



Senior High School Students' Attitudes and Grit in EFL Learning: Insights from Indonesia

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ABSTRACT

This study examined the possible relationships between Indonesian Senior High School (SHS) students' attitudes and grit levels in EFL learning. The authors believed that EFL learners displaying positive attitudes and high grit would be successful in EFL learning. A quantitative method using questionnaires was administered in this correlational study. Thirty-one senior high school students in Central Java, Indonesia, participated in the study after giving their consent. The authors employed the adapted L2 attitude questionnaire of Abidin et al. (2012) and Somblingo and Alieto (2019) and the L2 grit questionnaire of Teimouri et al. (2022) to gain data on EFL attitudes and EFL grit and how EFL attitude affected EFL grit. The students self-assessed their EFL attitude and grit with the questionnaires. The results revealed students' moderately positive EFL attitudes, particularly a positive cognitive EFL attitude. Moreover, a positive significant correlation between EFL attitude and EFL grit suggested that the research participants could explain variance in their EFL grit. The results will enlighten EFL teachers on the importance

	<p>of cultivating EFL grit supported by the positive EFL attitude in the EFL teaching and learning context. EFL students should aspire high and cultivate English language grit to become successful English learners.</p> <p>Keywords: EFL attitude, EFL grit, EFL learning, senior high school student</p>
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Introduction

It is a truism that students need to base their English language learning on the practical application of the language while also understanding the underlying reasons and purposes behind the learning endeavor to achieve effective and fruitful learning results (Kramersch, 2020). As such, in the context of English as a Second Language (ESL) and English as a Foreign Language (EFL) learning, students should strive to cultivate the right attitude toward English and demonstrate grit in English learning. A positive attitude toward English stimulates both interest and effort in ESL or EFL learning (Somblingo & Alieto, 2019). In this regard, it drives students to continuously make efforts and maintain interest in learning the language despite their challenges. Indeed, successful mastery of ESL or EFL is highly reliant on students' sustained efforts (Kim & Kim, 2021). For this reason, grit and its connection to language achievement have been prevalent in ESL and EFL learning research, confirming that students with higher grit were more successful (Teimouri et al., 2022). Hence, studies on students' persistent efforts and high interests are essential in the ESL and EFL context to provide valuable insights for teachers to develop more effective instructional strategies.

Several studies have shed light on the paramount importance of grit in the ESL and EFL learning contexts (Alamer, 2021; Khajavy et al., 2021; Lan et al., 2021; Shirvan & Alamer, 2022; Sudina et al., 2021; Teimouri et al., 2022). For example, Teimouri et al. (2022) investigated the potential relationship between EFL grit, students' motivational behaviors, and achievement in the Iranian context. Their findings displayed a significant correlation between grit and achievement, with stronger correlations among the Persistence of Effort (PE) sub-scale of grit, emotion, motivation, and achievement compared to the Consistency of Interest (CI) sub-construct. Furthermore, Sudina et al. (2021) investigated how two sub-constructs of grit (PE and CI), intrinsic motivation, personal goals, and anxiety, contributed to variations in English mastery in the ESL and EFL contexts. The study yielded that intrinsic motivation positively predicted English proficiency in the ESL

context, while PE was a positive predictor of English mastery in the EFL context.

Similarly, Alamer (2021) examined grit among EFL Saudi students, how its constructs (PE and CI) are relevant to motivational constructs, and its relation to vocabulary mastery. The study found a positive relationship between two sub-constructs of grit (PE and CI) and two elements of motivation, namely the ideal L2 self and motivational intensity. Shirvan and Alamer (2022) further scrutinized the mediating role of grit in connection with EFL students' basic psychological needs and achievement. They found that PE correlated more significantly to achievement than CI did. Lan et al. (2021) also examined the mediating role of grit among Chinese EFL students. They unearthed that the relation between the ideal L2 self and willingness to communicate was mediated by L2 grit. Exploring the correlations between grit, language mindset, and achievement among Iranian EFL students, Khajavy et al. (2021) revealed that a growth language mindset was positively correlated with PE but not with CI, while these two grit sub-constructs did not relate significantly to achievement or proficiency.

The reviewed studies reveal mixed findings on the relationship among grit, other affective variables, and learning achievement within ESL and EFL learning contexts, with PE being the more robust predictor than CI. Despite these mixed findings, grit, comprising PE and CI, is consistently regarded as contributing to the development of language learning within the ESL and EFL context. For this reason, drawing on the previous studies, the researchers also advocate conceptualizing grit in this study as a single construct with two sub-components (PE and CI). As the notion contributes to ESL and EFL learning in general, grit also serves as a predictor of successful EFL learning in the Indonesian context.

Several studies have examined the link between grit and EFL learning in the Indonesian context (e.g., Kholili & Ferdiyanto, 2022; Lee & Drajati, 2019). Lee and Drajati (2019), who considered grit as one of the affective variables along with motivation and self-confidence, found that grit significantly predicted learners' willingness to communicate (WTC). Furthermore, Kholili and Ferdiyanto (2022) discovered that students with noticeable EFL grit showed positive attitudes and strong convictions to aspire to future jobs. The gritty students had their learning motivation enhanced together with their self-confidence. Among the studies, Kholili and Ferdiyanto (2022) examined domain-specific EFL grit, while Lee and Drajati (2019) focused on domain-general grit.

Although there has been rich empirical evidence on the role of grit in L2 and FL learning contexts, little has been examined regarding the relationship between learners' attitudes and grit. Through the review of previous studies, several research gaps have been identified. First, most

research on grit has primarily focused on its impact on other variables, such as motivation, willingness to communicate, proficiency, and achievement. Second, explicit investigations into the reciprocal relationship between attitude as an independent variable and grit as a dependent variable have been scarce. Grit has predominantly been examined as an independent variable influencing dependent variables, such as achievement or proficiency (e.g., Kiatkeeree & Ruangjaroon, 2022). Third, attitude and its relation with grit in high school has not been thoroughly explored in the Asian EFL learning context, including Indonesia.

The current study attempts to bridge the research gaps by assessing the connection between attitude and grit within the context of EFL learning in Indonesia. In the Indonesian curriculum, English is a compulsory subject in senior high schools, focusing on proficiency and integrating cultural and contextual elements (cf. Stroupe et al., 2023; Zein et al., 2020). This dual focus helps students develop linguistic and intercultural competencies, enabling them to use English effectively in various real-world situations (Iswandari & Ardi, 2022), particularly within the setting of senior high boarding schools. In addition to the formal instruction provided during school hours, some boarding schools offer immersive English-speaking environments, encouraging students to regularly learn and practice English outside the classroom, as documented by Purba and Setiawan (2021). As a result, continuous exposure and practice in both academic and daily settings significantly enhance their EFL learning process. In these contexts, the students cultivate attitudes toward English and are expected to demonstrate grit in learning English. Hence, investigating students' attitudes and grit in these environments can provide valuable insights into the psychological factors of the EFL learning entity.

The researchers believe the present study will offer valuable insights into EFL learning and help promote effective and successful EFL learning. Pedagogically, knowledge about students' language attitudes will assist EFL teachers in providing their students with best practices in their EFL teaching (Artamonova, 2020). In addition, the researchers argue that current and future language students should cultivate EFL grit supported by a positive EFL attitude. Therefore, the subsequent research questions are postulated:

1. What are the attitudes of Indonesian senior high school students towards English as a Foreign Language?
2. What grit levels do Indonesian senior high school students demonstrate in EFL learning?
3. What is the correlation between EFL attitude and EFL grit in the context of EFL learning among Indonesian senior high school students?

The following hypothesis is formulated to address the third research question:

H₀: There is no significant correlation between EFL attitude and EFL grit.

H_a: There is a significant correlation between EFL attitude and EFL grit.

Literature Review

Attitude toward ESL/EFL

Language attitude is commonly defined as a set of beliefs, feelings, and behavioral intentions (Dragojevic, 2017), which accentuates cognitive, emotional/affective, and behavioral/conative elements (Abidin et al., 2012; Ostrom, 1969; Somblingo & Alieto, 2019; Yamashita, 2013). In this study, the cognitive element of attitude refers to the beliefs that students hold regarding the English language, the characteristics of the language, and the relationship of the language with other entities. The emotional/affective element deals with students' inner feelings and emotions regarding the language. In contrast, the behavioral/conative element concerns how students behave, react, and show actional tendencies in response to the language (cf. Abidin et al., 2012; Ostrom, 1969; Somblingo & Alieto, 2019; Yamashita, 2013). Thus, English language attitudes encompass a comprehensive framework of cognitive beliefs, emotional responses, and behavioral (conative) actions, highlighting the multifaceted ways students engage with and respond to the language. It is worth noting, however, that the formation of attitude towards a language results from language socialization (Wati & Zulaikha, 2019). Through this process, students are exposed to the linguistic forms of a language and the cultural norms, social practices, and political statuses of a language that influence their perceptions and actions.

A body of research has highlighted the issue of attitude within the ESL and EFL contexts (Artamonova, 2020; Getie, 2020; Somblingo & Alieto, 2019; Wati & Zulaikha, 2019). Somblingo and Alieto (2019) found that Filipino students demonstrated an overall positive attitude toward English. The students favored using English in the community, home, and school. The positive attitude can be attributed to the status of English as a second language in the Philippines and the necessity for adult students to use English in their daily lives. In this regard, students' attitudes toward English are influenced by the socio-political contexts in which the language is used. Scrutinizing factors influencing learners' attitudes toward English within the Ethiopian EFL context, Getie (2020) underscored factors that positively

affected students' attitudes, namely integrative and instrumental motivation, the awareness of the importance of English, and other social factors such as English native speakers, peer groups, and students' parents. In addition, the study participants reported factors negatively affecting their attitudes, such as lack of opportunities to practice English, lack of encouragement from EFL teachers, an uncondusive learning environment, lack of resources, a poor background in English, and fear of making mistakes. In the Indonesian EFL context, Wati and Zulaikha (2019) and Suwartono (2024) unearthed the positive attitudes toward English attributed to the awareness of its prevalence in global communication and prestigious professions. Hence, the reviewed studies suggest that students' attitudes toward English are not formed in a vacuum but are influenced by the interplay of psychological, socio-political, and instrumental factors.

Grit in ESL/EFL Learning

Grit is a social-psychological concept coined by Duckworth et al. (2007), conceptualized in this study as perseverance for long-term ESL or EFL learning goals. The construct covers two elements, namely Perseverance of Effort (PE) and Consistency of Interest (CI) (Duckworth & Quinn, 2009). PE refers to the sustained and consistent effort students apply toward achieving ESL or EFL learning goals, while CI has to do with the sustained and stable focus on specific goals or interests. In this regard, grit involves establishing students' highest goals, holding them persistently, and working hard to accomplish them, even if they take years or decades (Duckworth, 2016). As a result, gritty students keep going forward despite experiencing adversities and challenges.

Despite being attributed to efforts to achieve the desired ESL or EFL learning goals, grit differs from the need for achievement (Teimouri et al., 2022). The need for achievement refers to a strong desire students have to achieve specific learning goals successfully (Lubada et al., 2021), while grit presumes a long-term highest goal, which encourages the students to maintain persistent efforts to achieve it (Duckworth et al., 2007). In this regard, grit encompasses a sustained and passionate pursuit of this objective, emphasizing endurance and resilience over time rather than the immediate accomplishment of short-term targets.

Even though grit is closely related to some outcomes reflecting resilience, grit will not be a permanent source of a resilient student (Caza et al., 2020). In this sense, grit is more about consistently acting out difficulties, while resilience deals with being firm in the identity despite the encountered challenges. Therefore, self-control becomes a crucial element that underpins grit and resilience, enabling students to maintain their efforts. Grit differs

from self-control regarding the goal's level (Credé et al., 2017; Duckworth et al., 2007). While self-control is about the discipline of maintaining short term goals, grit is more about directing students to long-term learning goals.

Self-regulation is needed to effectively manage thoughts, emotions, and behaviors to pursue these goals, as grit involves self-regulation, which helps control students' cognition and emotions (Eskreis-Winkler et al., 2016). Furthermore, Martin et al. (2022) argue that PE is closely associated with four students' self-regulated learning indicators: intrinsic value, self-efficacy, cognitive strategy use, and self-regulation, while CI correlates only with cognitive strategy use.

Due to the paramount importance of grit in language learning, scholars have scrutinized the issue within the ESL and EFL contexts (e.g., Alamer, 2021; Khajavy et al., 2021; Kholili & Ferdianto, 2022; Lan et al., 2021; Lee & Draji, 2019; Sudina et al., 2021; Teimouri et al., 2022). As previously reviewed in the introduction section, the studies consistently yield that grit plays a crucial role in English language learning. However, the connection of attitude and grit within the EFL context in Asia, particularly in Indonesia, is under-researched. Hence, the current study examined attitudes and grit among Indonesian EFL students and their relationships.

Method

The researchers employed a quantitative descriptive study to determine Indonesian EFL students' attitudes and grit and a correlational study to examine the relationships between attitudes and grit. The correlational study could reveal three relation possibilities: positive correlation, negative correlation, or no correlation (Bloomfield & Fisher, 2019; Queirós et al., 2017). This quantitative study was held in a senior high boarding school in Central Java Province, Indonesia. The school was selected because it incorporated English activities to enrich the formal instruction mandated by the Indonesian national curriculum. The researchers believed that the students in this context could provide rich insights into attitudes toward English and grit in EFL learning since they learn and use the language in school and their daily lives. In other words, English and English learning are integral parts of their educational journey.

Due to the school's highly selective admission process, the student body was smaller than in other schools. Given the time constraint and availability, the researchers recruited 31 eleventh-grade students aged 15 to 17. Their participation in this study was secured following the provision of informed consent. The researchers also provided information that their involvement in the study was voluntary and that their identities would be kept confidential and anonymous. Upon providing their consent, the participants

completed an integrated attitude and grit questionnaire designed to assess their attitudes toward English and their level of grit in English learning.

The questionnaire consisted of 23 items, with 14 items assessing attitudes toward English and 9 assessing grit in EFL learning. Responses were recorded on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The questionnaire items were adapted from previously established instruments used to assess the attitudes of EFL learners toward English and grit in EFL learning. The attitude items, consisting of 6 from Abidin et al. (2012) and eight from Somblingo and Alieto (2019), were adapted to suit the Indonesian EFL context. Specifically, six items about cognitive elements of attitude were derived from Abidin et al. (2012), while the items from Somblingo and Alieto (2019), focusing on cognitive elements, were excluded due to their specific relevance to English teaching activities rather than English itself. Moreover, five items assessing emotional/affective elements and three gauging behavioral/conative attitudes were modified from Somblingo and Alieto's (2019) questionnaire. Hence, the attitude items were considered reliable for assessing participants' attitudes toward English within the EFL Indonesian context.

The grit items were adapted from a grit questionnaire developed by Teimouri et al. (2022). The questionnaire was selected due to its design, intended to gauge students' grit within the EFL learning context precisely. The researchers selected nine items from the twelve in the questionnaire to accurately measure the participants' grit within the Indonesian EFL context. Three items were excluded because they were redundant within the nine items deemed appropriate for the context of the current study. Of the nine items assessing grit in EFL learning, five pertained to PE and four to CI. The PE items were formulated positively, while the CI items were phrased negatively, intending to reduce response bias and capture a more balanced representation of the measurement of the grit construct (see DeVellis, 2017; Podsakoff et al., 2003).

The researchers translated the questionnaire into Indonesian to ensure thorough comprehension by the participants. The first researcher's translation was validated by the second and third researchers. All of them are educated native speakers of Indonesian and trained English teachers. An English teacher also validated the translated items to ensure their alignment with the school context. The researchers then converted the questionnaire into an online format using Google Forms. As such, during data collection, the participants self-assessed their attitudes toward English and grit in learning English by completing the online questionnaire, which took approximately 20 minutes. The piloting stage of the instruments was not carried out because of the limited number of participants, time constraints, and the use of well-established questionnaire items adapted from previous

studies. However, upon obtaining the data, the researchers conducted a reliability and validity analysis using SPSS 25. The negatively formulated grit items (6 to 9) were reverse-coded during this process before data entry. The analysis was performed following the collection of actual data to ensure the internal consistency of the dataset, shown in Cronbach's alpha value (cf. Dörnyei & Dewaele, 2023). Table 1 shows the results of the analysis.

Table 1

Reliability and Validity of the Questionnaire

Variable	Numbers	Valid	Non-valid	Cronbach's Alpha
EFL attitudes	14	14	-	.737
EFL learning grit	9	9	-	.641

Based on established criteria for reliability scores in measuring psychological traits, where scores of 0.4 to 0.59 are considered fair, 0.60 to 0.74 are good, and above 0.75 are excellent (cf. Cicchetti, 1994; Ghozali, 2018), the analysis indicated that the alpha scores for attitudes (.737) and grit (.641) were good. Therefore, the items of the questionnaire were ready for further analysis. Subsequently, descriptive and correlational analyses were conducted using SPSS 25. The descriptive analysis calculated the mean scores of the students' responses, which were interpreted as high, moderate, and low, based on criteria set by Astriningsih and Mbato (2019), as in Table 2.

Table 2

Mean Range for Attitude and Grit

Mean Range	Interpretation
3.68 – 5.00	High level
2.34 – 3.67	Moderate level
1.00 – 2.33	Low level

Findings

The following section presents the findings derived from the normality test, descriptive analysis, and correlational analysis. These findings mainly focus on students' attitudes toward English, their grit in EFL learning, and the correlation between the attitudes and grit.

Normality Test

The researchers conducted the normality test to know whether the data was normally distributed. The results are shown in Table 3.

Table 3

Normality Test on Variables

Variables	Skewness	Kurtosis	Shapiro-Wilk Sig.
EFL attitude	-.199	.237	.997
EFL learning grit	-.318	-.871	.142

In Table 3, Skewness and Kurtosis values of EFL attitude (-.199 and .237) and EFL grit (-.318 and -.871) were between 1 and -1. It means that the data were regularly allocated. The significance of Shapiro-Wilk test scores $>.05$ (.991 for EFL attitude and .142 for EFL grit) also indicates the normal distribution of the data.

Students' Attitudes toward English

The researchers conducted the descriptive analysis to figure out the attitudes of Indonesian senior high school students toward English. The categories of the mean values of the attitude items were derived from Table 2 in the method section. The results are described in Table 4.

Table 4

Mean Values of EFL Attitudes

		Frequency	Valid Percent
Valid	Moderate	22	71
	High	9	29
	Total	31	100.0

The results reveal that most student participants scored a moderate rate (2.34 to 3.67) in attitude toward EFL (71%), while only nine students (29%) had a high attitude (3.68 – 5.00), and no student showed a low attitude (1.00 – 2.33). Thus, it can be concluded that the students demonstrated a moderate EFL attitude. Since the EFL attitude questionnaire also aimed to identify the students' cognitive (Items 1-6), affective (Items 7-11), and conative attitudes (Items 12-14), the researchers calculated the scores for

individual items as well as for the elements assessed by these items. The results for each item are presented in Table 5.

Table 5

Detailed Results of Students' Attitudes toward English

Items	N	Mean	SD
1. Being good at English helps my study in other subjects.	3	3.65	.486
2. I have more knowledge and more understanding when studying English.	3	3.23	.717
3. In my opinion, people who speak more than one language are very knowledgeable.	3	3.81	.749
4. Learning English helps me communicate in English effectively.	3	3.84	.735
5. English subject has the content that covers many fields of knowledge.	3	3.84	.779
6. I am not satisfied with my performance in the English subject.	3	3.71	.824
7. I like to get news in English.	3	2.74	.773
8. I appreciate listening to songs in English.	3	3.94	.814
9. I like it when people talk to me in English.	3	3.19	.910
10. I feel proud when I study or learn about English.	3	3.52	.851
11. Learning English is enjoyable.	3	3.26	.773
12. I speak in English to friends.	3	2.84	.898
13. I will study more about English to be able to speak fluently.	3	3.90	.597
14. When a person speaks to me in English, I respond in English.	3	3.39	.882
Valid N (listwise)/Total Average	31	3.49	.771

Based on Table 5, the highest mean score is item 8 (3.94), and the lowest score is item 7 (2.74). Interestingly, both items refer to students' affective attitudes. The values imply that the students were enthusiastic about listening to English songs but less enthusiastic about getting news in English. Regarding the participants' dominant type of EFL attitude, the researchers found that the mean score of all cognitive attitude items (3.68) was the highest, compared to the those of conative items (3.38) and affective items (3.33). It denotes that the students tended to have a cognitive attitude in approaching English as a foreign language. They viewed the English language

as instrumental in gaining knowledge (Item 5) and in communicating with others globally (Item 4). Furthermore, the overall mean score of the attitude items (3.49) indicates a moderate level of the students' EFL attitude.

Students' Grit in EFL Learning

The descriptive analysis of the EFL grit data was also conducted to find out the grit levels that Indonesian senior high school students demonstrated in EFL learning. The results are as follows.

Table 6

Grit in EFL Learning

		Frequency	Valid Percent
Valid	Low	5	16.1
	Moderate	26	83.9
	Total	31	100.0

The results shown in Table 6 reveal that the student participants' scores on EFL grit were mostly rated moderate (26 out of 31 participants/2.34 – 3.67), while five students (16.1%) scored low (1.00 – 2.33) in EFL grit. It suggests that most of the students showed a moderate level of EFL grit. Further, the researchers analyzed the grit items in greater detail. The items 1, 3, 5, 6, and 9 assessed PE, while items 2, 4, 7, and 8 measured CI. The results are shown in Table 7.

Table 7

Detailed Results of Students' Grit in EFL Learning

Items	N	Mean	SD
1. I am a diligent English language learner.	31	2.52	.724
2. When it comes to English, I am a hard-working learner.	31	2.71	.824
3. Now that I have decided to learn English, nothing can prevent me from reaching this goal.	31	2.71	.824
4. I will not allow anything to stop me from my progress in learning English.	31	3.03	.706
5. I put much time and effort to overcome my English language weaknesses.	31	3.03	.836
6. My interests in learning English change from year to year.	31	2.13	.806
7. I think I have lost my interest in learning English.	31	3.29	.902

8. I was obsessed with learning English in the past but have lost interest recently.	31	3.13	1.118
9. I am not as interested in learning English as I used to be.	31	3.13	1.118
Valid N (listwise)/Total Average	31	2.85	.873

Table 7 shows that item 7 marks the highest mean score (3.29) and item 6 the lowest mean score (2.13). Interestingly, both are parts of the CI items. Items 1 and 6 demonstrate the lowest-moderate mean scores in EFL grit. The overall EFL grit mean score (2.85) suggests a moderate grit level of the participants. Furthermore, the researchers calculated the mean scores of the two sub-components of EFL grit, namely PE and CI. The mean scores for PE (2.80) and CI (2.92) indicate a moderate level in each sub-component.

Relationship between EFL Attitude and EFL Learning Grit

The researchers employed the Pearson product-moment correlation to examine the possible relationships between EFL attitude and EFL learning grit. Table 8 portrays the results.

Table 8

Correlations between EFL Attitude and EFL Learning Grit

		Attitude	Grit
EFL Attitude	Pearson Correlation	1	.500**
	Sig. (2-tailed)		.004
	N	31	31
EFL Learning Grit	Pearson Correlation	.500**	1
	Sig. (2-tailed)	.004	
	N	31	31

** . Correlation is significant at the 0.01 level (2-tailed).

The results in Table 8 reveal a positive correlation ($r = .500$) between the variables. The correlation coefficients between .500 and 1 suggest that the independent variable was correlated strongly with the dependent variable. It means that students' EFL attitude was positively correlated with students' EFL grit in a resolute manner. Further, the correlation significance value (Sig.2-tailed=.004), which is less than .05, indicates that the correlation between EFL attitude and EFL grit was statistically significant.

Furthermore, the researchers conducted a simple regression analysis to examine the direction and the portion of the independent variable's impact on the dependent variable. The results are shown in Tables 9, 10, and 11.

Table 9*Model Summary^b*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.500 ^a	.250	.224	3.563

a. Predictors: (Constant), EFL Attitude

b. Dependent Variable: Grit in EFL learning

Table 10*ANOVA^a*

Model		Sum of squares	df	Mean Square	F	Sig.
1	Regression	122.600	1	122.600	9.657	.004 ^b
	Residual	368.174	29	12.696		
	Total	490.774	30			

a. Dependent Variable: Grit in EFL learning

b. Predictors: (Constant), EFL Attitude

Table 11*Coefficients^a*

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	6.632	6.162		1.07	.291
	EFL attitude	.390	.125	.500	3.10	.004

a. Dependent Variable: Grit in EFL learning

The results presented in Table 9 show that R Square scored .250. It means that EFL attitude accounted for one-fourth of the EFL learning grit. It suggests that EFL attitude can explain 25% of the variation in EFL learning grit. From the F-test in Table 10, it is revealed that the value of F (1.29) was 9.657 with $p < .01$ ($p = .004$). This result means that EFL attitude can be treated as a predictor of EFL learning grit.

Even more, the *t*-test result shown in Table 11 indicates that EFL attitude can significantly predict the EFL learning grit ($t = 3.108$, $p < .01$). Based on the results in Table 10, the regression equation can be drawn as follows: *EFL learning grit* = 6.632 + .390 *EFL attitude*. This means that when

the EFL attitude scores 0 (zero), the EFL learning grit will score 6.632. If the EFL attitude increases by 1 point, the EFL learning grit will be increased by .390 times 1 point. Every 1-point increase in EFL attitude will increase EFL learning grit by .390 points. It indicates that the influence of the EFL attitude on EFL learning grit was moderate. To sum up, the participants' EFL attitude demonstrated predictive value for their EFL learning grit. Thus, the null hypothesis was rejected, and the alternative hypothesis was accepted.

Discussion

This study examined Indonesian SHS students' attitudes toward English, grit in EFL learning, and the relationships between their attitudes and grit in EFL learning. A descriptive analysis was conducted to answer the first research question about EFL attitude and the second about EFL learning grit. The results show that most students demonstrated a moderately affirming attitude towards EFL and a cognitive attitude toward English. This implies that the students viewed English positively as the instrument to obtain knowledge and deep comprehension of specific topics and to develop social relations with people from other cultural communities. These results supported Ali et al. (2021) and Ishikawa (2017), revealing that the EFL students had a positive attitude toward English and liked it for instrumental reasons, such as assisting them in understanding other subjects and communicating efficiently with others from other countries. Likewise, the findings also echo those of previous studies in the Indonesian context by Toar and Bram (2022) and Wati and Zulaikha (2019). These studies found that the instrumentality of the English language became part of Indonesian students' positive cognitive attitude as the students agreed that proficiency in English played a critical role in improving their prospects. Hence, the consistent findings of students' positive attitudes toward English in the EFL context can be plausibly attributed to the perceived usefulness of English in global communication and future career opportunities. This instrumental orientation significantly contributes to their positive cognitive attitudes.

The scrutiny of the data also reveals that most students demonstrated EFL learning grit at a moderate level. The findings imply that the students were sufficiently perseverant and passionate about EFL learning. Despite recognizing the fluctuation of their interest, they still put in some time and effort to learn English as a foreign language. The present study's findings corroborated Wu et al.'s (2022) study at a public university in China, revealing that their participants' EFL learning grit was moderate. The plausible reason for the similar findings could be attributed to the participants' background, who were non-English major students. The moderate level of EFL learning grit might be influenced by their limited exposure to and necessity for English

within their current academic trajectory. Even though the students demonstrated perseverance and passion in learning English, they also had to focus on other subjects related to their majors. In this regard, English constituted a smaller proportion of the overall curriculum than other courses.

To get answers to the third question of the research, the researchers ran the calculation of the Pearson correlation and the regression analysis. It was discovered that the EFL attitude of the students was correlated significantly and moderately with their EFL learning grit. This suggests that the students' attitudes toward English influenced their perseverance and passion for learning English as a foreign language. As a result, the moderate EFL attitude impacted and shaped their moderate level of EFL learning grit. The students maintained their endeavors in learning English reasonably because they adopted a moderately positive attitude toward the language. In this regard, students' EFL attitudes can predict learners' EFL learning grit.

The findings aligned with those of Wu et al. (2022), revealing that the students' motivation was correlated significantly and moderately to their language learning grit. The present study's findings on the association between cognitive attitude and EFL learning grit further corroborate the research by Kholili and Ferdiyanto (2022) and Teimouri et al. (2022). The studies demonstrated that students' belief in the benefits of learning English for their future careers and their extroversion levels significantly predicted and enhanced their EFL learning grit. The consistent findings indicate that students' attitudes toward English motivated them to persist in their EFL learning efforts. As a result, the students enjoyed the language learning process despite the challenges and difficulties they encountered (cf. Ardi et al., 2024; Yang, 2021).

The study's findings underscore that EFL attitude impacted EFL grit by 25%, suggesting that additional factors influence students' EFL learning grit. As such, other factors can be considered contributive components of EFL learning grit. The first possible factor is personality. Personality traits, particularly conscientiousness and extraversion, are closely related to learning grit (Duckworth et al., 2007). In this vein, conscientiousness is attributed to the perseverance and passion for long-term goals characteristic of learning grit, while extraversion can contribute to learning grit through social energy and assertiveness. The second factors closely associated with learning grit are self-efficacy and self-regulation. As both concepts deal with maintaining effort and interest, they can serve as integral parts of EFL learning grit. Lastly, resilience could contribute to the enhancement of EFL learning grit since resilience and learning grit involve overcoming setbacks and persisting towards an EFL learning goal. In this sense, resilience can be explained and measured under PE (Duckworth et al., 2007).

In addition to the aforementioned factors, basic psychological needs (BPN), including autonomy, relatedness, and competence, can contribute to the development of grit in EFL learning. The elements of BPN are essential for perseverance and sustained effort in the face of challenges. Shirvan and Alamer (2022) have reported that the elements of BPN positively impacted PE, with autonomy being positively related to CI, suggesting the different emphases of PE and CI. Therefore, at this end, EFL learning grit is a complex construct that can be attributed to EFL attitude and other factors, such as personality, self-efficacy, self-regulation, resilience, and BPN components.

Limitations and Recommendations

Even though this study shed light on EFL students' attitudes, grit, and the correlation between EFL attitude and EFL grit, it has some limitations. First, despite providing clear evidence on the influence of EFL attitude on EFL learning grit, this study did not examine the possible impact of both variables on EFL proficiency or their role in successful EFL learning. It is worth investigating how EFL attitude and EFL grit, potentially in conjunction with other constructs, can contribute to the development of progressive EFL learners. Another limitation was the limited research population (31 participants). A larger sample of future studies is desired to enhance the generalizability of the results. The third limitation pertains to the data utilized in the study. It would have been beneficial for the authors to conduct interviews with numerous respondents to enrich the dataset and facilitate the possibility of triangulation. The triangulation may reduce the researchers' bias and add credibility to the results. Hence, it is recommended that future research on EFL grit may diversify the data sources by administering the interviews.

Conclusion

Grit in second language learning has recently gained much attention from psychology and education researchers. The current study contributed to EFL grit literature by investigating the characteristics and relationship between high school students' EFL attitude and their EFL learning grit. The findings delineated that most participants displayed a positive cognitive EFL attitude. The students approached the English language as the instrument for effective communication and obtaining knowledge. The researchers assumed that a positive EFL attitude can predict EFL learning grit. The data analysis resulted in confirmation of the researchers' assumption. The student participants showed a moderate language attitude that contributed to building

moderate language learning grit. Moderately gritty EFL learners had been generated from moderately positive EFL attitudes.

The study results provide some pedagogical implications and suggestions for future researchers. EFL teachers should acknowledge the cruciality of language grit in EFL learning, particularly Persistence of Effort (PI). Cultivating PI will empower students to keep learning and progressing amid EFL learning challenges. One of the ways to realize this is by adopting a positive language attitude. EFL teachers should also support the learners with other contributing factors to EFL learning grit, such as self-efficacy, self-regulation, resilience, and other affective aspects. Using this study's findings, EFL teachers can facilitate their students to set long-term goals, adopt a positive language attitude, and keep themselves passionate and perseverant to become progressively gritty EFL learners. Future researchers may investigate the correlation between other affective elements and EFL grit. They may also examine why Consistency of Interest (CI), as revealed in this study, is not as strong a predictor of EFL grit in the EFL learning contexts as Persistence of Effort (PI) and how students' personalities might impact their EFL learning grit.

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