

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Nowadays, people are facing globalization and multilingualism in their surroundings, especially the younger generation, which can affect their attitudes toward a language. Attitudes of a language can not be separated from “academic, the social experience, context of instruction, and the results of formal language instruction” because they are connected reciprocally (McGroarty 2006). According to Edwards (1994), each language used in a multilingualism country or city has its status, as power on social; economic; and political areas, the predominant or *lingua franca*, or a local language (Edwards1994).

In Surabaya, English, Indonesian, and Javanese are widely used in different domains. Multilingualism itself can affect students’ language attitudes and how the identity is built mainly through the influence of school in maintaining and encouraging identities (Edwards 1994). The language used as the medium of instruction at schools is not only useful for teaching and learning but also ‘simultaneously involved in expressing or challenging particular kinds of relationships, value positions and identities’ (Maybin 2007).

The type of schools attended by the students may influence the attitudes on language moreover at “crucial teenage years” (Baker1992). It is because some schools use not only Indonesian as the medium of instruction, but English is also used as the medium of instruction (EMI) in private schools, which are referring to bilingual education. Since English is regarded as an important issue in the 2013

Indonesian curriculum due to some benefits on the development of tourism and as a need for communicating internationally, it causes the emergence of offers in introducing English at an earlier stage (Walker, et al. 2019). That is why English is used as the medium of instruction by many private institutions nowadays which are known as the National Plus Schools (Manara 2014). The word “plus” in National Plus schools means that EMI and International curriculum is applied in the learning process and in the same time combined with the Indonesian curriculum (Hadisantosa 2010).

Talking about attitudes, language as an object is seen as favorable or unfavorable (Baker 1992), and overt or covert prestige (Holmes 2013). Attitudes are implied as “feelings or thoughts of like or dislike, approval or disapproval, attraction or repulsion, trust or distrust” which reflects from the speaker’s speech and action (Eiser 1986). When such speech community feels favor or disfavor concerning their language, it will affect on the maintenance of language, whether the language will be used or it may become endangered because language maintenance closely related to a group’s identity (Bradley 2013). The development of attitude itself can differ depends on different education curriculum, based on the teachers who play an important role to develop the attitudes to a certain language to each individual and due to the multilingualism environment around them (Garret 2010).

Looking on the multilingual phenomenon in Nation Star Academy (NSA) school, English, Indonesian, and Javanese are highly used at this school. English and Indonesian are used as the medium of instruction in classes. The students also

adopt English, Indonesian, and Javanese as their conversation language during the learning process or even outside the class, for example with their peers or parents. Even though Javanese is not the compulsory subject to be taught in NSA High School, but still, some of the students communicate using Javanese due to their language background. However, they have had their own preferences on which language is more comfortable, understandable in different occasions which indicate that they have developed certain language attitudes. It also can not be denied that code-switching between these three languages occurs. Thus, this is an interesting phenomenon to be discussed about language attitudes on which English and Indonesian are used as the medium of instruction, and Javanese is not a required subject, but in the same time, the students are using these three languages in class.

This present study focuses on the senior high students of Nation Star Academy school for some reasons. First, the NSA school applies English and Indonesian as the medium of instruction and adapts both Cambridge and Indonesian curriculum in teaching and learning activities. The students come from different backgrounds. In addition, students also expose to Javanese language as the frequently used language in home and with their peers. Even though Javanese is not in the same domain as English and Indonesian as the language instruction, but the language attitudes towards Javanese are also being investigated to discover the students' language attitudes whether it is affected by the language instruction in their schools or not. Moreover, secondary students are chosen because they are generation Z which social media and internet can also influence their attitudes

towards those three languages since the earlier age. Geographically, they live in multilingual environment where English, Indonesian, and Javanese are commonly spoken in Surabaya.

It is interesting to illustrate the National Plus students' language attitudes, whether it is positive or negative. Further, the reason to their particular language attitudes or known as motivation is also revealed during the investigation. Identifying language attitudes are important because it may lead to the language endangered or language maintenance (Bradley 2013). Thus, by investigating language attitudes phenomenon on today's generation Z youngsters, this present study insinuates the future local language, Javanese

Many studies on language attitudes have been conducted. There have been a number of valuable studies investigating on how languages attitudes through English, Indonesian, and Javanese (Pertiwi 2018); or Mandarin (Harsono 2003; Rahma 1994) affect the respondents' ethnic identity and reveal the motives of their attitudes. Many research about language instruction and attitudes have been conducted, such as, comparing the result on different year between the attitudes and medium of instruction cases and the impact of it on attitudes, motivation, and academic performance in Hong Kong (Lai 2013; Chan 2007); exploring effect of Arabic/English code-switching as medium of instruction (Alenezi 2010); investigating the comparison of the use of EMI in Poland, Austria, and Italy (Dearden and Macaro 2016); and finding out the relation of high/low variation toward student's self-improvement (Rahmawati 2006).

However, none of these previous studies provides the focus on the language attitudes and motivations of the Javanese students as Z generation who attended bilingual school, mainly toward Javanese language. This leads to the issue of language maintenance or language endangerment of Javanese as the local language. The target participants are the Javanese students from Nation Star Academy (NSA) High School since English and Indonesian used as the language instruction, but at the same time also expose to multilingual environment. Thus, this study examines language attitudes toward English, Indonesian, and Javanese; and to discover the motivation based on Baker's theory (1992) using descriptive quantitative method. Besides, the descriptive quantitative method helped the writer to represent the characteristics of the entire group (Macfie and Nufrio 2006).

1.2 Statements of the Problem

Based on the background of the study, the writer formulates the problems as follows:

1. What are the language attitudes of high school students in Nation Star Academy school toward English, Indonesian, and Javanese?
2. What are the language attitudes' motivations of high school students in Nation Star Academy school toward English, Indonesian, and Javanese?

1.3 Objectives of the Study

Based on the statements of problem, the writer formulates the objectives as follows:

1. To identify the language attitudes of high school students in Nation Star Academy school toward English, Indonesian, and Javanese.
2. To describe the motivation of the attitudes showed by high school students in Nation Star Academy school toward English, Indonesian, and Javanese.

1.4 Significance of the Study

Theoretically, this study is expected to give benefit for the researchers and contribution to Sociolinguistics studies in the language attitudes area and provide wider explanation on the language attitudes of high school students in Nation Star Academy school with the motivations behind the attitudes. Practically, this study is expected to provide useful information for the educational institutions to be aware of the future local language and may add the local language as the compulsory subject in National Plus schools for maintaining the local language. Hopefully, this study can be beneficial for further studies on the same language attitudes area.

1.5 Scope and Limitation

The focus of this study is the language attitudes showed by high school students in Nation Star Academy school in Surabaya; and the motivation behind the attitudes through Baker's theory (1992). The participants are Javanese studying in National Plus school which use English and Indonesian as MoI, but

Javanese is not required subject. The language attitudes observed are only English, Indonesian, and Javanese.

1.6 Definition of Key Terms

Language Attitudes : The people's feelings and thoughts of a language being favour or unfavour reflected from the speech, action, or reaction (Eiser 1986).

Instrumental motivation : The motivation that encourage people to have positive or negative attitudes on a certain language based on self-oriented and individualistic for gaining social recognition and economic beneficial (Baker1992).

Integrative motivation : The motivation which urge people to have positive or negative language attitudes based on the affiliation need to be identified and attached in other language community and their cultural activities (Baker 1992).