

EFFECT OF ENGLISH LEARNING PERCEPTION AND FOREIGN LANGUAGE ENJOYMENT ON STUDENTS' WELL-BEING AT STATE JUNIOR HIGH SCHOOL NUMBER 3 SATAP SEJANGKUNG

***PENGARUH PERSEPSI BELAJAR BAHASA INGGRIS DAN KESENANGAN BERBAHASA ASING TERHADAP KESEJAHTERAAN SISWA SMP NEGERI 3 SATAP SEJANGKUNG***

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**ABSTRACT**

This study aims to examine the influence of perception and enjoyment of learning a foreign language on the well-being of learning English. This study uses a quantitative approach. The respondents were class VII students (n = 47). The research location is at State Junior High School 3 Satap sejangkung, Sambas, Indonesia. The data collection technique uses a questionnaire. Data collection was carried out in September 2023. The perception measurement instrument was adopted and modified from Dhian Marita Sari and Muslem et al., enjoyment measurement from Dewaele & MacIntyre, well-being assessment from Lo & Lin and Zhu. Data analysis uses normality, linearity, correlation, and regression tests. The results show the influence of the perception of learning English (X1) on the welfare of learning English (Y), with a value (sig.) of  $0.000 < 0.05$ . Perception is strongly correlated with wellbeing (Y) and grades ( $r = 0.633$ ). There is no influence of the enjoyment variable on English Learning Wellbeing (Y), value (sig.)  $0.007 \hat{A} 0.05$ . However, it is strongly related ( $r = 0.709$ ).

**Keywords:** English Learning Perception, Foreign Language Enjoyment, Well-Being

**ABSTRAK**

Penelitian ini bertujuan untuk menguji pengaruh persepsi dan kesenangan belajar Bahasa asing terhadap kesejahteraan belajar bahasa Inggris. Penelitian ini menggunakan pendekatan kuantitatif. Respondennya adalah siswa kelas VII (n=47). Lokasi penelitian adalah di SMP Negeri 3 Satap sejangkung, Sambas, Indonesia. Teknik pengumpulan data menggunakan kuesioner. Pengumpulan data dilakukan pada bulan September 2023. Instrumen pengukuran persepsi diadopsi dan dimodifikasi dari Dhian Marita Sari dan Muslem dkk., pengukuran enjoyment dari Dewaele & MacIntyre, pengukuran kesejahteraan dari Lo & Lin dan Zhu. Analisis data menggunakan uji normalitas, linieritas, korelasi, dan regresi. Hasilnya terdapat pengaruh persepsi Belajar Bahasa Inggris (X1) terhadap Kesejahteraan Belajar Bahasa Inggris (Y), nilai (sig.)  $0,000 < 0,05$ . Persepsi berkorelasi kuat dengan wellbeing (Y) dengan nilai ( $r = 0,633$ ). Tidak terdapat pengaruh variabel enjoyment terhadap Kesejahteraan Belajar Bahasa Inggris (Y), nilai (sig.)  $0,007 \hat{A} 0,05$ . Namun, berhubungan kuat ( $r = 0,709$ ).

**Kata Kunci:** Kesejahteraan, Kesenangan Bahasa Asing, Persepsi Belajar Bahasa Inggris

**INTRODUCTION**

Enhancing student learning is contingent upon addressing health and wellbeing concerns. English has garnered significant international interest in recent times. As a result of its widespread implementation in the realm of education, it has now become a worldwide resource that has the potential to impact educational

achievements (Haidar & Fang, 2019). Numerous inquiries have been conducted to examine various facets pertaining to substandard or exemplary educational performance, with particular emphasis placed on the significance of well-being (Mercer, 2023).

The concept of well-being, which is central to positive psychology (PP), may be examined via the

lens of human complexity, as explored by (Wang et al., 2021). Additionally, the well-being of students has been identified as a crucial factor in their educational achievement, particularly among those with higher levels of education. Students who have good well-being tend to achieve higher academic achievements and are less likely to experience academic setbacks (Yang, 2021). Pleasure or well-being can be attributed to the active engagement of students and the introduction of existential life challenges as factors that influence motivation and behaviour, ultimately facilitating learning and adjustment within the educational setting. This phenomenon is commonly referred to as student involvement (Salmela-Aro et al., 2016).

There is a growing focus in the field of language education on a specific kind of positive emotion known as L2 learning delight, as proposed by (Jin & Zhang, 2019; Li et al., 2018). The concept of enjoyment aligns with the expanding domain of positive psychology (PP) as a whole, as well as its foundational ideas, including Broaden-and-Build Theory (Fredrickson, 2001) and Control-value Theory (Pekrun & Linnenbrink-Garcia, 2012). Drawing from prior research, it has been posited that the incorporation of enjoyment in language education enhances the fundamental framework, thereby positively impacting the advancement of an individual's perception (MacIntyre & Gregersen, 2012). Furthermore, aligning with recent theoretical perspectives, it is argued that enjoyment serves as a constructive emotion, fostering concentration on educational activities, consequently influencing students' attainment (Piniel & Albert, 2018). The experience of enjoyment is intricately connected to many emotions that stimulate the development of an individual's breadth of perspectives and behaviours, as well as the cultivation of emotional resilience, amongst other individual elements (Oxford, 2015).

The promotion of well-being is a fundamental need within the educational setting, and is seen as a key component of society's growing interest in positive psychology (PP) topics. These courses play a significant role in fostering students' emotional equilibrium and facilitating their overall growth and advancement. Similarly, it has been shown that learner engagement plays a crucial role in the field of education. Considerable focus has been dedicated

to the examination of this notion and its potential indicators due to its significance in shaping students' academic achievements. In recent discourse, self-efficacy has emerged as a prominent psychological construct that plays a crucial role in facilitating the educational process and academic performance. It exerts a profound influence on students' decision-making processes pertaining to their educational tasks, behavioural patterns, and cognitive and affective engagement with the educational domain (Jia, 2022).

This study investigate a connection between perception and well-being. Recent study has mostly focused on investigating the representation of conceptual knowledge by examining the link between language, perception, and action. A substantial corpus of scholarly works has surfaced, presenting a multitude of empirical evidence showcasing the intimate connection between language and perception (Klemfuss et al., 2012).

Moreover, there exists compelling evidence indicating that language plays a crucial role in shaping cognitive processes (Ervin-Tripp, 1967), impacting the perception of temporal and spatial notions (Boroditsky, 2001), and exerting an effect on memory (Loftus & Palmer, 1974). The intimate relationship between language and perception may be attributed to the ability to articulate our perceptual experiences. Moreover, it is common in several languages to use perceptual expressions that rely on spatial connections in the physical world, particularly motion, as a means of creating analogies to convey more abstract concepts, such as time. According (Pylyshyn, 1978) posits that the fundamental linkage between language and perception stems from the perceptual system serving as the basic mechanism through which language obtains its semantic content.

This research is a new study that investigates the variables of students' perceptions of learning English, enjoyment of learning English in class, and students' well-being in learning English at State Junior High School 3 Satap Sejangkung. This research aims to determine the influence of perceptions and enjoyment of learning a foreign language on the welfare of students at State Junior High School 3 Satap Sejangkung.

## THEORITICAL REVIEW

### English Learning Perception

Perception, as delineated in prior scholarly investigations, encompasses an individual's behavioural manifestations in articulating subjective viewpoints, attitudes, reactions, or perceptions about the occurrence of events, drawing upon personal encounters and pertinent empirical evidence (Lee & Drajadi, 2019; Nugroho & Mutiaraningrum, 2020). Consequently, individuals will ascribe distinct interpretations to one another, despite the same item under consideration. According to (Gibson et al., 2012), the subjective perception of a circumstance has more significance than the objective characteristics of the scenario itself. Perception, as defined by (Robbins & Judge, 2013), refers to the cognitive process by which humans organise and evaluate sensory inputs in order to derive meaning from their surrounding world. Perception refers to the process through which individuals receive and interpret information from their surroundings, which they then convey via different forms of communication.

In addition to linguistic processing, the perceptual system is responsible for the encoding and retention of perceptual representations, including objects and events. According to the idea of situated and embodied cognition, it is argued that the ability of human intelligence to make predictions is based on simulations that include the fundamental notions of knowledge (Barsalou, 2009). The present state of affairs triggers a cognitive process that creates predictions via mental simulation in the appropriate mode, relying on inference processes. While Barsalou's proposal presupposes the presence of multi-modal simulations that pertain to commonly encountered circumstances, the comprehensive examination of the incorporation of intra-linguistic and extra-linguistic (world-world) information is not thoroughly addressed. The precise mechanisms and hierarchical stages at which verbal and perceptual information are integrated, the temporal scale at which this integration occurs, and the relative dominance of either domain in this process remain subjects of ongoing scholarly debate. Furthermore, it is crucial to note that there is currently a notable absence of a complete theoretical framework pertaining to these interactions, as highlighted by

(Magnuson, 2019).

### Enjoyment in L2 Learning

Enjoyment may be conceptualised as a kind of positive affect that is experienced in response to a sense of accomplishment or development (Pekrun, 2006). According to (Pekrun et al., 2007), students who experience a sense of happiness are able to comprehend the underlying mechanisms of the work at hand and see the outcomes of their efforts as remarkable. Class delight may be conceptualised as a cultivated inclination whereby students exhibit a positive disposition towards engaging with the course content (constructive evaluation) and possess a sense of competence in effectively navigating and fulfilling the assigned duties (control). Hence, the paramount significance of pleasure is attributed to the subsequent experiences of satisfaction, which aligns with educational achievement (Dewaele & Li, 2021; Piechurska-Kuciel, 2017). When examining the concept of pleasure from a multidimensional perspective, it encompasses five distinct mechanisms: emotional, intellectual, motivational, communicative, and physical (Elahi Shirvan & Taherian, 2022; Hagenauer & Hascher, 2014). However, the primary focus is placed on the emotional, intellectual, and motivational dimensions. In the context of foreign language acquisition, it is justifiable to contemplate that the emotional dimension of enjoyment pertains to the affective experiences of pleasure experienced during the process of language learning, whereas the intellectual dimension pertains to the cognitive evaluation of the contextual factors in which the language learner is engaged. Furthermore, the concept of class enjoyment may be defined as a spontaneous sense of excitement or pleasure resulting from participation in language-related activities that elicit emotional involvement, hence stimulating students' interest and capturing their attention on an intellectual level.

Hence, it is pragmatic to acknowledge that the incorporation of enjoyable activities in language classes can stimulate students' enthusiasm. This can potentially play a significant role in cognitive processes that impact learning, such as enhancing attention, retention, and problem-solving abilities (Fredrickson, 2004; Linnenbrink-Garcia & Pekrun, 2011).

### Well-Being

The idea of well-being has been delineated by (M. E. P. Seligman, 2011) via the identification of five key components that contribute to a good psychological state. These components, together referred to as PERMA, include positive emotion, engagement, relationships, meaning, and accomplishment. Seligman's PERMA model (Seligman, 2011) has been integrated into the curriculum with the aim of enhancing the well-being of students and facilitating their personal growth and academic success. The PERMA model has garnered widespread acceptance and validation via several empirical research. Notably, this multidimensional framework offers a comprehensive understanding of respondents' well-being, hence enhancing the depth of information obtained.

The concept of well-being holds significant importance in the field of positive psychology (PP) due to its correlation with various educational and mental outcomes. These outcomes include reduced levels of stress, boredom, and burnout, as well as increased rates of success, constructive behavioural attitudes, and the ability to effectively navigate changes (Derakhshan et al., 2021). The primary objective of positive psychology, as articulated by (M. Seligman, 2018), is to advance the promotion of joy and subjective well-being. Positive psychologists strive to adopt a constructive perspective when evaluating measures of subjective well-being.

The research movement on well-being defines it as an enduring and sustainable attribute that fosters positive thinking and motivates people and collectives to strive and progress (Greenier et al., 2021). According to (Lo & Lin, 2020), The satisfaction level of students in their English learning may be attributed to factors such as their self-awareness, class activities, and instructional methodologies (Lo & Lin, 2020).

### RESEARCH METHODS

The present study employs a quantitative research approach. The present study aims to adopt and adapt a questionnaire for the purpose of assessing students' opinions of English learning and their level of satisfaction, with a specific focus on their overall well-being. In order to assess the

degree of pleasure experienced by individuals learning a foreign language, scholars used a foreign language enjoyment scale comprising of eight items, which was originally devised by (J.-M. Dewaele & MacIntyre, 2014). According to (Mierzwa, 2019), the scale has a high level of internal consistency, with a Cronbach's alpha coefficient of about 0.88. Additionally, the dependability of the scale, as assessed by Cronbach's alpha, is reported to be 0.83.

The questionnaire on English language learning well-being has an inquiry about ownership (Lo & Lin, 2020; Zhu, 2010). The Cronbach's alpha coefficient for this measure is 0.85. The instrument has a high level of dependability. In addition, they specifically focus on English as a Foreign Language (EFL) learners. The study used a 5-point Likert scale to measure responses ranging from strong disagreement to strong agreement. According to (Lo & Lin, 2020; Zhu, 2010), the English learning well-being instrument has potential as a meticulously constructed outcome variable for future use. The construct dependability (CR) of the measure is reported to be 0.849 %.

The research centred on students enrolled in Class VII of Satap Semakuan Public Junior High School in Indonesia. The data was acquired using a questionnaire approach. The use of the WhatsApp application for the distribution of questionnaires. The sample size for questionnaires sent to respondents is  $N = 47$ , whereas the sample size for questionnaires with full and processable data is also  $N = 47$ . In September 2023, data collection was conducted. This research used three tests for data analysis: the normality test, the linearity test, and the basic regression test.

The present study posits a research hypothesis:

- H1: There is an influence of perceptions of English learning on students' well-being.
- H2: There is an influence of class enjoyment in learning English on students' well-being.

Based on an extensive examination of the existing literature and the development of research hypotheses, a research model may be presented, as shown in Figure 1.

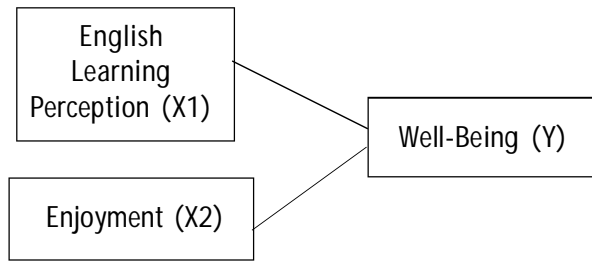


Figure 1. The Research Model

## RESULTS AND DISCUSSION

### Research Result

Participants in this study ( $n = 47$ ). The score ( $SD = 1.158$ ) obtained from the five questions of the English Learning Well-Being Questionnaire shows that the data follows a normal distribution. Data was obtained from the English Language Learning Perception Questionnaire, which consists of six questions with a normal distribution ( $SD = 1.526$ ). Then, the score ( $SD = 1.844$ ) from the eight FL Enjoyment Questionnaire questions shows that the data distribution follows a normal distribution.

**Table 1** Descriptive Statistic Statistics

	X1Perception	X2Endoyment	YWellbeing
N	Valid	47	47
	Missing	0	0
Mean	26.62	35.77	22.47
Median	26.00	36.00	23.00
Mode	26	36	23
Std. Deviation	1.526	1.844	1.158
Skewness	.458	-.031	.125
Std. Error of Skewness	.347	.347	.347
Kurtosis	-.426	-.577	-.444
Std. Error of Kurtosis	.681	.681	.681
Sum	1251	1681	1056

**Table 2.** Score of Questionnaire

Aspect	Item	%
English Learning Perception (Dhian Marita Sari, 2022; Muslim et al., 2022)	I want to learn English	87.2
	I only learn English because its courses are compulsory in School	90.2
	Learning English is important to my future	86.8
	Learning English can help me find better job opportunities	89.3
	Learning English is essential for	

Aspect	Item	%
Foreign Language Enjoyment (J.-M. Dewaele & MacIntyre, 2014)	my high school and undergraduate studies	88.9
	I need English when I use social media	89.8
	Even if I am well prepared for FL class, I feel anxious about it	88.5
	I always feel that the other students speak the FL better than I do	90.2
	I can feel my heart pounding when I'm going to be called on in FL class	87.6
	I don't worry about making mistakes in FL class (reverse-coded)	89.3
	I feel confident when I speak in FL class (reverse-coded)	87.6
	I get nervous and confused when I am speaking in my FL class	88.9
	I start to panic when I have to speak without preparation in FL class	91.9
	It embarrasses me to volunteer answers in my FL class	91.0
Well-Being (Lo & Lin, 2020; Zhu, 2010)	I feel very happy to have English class every day.	87.6
	I am confident in learning English.	89.7
	I have no pressure to learn English.	92.3
	In English class, students really enjoy learning with the teacher.	90.6
	English teachers often help me solve my learning problems	88.9

**Table 3** Normality Test Result One-Sample Kolmogorov-Smirnov Test

	Unstandardized Value	Predicted Value
N		47
Normal Parameters <sup>a,b</sup>	Mean	22.4680851
	Std. Deviation	.81186348
Most Extreme Differences	Absolute	.102
	Positive	.102
	Negative	-.081
Test Statistic		.102
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

The asymptotic significance value. The two-tailed significance level of 0.200<sup>cd</sup> is shown to be larger than the conventional threshold of 0.05. According to the findings of the Kolmogorov-Smirnov normality test, it may be concluded that the residual data in the regression model has a normal distribution.

**Table 4.** Linerity Test Result Table X1-Y

		ANOVA Table			
		Sum of Squares	df	Mean Square	F Sig.
YWellbeing*	Between Groups (Combined)	26.702	6	4.450	5.086 .001
	Linearity	24.691	1	24.691	28.219 .000
	Deviation from Linearity	2.011	5	.402	.460 .804
X1Perception	Within Groups	35.000	40	.875	
	Total	61.702	46		

The linearity value in Table 4 shows a deviation of 0.804. The obtained results indicate a positive correlation between the Perception of Learning English variable and the Wellbeing variable Learning English, as shown by the statistical significance value of 0.804, which above the predetermined threshold of 0.05 (sig. = 0.804 > 0,05.)

YWellbeing* X2Enjoyment	Between Groups (Combined)	8.537	7	1.220	.895 .520
	Linearity	3.426	1	3.426	2.513 .121
	Deviation from Linearity	5.111	6	.852	.625 .709
X2Enjoyment	Within Groups	53.165	39	1.363	
	Total	61.702	46		

The linearity value in Table 5 shows a deviation of 0.709. The research results show that there is a linear correlation between the foreign language enjoyment variable and the well-being variable, which is indicated by a significance value of 0.709 which is above the threshold of 0.05 (sig. = 0.709 > 0.05.)

**Table 6.** Result of Correlation Analysis

		Correlations		
		X1Perception	X2Enjoyment	YWellbeing
X1PERCEPTION	Pearson Correlation	1	.709**	.633**
	Sig. (2-tailed)		.000	.000
	N	47	47	47
X2ENJOYMENT	Pearson Correlation	.709**	1	.236
	Sig. (2-tailed)	.000		.111
	N	47	47	47
YWELLBEING	Pearson Correlation	.633**	.236	1
	Sig. (2-tailed)	.000	.111	
	N	47	47	47

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

After analyzing the correlation between perception and well-being, it was discovered that the relationship was significant (p 0.005) and the two variables were strongly correlated (r = 0.633). Then, analyzing the correlation between enjoyment and well-being, it is known that the relationship is significant (p 0.005) and the two variables are strongly correlated (r= 0.907). (See table 6).

**Table 7.** Result of Regression Analysis

Model	Coefficients <sup>a</sup>				
	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
(Constant)	13.174	2.504		5.260	.000
X1Perception	.711	.116	.936	6.141	.000
X2Enjoyment	-.269	.096	-.428	-2.809	.007

Based on Table 7, it is known that the t value for the perception variable is 6.141, which is then compared with the t table value (1.67943) or the sig t value for the perception variable (0.000), which is smaller than alpha (0.05). From the results presented, it is known that  $t_{count} > t_{table}$ , namely  $6.141 > 1.67943$ , so  $H_0$  is rejected and  $H_a$  is accepted, which means that the English Learning Perception variable (X1) has a positive and significant influence on the Wellbeing variable (Y).

Based on Table 7, it is known that the t value for the enjoyment variable is -2.809, which is then compared with the t table value (1.67943) or the sig t value for the enjoyment variable (0.007), which is smaller than alpha (0.05). From the results presented, it is known that  $t_{count} < t_{table}$ , namely  $-2.809 < 1.67943$ , is accepted and  $H_a$  is rejected, which means that the foreign language enjoyment variable (X2) has a negative and insignificant influence on the well-being variable (Y).

### Discussion

This research aims to determine the influence of the variables of perception of learning English and enjoyment on the variable of well-being in learning English at SMP 3 Satap Sejangkung. Based on correlation analysis, there is a relationship between the English learning perception variable and the English learning wellbeing variable, which is significant and positive (p < 0.05), as proven by a strong correlation (r = 0.633). Students who have a positive perception of English learning also have positive English learning well-being.

The results of the regression test found that the significance value (sig.) of 0.007 is smaller than the probability of 0.05, so it can be concluded that  $H_a$  is accepted and  $H_0$  is rejected. This shows that there is an influence of the perception of learning English (X1) on the well-being variable learning English (Y). The well-being of students learning English can be influenced by their learning perceptions.

The results of this study align with previous research conducted by (Rina et al., 2022), which indicates a significant relationship between self-perception factors and variables related to happiness. Perception, as described by (Robbins & Judge, 2013), refers to the process by which individuals receive feedback from their surroundings and subsequently express it through various forms of expression. Students who possess a positive view of learning the English language are likely to have an impact on the manifestation of their overall well-being and emotional state.

Based on a statistical analysis, there is a substantial and positive association ( $p < 0.05$ ) between the variable of enjoyment in English learning and the variable of welfare in English learning. This is supported by a strong correlation coefficient of 0.709. There exists a favorable correlation between students' delight of studying a foreign language and their enjoyment of learning English.

The results of this research are in accordance with the concept, for example (Pekrun et al., 2007), which explains that students who feel happy are able to understand the mechanisms underlying the work they do and see the results of their efforts. Classroom enjoyment can be conceptualized as a cultivated tendency in which students demonstrate a positive disposition toward engagement with course content (constructive evaluation). Therefore, the importance of enjoyment is linked to the subsequent experience of satisfaction, which is in line with educational attainment (Dewaele & Li, 2021; Piechurska-Kuciel, 2017).

The regression test results indicate that the significance value (sig.) of 0.007 exceeds the probability threshold of 0.05. Consequently, it can be inferred that the alternative hypothesis ( $H_a$ ) is rejected, while the null hypothesis ( $H_0$ ) is accepted. This finding suggests that there is no discernible impact of enjoyment in learning English ( $X_2$ ) on the well-being variable of language acquisition. The learning satisfaction of pupils studying English does not have an impact on their overall well-being. Hence, it is pragmatic to acknowledge that the incorporation of enjoyable activities in language classes can stimulate student enthusiasm, which in turn can significantly

impact cognitive processes that facilitate learning. Specifically, these processes include language acquisition as well as other cognitive functions such as heightened attention, improved retention, and enhanced problem-solving abilities (Fredrickson, 2004; Linnenbrink-Garcia & Pekrun, 2011). Naturally, this discovery presents a contradiction to the notion of well-being.

The definition of well-being, as proposed by (Seligman, 2011), encompasses five key dimensions that collectively contribute to an individual's positive psychological state. These dimensions, known as positive emotions, participation, relationships, meaning, and achievement, are collectively referred to as PERMA and are situated within the positive continuum of psychological well-being.

The definition of well-being includes five main dimensions that collectively contribute to an individual's positive psychological state. These dimensions, known as positive emotions, participation, relationships, meaning, and achievement, are collectively referred to as PERMA and lie on the positive continuum of psychological well-being (M. E. P. Seligman, 2011).

This research is incongruous with prior studies, as exemplified by the findings of (Dewaele et al., 2019), which indicated that students exhibited a higher likelihood of experiencing enjoyment when their teachers offered increased levels of academic and emotional support, demonstrated interest and enthusiasm in their teaching, and endeavored to foster warm, enjoyable, and attentive relationships with them. The significant impact of teachers on students' foreign language education (FLE) was evident in a research conducted with a sample size of 210 English as a Foreign Language (EFL) students. The variable that had the highest predictive power for the occurrence of FLE was teacher friendliness, accounting for approximately 20 % of the observed variance. The aforementioned patterns were additionally validated by the study conducted by (J.-M. Dewaele & MacIntyre, 2019).

According to the results of the initial item, enjoyment, despite having prepared, students continue to experience anxiety in FL class. As stated, 88.5 %.

Additionally, students believe they are not proficient in speaking FL and that their peers are superior to them. Ninety-two percent of students expressed this sentiment. In addition, 87.6 % of pupils

reported experiencing tachycardia when they were summoned to the FL class. In addition to experiencing anxiety, 88.9 % of students reported feeling perplexed and anxious when speaking in FL class. In FL class, 91.9 % of students began to fret when they were required to speak without preparation. Additionally, in FL class, 91.0 % of students felt humiliated to provide voluntary responses.

The survey results showing displeasure with the various dimensions above are in line with (Elahi Shirvan & Taherian, 2022; Hagenauer & Hascher, 2014), which explains that pleasure includes emotional, intellectual, motivational, communicative, and physical. It is practical to recognize that fun language class activities can energize students. This may improve learning processes like attention, retention, and problem-solving (Fredrickson, 2004; Linnenbrink-Garcia & Pekrun, 2011).

The survey results also found that 89.3 % of students were not worried about making mistakes in FL class. This condition is good for students' psychological well-being. This is also supported by the finding that 87.6 % of students feel confident when speaking in FL class. This finding is supported by (Pekrun et al., 2007), according to which students who experience happiness are able to understand the mechanisms underlying the work they do and see the results of their efforts as something extraordinary.

#### CONCLUSION AND RECOMMENDATION

The present study has identified a noteworthy and statistically significant correlation between the variable "Perception of Learning English" and the

well-being associated with the process of acquiring proficiency in the English language. This study also identified a correlation between the perception of English language acquisition and the overall well-being of students learning English at State Junior High School Number 3 Satap Sejangkung, located in the 3T Indonesia-Malaysia region. The subsequent discovery indicates a direct correlation between the enjoyment of foreign language acquisition and the overall well-being of students in the process of learning the English language. Nevertheless, the present study has revealed that the perception of English language acquisition does not exert a favorable and statistically significant impact on the overall well-being of students engaged in English language learning at State Junior High School Number 3 Satap Sejangkung.

In order to provide effective guidance to English and school teachers, it is imperative to prioritize the assessment of students' level of satisfaction and overall welfare. Educational institutions should prioritize the incorporation of socialization elements into both the overall well-being of students and their learning experiences. Therefore, it is anticipated that pupils will possess conducive elements that contribute to their academic achievement. Alternatively, educators and students might devise and enforce minor policies aimed at enhancing the learning process. The central and regional governments express worry for students residing in the 3T area. The success of English language instruction is anticipated to be influenced by students' positive perception, enjoyment, and wellbeing. [α]

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