Indonesian Students' Attitudes towards EFL Learning in Response to Industry 5.0

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Abstract

The main objective of this study was to identify the attitudes of Indonesian students towards studying English vis-a-vis their readiness to compete in the fifth industrial revolution era. The data obtained from a four-point scale questionnaire administered to 216 participants from 12 universities across Indonesia selected through a convenience sampling technique were analyzed using both descriptive and inferential statistics procedures to form generalization about the population. The findings showed that even though most students had positive attitudes towards EFL learning (mean= 3.29) as well as towards Industry 5.0 (mean= 3.01), they did not have the confidence to affirm that they have the instrumental competencies required by the tight competition of Industry 5.0, especially English competencies (mean= 2.37). These findings indicate that despite their positive attitudes towards EFL learning, Indonesian students would be possibly not yet ready for Industry 5.0 in terms of their English proficiency. Therefore, it is suggested that policymakers and all education stakeholders take the necessary measures to improve the students' English skills to ensure that they will be graduates who match the demands of Industry 5.0.

Keywords: attitudes, English competencies, EFL learning, industry 5.0

Introduction

The need for English proficiency is growing higher than ever in Indonesia, as in other countries such as Japan (Adachi, 2015), Malaysia (Ting, Marzuki, Chuah, Misieng, & Jerome, Employers' Views on The Importance of English Proficiency and Communication Skill for Employability in Malaysia, 2017), and the United States (Fenoll, 2018). Since the implementation of Industry 4.0 in which industry is governed by the automatization of machines using what is called 'the Internet of Things' (Wichmann, Eisenbart, & Gericke, 2019), communication skills, particularly in both written and spoken English, have become insatiable demands. Through English, workers can make use of the technological advances that mostly require English for their operation to increase productivity and at the same time,

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progress their careers. This call for English proficiency has grown even more enormous as the term 'Industry 5.0' starts to take shape.

Even though many countries are still struggling to adapt many aspects of their life to Industry 4.0 era, visionaries have started to forecast the next revolution epoch: Industry 5.0. Unlike the current revolution that emphasizes the formation of automated IoT-based industries, Industry 5.0 reinstates human's roles in the industrial framework. In other words, Industry 5.0 reconciles humans and machines to work together to create a new level of speed and efficiency in manufacturing (Demir, Döven, & Sezen, 2019; Nahavandi, 2019). However, in order to reach those goals, our human resources must have a good command of English. It is essential not only to be able to operate and interact with the machines that are mostly operated in English but also to support our hard skills in achieving the intended goals through communication.

When it is evident that English proficiency plays a vital role in future work competition, especially in the upcoming Industry 5.0 era, it is regrettable that many Indonesian students do not take the necessary efforts to improve their English. They know that mastering English will benefit them in many ways (Mbato & Kharismawan, 2018), but they are reluctant to study and develop their English. As a result, the level of Indonesian students' English proficiency is categorized as low. According to a survey on English Proficiency Index (EPI) carried out in 2019 by Education First (EF), Indonesia ranks 61st among 100 countries around the globe (Education First, 2019). This fact undoubtedly threatens the possibility for the country's survival in the Industry 5.0 era.

For these reasons, it is important to examine students' attitudes towards EFL (English as a Foreign Language) learning in relation to their preparation for Industry 5.0 era. Only after knowing their attitudes can educational practitioners take the right measures to help them get the most out of Industry 5.0 through English education.

Attitudes towards EFL Learning

Attitudes cannot be separated from language learning. Hancock (1972) asserts that attitude is learned behavior that the students themselves can transform it from negative to positive through meaningful activities and experiences. Similarly, Baker (1992, p. 10) defines attitude as 'a hypothetical construct used to explain the direction and persistence of human behavior.' In relation to language learning, Gardner (1985) describes attitudes as one's beliefs or views in responding to the language being learned or taught. In a similar vein, Crystal (2003) claims that language attitudes are related to someone's way of feeling and receiving a language, either their own language or others'. These definitions imply that attitudes are considered as an important factor affecting learners' engagement in language learning.

Several studies have been carried out to show the correlation between attitudes and one's engagement during language learning, especially in countries where English is not the first or second language. Positive attitude towards the language is frequently recognized as a vital element in language learning and teaching for it strengthens learners' motivation, and thus creating successful learners. Zeinivand, Azizifar, and Gowhary (2015) have proved that attitude affects students' learning

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outcomes as shown in the significantly increasing speaking proficiency of 70 Iranian EFL students. Those with positive attitudes showed active involvement in their speaking activities and used more strategies to tackle difficulties in their speaking practices. In another study, it is found that there is a significant positive correlation between students' attitudes and their achievement in English spelling and writing (Al-Sobhi, Rashid, & Abdullah, 2018). The 70 Arab students studying English under this study showed a high degree of appreciation towards English spelling and writing that eventually could improve their achievement. In a more recent study, Nduwimana (2019) tried to break the intuitive, popular belief that students majoring in science had negative attitudes towards learning English. Through a survey to 65 science program students studying English in Burundi, the researcher successfully proved that the students had overall positive attitudes towards learning English as indicated by their cognitive engagement in the learning process that scored the highest compared to the other components, namely affective and behavioral components. In addition, it is indicated that there was no statistically significant difference in male's and female's attitudes towards learning English.

Even though most students show a positive attitude towards English learning, they are not always committed to learning it at school. Burgos and Perez (2015) investigated students' attitudes towards EFL in Chile and found that despite the importance of learning English, students do not spend enough time studying English at home. Furthermore, they know that school is the right place for them to study English, but they refuse to have more hours of English instruction per week.

EFL Teaching and Learning in Indonesia

The status of English as an international language is underpinned by its extensive use in the economy, business, politics, science, education, technology, etc. (Crystal, 2003). In Indonesia, English is recognized as a foreign language, not a second language, and consequently the teaching and learning of English mostly occur only in classrooms, not in daily communication. Since 1967, English has been formally taught at schools as mandated in Decree Number 096 of 1967 issued by the Minister of Education and Culture, stating that English is the first foreign language (Alawiah, Apriyani, & Sefrika, 2017). Ever since, the policies governing the teaching and learning of English continuously change following the dynamics of developments. Nowadays, in accordance with the current Curriculum 2013, English is taught as a local content in elementary school and as a compulsory subject in junior and senior high school levels.

With at least six years of English learning at school, students are expected to have the basic for their survival in future employment competition. It is commonly agreed that English mastery is a big deal when it comes to broadening employment opportunities. Those with good English proficiency are more likely to have a better job than those with poor English proficiency. Even though it is evident that proper English is important for one's career, it is regrettable that Indonesian students often lack this competence. In junior high school level, many students showed poor performance in English class in terms of their vocabulary, pronunciation, and grammar (Desmaliza & Septiani, 2018). Even worse, Silalahi (2017) found that even after more than six years of learning English at school and two semesters of English enrichment program, many graduates of one of the universities in Indonesia
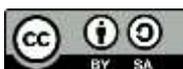
(909 out of 944) failed to show an adequate English proficiency as proved by their low TOEFL (Test of English as a Foreign Language) score.

Previous studies have identified several factors that might impede the success of English language teaching and learning in Indonesia, including self-esteem, confidence, motivation, attitude, teachers' competency, class size, facilities, etc. (Arifin, 2017; Silalahi, 2017; Sulistiyo, 2016). Sulistiyo (2016) mentioned students' motivation and background traits as crucial factors affecting the results of English instructions. These differences make it difficult for policymakers to design a single curriculum and materials that suit all students. These factors align with Arifin's (2017) view that psychological aspects, especially learning attitudes, occupy a crucial role in determining one's achievement in learning English. In addition, she stated that problems regarding psychological factors might occur on both teachers and students, leading to ineffectiveness in the teaching and learning process.

To date, tremendous efforts have been made to solve the problems mentioned earlier, as well as to advance the results of EFL learning in Indonesia. One of them was realized through curriculum revision aimed at improving the quality of EFL teaching and learning. The currently implemented Curriculum 2013 was enacted to revise the School-Based Curriculum (KTSP) with an emphasis on active use of English through a scientific approach. As instructed in this curriculum, students must be provided with ample opportunities to use English orally, and thus building their communication skills. For English teachers, joining teacher association forums such as MGMP (Teacher Working Group) is one way they take to advance and update their competencies (Sulistiyo & Haswindy, 2018). In this forum, teachers can share ideas, exchange information, disseminate their research findings, discuss teaching problems, etc. Even though the current practice carried out by this association is not optimum yet, the members assert positive impacts on their teaching and learning process. In addition, these teachers often join various seminars and workshops related to the teaching and learning of English (Irmawati, Widiati, & Cahyono, 2017). Through these activities, teachers could get some insight into various teaching techniques that might interest students to participate in the learning process more actively. They have a chance to share their problems with colleagues and ask questions to the experts in that forum in the hope that they will get the best solution to be implemented in their classrooms.

Instrumental Competencies in Industry 5.0

Industry 4.0 that we are living in now focuses on automatization in the manufacturing process by utilizing the Internet of Things (IoT), cyber-physical systems, cloud computing, big data, and artificial intelligence. In the future, however, personalization would be considered much more important for customers. They would want to have more options to choose before purchasing a particular product. This is exactly why the touch of humans is needed in the industrial process. Robots, as utilized in this Industry 4.0 era, can do repetitive work much better than humans, but they cannot think radically out of the box to meet customers' needs for customization.

To bridge this gap, Industry 5.0 offers a promising start to reinstate the position of humans in the industry so that digitalization and automatization would not make humans obsolete in the industrial work (Demir, Döven, & Sezen, 2019; Nahavandi,

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2019). This new era would make it possible for humans and machines to work in tandem. Humans' skills and intelligence are integrated with smart machines and robots. In other words, the kind of intervention that humans will make is more on the intellectual aspect rather than physical. This collaboration is expected to result in a better and faster performance that is more individualized and customized and thus boosting customers' satisfaction.

Realizing such an advance is no easy task for any country in that with the birth of new technological innovation, challenges and obstacles will prove much harder than expected. New job opportunities will be created, and many jobs will change to comply with the technological advances. This eventually will significantly affect not only the skills but also the educational requirements of the workforce. Graduates who will win the fierce job competition are no longer those who can memorize every single fact taught in the textbook. Instead, those who have excellent skills in communication, comprehension, leadership, and endurance are those who will lead the future. Therefore, it is the duty of any educational institutions to intensively prepare their students to face the upcoming threat by giving them the most appropriate education. These institutions must adjust their curriculum and ways of teaching and learning to be able to cope with the major shift in skill level.

Method
Participants
The participants of this study were 216 students from 12 different universities across Indonesia. They were selected through a convenience sampling technique in which any students who were conveniently available for the study could take part in this study. These students majored in various fields of study such as Accounting, Management, Marketing, Law, Mechanical Engineering, Indonesian Language Education, English Education, English Literature, Informatics, Animal Husbandry, and Sociology. There were 45 male (20.8%) and 171 female (79.2%) students with the mean age of 20 -23 years old. Most students have attended English classes for at least ten years ever since they were in elementary school level. In addition, 92 of them (42.6%) have received English instruction from private institutions.

Instruments
The present study employed a descriptive quantitative study that aimed to identify the students' attitudes towards English as a Foreign Language (EFL) learning in response to the emergence of Industry 5.0. The data were collected through a questionnaire aimed at measuring the students' attitudes towards EFL learning in response to Industry 5.0 in Indonesia. The questionnaire was developed based on an analysis of other instruments used to identify attitudes towards EFL (Abidin, Pour-Mohammadi, & Alzwari, 2012; Burgos & Pérez, 2015) and had been contextualized to Indonesian context as well as the rise of Industry 5.0. In order to measure the internal reliability level of the questionnaire items, this instrument was tried out to 15 students who were randomly selected from the target population who did not take part in the study. Table 1 presents the results of the reliability test.

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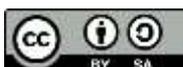
Table 1. Reliability Statistics

Cronbach's Alpha	N of Items
.879	45

The Cronbach's alpha score gained from the reliability test was 0.879 for the whole instrument, meaning that the instrument was reliable (0.879 > 0.7). In addition, the questionnaire items were consulted to two EFL experts to ensure its content validity. Results from both the validity and reliability tests were taken into account to modify the instruments.

The questionnaire consisted of 2 parts with each: personal information and EFL & Industry 5.0. The first part (7 items) examined the students' age, sex, university, major, grade (semester), years of English instruction, and attendance in private English class. The second part (45 items) explored the students' attitudes towards EFL learning in relation to their readiness to compete in the Industry 5.0 era. Each item of the second part was comprised of four Likert Scale options: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

Procedures

The questionnaire was administered in April 2020. It was electronically distributed to primary sources using Google Form. As many as 216 participants took part in this process, and the data obtained were then analyzed quantitatively using descriptive and inferential statistics. The means and standard deviation obtained from the descriptive statistics were then used to generalize the results through the confidence interval of inferential statistics with a confidence level of 95%. Responses to each statement in the questionnaire were weighted from 1 to 4, where Strongly Agree = 4, Agree = 3, Disagree = 2, and Strongly Disagree = 1.

Ethical Consideration

Since this study required personal opinions of the students, the researcher asked their consent prior to the actual data collection. Before the students filled the questionnaires, they read the information provided concerning this study and gave their consent by giving a tick in the agreement statement box. In addition, to protect their privacy, the data they gave through Google Form were submitted anonymously and confidentially to ensure that their personal information was not linked to them.

Findings and Discussion

As mentioned earlier, the current study attempts to explore Indonesian students' attitudes toward English as a Foreign Language (EFL) learning in response to the soon-coming emergence of the Industry 5.0 era. In order to achieve this primary objective, a 45-item attitude questionnaire was designed and administered to 216 Indonesian university students. This section presents the results of the study and elaborates them in a thorough discussion.

General attitude towards studying English

What are the Indonesian students' attitudes toward EFL learning in response to Industry 5.0? To answer this question, first, the participants were asked to rate their general attitudes towards studying English in their effort to get ready for Industry 5.0 on a four-point scale, one being very negative and four being very positive. As shown in Table 2, the mean for all responses given by the participants surveyed was 3.29 with a confidence interval of 3.21 – 3.36 (confidence level 95%), meaning that on average the participants have a relatively positive attitude towards studying English.

Table 2. General attitude towards studying English

Indicator	Very Negative	Negative	Positive	Very Positive	Mean	Standard Deviation	Standard Error	t-value	Lower Interval	Upper Interval
Rate your general attitude towards studying English	3	15	113	85	3.29	0.65	0.04	1.65	3.21	3.36

This positive attitude is supported by some responses given in the questionnaire. First, as many as 136 participants (63.3%) think that English instruction at their college or university must be intensified by adding some extra hours for this subject. Second, almost all participants believe that English instructions must promote skills that are instrumental in achieving success in Industry 5.0 era, namely critical thinking skills (92.5%) and teamwork (91.6%). Third, 173 participants (80.4%) consider speaking skills as the most important language skill that must be mastered by all graduates to be able to compete in the tough competition of Industry 5.0.

Considering the fact that English plays a crucial role in the success of students' future careers, stimuli to greater English experiences should be provided in every level of education. However, this study found a lack of English instruction offered to the students. This finding supported those of Burgos and Pérez (2015), Nduwimana (2019), and Silalahi (2017), that despite the students' awareness of their need for more English instruction than what is offered by their educational institutions, the exposure to English that they have got during their learning process is considered not sufficient enough to make them qualified in English. This is really the case in this research context since in most universities and colleges in Indonesia, English subject is taught only as a general subject weighted two or four credits with no follow up as specified in the curriculum. In addition, due to the use of English in Indonesia as a foreign language, students rarely encounter the authentic use of English in their daily life other than in classroom contexts. Consequently, low exposure to English leads to students' low English competencies.

In terms of proficiency in speaking skills, today's global companies would consider job seeker's ability in speaking English fluently as one of the major recruitment criteria. Having mere knowledge could not guarantee that one would get a good job. This trend is likely to continue growing as necessitated by the emergence of Industry 5.0. The finding of this study that speaking is considered the
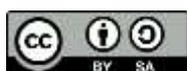
most important English skill needed in future job competition is in line with those of previous studies carried out by Arifin (2017), Gaddes (2016), Ting et al. (2017), and Zeinivand et al. (2015). These findings confirm that university students need to learn English for communicative purposes in both their specialized fields and more comprehensive employability competencies. In a more comprehensive way, regarding the needs for communicative competences, this study has supported Geddes's (2016) arguments that getting a job is by far the most crucial reason why students learn English. In other words, they might believe that the level of their English competence is in line with the quality of career they will have in the future.

Other than speaking skills, students taking part in this study also found critical thinking and teamwork skills crucial to succeed and progress at work. In the current Industry 4.0 era, these are often mentioned as the skills instrumental in fulfilling the needs of this ever-growing industry, and thus the development of these two skills is significantly fostered through the teaching and learning process (Anggraeni, 2018; Yosintha & Arochman, 2020). Knowing the importance of critical thinking and teamwork skills at the present, these students believe that they will need these skills even more in the next Industry 5.0 competition. Therefore, nearly all of the students (93%) would like it when their lecturers give them learning activities that promote their critical thinking and teamwork skills.

General attitude towards Industry 5.0

In relation to Industry 5.0, most participants have already known what Industry 5.0 is. Out of 216 participants, 138 of them (60.4%) state that they have heard of Industry 5.0 from their learning environment. In order to know their attitudes towards the upcoming Industry 5.0, the participants were asked to rate their general attitudes on a four-point scale, one being very negative and four being very positive. Table 3 summarizes the responses of 216 participants on this matter.

Table 3. General attitude towards Industry 5.0

Indicator	Very Negative	Negative	Positive	Very Positive	Mean	Standard Deviation	Standard Error	t-value	Lower Interval	Upper Interval
Rate your general attitude towards Industry 5.0	6	31	132	47	3.01	0.68	0.047	1.65	2.94	3.10

On average, the participants' attitude towards Industry 5.0 is positive with a mean score of 3.01 and in a confidence interval of 2.94 – 3.10 (confidence level 95%). As many as 156 participants (73.3%) believe that Industry 5.0 will bring positive impacts on workers. Furthermore, most participants (187 or 87%) also predict that this new era of the industrial revolution will create many new employment opportunities to suit the specific needs of customers in the future. They are quite optimistic that Indonesia can cope with the challenge of Industry 5.0 as 103 participants (52.6%) mention that Indonesia has the essential resources required to progress in the Industry 5.0. Even so, nearly three-quarters of the participants (74.3%) agree that there is still a gap between the demands of Industry 5.0 and the

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graduates' competencies. Approximately half of them (48.3%) state that they do not know what to do to be able to compete in Industry 5.0 era. To bridge this gap, 184 participants (85.6%) propose that there should be increased cooperation between higher education institutions and the industries, and there should be some adjustments to Indonesian education system to meet the ever-growing needs of industry as mentioned by 195 participants (90.7%).

Attitudes can predict one's behaviors, either positively or negatively. A person with positive attitudes tends to positively influence their surroundings and vice versa (Baker, 1992). However, this is not always the case since people's behaviors do not always reflect their attitudes. As what has been shown in this study, despite the positive attitude they have, nearly half of the participants do not have a clear picture of what to do to get them prepared for Industry 5.0, and they also realize that their current competencies have not matched the demands of Industry 5.0. It implies that their behaviors, especially those related to competence improvement, have not reflected their attitude towards Industry 5.0.

This finding most likely supports those of previous studies that inconsistency may occur between attitudes and the expected behaviors (Al-Sobhi et al., 2018; Adachi, 2015; Abidin et al., 2012; Burgos & Pérez, 2015; Mbato & Kharismawan, 2018; Zeinivand et al., 2015). Indeed, attitudes may predict one's behaviors; however, this conclusion applies under certain conditions. Individuals often adjust their behaviors following those of the majority (Sekiguchi & Nakamaru, 2011). Consequently, their behaviors are not always consistent with their true attitudes. In this study, the participants were non-native speakers of English who lived in a country where English is not commonly used in daily instructions. However, they were pushed to keep up with the fast-growing development of industrial era that requires English as a means of communication. They were forced to learn English like anyone else did for the sake of survival in future competition. Without intrinsic motivation to learn the language, it would be hard for them to adjust their behaviors to suit the needs of the industry. In addition, as found in this study, the participants' attitudes towards Industry 5.0 was not strong enough since the mean's lower interval was less than 3.0 (2.94), showing a negative attitude, and thus it might be true that their positive attitude towards Industry 5.0 does not imply positive behaviors to welcome this new era.

In addition, to ensure success in Industry 5.0, this study found that effective cooperation between education institutions and the world of industry is fundamental as suggested in a plethora of studies in various fields (Arifin, 2017; Mbato & Kharismawan, 2018; Silalahi, 2017; Ting et al., 2017; Wichmann et al., 2019; Yosintha & Arochman, 2020). Students should be equipped with the competencies instrumental in Industry 5.0, not only competencies specific to their field but also those required for successful employment in general. Since they will be faced with challenges that have never been there before, the way they learn and what they learn should be different from what education institutions offer in this present era. Industry is the element that determines what competencies the students should possess, and education institutions are responsible for equipping the students with those competencies. This is why education institutions, especially universities, should update their curriculum accordingly to suit the endless development of the industry.

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General attitude towards EFL learning in relation to Industry 5.0

To make connections between the two indicators, attitudes towards EFL learning and Industry 5.0, the participants were asked to rate their readiness level to compete in Industry 5.0 viewed from their English competencies on a four-point scale, one being very negative and four being very positive. The results show that more than half of the participants (57.9%) have a negative attitude towards their English competencies in relation to their readiness to compete in Industry 5.0 era with a mean score of 2.37 and in a confidence interval of 2.30 – 2.45 (confidence level 95%). Table 4 summarizes their general attitude on this subject.

Table 4. General attitude towards EFL learning in relation to Industry 5.0

Indicator	Very Negative	Negative	Positive	Very Positive	Mean	Standard Deviation	Standard Error	t-value	Lower Interval	Upper Interval
Rate your general attitude towards your English competencies in relation to Industry 5.0	16	109	85	6	2.37	0.66	0.045	1.65	2.30	2.45

The data presented in Table 4 affirm that most students are not confident enough of their English competencies (mean = 2.37). In fact, nearly all of the participants know that English is fundamental to their success in the future job competition in Industry 5.0 and have strong commitment to master English (97.7% and 82.4% respectively); however, this awareness does not imply positive attitudes that can lead to positive efforts to improve their English proficiency. There are only 91 participants (42.3%) who enjoy reading literature in English, 107 participants (50.5%) who regularly study English materials even though there will be no English test, and 105 participants (48.6%) who try to increase their English by joining extra courses outside their campus. Consequently, there are fewer than half of the participants (42.2%) who are confident enough to claim that their English competencies have already matched the needs of Industry 5.0.

It is a common phenomenon that students deem English proficiency highly fundamental for their future careers. However, this study has found that the participants were unhappy with their English competence, despite their positive attitude towards Industry 5.0. This unsatisfactory result might be caused by the long-term pressure they felt when learning English. As there was no intrinsic motivation to learn the language, their awareness of their needs for adequate English competencies was not in line with their willingness to address these needs as proved by their behaviors. This finding reinforced those of some previous studies that despite positive attitudes towards EFL learning, students do not spend considerable time and put in a great deal of effort to improve their English (Abidin et al., 2012; Burgos & Pérez, 2015; Mbato & Kharismawan, 2018; Nduwimana, 2019). Even worse, Burgos and Pérez (2015) found that many students consider English unnecessary, and thus they do not want to have extra hours for this subject. However, this finding is in contrary to that of Geddes (2016) who investigated

Korean students' attitudes towards studying English. He found that Korean students had positive desire to learn English as shown in their willingness to continue studying English even if it was not a compulsory subject in their university. Their enjoyment in learning English, their need to be fluent in English, desire to study, and confidence in their English competence were the indicators showing this positive attitude towards studying English.

In terms of the teaching and learning process, responses given by 157 participants (72.7%) showed that the lecturers' performance in teaching did affect the results of their learning process. This finding is in a similar vein with those of previous studies (Abidin et al., 2012; Adachi, 2015; Al-Sobhi et al., 2018; Anggraeni, 2018; Burgos & Pérez, 2015; Mbato & Kharismawan, 2018; Nduwimana, 2019; Sulistiyo & Haswindy, 2018; Yosintha & Arochman, 2020). Burgos and Pérez (2015) claim that students tend to prefer lecturers who use both their first language and English when teaching and thus providing them with richer exposures to authentic English. This is probably also the fact in the Indonesian context since as many as 117 students (54.4%) in this study expect to have lecturers who code mix during their learning process, and 200 students (93.4%) think that diverse English learning resources could help them learn English better.

In a more enthusiastic learning environment such as in Korea, students did not only expect to have bilingual classroom, but they even wanted to have native lecturers of English (Geddes, 2016). This was caused by their negativity over non-native English lecturers as caused by their less effective teaching methods. In addition, they assumed that non-native English lecturers did not prioritize the development of communicative competence during the learning process. This might be also the case for this current research context in which commonly English teachers or lecturers in Indonesia focused their teaching on grammar rather than on communicative competences (Nernere, 2019), resulting in the slow development of fluency acquisition.

When provided with lots of contact with English, either in general or specific contexts, it is believed that students will learn better (Adachi, 2015; Anggraeni, 2018; Nduwimana, 2019). A good teacher/lecturer should supply ample opportunities for his/ her students to use English, particularly in communication. Students will learn the target language when they are involved in using words and constructing sentences in that language. The result of this study supports this notion for 188 students (87.4%) affirm that they are happy to be given opportunities to use English during the class and thus to improve their proficiency in English. This study also supports Geddes' (2016) arguments that even though using English may lead to anxiety, students do not feel too embarrassed when they are asked to volunteer during the learning process. Instead, they would feel happy and comfortable to show their abilities. With suitable teaching methodologies, resources, and environment, language learning can take place effectively. As a result, the increase in students' English competencies will subsequently boost their confidence to succeed in Industry 5.0.
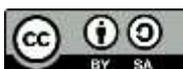
Conclusion

This study aimed to identify the attitudes of Indonesian students towards English as a Foreign Language (EFL) learning vis-a-vis their readiness to compete in Industry 5.0 era. Considering the upcoming emergence of Industry 5.0 in which customers expect something that is more customized to their specific needs and industry will be driven by humans in cooperation with machines, the need for English competencies undoubtedly grows even stronger than before. Therefore, it is very important to keep students' attitudes towards EFL positive. It appears that students' attitude towards EFL in response to Industry 5.0 in this study is positive enough. However, there are still some elements that need to be improved. Giving students a lot of exposures to English is one way that teachers/ lecturers can do to keep students positive. Once they have this positive attitude, it can be expected that they would perform better in English and thus increase their competitiveness in the future Industry 5.0 employment.

The shift in employability on this large scale requires practical measures from educational institutions, particularly higher education institutions. With this new challenge, universities should play a vital role in preparing the next generations to enter a tougher employment competition. Not only adjusting the curriculum and training the educators but teaching soft skills instrumental to Industry 5.0 is also imperative. Although machines can do many repetitive tasks better than humans, people are more skilled at creative activities, inventiveness, critical thinking, social interaction, and physical ability. Therefore, educational institutions should develop these soft skills so that the graduates could effectively and efficiently work with machines rather than compete with them.

Considering the fact that Industry 5.0 is still a new issue, further studies on this topic could be carried out with a more significant number of participants at varying levels. The results of this study only apply to a limited number of participants, and thus cannot be widely generalized into a broader context. The possibility of examining into more descriptive quantitative data would help clarify the findings. Probably, aiming to identify what can be done to foster students' competencies in areas other than English to meet the desired expectation of Industry 5.0 could be pursued. Overall, further research on this topic could be beneficial for the sake of progress and success in the upcoming Industry 5.0.

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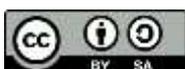
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