

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is fundamental in every aspect of our life, one of which is used in education. In the Indonesian education system, the language being used especially in teaching and learning activities is Indonesian. Indonesian has a position as the national and language, stated and stipulated by and in the 1945 Constitution, article 36, chapter xv (Nababan, 1991).

Indonesian, as the official language of the state, has some functions which are the official language of the state, an introductory language to education, a nationwide medium of communication, national development of culture, commercial transactions and documentation, as well as a means of developing and utilizing science, technology, art, and as the language of the mass media (Law number 24, years 2009, article 25, paragraph 3). As a language used in education, Indonesian also has a function, namely, a medium of instruction. According to Nababan (1991), a medium of instruction is a tool of how knowledge is acquired by the learners and the language of educational interaction that is responsible for developing the students' intellectuality and their more public social and cultural personality. Apart from Indonesian, foreign languages are also used in Indonesia as a medium of instruction which one of them is English.

Education in Indonesia is one of the aspects that also applies and utilizes English. With its position as a solid global language, English is used as a medium of instruction and it can be seen in many universities in Indonesia today. The

establishment of English as a medium of instruction in universities has some intentions. First, according to Mauranen et al. (2010), universities have always been internationally oriented. Besides that, many students and lecturers have done research and exchange ideas with people from other parts of the world. Another reason is many research books, journal articles, textbooks, diplomacy are mainly in English (Phillipson, cited in Bukhari (2017), 1992). Furthermore, English also held a position as a lingua franca in academia because almost all academic books or texts are in English (Macaro et al., 2019). English as a medium of instruction has some advantages, such as improving the students' English skills which helps the students expand their knowledge. However, English as a medium of instruction also has some disadvantages for the students. First, the students sometimes forget their vocabulary in English, causing them to be afraid to speak and end up they become passive. In addition, during lessons, the students occasionally find difficulties understanding the teacher's explanation in English (Sulistyo et al., 2017).

It can be seen that using more than one language might affect people's attitudes toward certain languages. The attitude of these people toward specific languages is called a language attitude. Language attitude has some definitions by some scholars and dictionaries. According to Longman Dictionary of Applied Linguistics (1992: 199), language attitude is the attitude that speakers of different languages or language varieties have toward each other's languages or to their language. Crystal 1997 (p. 215) defines language attitude as the feelings that people have about their language or the languages of others. From the definitions, the

writer can conclude that language attitude is the people's attitude or feeling to their language and each other's language.

The phenomena of language attitude usually occur in areas or places where more than one language is used. Today's generation might have certain attitudes toward some languages, considering schools and universities used and teach several languages. International Relations Department is one of the majors in Universitas Airlangga that most, or even almost all the courses in the aforementioned major use both Indonesian and English in their lecturing sessions. The use of the English language as one of the mediums of instruction is in line with the departments' vision and missions, which are to be the center of international relations study on education, research, and community with global insights, international competitiveness, strategic orientation, and can produce graduates with capability in a global strategic field. Also, to conduct or organize education, research, development of international relations study with produce graduates with global strategic capability, in which encourage strategic thinking, strategic behavior, and strategic act. In addition, the students also admitted that when they are in class or in lecturing sessions, they use two languages which are Indonesian and English, as mediums of instruction.

There are some reasons why the writer has taken an interest to analyze the language attitudes of International Relations Department fourth-year students. First, the writer chooses the International Relations Department's students because they are using two languages as a medium of instruction: Indonesian and English, in lecturing sessions. This information was extracted when the writer asked a few

students from that department in which they confirmed that most of the lecturing sessions in their department are conducted in Indonesian and English. Second, the reason for choosing fourth-year students as the participants is because they are in the last or final semester. It can be assumed that they have taken almost all of the courses that the International Relations International Relations Department offers. Moreover, the fourth-year students have experienced nearly all lecturing sessions conducted in 2 languages using Indonesian and English. In addition, most courses in the International Relations Department use Indonesian and English. Third, the writer is interested to analyze the language attitude of the fourth-year students of the International Relations Department because the writer wants to know the attitude of the fourth-year students toward Indonesian and English used as mediums of instructions. Furthermore, based on the writer's pre-observation, most of the courses in the aforementioned major uses two languages, Indonesian and English, as the mediums of instructions, and the use of Indonesian and English in academic activities might lead to the students' attitudes, whether it is positive /or negative, toward the two languages used as mediums of instructions.

In consequence, those things may lead fourth-year students to have a particular perspective and idea on those languages. Furthermore, those things might allow fourth-year students to determine and explain their identity. Related to language attitude, the writer wants to know the students' language attitudes whether the fourth-year students have positive or negative attitude toward Indonesian and English used as mediums of instructions, and the motivation of their attitude toward those languages. Positive attitude is when someone views the co-existence of some

languages in a helpful, positive, and mutually reciprocating beneficial manner, and support the language maintenance of minority language and value the minority language highly, meanwhile negative attitude is when someone who does not see the local language as highly valued and view certain languages are threatening the other languages (Baker, 1992).

Several researchers have done the study of language attitude. Paksi (2013) surveyed Javanese teenagers' language attitude toward the Javanese language on which is more preferred on spoken and speech levels. The results showed the Javanese teenagers have positive attitude toward the Javanese language because of their interest in using it. Mahararas (2016) conducted a study about male Surabayanese youth's language attitude toward the linguistic landscape written in Indonesian, English, and Javanese. The results showed the linguistic landscape in Surabaya has positive attitudes from male Surabayanese youth. Pertiwi (2018) examined the language attitude of the English department's first-year students toward Indonesian, English, and Javanese. The results showed that the English department's first-year students have positive attitude toward Indonesian and English. Wati and Zulaikha (2019) aimed their study to know about the Sundanese community's language attitude in eastern Priangan toward English as a foreign language in Indonesia. The result showed that Sundanese has negative attitude toward English.

From those previous studies, the writer found two differences that can be pinpointed on the participants and the objects. For the participants, the current study uses fourth-year students from the International Relations Department. In contrast,

the three previous studies used the different participants which are: The English department first-year students, the Sundanese community in eastern Priangan, and the English department's Javanese teenagers' students. Moving on, the objects of the current study are language attitudes toward Indonesian and English used as mediums of instructions. Meanwhile, the objects of the other three previous studies were language attitude toward Javanese language, language attitude toward English as a foreign language in Indonesia, and language attitude toward linguistic landscape written in English, Indonesian and Javanese. Also, while the other studies were studying the languages used outside of the class, this current study concerned with the languages used as mediums of instruction.

This study aims to determine the attitude of the fourth-year students from the International Relations Department Toward Indonesian and English used as mediums of instruction. Besides, this study also wants to know the motive of the student's attitude toward the two languages. The students' language attitude and their motivation in this study will be analyzed using Baker's theory (1992) about instrumental and integrative motivation. Using Baker's theory (1992), the writer can know whether the students' attitude toward the languages is affected by both motivations, only instrumental motivation, or only integrative motivation.

1.2 Statements of the Problem

From the background of the study presented above, the writer formulated the statements of the problem as follow:

- a. How are the language attitudes of the fourth-year students of the International Relations Department toward Indonesian and English used as mediums of instructions?
- b. What are the motivations behind the students' attitudes toward Indonesian and English used as mediums of instructions?

1.3 Objectives of the Study

From the statements of the problem above, the writer states the objectives of the study as follows:

- a. To describe the language attitudes of the fourth-year students of the International Relations Department toward Indonesian and English used as mediums of instructions.
- b. To reveal the motivations behind the students' attitudes toward Indonesian and English used as mediums of instructions.

1.4 Significance of the Study

This research focuses on the language attitude phenomena which is part of the sociolinguistics field, and with the fourth-year students of the International Relations Department as the participants. Theoretically, the writer hopes that this study contributes to sociolinguistics, especially the study about language attitudes. Furthermore, the analysis and the findings on the language attitudes and motivation can be useful in describing the application of the theories on language attitudes research.

From practical significance, the writer hopes this study may explain and describe the language attitude of fourth-year students from the International Relations Department toward Indonesian and English used as mediums of instruction. Besides, it may also give an insight on situation and condition of language attitudes, and the motivation of their attitude, on today's generation or young generation toward Indonesian and English used as mediums of instructions in education. Hopefully, with this study, the students may become more aware of their attitude toward the two languages, which are Indonesian and English as mediums of instruction.

1.5 Scope and Limitations

This study focuses on the Language Attitude of the fourth-year students of the International Relations Department in Universitas Airlangga toward Indonesian and English used as mediums of instruction. The participants are fourth-year students or students on the 2017 batch of the International Relations Department under the Faculty of Social and Political Science in Universitas Airlangga. Due to the pandemic, the writer only chooses the fourth-year students or students on the 2017 batch who are reachable. Even though the writer only has access to reachable students, the number of reachable students has met the criteria for quantitative research.

The writer wants to analyze the language attitudes of the International Relations Department' fourth-year students in Universitas Airlangga toward Indonesian and English as mediums of instructions, whether the students have

positive or negative attitudes toward those languages and the motivation behind their attitudes toward them by using Baker's theory about instrumental motivation and integrative motivation.

1.6 Definition of Key Terms

Language Attitude : represents someone's thought that explains and describes particular behaviors, which consists of positive or negative attitude (Baker, 1992).

Positive Attitude : someone who view the co-existence of some languages in a helpful, positive and mutually reciprocating beneficial manner, and support the language maintenance of minority language and value the minority language highly (Baker, 1992).

Negative Attitude : someone who do not see the local language as highly valued and view certain languages are threatening the other languages (Baker, 1992).

Instrumental Motivation: the motivation that people have regarding their attitude toward a particular language because they have certain goals (Baker, 1992).

Integrative Motivation: the motivation that people have, either on its positive or negative attitudes, to specific languages because of the label they get as a representative member of one's desired language group (Baker, 1992).