kehidupan sehari-hari.				✓
25	Saya merasa kesulitan mengakses informasi internasional karena keterbatasan Bahasa Inggris.				✓

KUESIONER REVITALIZING THE AWARENESS OF JUNIOR HIGH SCHOOL STUDENTS AT TINAMBUNG SUB-DISTRICT IN LEARNING ENGLISH

Nama : **NURULIANA**

Kelas : **VII 0 (74)**

Mata Pelajaran : Bahasa Inggris

Hari Tanggal : **Rabu - 3 - 5 - 2023**

1. Angket terdiri atas 25 pertanyaan, pertimbangkan baik – baik setiap pernyataan dalam kaitannya dengan pelajaran bahasa Inggris. Berikan jawaban yang benar – benar sesuai dengan pilihanmu.
2. Berikan tanda (√) pada kolom yang sesuai jawabanmu

STS = Sangat Tidak Setuju

S = Setuju

TS = Tidak Setuju

SS = Sangat Setuju

R = ragu – ragu

No	Pernyataan	Jawaban				
		STS	TS	R	S	SS
1	Saya merasa bahwa menguasai Bahasa Inggris sangat penting untuk masa depan saya.				√	
2	Saya percaya jika belajar Bahasa Inggris membantu saya mengakses informasi global.				√	
3	Saya merasa cemas jika tidak memahami Pelajaran Bahasa Inggris				√	
4	Saya tahu bahwa mempelajari Bahasa Inggris sangat penting untuk melanjutkan Pendidikan.					√
5	Saya yakin jika mempelajari Bahasa Inggris dengan baik membuat nilai saya baik dalam Pelajaran Bahasa Inggris.					√
6	Saya merasa jika menguasai Bahasa Inggris saya bisa bersaing di kancah internasional di masa depan			√		
7	Saya yakin belajar Bahasa Inggris membuat saya bisa berkomunikasi dengan baik.				√	
8	Saya merasa bahwa menguasai Bahasa Inggris sangat bermanfaat dalam kehidupan sehari - hari.			√		

9	Saya tahu dengan mempelajari Bahasa Inggris sebagai Bahasa asing dapat menambah wawasan.				✓	
10	Saya tahu kurangnya belajar Bahasa Inggris membuat saya kesulitan dalam berbicara menggunakan Bahasa Inggris.				✓	
11	Saya merasa bahwa Latihan berbicara membantu meningkatkan kemampuan Bahasa Inggris.					✓
12	Saya sadar bahwa Bahasa Inggris adalah kunci kesuksesan global.					✓
13	Saya tahu bahwa Bahasa Inggris adalah Bahasa internasional.				✓	
14	Saya yakin dengan belajar Bahasa Inggris memudahkan saya memahami teknologi global.				✓	
15	Saya merasa Bahasa Inggris sangat penting untuk karir dimasa depan.					✓
16	Saya tahu Bahasa Inggris membantu saya mengakses sumber belajar Bahasa internasional.				✓	
17	Saya merasa lebih tertarik untuk belajar Bahasa Inggris karena saya menyadari betapa pentingnya bahasa ini di dunia global.					✓
18	Saya merasa kurangnya Bahasa Inggris akan menghambat karir saya dimasa depan.				✓	
19	Saya tahu dengan belajar Bahasa Inggris mempermudah saya dalam bersosialisasi dengan orang dari negara lain.				✓	
20	Saya merasa dengan mempelajari Bahasa Inggris memberi kesempatan studi di luar negeri dengan beasiswa internasional.					✓
21	Saya percaya dengan kemampuan Bahasa Inggris akan membantu saya mencapai jenjang karir yang lebih tinggi di masa depan.				✓	
22	Saya merasa dengan belajar Bahasa Inggris saya dapat menikmati menonton film atau mendengar music tanpa subtitle.				✓	
23	Saya tahu bahwa Bahasa Inggris penting dalam penggunaan media sosial.				✓	
24	Saya merasa kurang terbiasa berbicara Bahasa Inggris di luar kelas, sehingga saya ragu saat menggunakan bahasa ini dalam kehidupan sehari-hari.				✓	
25	Saya merasa kesulitan mengakses informasi internasional karena keterbatasan Bahasa Inggris.				✓	







CURRICULUM VITAE



The author Syahrani, was born in Mapilli on June 5, 2002. She is the first of three siblings, born to Ismail.Z and Dahriana, S.Pd. She began her formal education at TK Negeri Dharma Pertiwi Topoyo and graduated in 2008. She continued her elementary education at SD Inpres Ngapaboa and graduated in 2014. She then pursued her junior high school education at MTs DDI Baru, from which she graduated in 2017. For senior high school, she attended Pesantren Darul Istiqamah Topoyo and graduated in 2020. Afterward, she continued her higher education at the State Islamic College (STAIN) of Majene, majoring in Tarbiyah and Teacher Training, with a concentration in English Language Education, and completed her studies in 2025.