

Attitude and Motivation towards Learning English and Korean Language of the Korean Culture Enthusiasts in Surabaya

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ABSTRACT

This study aims to reveal the language attitudes of Korean culture enthusiasts in Surabaya and their motivations for learning English and the Korean language. It is in line with the increasing interest among the youth, especially in Surabaya, in learning foreign languages, together with the spread of the Korean wave. The data were collected by a questionnaire distributed to respondents who met the criteria of this study via WhatsApp, Instagram, and Twitter. Then, the data obtained were analyzed in different ways. To measure language attitudes, the data were analyzed using a five-point Likert scale. As for learning motivation, the data were analyzed by grouping respondents' answers into motivation categories. The results indicate that the attitude of Korean culture enthusiasts in Surabaya towards English and the Korean language seen from the three components of attitude is included in the "Good" category or can be interpreted as a positive attitude. The slight difference is that their attitude towards English is greater than that of the Koreans. The researchers also find four categories of motivation of the respondents: integrative, instrumental, intrinsic, and extrinsic.

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

ABSTRAK

Penelitian ini bertujuan untuk mengungkapkan sikap bahasa para peminat budaya Korea di Surabaya dan motivasi mereka belajar bahasa Inggris dan bahasa Korea. Hal ini sejalan dengan meningkatnya minat anak muda khususnya di Surabaya untuk belajar bahasa asing, seiring dengan merembaknya Korean wave. Pengumpulan data dilakukan dengan kuesioner yang dibagikan kepada responden yang memenuhi kriteria penelitian ini melalui WhatsApp, Instagram, dan Twitter. Kemudian, data yang diperoleh dianalisis dengan cara yang berbeda. Untuk mengukur sikap bahasa, data dianalisis menggunakan skala Likert lima poin. Sedangkan untuk motivasi belajar, data dianalisis dengan mengelompokkan jawaban responden ke dalam kategori motivasi. Hasil penelitian menunjukkan bahwa sikap peminat budaya Korea di Surabaya terhadap bahasa Inggris dan bahasa Korea dilihat dari ketiga komponen sikap termasuk dalam kategori "Baik" atau dapat diartikan sebagai sikap positif. Sedikit perbedaan adalah bahwa sikap mereka terhadap bahasa Inggris lebih besar daripada orang Korea. Peneliti juga menemukan empat kategori motivasi responden, yaitu motivasi integratif, instrumental, intrinsik, dan ekstrinsik.

Kata kunci: sikap bahasa, kognitif, afektif, konatif, motivasi belajar

INTRODUCTION

There has been a growing interest in mastering foreign languages, such as English and Korean, which makes people in Surabaya eager to be bilingual and multilingual. That is due to various backgrounds such as family, education, living, and workplace environments. The rising importance of English as a foreign language is due to globalization. In this era, the use of English develops quickly through socio-cultural encounters (Fasold, 2006), such as international relations and the role of the media. As depicted in movies, songs, and advertisements, cultures and social dynamics use English as their communication medium. In Surabaya, one of the big cities in Indonesia, the use of English can be felt, where we can see English advertisements on the street, in malls, or other public places. In addition, movies in English are easily accessible to the people of Surabaya. The increasing number of children who learn English and those who have been fluent in speaking English is also an indicator of the influence of English we can see and feel.

English is not the only foreign language that is learned. There is also another foreign language, namely the Korean language. Recently, the rapid development of technology has caused changes in the public interest, especially in the world of entertainment from abroad. People could enjoy not only the entertainment from English-speaking countries but also from India, China, and many other countries. The world of entertainment originating from South Korea is the most catch attention at this moment. South Korean entertainment products such as music sung by idol groups or Korean pop or K-Pop (Han, 2017), Korean dramas, and Korean movies attract people's interest worldwide, including Indonesia. This phenomenon is called Korean Wave or *Hallyu*, which can be interpreted as a tendency of growing interest in the things related to South Korea, such as food, fashion, lifestyle, etc.

The influence of Korean culture or the Korean wave has developed rapidly in Indonesia. It can be proven by the emergence of many communities that claim to be fans of boy groups, girl groups, singers, actors, and actresses from South Korea. It also occurs in Surabaya, where there are often events or activities carried out by fan groups of Korean artists or competitions such as K-pop dance or other things related to South Korean cultures (Touhami & Al-Haq, 2017). It indicates the significant influence of the Korean Wave on Surabayanese. In addition, the influence of the Korean Wave also increased the interest of its fans in learning the Korean language; this can be seen from the data report by Duolingo. According to the 2020 Duolingo Language Report, a web-based and application-based language learning platform currently popular, in 2020, the language that occupies the first position most studied in Indonesia is English, and the second position is the Korean language (Blanco, 2020).

Several researchers have conducted studies related to language attitudes and motivation with a different focus, subject, or theories, such as Geddes (2016), Deldenia et al. (2018), and Lukman (2019), who focused on both language attitude and motivation. Some previous research focused only on language attitude (Hanifah, 2020), and some on motivation (Indriani, 2021). There have not been enough empirical data or accurate information concerning the language attitude and motivations of the Surabayanese who become Korean culture enthusiasts in learning English and the Korean language. This study reveals whether the fans of the Korean wave are interested in learning the Korean language, and if so, their interest in Korean is compared to their keenness on the English language. This issue has tempted the researchers to carry out this research to fill up this niche. So, the researchers focus on unfolding the language attitude and learning motivation of Korean culture enthusiasts in Surabaya towards those two

foreign languages, English and Korean language, since both are languages that are familiar in their daily lives.

ATTITUDE

Attitude is an important aspect of language learning because attitudes impact success in language learning (Bandrés, 2020; Getie, 2020; Milosevic, 2020; Pham, & Nguyen, 2021; San Isidro, & Lasagabaster, 2022; Zayed & Razeq, 2021). Perloff (2017) defines attitude as the feelings of liking or disliking. He states that an attitude is a feeling of favoring or disfavoring a certain object. Zayed & Razeq, (2021) say that attitudes are not only related to language but also to culture. But unlike Lailiyah & Wediyantoro, (2021), attitudes can also be related to critical thinking. And after all, the essence of attitude is related to human experiences and judgments that come from themselves towards something (Saville-Troike, & Barto, 2017).

Aschale (2013) says that attitude to a language is something an individual has which defines or promotes certain behaviors. People usually have an attitude, either positive or negative, about languages. Positive attitudes towards a language can lead learners to have positive behavior during the learning process and help them maintain their language skills. Conversely, negative attitudes towards a language can lead learners to have negative thoughts and actions, such as being lazy to follow the learning process. They also may feel one language is expressive and prestigious and the other is immature and has low status. Nordquist (2020) asserts that language varieties are often used to judge people or even exclusion. Based on the variety used, a person is said to belong to a certain social group, profession, or have a certain ideology. According to Przymuszała, Cerbin-Koczorowska, Marciniak-Stępak, Zielińska-Tomczak, Piszczek, Jasiński, & Marciniak, (2021), there are cognitive and affective attitudes involved in communication learning, whereas Ratnadewi, Utami, & Yunianti, (2020) in studying about learners' attitude towards language mention three kinds of attitude, namely cognitive, affective, and conative.

Cognition components include someone's beliefs, thoughts, opinions, and views of an object. The affective component involves an emotional evaluation of an object, both positive and negative. Liking an object indicates a positive attitude, and disliking it means negative. The conative component concerns behavior or actions. This attitude structure shows how the behavior is based on beliefs and feelings.

A person's attitude towards a language can be positive, negative, or neutral. Measuring a person's language attitude can be done directly and indirectly. The direct method measures language attitudes by interviewing or asking questions, while the indirect method is done by observing when the subjects are not aware of being measured.

MOTIVATION

Motivation can be defined as something that encourages someone to do something. Motivation plays such an important role in language learning that it can be used as a reference in achieving fluency and success in mastering the target language. When the motivation to learn a second language is greater, the level of success will be faster.

There are two kinds of language learning motivations, i.e., integrative and instrumental (Getie, 2020; Muslim, Hamied, & Sukyadi, 2020; Norris, Davis, Timpe-Laughlin, 2018); San Isidro, & Lasagabaster, 2022). Integrative motivation is a person's motive to learn another language to be able to take part in another culture and integrate with the speech community.

Instrumental motivation is oriented towards improving self-achievement, career goals, professionalism, increasing prestige, social status, self-image, and power, increasing business opportunities, or just passing a course in school or college.

Bouziane (2020) and Nadarajan (2019) state that learner motivation can be divided into intrinsic and extrinsic motivation. Intrinsic motivation is a motivation that comes from within a person. It encourages that person to take certain actions or behaviors, or it could be referring to the behaviors related to the experience of self-gratification such as curiosity, happiness, or because it is interesting or fun. Extrinsic motivation comes from outside the person where the impulse is usually influenced or controlled by other people or factors.

METHOD

This study used a descriptive method to reveal the existing condition of the subjects' attitude and motivation to learn Korean and English. The data were obtained from the questionnaire (Litosseliti, 2010; Sugiyono, 2013) distributed online via WhatsApp, Instagram, and Twitter. The questionnaire contains statements and questions regarding the language attitude and learning motivation. There are two forms of questions; open-ended questions and close-ended questions. In the closed-ended questions, the researchers gave a question with some options so that the participants' responses were limited to the available options. As well as the statement is given, each statement is provided with five answers, namely (1) Strongly Agree, (2) Agree, (3) Neutral, (4) Disagree, and (5) Strongly Disagree. The statements were used to gain data about subjects' cognitive, affective, and conative attitudes and motivations for learning Korean and English. As for the open-ended questions, the participants had to answer the questions with more personal information such as name, education, address, and motivation to learn English and Korean.

The questionnaire was filled out voluntarily by as many as 107 respondents that meet the criteria determined by the researchers, such as the age ranges 16-23 years old, Surabaya dwellers, and Korean wave enthusiasts. They were 102 female and 5 male respondents. The data analysis was carried out quantitatively by giving a score to each respondent's answer regarding language attitudes based on a Likert Scale (1-5) depending on the type of statement whether it is positive or negative. Then, the average score was categorized into predetermined categories where 1.00 – 1.80 is categorized as "Very Bad", 1.81 - 2.60 is categorized as "Not Good", 2.61 – 3.40 were categorized as "Enough", 3.41 – 4.20 were categorized as "Good", and 4.21 – 5.00 were categorized as "Very Good". To find out the respondents' motivation(s), the researchers analyzed the data qualitatively by classifying each respondent's answers into instrumental, integrative, intrinsic, or extrinsic motivation categories.

FINDINGS

Data processing on language attitudes towards English and Korean language was categorized based on three components of attitude: cognitive, affective, and conative. The data processing results on motivation were identified based on four categories: instrumental, integrative, intrinsic, and extrinsic.

COGNITIVE COMPONENT OF ATTITUDE TOWARDS ENGLISH

Based on the analysis of the eight statements that measure the indicators of language attitudes towards English, seen from the cognitive component, an average score of 3.95 is included in the "Good" category, implying a positive attitude. More complete average scores of attitudes seen from the cognitive component are presented in Table 1 as follows.

Table 1. Respondents' language attitude towards English based on the cognitive component

Statements	Mean	Category of Attitude
I think English is an important language in the globalization era	4.82	Very Good
I think English is an interesting language compared to other foreign languages	3.68	Very Good
I think being good at English will make someone look like a more educated person	3.77	Good
I think English is a complicated language to learn	3.26	Very Good
I think, making English a foreign language that is often used in Indonesia in various fields is a good thing	3.86	Very Good
I believe that it is easier for me to travel around the world if I am proficient in English	4.55	Good
I think I will have more knowledge and understanding while learning English	4.24	Very Good
I have a good view towards the culture and the society of English speaking countries	3.42	Very Good
Total	3.95	Good

Among the eight statements made as an indicator to measure respondents' language attitude towards English based on the cognitive component, the first statement, "*I think English is an important language in the globalization era*" reaches the highest average score which is 4.82. This shows that the majority of the respondents show a positive response and agree with the opinion that in this globalization era, English is an important language.

AFFECTIVE COMPONENT OF ATTITUDE TOWARDS ENGLISH

Based on the analysis of the eight statements that measure the indicator of language attitudes towards English, seen from the affective component, an average score of 3.72 is obtained, included in the "Good" category showing a positive attitude. More complete average attitudes scores from the affective component can be seen in Table 2.

Table 2. Respondents' language attitude towards english based on affective component

Statements	Mean	Category of Attitude
Learning English is so fun	4.07	Good
I am more interested in English language movies than other language movies	3.26	Enough
I am interested in English books, magazines, or novels	3.09	Enough
I feel happy when I can communicate in English with other people	3.71	Good
I am interested in knowing the meaning and significance of English songs	4.3	Very Good
I feel uncomfortable when I hear friends or people around me speak English when communicating with other people	3.91	Good
I do not like my pronunciation when speaking English	3.01	Enough
I feel proud when I can understand the meaning of a sentence in English when I hear someone speak or listen to an English song	4.42	Very Good
Total	3.72	Good

Among the eight statements made as an indicator to measure respondents' language attitude towards English based on affective component, the eighth statement "I feel proud when I can understand the meaning of a sentence in English when I hear someone speak or listen to an English song" reaches the highest average score which is 4.42. Since this statement aims to find out how respondents feel when they understand the meaning of English sentences, either when they hear other people speak or listen to songs, whether they cause feelings of pride, normal, or not at all, this shows that almost all the respondents are proud when they can understand something they hear in English.

CONATIVE COMPONENT OF ATTITUDE TOWARDS ENGLISH

Based on the analysis of the eight statements that measure the indicators of language attitudes towards English, seen from the conative component, an average score of 3.62 is obtained, categorized as "Good" indicating a positive attitude. More complete average scores of attitudes seen from the conative component are in Table 3.

Table 3. Respondents' language attitude towards English based on the conative component

Statements	Mean	Category of Attitude
I listen to English songs more often than other languages songs	3.36	Enough
I often read novels, books, or writings such as articles and journals in English	3.19	Enough

I push myself to be active in learning English in various ways and methods that I like	4.01	Good
I often make statuses or write things on social media (Facebook, Instagram, Twitter, etc.) using English	3.76	Good
I took an English course to improve my English skills	3.15	Enough
I will continue to study English even though English is not included in the compulsory subjects at school or college	4.11	Good
I was forced to learn English because of circumstances or the people around me	3.9	Good
I am shy when speaking in English with my friends	3.46	Good
Total	3.62	Good

Among the eight statements made as an indicator to measure respondents' language attitude towards English based on the conative component, the sixth statement "I will continue to study English even though English is not included in the compulsory subjects at school or college" reaches the highest average score which is 4.11. This means that the average respondents agree they will continue to study English even though it is not compulsory to study in school or college.

After being analyzed one by one based on each component, it shows that the average score of the three attitude components, namely cognitive, affective, and conative, is in the "Good" or positive category. It can be concluded that the attitude of Korean culture enthusiasts in Surabaya to English is "Good" or positive, with an overall average score of 3.76. The recapitulation scores are shown in Table 4.

COGNITIVE COMPONENT OF ATTITUDE TOWARD THE KOREAN LANGUAGE

Based on the analysis, the seven statements that measure the indicator of language attitudes toward Korean seen from the cognitive component show that the average score is 3.30. So, referring to the category scores used, it can be said that their attitudes are in the "Enough" category or other words, less positive. Furthermore, more complete average scores of attitudes seen from the cognitive component can be seen in Table 5 as follows.

Table 5. Respondents' language attitudes towards the Korean language based on the cognitive component

Statements	Mean	Category of Attitude
I think the current popularity of the Korean language can beat the popularity of other foreign languages	3.1	Enough
I think the Korean language is an interesting language rather than another foreign language	3.15	Enough
I think, being good at the Korean language makes someone look superior to other people who are good at other foreign languages	2.83	Enough

I think the Korean language is complicated to learn	2.39	Not Good
I believe that the Korean language can help me communicate with foreigners, especially Koreans and my idols	4.18	Good
I think I will have more knowledge and more understanding of various things while studying the Korean language	3.77	Good
I have a good view of South Korean culture and society	3.69	Good
Total	3.30	Enough

Among the seven statements made as indicators to measure respondents' language attitudes towards the Korean language based on the cognitive component, various responses were given by respondents to produce different average scores. However, one of concern is the fourth statement, where the responses from the respondents resulted in a low average score so that the score was included in the "Not Good" category, so it can be concluded that they consider the Korean language to be complicated to learn.

AFFECTIVE COMPONENT OF ATTITUDE TOWARDS THE KOREAN LANGUAGE

Based on the analysis, it is known that of the seven statements that measure the indicators of language attitudes towards the Korean language seen from the affective component, the average score obtained is 3.83. Based on the category scores, it can be said that their attitude is in the "Good" category, or positive. Furthermore, more complete average attitudes scores seen from the affective component can be seen in Table 6 as follows.

Table 6.: Respondents' language attitude toward the Korean language based on the affective component

Statements	Mean	Category of Attitude
Learning the Korean language is so fun	3.97	Good
I am interested in Korean movies or dramas compared to other language movies	3.79	Good
I feel happy when I can communicate in the Korean language with people who can also speak the Korean language	3.79	Good
I like Korean songs	4.31	Very Good
I feel uncomfortable when I hear friends or people around me talk by slipping words or phrases into the Korean language	3.64	Good
I do not like my pronunciation when I was speaking in the Korean language	3.06	Enough
I feel proud of myself when I can understand the meaning of a word or sentence in Korean while watching Korean dramas or listening to Korean songs	4.27	Very Good

Total	3.83	Good
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As expected, because this affective component is a component related to feelings, the resulting average scores indicate that respondents' preference for South Korean cultures can lead to positive responses as well. Almost all statements received a response with an average score that included in the "Good" category and even the "Very Good" category such as a statement about their liking for listening to Korean songs. However, what should be noted is that in the previous statement the majority of respondents admitted that the Korean language is a complicated language to learn, while in the statement "Learning the Korean language is so fun" the response given was quite positive so that it resulted in an average score that included in the "Good" category, so it can be described that although the Korean language is complicated, learning it is quite fun.

CONATIVE COMPONENT OF ATTITUDE TOWARDS THE KOREAN LANGUAGE

Based on the analysis, it is known that of the seven statements that measure the indicators of language attitudes towards the Korean language seen from the conative component, the average score obtained is 3.19. Based on the category scores used, it can be said that their attitudes are in the "Enough" category or, in other words, less positive. Furthermore, the conative component's more complete average scores of attitudes can be seen in Table 7 as follows.

Table 7. Respondents' language attitude toward the Korean language based on the conative component

Statements	Mean	Category of Attitude
I often listen to Korean songs compared to other languages songs	3.69	Good
I often read articles in Korean to practice reading Korean writing	2.65	Enough
I encourage myself to be active in learning Korean such as asking friends who are more capable of learning through books	3.3	Enough
I often make statuses on social media (Facebook, Instagram, Twitter, etc.	2.91	Enough
I took a Korean language course or class to improve my Korean skills	2.58	Not Good
I was forced to learn Korean due to certain circumstances or reasons	3.94	Good
I often slip Korean words when talking to my friends even though they understand or even do not understand the meaning of the Korean language I speak	3.26	Enough
Total	3.19	Enough

Among the seven statements made as indicators to measure respondents' language attitudes towards the Korean language based on the conative component, it turns out that the

respondents' responses are not good enough when viewed from the average score generated, which is mostly in the "Enough" category which means their attitude in terms of action is still lacking and of course this can happen due to various factors.

After being analyzed one by one based on each component, it shows that the average score on the cognitive and conative components is in the "Enough" category or less positive, while for the affective component, the average score obtained is in the "Good" or positive category. It can be concluded that the attitude of Korean culture enthusiasts in Surabaya towards the Korean language is "Good" or in other words, tends to be positive because the overall average score obtained is 3.44. The recapitulation scores are shown in Table 8.

Table 8. Recapitulation of the whole score for the three components of attitude towards the Korean language

Component of Attitude	Mean	Category of Attitude
Cognitive	3.30	Enough
Affective	3.83	Good
Conative	3.19	Enough
Total	3.44	Good

MOTIVATION CATEGORY OF KOREAN CULTURE ENTHUSIASTS IN SURABAYA TOWARDS LEARNING ENGLISH

The motivation of each person in learning languages is undoubtedly diverse. In this study, the researchers used open-ended questions not to limit the respondents' answers. Based on data analysis, the researchers found various kinds of motivation for Korean culture enthusiasts in learning English, namely instrumental motivation, integrative motivation, intrinsic motivation, and extrinsic motivation. After identifying the answers from the respondents, some of the respondents' statements that imply integrative motivation in learning English are:

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

The respondents' answers indicating instrumental motivation in learning English are:

1. To continue education abroad (requirements such as TOEFL are needed when registering or getting a scholarship to study abroad)
2. Make it easier when traveling abroad
3. Adding relationships or connections with foreign people
4. Dream job related to language such as translator, professional tutor, public speaker
5. To get good grades in school
6. Meet university graduation requirements
7. Pass the exam
8. Adding and practicing language skills so that they can increase their value
9. To look more educated, cool, or qualified
10. Increase knowledge and insight, for example, regarding socio-cultural issues that exist in the world
11. Want to understand the meaning of the English songs
12. Watch English movies without using subtitles
13. Understanding literary works such as English novels

14. Get a job easily because it can be an added value when applying for a job; the opportunity to work abroad is also higher

In addition to the categories of instrumental and integrative motivation, the researchers also found that the respondents' statements that show intrinsic motivation in learning English are:

1. Because indeed love to learn English
2. Own desire
3. To please themselves
4. To get rid of boredom

This study also found motivation which is included in extrinsic motivation. Some of the respondents' answers that infer extrinsic motivation in learning English are:

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

MOTIVATION CATEGORY OF KOREAN CULTURE ENTHUSIASTS IN SURABAYA TOWARDS LEARNING THE KOREAN LANGUAGE

Based on data analysis, the researchers found various categories of motivation for Korean culture enthusiasts in learning Korean, namely instrumental, integrative, intrinsic, and extrinsic motivations. Some of the respondents' answers that include in the category of integrative motivation in learning Korean are:

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

While the motivation included in the category of instrumental motivation in learning Korean are:

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

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

It was also found that the motivation of the respondents that include intrinsic motivation in learning Korean are:

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

While the respondents' answers include in the category of extrinsic motivation in learning Korean are:

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

DISCUSSION

The result of this study showed that the attitude of Korean culture enthusiasts in Surabaya towards English and Korean is included in the "Good" category. The results of this study are similar to the results of research from Hanifah (2020) and Yandi (2015), which examined the language attitudes of junior high school students based on three components of attitude, namely cognitive, affective, and conative. The results showed that students have positive attitudes towards English. In Hanifah's study, however, the average score was higher, implying that the language attitude of junior high school students was much more positive when compared to this study. This is consistent with Schmid & Karayayla (2019), who found that exposure-related factors matter more for younger learners than for older ones.

In addition, although the attitude of Korean culture enthusiasts in Surabaya is included in the "Good" category or can be interpreted as positive, the overall average value between attitudes towards English and the Korean language is quite different. Attitudes towards English have an average of 3.76 while attitudes toward the Korean language have an average of 3.44, which means that attitudes towards English are better than that of the Korean language. This is understandable because English is a foreign language that is earlier learn or taught in Indonesia, whereas Korean is just becoming more popular during the Korean wave recently.

Compared to the average score for each component of attitudes towards English and Korean language, all components of attitudes towards English have an average score that is included in the "Good" category. Meanwhile, in attitudes towards the Korean language, only the affective component is included in the category "Good," and the other two attitude components, namely the cognitive and conative components, are included in the "Enough" category. However, both attitudes in English and Korean regarding the conative component have the lowest average scores of these three attitude components.

This shows that this research slightly supports what Chaer & Agustina (2014) wrote in their book: attitudes are related to what a person thinks, feels, and wants to do because of

something. Still, actions can arise not only based on desire, but also the prevailing social norms, habits carried out, and what thoughts are likely to arise when doing an action.

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

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

The results of this study also support Chaer & Agustina's (2014) statement, which says that many instrumental orientations occur in languages that have a wide range of use, are widely needed, and promise high economic value, career, and educational success. That does not only apply to English but also to the Korean language; even though the use of the Korean language is not as widespread as English, in today's era Korean language is a language that is quite promising because of the influence of *Hallyu* whose development is very fast so that being able to master the Korean language is a plus that can be used for certain purposes.

CONCLUSION

This study used a total of 107 respondents consisting of 102 female and 5 male respondents who become Korean culture enthusiasts in Surabaya. The results show that the Korean culture enthusiasts in Surabaya think, feel, and behave favorably towards English. In other words, they have a positive attitude towards English. On the other hand, they feel that the Korean language is good, but what they think and behave is not as good as that English. In sum, although they are Korean enthusiasts, their attitude towards English is better than that to the Korean language.

As for motivation, the results show that motivations for learning English and Korean are included in four categories: integrative, instrumental, intrinsic, and extrinsic. In integrative motivation, the respondents are interested in communicating with native speakers of both languages, namely English and Korean. On instrumental motivation, the respondents tend to learn them for career and educational purposes. For intrinsic motivation, the respondents admit that they learn Korean language and English because they like them, while for extrinsic motivation, the respondents seem to be influenced by the factors around them, such as friends, relatives, and/or public figures.

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