

The present study was designed to look into the students' attributions to their success and failure in English language acquisition as a second language. It was found by researchers that most students selected activities from reading skills in which they experienced success. Based on the study's findings, it is recommended that administrators and instructors can take a leading role in changing students' perspectives so they realise that working harder can raise the chances of success rather than attributing their failure to their incapacity and the difficulty of the task as the primary causes of their failure to learn the English language. The data from the sample was gathered using two questionnaires developed by Thang et al. (2011), Attribution to Failure Questionnaire (AFQ) and the Attribution to Success Questionnaire (ASQ).