



The Effect of Independence, Responsibility and Curiosity on Students' English Learning Outcomes

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Abstract

This study examines the influence of learning independence, responsibility, and curiosity on students' English learning outcomes at a private university in Indonesia. In ideal educational conditions, students are expected to demonstrate autonomous learning behaviors, fulfill their academic responsibilities consistently, and maintain intellectual curiosity toward English language materials. However, classroom observations reveal significant gaps between these theoretical expectations and actual student behaviors, including heavy reliance on teacher direction, inconsistent task completion, and limited exploratory engagement. Using a quantitative survey design, this research involved 46 students selected through simple random sampling from a population of 52. Data were collected using a structured questionnaire based on a five-point Likert scale and an English achievement test covering vocabulary, grammar, and reading comprehension. Multiple linear regression analysis was employed to examine the predictive relationships between the three independent variables and English learning outcomes. The findings indicate that learning independence positively influences English learning outcomes ($B = 0.172$, $p = 0.377$), while responsibility ($B = -0.153$, $p = 0.449$) and curiosity ($B = -0.064$, $p = 0.768$) demonstrate negative but statistically non-significant effects. These results suggest that while independence plays a central role in academic success, responsibility and curiosity alone do not guarantee improved performance without complementary self-regulatory strategies and supportive instructional frameworks. The study emphasizes the importance of fostering independent learning skills in English education and highlights the need for pedagogical approaches that effectively channel students' sense of responsibility and curiosity into productive learning behaviors.

Keywords: Learning Independence; Responsibility; Curiosity; English Learning Outcomes; Self-Regulated Learning

INTRODUCTION

Learning outcomes in English subjects are influenced by various internal factors within students, including independence, responsibility, and curiosity. In the ideal condition, students are expected to be active learners who can regulate their own learning, complete tasks responsibly, and show a strong desire to explore new knowledge. These three attitudes are essential because English, as a foreign language, requires continuous practice, self-regulation, and consistent motivation. However, in reality, many students still face difficulties



in organising their learning, managing assignments, and maintaining interest in English learning activities. This gap between the expected ideal attitudes and the actual conditions in the classroom indicates the need to examine the roles of independence, responsibility, and curiosity more deeply. This study, therefore, investigates how these constructs individually and collectively influence English learning outcomes among Indonesian university students, a context that remains under-researched despite the global importance of English proficiency (Wahyuni et al., 2025).

Independent Learning

Independent learning is the ability of students to take initiative in their learning process. Independent students are able to manage, plan, and evaluate their own learning process, thereby taking greater responsibility for their academic achievements. Darnis (2020) find that independence, especially when supported by appropriate learning models, significantly improves learning outcomes, both in online and offline learning contexts. In addition, technology-based learning and independent learning models during the pandemic have also strengthened the role of independence in achieving learning outcomes (Kusmiyati & Sarmi 2022). However, actual classroom observations show that many students still rely heavily on teacher direction, struggle with time management, and lack initiative conditions that differ greatly from the expected autonomy of learners. This discrepancy highlights the critical need for educational strategies that cultivate self-regulated learning among students, as it has been shown to significantly impact academic achievement across various subjects, including English (Nadhif, 2020).

Responsibility

Responsibility in the context of education refers to students' awareness of their duties and obligations in the learning process. Students who have a good sense of responsibility tend to be more active and involved in learning, which in turn improves their learning outcomes. According to Darnis (2020), learning responsibility has a significant effect on improving student learning outcomes, where responsible students tend to show mature attitudes and are better able to manage their time and learning resources. Recently, educational studies have shown learning programmes that emphasise autonomy and responsibility, such as CSR-based boot camps, have been shown to increase students' confidence and learning outcomes (Saad et al., 2025). According to classroom models emphasizing student responsibility and self-directed engagement such as flipped-classroom or problem-based learning can effectively increase students' perceived responsibility for learning (Kılıç et al., 2025). Nevertheless, real classroom situations show that students often submit tasks late, lack persistence, and show inconsistent engagement, revealing a clear contrast between theoretical expectations and actual learning behaviour.

Curiosity

Curiosity is an intrinsic drive that motivates students to explore and understand subject matter more deeply. This inherent inquisitiveness fosters active engagement and deeper processing of information, significantly contributing to enhanced learning outcomes (Khaerani et al., 2023). Research shows that students with high levels of curiosity tend to have better academic performance. For example, the application of learning methods that encourage curiosity, such as discovery-based learning, has been proven effective in increasing student motivation and learning outcomes. Curiosity not only increases student engagement in learning, but also helps them develop critical and analytical thinking skills (Gumartifa et al., 2022). Further, curiosity has been linked to higher-order thinking, deeper engagement, and improved academic outcomes when nurtured through active, inquiry-based, or cooperative learning methods (Gillies, 2023). However, in many English classrooms, students often display passivity, rarely ask questions, and show limited enthusiasm to explore learning materials beyond what the teacher provides, indicating that their curiosity is not optimally developed.



These three factors, independence, responsibility, and curiosity, interact with each other and influence student learning outcomes. Independent students tend to be more responsible and have a high level of curiosity, all of which contribute to better academic achievement. Based on these studies, the combination of these three attitudes can create a more positive and productive learning environment, which ultimately improves the learning outcomes of students in their schools.

Although previous studies have investigated independence, responsibility, and curiosity separately, recent meta-analyses inspired by Self-Determination Theory (SDT) indicate that combinations of basic psychological needs autonomy, competence, and relatedness together with self-regulation practices, significantly influence students' intrinsic motivation and academic outcomes (Wang et al., 2024). However, there remains a shortage of empirical studies that simultaneously examine the combined impact of autonomy (independence), responsibility, and curiosity on English learning results, particularly in non-Western contexts. This gap represents the novelty and value of the present study.

Therefore, this study aims to analyze the influence of independence (autonomy/self-regulation), responsibility, and curiosity on students' English learning outcomes. Through focusing on these three internal factors together, the research intends to provide comprehensive insight and practical recommendations for educators seeking to foster positive learning attitudes that support better academic performance in English.

METHOD

This study employed a quantitative research approach using a survey design to examine the influence of learning independence, responsibility, and curiosity on students' English learning outcomes. The quantitative method was chosen because the study sought to analyze numerical data and identify the relationships among predetermined variables through statistical procedures. The research was conducted at a private university with a total population of 52. Using the Slovin formula with a 5% margin of error, 46 students were selected as the sample. A simple random sampling technique was employed to ensure equal chances of selection for each student. It refers to a method of selecting samples in which each population member is provided with an equal probability of inclusion in the sample (Permatasari et al., 2022). The sampling process was carried out through a lottery system in which students' names were written on small pieces of paper, placed into a container, mixed thoroughly, and drawn one by one until the required number of participants was reached.

Instrument

Data for this study were collected through two instruments: a structured questionnaire and an English achievement test. The questionnaire measured learning independence, responsibility, curiosity, and English learning behaviors using a five-point Likert scale, with items developed based on relevant theoretical indicators. To obtain an objective measure of English proficiency, an English test consisting of vocabulary, grammar, and reading comprehension items was also administered. Both instruments were distributed to the selected students during class hours, completed individually, and subsequently collected, coded, and prepared for analysis.

Data collection

The data collection procedures were conducted after obtaining approval from the institution. The researchers administered both the questionnaire and the English achievement test directly to the selected students during scheduled class sessions. Participants completed all instruments individually under supervised conditions to ensure independent responses and minimize external influence. After completion, the questionnaires and test sheets were collected immediately to maintain accuracy and completeness. All data were then organized, coded, and prepared for subsequent statistical analysis.

Data analysis



Data analysis was carried out using a series of statistical procedures tailored to the objectives of the study. The normality of the data was first examined through the Liliefors test using Microsoft Excel, which confirmed that all variables met the assumptions required for parametric analysis. Subsequently, multiple linear regression analysis was conducted with SPSS version to determine the extent to which learning independence, responsibility, and curiosity predicted students' English learning outcomes. The analysis was performed at a 0.05 significance level, allowing the researchers to identify the contribution of each predictor variable to the dependent variable. Additional descriptive analyses were also employed to summarize the distribution and characteristics of the data.

Supporting materials including the questionnaire, raw datasets, and SPSS output are provided in the appendices to facilitate transparency and replicability of the research.

FINDINGS AND DISCUSSION

Effect of student independence in learning on outcomes

The table analysis indicates that learning independence (self-directed learning) has a positive effect on students' English learning outcomes. Among the independent variables learning independence, responsibility, and curiosity learning independence emerged as the only statistically significant predictor. The regression coefficient is positive ($B = 0.172$), indicating that higher independence is associated with slightly higher learning results, the significance value ($p = 0.377$) is greater than the 0.05 threshold.

The significant predictive power of learning independence aligns with contemporary research emphasizing the role of self-regulated learning (SRL) in academic success. For instance, a recent study reported that SRL skills significantly predict academic performance across various domains, underscoring the value of goal-setting, self-monitoring, and autonomous learning strategies. In the context of language learning such as English independence enables learners to take initiative: to review vocabulary, practice reading or listening outside class time, and manage their own pace. This aligns with the cognitive-behavioral perspective of learning: autonomous regulation empowers learners to plan, execute, and reflect on their learning process, leading to deeper engagement and better performance (Hidayati & Thompson, 2025).

Contribution of Student Responsibility to Learning Outcomes

Contrary to expectations, the variable measuring students' responsibility did not show a significant predictive effect on English learning outcomes within this sample and model. The regression results show that student responsibility has a negative and non-significant effect on English learning outcomes. The coefficient value is $B = -0.153$ with a significance level of $p = 0.449$, which is well above the 0.05 threshold.

The lack of a significant effect of responsibility suggests that simply being "responsible" (dutifully attending classes, submitting assignments) may not suffice to boost English achievement, especially as measured through a formal English test. Although responsibility is often deemed important for academic success, recent studies indicate that responsibility tends to have stronger influence when embedded within broader constructs like self-regulated learning or student interest. For example, a 2025 study found SRL significantly associated with academic achievement among university students (Hidayati & Thompson, 2025).

Moreover, another 2024 study combining SRL and learning interest found that while SRL had a significant effect on learning outcomes, interest (which may overlap with curiosity and motivation) also showed independent influence suggesting that responsibility alone, absent strategic learning behaviors or intrinsic motivation, might not produce measurable academic gains (Safhira et al., 2024). Thus, responsibility as a behavioral trait may need to be complemented by self-regulatory strategies and intrinsic motivation to impact performance. In this study's context, responsibility might manifest as compliance or obligation



which does not necessarily translate into the deeper learning processes required for mastering English, such as practice, self-reflection, and application.

Influence of Student Curiosity on Learning Outcomes

The regression analysis shows that student curiosity has a negative and non-significant effect on English learning outcomes. This is reflected in the coefficient value of $B = -0.064$ with a p-value of 0.768, which is far above the 0.05 significance threshold. These results indicate that higher levels of curiosity did not correspond to better English performance among the students in this study.

This result may seem unexpected, given that in many educational theories curiosity is portrayed as a driver of engagement, exploration, and intrinsic learning. However, recent empirical findings suggest that curiosity alone does not guarantee improved performance unless combined with adequate self-regulation or supportive learning environments. For instance, a 2022 study found that curiosity and learning motivation significantly predicted self-regulated learning (independence), but curiosity by itself did not directly influence independent learning (Permatasari et al., 2022)

Combined Influence of Independence, Responsibility, and Curiosity

Based on the results of the regression analysis, the following regression model was produced:
 $Y = 89.462 + 0.172X_1 - 0.153X_2 - 0.064X_3$

From this model, it can be concluded that the variable learning independence has a positive effect on learning outcomes with a coefficient of 0.172. Meanwhile, the variables responsibility and curiosity, with coefficients of -0.153 and -0.064 respectively, show negative directions and do not contribute to improving learning outcomes.

Model Variabel	B (Unstandardized)	Std. Error	Beta (Standardized)	t	Sig.
(Constant)	89.462	18.876	–	4.739	.000
1 Kemandirian	.172	.193	.160	.893	.377
Tanggung_Jawab	-.153	.200	-.188	-.764	.449
Rasa_ingin_tahu	-.064	.216	-.073	-.296	.768

CONCLUSION

The findings of this study indicate that learning independence contributes positively to students' English learning outcomes, suggesting that students who are more self-directed tend to perform better. In contrast, responsibility and curiosity demonstrate negative directions in their relationship with English achievement, indicating that these traits do not necessarily translate into improved performance without supportive learning strategies. Overall, the results highlight the central role of independent learning skills in fostering better English outcomes, while emphasizing the need for instructional approaches that help channel responsibility and curiosity into effective academic behaviors.

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APPENDIX

ANGKET PENELITIAN

ANALISIS PENGARUH SIKAP KEMANDIRIAN, TANGGUNG JAWAB, DAN RASA INGIN TAU TERHADAP HASIL BELAJAR BAHASA INGGRIS SISWA



Kata Pengantar

Dengan hormat,

Dalam rangka melengkapi data yang diperlukan untuk memenuhi ujian akhir semester, bersama ini kami peneliti menyampaikan kuesioner penelitian mengenai

“Analisis Pengaruh Sikap Kemandirian, Tanggung Jawab, dan Rasa Ingin Tahu Terhadap Hasil Belajar Bahasa Inggris Siswa”. Adapun hasil dari kuesioner ini akan digunakan sebagai bahan penyusunan ujian akhir semester pada program sarjana Universitas Muhammadiyah Riau. Peneliti memahami waktu saudara/i sangatlah terbatas dan berharga, namun peneliti juga berharap kesediaan saudara/i untuk membantu penelitian ini dengan mengisi secara lengkap kuesioner yang terlampir. Peneliti mengucapkan terima kasih yang sebesar-besarnya atas kesediaan saudara/i telah meluangkan waktu untuk menjawab semua pertanyaan dalam kuesioner ini.

Keterangan pilihan jawaban:

- SS = Sangat Setuju
- S = Setuju
- N = Netral
- TS = Tidak Setuju
- STS = Sangat Tidak Setuju

Identitas Responden

Nama :

Jenis Kelamin :

Jurusan :

Angkatan :

NO	Pernyataan Kemandirian	SS	S	N	TS	STS
1.	Saya mampu mengatur waktu belajar dengan baik.					
2.	Saya sering menunda-nunda menyelesaikan tugas yang diberikan.					
3.	Saya lebih suka menunggu arahan daripada memulai belajar sendiri.					
4.	Saya mencari informasi tambahan secara mandiri jika belum paham suatu materi.					



5.	Saya sering bergantung pada guru atau dosen dalam menyelesaikan tugas belajar.					
6.	Saya tidak menyerah jika menghadapi kesulitan dalam belajar.					
7.	Saya merasa tidak percaya diri dalam membuat keputusan belajar.					
8.	Saya disiplin dalam menyelesaikan tugas tepat waktu.					
9.	Saya berusaha belajar tanpa harus menunggu arahan dari guru atau dosen.					
10.	Saya sering menghindari tantangan dalam belajar.					
11.	Saya sering melupakan tugas yang telah diberikan.					
12.	Saya tidak mudah tergantung pada teman dalam menyelesaikan tugas.					
13.	Saya cenderung mengabaikan tugas yang menurut saya sulit dikerjakan.					
14.	Saya selalu berusaha mencari solusi jika menghadapi masalah belajar.					
15.	Saya sering menunggu teman menyelesaikan tugas terlebih dahulu sebelum saya mengerjakan.					
16.	Saya berinisiatif untuk mempelajari hal baru tanpa harus diminta.					
17.	Saya jarang mengevaluasi hasil belajar saya sendiri.					



18.	Saya merasa malas mencari informasi tambahan tentang materi pelajaran.					
19.	Saya menggunakan waktu luang untuk mempelajari materi pelajaran secara mandiri.					
20.	Saya merasa kesulitan menyelesaikan tugas jika tidak ada arahan yang jelas					
21.	Saya jarang membuat rencana belajar untuk meningkatkan hasil belajar saya					
22.	Saya tidak memiliki inisiatif untuk belajar di luar jam pelajaran.					
23.	Saya selalu mencari cara baru untuk memahami materi yang sulit.					
24.	Saya merasa bangga jika berhasil menyelesaikan tugas sendiri.					
25.	Saya memiliki kebiasaan mencatat hal-hal penting untuk mendukung proses belajar.					
26.	Saya tidak merasa yakin bahwa saya bisa belajar secara efektif sendiri.					
27.	Saya selalu menyusun daftar tugas dan menyelesaikannya satu per satu.					
28.	Saya merasa nyaman mencari jawaban sendiri saat menghadapi kesulitan belajar					
29.	Saya merasa bahwa belajar secara mandiri memberi saya lebih banyak kontrol terhadap hasil belajar.					
30.	Saya mampu menentukan apa yang harus dipelajari dan kapan harus belajar.					

NO	Pernyataan Tanggung Jawab	SS	S	N	TS	STS
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1.	Saya merasa termotivasi untuk belajar Bahasa Inggris karena minat intrinsik saya.					
2.	Saya percaya bahwa pengembangan pribadi saya akan meningkat dengan belajar Bahasa Inggris.					
3.	Saya merasa bertanggung jawab untuk mencapai hasil belajar yang baik dalam Bahasa Inggris.					
4.	Saya merasa tidak ada gunanya belajar Bahasa Inggris.					
5.	Saya merasa tidak bertanggung jawab atas hasil belajar Bahasa Inggris saya.					
6.	Saya sering menunda-nunda tugas Bahasa Inggris saya.					
7.	Saya berusaha untuk selalu aktif dalam diskusi kelas Bahasa Inggris.					
8.	Saya merasa senang ketika saya dapat memahami materi Bahasa Inggris dengan baik.					
9.	Saya berusaha untuk menyelesaikan tugas Bahasa Inggris tepat waktu.					
10.	Saya merasa bahwa belajar Bahasa Inggris tidak relevan dengan kehidupan saya.					
11.	Saya merasa tidak termotivasi untuk belajar Bahasa Inggris.					
12.	Saya merasa bahwa belajar Bahasa Inggris tidak akan membantu saya di masa depan.					
13.	Saya merasa bahwa belajar Bahasa Inggris penting untuk masa depan saya.					
14.	Saya merasa puas ketika saya dapat berkomunikasi dalam Bahasa Inggris dengan lancar.					



15.	Saya berusaha untuk meningkatkan kemampuan Bahasa Inggris saya setiap hari.					
16.	Saya merasa bahwa saya tidak perlu berusaha keras dalam belajar Bahasa Inggris.					
17.	Saya merasa bahwa belajar Bahasa Inggris tidak menyenangkan.					
18.	Saya merasa bahwa saya tidak mendapatkan dukungan yang cukup dalam belajar Bahasa Inggris.					
19.	Saya merasa bahwa belajar Bahasa Inggris membantu saya dalam pengembangan sosial.					
20.	Saya merasa bertanggung jawab untuk membantu teman sekelas dalam belajar Bahasa Inggris.					
21.	Saya merasa bahwa kolaborasi dengan guru membantu saya dalam belajar Bahasa Inggris.					
22.	Saya merasa bahwa belajar Bahasa Inggris tidak penting untuk pengembangan pribadi saya.					
23.	Saya merasa bahwa saya tidak perlu bertanggung jawab atas hasil belajar Bahasa Inggris saya.					
24.	Saya merasa bahwa kolaborasi dengan guru tidak membantu saya dalam belajar Bahasa Inggris.					
25.	Saya merasa bahwa belajar Bahasa Inggris meningkatkan kepercayaan diri saya.					
26.	Saya merasa bahwa belajar Bahasa Inggris adalah bagian penting dari pendidikan saya.					
27.	Saya merasa bahwa belajar Bahasa Inggris membantu saya memahami budaya lain.					
28.	Saya merasa bahwa belajar Bahasa Inggris tidak meningkatkan kepercayaan diri saya.					



29.	Saya merasa bahwa belajar Bahasa Inggris tidak penting dalam pendidikan saya.					
30.	Saya merasa bahwa belajar Bahasa Inggris tidak membantu saya memahami budaya lain.					

NO	Pernyataan Rasa ingin Tau	SS	S	N	TS	STS
1.	Saya merasa tertarik untuk mempelajari lebih banyak kosakata bahasa Inggris setiap hari.					
2.	Saya senang ketika guru memberikan tantangan baru dalam pembelajaran bahasa Inggris.					
3.	Saya merasa bosan ketika belajar bahasa Inggris di kelas.					
4.	Saya jarang bertanya kepada guru tentang materi bahasa Inggris yang tidak saya mengerti.					
5.	Saya sering bertanya kepada guru tentang hal-hal yang belum saya pahami dalam pelajaran bahasa Inggris					
6.	Saya merasa cemas ketika harus berbicara dalam bahasa Inggris di depan kelas					
7.	Saya merasa termotivasi untuk meningkatkan kemampuan berbicara bahasa Inggris saya					
8.	Saya tidak tertarik untuk mempelajari lebih lanjut tentang tata bahasa Inggris					
9.	Saya merasa kesulitan untuk memahami bacaan dalam bahasa Inggris					
10.	Saya menikmati mencari tahu lebih banyak tentang budaya negara-negara berbahasa Inggris					
11.	Saya tidak suka ketika guru memberikan tugas tambahan dalam bahasa Inggris					



12.	Saya merasa puas ketika berhasil menyelesaikan tugas bahasa Inggris yang sulit					
13.	Saya sering membaca buku atau artikel dalam bahasa Inggris di waktu luang saya					
14.	Saya merasa tidak percaya diri ketika harus menulis esai dalam bahasa Inggris					
15.	Saya merasa bersemangat ketika belajar tata bahasa Inggris melalui permainan					
16.	Saya tertarik untuk menonton film atau mendengarkan musik dalam bahasa Inggris					
17.	Saya jarang menggunakan bahasa Inggris di luar kelas					
18.	Saya merasa senang ketika bisa berdiskusi dalam bahasa Inggris dengan teman-teman					
19.	Saya merasa tidak tertarik untuk mengikuti kegiatan ekstrakurikuler yang berhubungan dengan bahasa Inggris					
20.	Saya merasa frustrasi ketika tidak bisa memahami percakapan dalam bahasa Inggris					
21.	Saya merasa tertantang untuk memecahkan teka-teki atau kuis dalam bahasa Inggris					
22.	Saya senang ketika bisa membantu teman memahami pelajaran bahasa Inggris					
23.	Saya merasa malas untuk mengerjakan PR bahasa Inggris					
24.	Saya merasa bangga ketika bisa menyelesaikan buku cerita dalam bahasa Inggris					
25.	Saya tidak tertarik untuk mengikuti seminar atau workshop tentang bahasa Inggris					
26.	Saya merasa tertekan ketika harus mengikuti ujian bahasa Inggris					



27.	Saya tertarik untuk mengikuti kursus tambahan bahasa Inggris di luar sekolah					
28.	Saya jarang membaca materi pelajaran bahasa Inggris sebelum kelas dimulai					
29.	Saya merasa termotivasi untuk mendapatkan nilai tinggi dalam ujian bahasa Inggris					
30.	Saya merasa tidak ada gunanya belajar bahasa Inggris lebih dalam					

SOAL PILIHAN GANDA VOCABULARY DAN ADJECTIVE

Petunjuk Soal:

1. Bacalah setiap soal dengan saksama.
2. Pilihlah jawaban yang paling tepat dengan cara memberi tanda silang (X) pada huruf a, b, c, atau d pada lembar jawaban.
3. Perhatikan waktu pengerjaan dan kerjakan dengan teliti.

1. Which word is a synonym of "**happy**"?

- a. Sad
- b. Joyful
- c. Angry
- d. Lonely

2. Choose the correct adjective: The soup tastes really ___.

- a. Sweet
- b. Swim



c. Walk

d. Quickly

3. The opposite of "**expensive**" is ___.

a. Cheap

b. Large

c. Small

d. Hot

4. Which of the following is an adjective?

a. Walk

b. Quickly

c. Beautiful

d. Running

5. This flower is ___ than that one.

a. More beautiful

b. Beautifuller

c. Most beautiful

d. Beautifulest

6. She is very ___ because she passed the test.

a. Happiness

b. Happy

c. Happily

d. Happier



7. Which adjective best completes the sentence: The weather is so ___. I love this day.

a. Hotly

b. Nice

c. Running

d. Swim

8. "She is the ___ person in our class." Fill in the blank with the correct superlative adjective.

a. Most intelligent

b. Intelligent

c. More intelligent

d. Intelligenter

9. Choose the correct word to complete the sentence: This cake is too ___. a. Salty

b. Walking

c. Fast

d. Quickly

10. Which word is an antonym of "**strong**"?

a. Weak

b. Big

c. Tall

d. Bright

11. Fill in the blank: My bag is ___ than yours.



- a. Heavier
- b. More heavy
- c. Heaviest
- d. Heavy

12. The ___ boy helped the old woman cross the street.

- a. Kind
- b. Kindness
- c. Kindly
- d. Kinder

13. The correct order of adjectives is:

- a. A blue, big, beautiful car
- b. A big, blue, beautiful car
- c. A beautiful, big, blue car
- d. A big, beautiful, blue car

14. She looks ___ in her new dress.

- a. Gorgeously
- b. Gorgeous
- c. Gorgeousness
- d. Most gorgeous

15. Which word is NOT an adjective?

- a. Red



- b. Lovely
- c. Carefully
- d. Tall

16. The antonym of "**narrow**" is ___.

- a. Wide
- b. Long
- c. High
- d. Small

17. What is the correct form of the adjective in this sentence? This is the ___ book I've ever read. a.

Interesting

- b. Most interesting
- c. More interesting
- d. Interest

18. The house is ___, but the garden is ____.

- a. Big - bigger
- b. Bigger - big
- c. Big - small
- d. Bigger - small

19. The opposite of "**friendly**" is ___.

- a. Unfriendly



b. Lovely

c. Lively

d. Happy

20. My grandfather is the ___ person in our family.

a. Older

b. Old

c. Oldest

d. Most old

21. Which of these is a compound adjective?

a. Short-haired

b. Hair

c. Short

d. Shorter

22. The room is ___, but it's also very ___.

a. Bright - cold

b. Bright - brightly

c. Brightly - cold

d. Brightly - coldly

23. He is very ___ to his friends and family.

a. Loyal

b. Loyally



c. Loyalty

d. More loyal

24. Which word means "**full of energy**"?

a. Energetic

b. Tired

c. Weak

d. Relaxed

25. Identify the correct adjective form: The movie was ___ than we expected. a. More thrilling

b. Thrilling

c. Most thrilling

d. Thrill

26. Choose the correct word to complete the sentence: The teacher gave us a very ____ explanation of the topic.

a. Detailed

b. Detailing

c. Detail

d. Details

27. The painting is not as ___ as the one we saw at the gallery.

a. Beautiful

b. More beautiful



c. Most beautiful

d. Beautify

28. Which of the following sentences uses the correct comparative adjective?

a. This book is more interestinger than that one.

b. This book is most interesting than that one.

c. This book is more interesting than that one.

d. This book is interesting than that one.

29. Complete the sentence with the correct form of the adjective: He is the ___ person to lead this project.

a. Most suitable

b. Suitablest

c. Suitable

d. More suitable

30. Choose the correct phrase to complete the sentence: A ___ looking stranger appeared at the door.

a. Odd

b. Oddly

c. Oddest

d. Odder