

## ABSTRACT

This study analyzes students' motivation and attitudes in learning English as a foreign language at SMPN 1 Sawit Seberang, a school in a rural area of Langkat Regency, Indonesia. Using Dörnyei's L2 Motivational Self System framework, this study combines quantitative and qualitative methods, involving 30 8th grade students through questionnaires and in-depth interviews. The results show relatively high motivation related to Ideal L2 Self (53.3% see the importance of English for the future), a moderating influence of Ought-to L2 Self (40% feel family support), and significant variation in L2 Learning Experience (56.6% acknowledge the positive impact of teacher teaching methods). Students' attitudes are generally positive towards the value of English (60% see the potential for better job opportunities), but show a lack of self-confidence (only 30% feel confident). This study highlights the importance of contextual factors, especially learning experiences at school, in shaping students' motivation and attitudes. These findings provide valuable insights for the development of more effective teaching strategies and educational policies in English learning in rural Indonesia.

***Keywords: Motivation to learn English, Attitude towards English, L2 Motivational Self System, Rural education, EFL in Indonesia***

