

In of english in social  
environment.  
secondly, (gitawaty,  
2010)

[Psychology](#), [Behaviorism](#)



In Indonesia, English is not used only for the certain purpose but also for communication, it is used as the national language as well as the lingua franca. English can be defined as a language which is adopted for communication. To be fluently in English is a key success of life because to link up the people from all around the world to share information.

That's why, English should be taught in the school as a foreign language.

(Shams, 2008) defines some factors which can influence the learning process in English as Foreign language, such as motivation, learning achievement and attitude. Moreover, learner's attitude is one of the most important factors that impact on learning language. According to (Latchanna, 2009), attitude is about beliefs and feelings which has been known as one of the important factors in learning foreign language. Moreover, (Kara, 2009) stated that attitude toward learning has an impact on students' behavior and their performance. In other words, positive attitude facilitate students on language learning.

If students do not have the interest in acquiring target language, this student will have a negative attitude and will not be enthusiastic in learning language. Thus, learners' attitudes could integrate in language learning because it gives impact on their performance in acquiring the target language. This study looks for the concept of attitude as one of the affective factors for success in learning a foreign language. More specifically, it investigates in MACI Amanatul Ummah Surabaya. MACI Amanatul Ummah Surabaya is an Islamic boarding school in Surabaya.

It has an educational aim to prioritize English as a foreign language to be used in their daily life. They have a different English learning system. Students are not only expected to come to the class but they have to learn English all day both inside and outside the class.

They are forced to stay in their dormitory at the school area and speak English to communicate with others. Many studies have been conducted to explore the students' attitudes towards learning a foreign language in general. For instance (Shams, 2008) conducted a study to examine students' attitudes, motivation and anxiety toward learning English.

The result found that students have a positive attitude and high enthusiasm towards English which emphasizes on the use of English in a social environment. Secondly, (Gitawaty, 2010) also stated that there is a correlation between students' attitude and their achievement in learning English. From those previous studies above, it showed that attitude is related to learning and it will affect learning. Therefore, the researcher expects to fill a gap, Do the students who have a positive attitude will implement their positive acts toward English in their daily life? Or do they do the opposite.

Because of this reason, this study was aimed to identify how is the students' attitude toward L1, L2 and L3 and their language practices outside the school hours. It will also describe in depth the correlation between their language attitude and their achievement in learning English. The researcher addressed the following research questions: 1. How is the students' attitude toward L1 L2 L3? 2. What is their language used out of school hours in relation to

their attitude? 3. Is there any correlation between their language attitudes in their learning achievement? This paper contains of five chapters, chapter I is introduction, it covers about general background, previous studies, research gap and research problem. Chapter II talks about the literature review. Chapter III describes the method and methodology which is used in conducting the research.

It covers the research design, participants, instrument, data collection technique, and data analysis. The researcher will describe them one by one. Chapter IV is about result and discussion. Chapter V is conclusion of the paper.