

CHAPTER I

INTRODUCTION

1.1 Background of the study

Language attitude in the context of language learning is described by Holmes and Wilson (2017: 404) as the way individuals view the language, the class, the people, and the language's culture. They argue that people develop attitudes toward languages that reflect their perceptions of the people who speak those languages as well as the context and purpose to which those languages are associated. It persists that learners' attitudes toward the languages they learn are an abundance of beliefs. In order to explain it, an attitude refers to how someone feels, thinks, and acts toward something. A learner's attitude toward language acquisition is called their attitude toward language learning.

Brown (2000: 163) indicates that positive and negative attitudes might influence how motivated learners are to study a second language. On the other hand, Brown emphasized the belief that unfavorable opinions can and should be modified. When someone is learning a language and has a positive attitude toward the language, this attitude will be followed by positive actions. It will suggest that the person will learn the language well. However, a negative attitude toward the language will be followed by negative behavior obstructing the acquisition.

In addition, Padwick (2010) stated that the type of learning depends on the learners' attitude toward the language and their intellectual capability. The prominence of a language in a particular culture affects both speakers and non-speakers. This demonstrates how language attitudes can be used to identify the components influencing language choice. Language choice reflects how speakers feel about a language. A positive language attitude will stimulate language use, and the opposite similarly holds.

In addition, language choice in language teaching and learning involves deciding whether to utilize simply one or two languages. In this context, using just one language is comparable to monolingual in the target language. However, using two languages, or being bilingual, involves using both the student's native and target languages. Moreover, no distinction is made between the second, third, or even fourth language a person learns, according to Littlewood (2004: 501). "Second language" refers to any language learned when the first language system exists.

According to Campbell (1993), bilingualism affects a person's attitude and perspective of language. The diversity of tribal and cultural languages in Indonesian society and the significance placed on knowledge and morals from various life traditions lead to differences in attitudes and language choices. People tend to favour regional characteristics in their ideas and language choices. Saragih et al. (2021) revealed that Indonesian as a language and a representation of national identity has persisted. Furthermore, there is still a great sense of pride in the Indonesian language and the categories to communicate in both formal as well as informal Indonesian.

Hundreds of small and major regional languages are spoken for regional purposes by members of the local language community in Indonesia, a multilingual nation where Indonesian is the official language. Members of the community typically speak two or more languages, either fully or partially, depending on the necessities of the situation, especially in Denpasar city, which has continuously been an urban multicultural center. In line with Triyuni et al. (2019), numerous ethnic groups have moved to Denpasar over the years for various reasons, including commerce, trade, labor, politics, and education fields. The population in Denpasar has been increasing due to these factors. They are indicating that a large number of migrants settle in Bali.

There was a study conducted by Dewi and Setiadi (2018). The research aimed to increase language attitudes and language choice of English Language Study Program students at Bina Nusantara University. Then, the findings indicated that students have a positive language attitude toward English because they believe that mastering the language will lead to more opportunities for employment and that English is an international language. Furthermore, the second research conducted by Astuti (2021) revealed that the students' attitudes regarding English are positive regarding language. The students argued that mastering English is essential, and they also agreed that using English in formal conversations and classroom activities is crucial.

The other studies by Sukamto et al. (2021) showed that most first and second-group students felt more comfortable speaking and writing in English than in their mother tongue. However, the other group found that speaking their native tongue improved their communication ability. They had a generally positive attitude towards their native tongue. Regarding the students' identity, the results of this study show that even though they were more proficient in English, they still had a strong sense of belonging with their native nation.

Additionally, Fitriati (2020) studies consider their research's purpose was to

examine Yogyakarta students' language choices. Their attitudes towards English, local languages, and colloquial Indonesian are also examined in the research because Yogyakarta is a multicultural city. Due to this circumstance, the local population has a great opportunity to interact with people of diverse ethnicities, cultural backgrounds, and linguistic backgrounds. The findings indicated that students appreciate local languages, English and colloquial Indonesian. The study of language choice reveals that students prefer to communicate in Indonesian rather than local languages. It means that Indonesian is spoken more frequently and is the language choice for most students in Universitas Sanata Dharma.

In this study, the students who live in Denpasar come from the secondary level. The researcher selected this particular area for investigation because of the diverse backgrounds, characteristics, and cultures of the participants in this school. Therefore, further research on this matter is necessary in order to know how their language choice varies with the different backgrounds, characteristics and cultures they have with their peers and teachers. Besides that, how their language attitude towards English. Various kinds of individuals come from several regions in their class, such as Sumbawanese, Balinese and Javanese. Therefore, how students face the language choice to interact with their classmates, some of them usually use their mother tongue to talk to their fellow tribe members. Furthermore, they also have to switch languages when talking to friends of different ethnicities. In this case, students interact with various languages.

Furthermore, considering that language attitudes and choice of language with different cultures are the main areas of attention in this present study, it aligns with the prior studies mentioned above. This research is intended to provide evidence of phenomena focusing on language choice and attitude in the English classroom. This research will be considered on the secondary level because the preliminary studies have only been at the high school to university level. Consequently, studies have not been conducted at the junior high school level. It means, the research must be studied further, especially on the secondary school level.

1.2 Problem Identification

The interplay between language choice and attitude in English language classrooms that hold the social identity remains under-explored especially at lower-level; secondary students' area. And also, there were various ethnicities, the use of

language varies among students. In line with this, the study was aimed to delve into investigating what is language choice of the student when interacting with their teachers and classmates during English classroom. In addition, this study was investigating what is students' language choice outside the classroom. And also, how the students' attitude towards English. The students' attitude may have been indicated their social identity as well as their ability for second language acquisition. Furthermore, this research meant to address this gap and give evidence of the phenomena of social identity focused on language choice and attitude on the secondary level.

1.3 Limitation of study

The present study focuses on investigating language choice and attitude in English classrooms: a study on language and social identity. This study was conducted in secondary level, especially in seventh to ninth grade students at SMP Adhi Mekar Indonesia Denpasar. In addition, this present study has examined what is language choice of the students when interacting with their teachers and peers in the English classroom. Additionally, this research has also aimed to figure out what language choice of the students outside the classroom is. And also, how is the students' attitude towards English.

1.4 Research Questions

1. What is the language choice of the students when interacting with the teachers in English classroom?
2. What is the language choice of the students when interacting with peers during the English class?
3. What is the language choice of the students outside the classroom?
4. How is the students' language attitude towards English?

1.5 The Purpose of Study

1. To explore the language choice of the students when interacting with the teachers in English classroom. 4
2. To explore the language choice of the students when interacting with peers

during English class.

3. To investigate the language choice of the students outside the classroom.
4. To investigate the students' language attitude towards English.

1.6 The Significances of Study

The present study relates to social identity, language attitude, and choice in language classrooms for secondary-level students. It is expected to be useful for readers and other educational researchers. The findings are expected to have both practical and theoretical significance in the teaching and learning process. In addition, the findings of this present study would be relevant to teachers and students.

1. Theoretically, this present study is expected to strengthen and verify the hypotheses discovered, particularly terms about language choice and attitude in language classrooms among secondary students. The results of this present study should provide guidelines for supporting the theoretical investigation of social identity towards language choice and attitude in language classrooms among secondary students.
2. Practically, this present study's findings benefit both teachers and students. The findings of this study guide English teachers, particularly in knowing how social identity relates to language choice and attitude in language classrooms. Besides that, understanding how the students use language in which very essential step in figuring out how to integrate native and official languages into teaching and learning second language. Furthermore, it can help students learn from their friends' diverse backgrounds; this research finding seeks to educate them about the many languages their friends from different places use.

1.7 Definition of Key Terms

1.7.1 Conceptual Definition

1.7.1.1 Language Choice

Holmes (2013:22) asserts that language choices are a type of interaction that occurs in many speaking communications. This indicates that it is common to discover that certain individuals use a particular language when communicating. Furthermore, speakers of more than two languages can be found in multilingual communities. When an individual uses many languages in conversation, it shows

that they have a choice in language. In other words, they will either select a single language or mix languages when interacting.

1.7.1.2 Language Attitude

According to Managan (2004), attitude refers to a person's readiness to respond to a circumstance or happening. This "behavior" attitude or mentality may be referred to as their willingness. Furthermore, according to Managan (2004), attitude is a mental and neurological awareness developed from experience. It constantly directs or influences a person's response to any item or situation that pertains to that attitude.

1.7.1.3 Social Identity

According to Tajfel and Turner's (1979) proposed that the social identity theory, people frequently organize themselves and other people into social groups, and participation in these groups affects their attitudes, actions, and self-esteem.

Additionally, this involves the feeling of identity and belonging with people who have similar traits, including social class, gender, religion, race, or nationality.

1.7.2 Operational Definition

1.7.2.1 Language Choice

Language choice, or the process by which people choose the appropriate language for different communication circumstances, is an essential topic in sociolinguistics. The language choice itself refers to the process of selecting a language for a certain context and objectives. During the conversation, the students will select the language they feel comfortable communicate. Moreover, the researcher has distributed the questionnaire regarding to their language choice to their teacher and peers in English classroom. Additionally, the researcher examined their language choice outside the English class.

1.7.2.2 Language Attitude

Regarding language learning, attitudes are defined as a person's perspective on the language, linguistic culture, and social classes. Someone could claim that a learner's attitude towards a particular language, whether favorable or negative, significantly impacts how effectively they perform on a language exam. Additionally, students' attitude towards a particular language competency exam could influence their performance. In this investigation, the researcher has distributed a questionnaire in order to gain information the student's attitude towards English.

1.7.2.3 Social Identity

Besides providing a tool for communication, language can be used to establish a student's identity or set oneself apart from others. The participants can communicate in multilanguage by choosing specific terms while expressing their social identity. Even if English is not the primary language of instruction, a student who strongly identifies with their cultural may decide to speak in their mother tongue in the classroom. It is possible to interpret this language choice as a means of demonstrating their cultural identity and defying the dominant discourse. However, since standard English is frequently seen as the language of academic accomplishment, a student who wants to pursue further education might place a higher priority on using it. Additionally, further it can be seen from the results of the reflect of the students towards the language choice and attitude.

