

Analyzing Language Attitude of Javanese and Sundanese Urban Community on English Language Pedagogy, In Indonesia

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Abstract

Language attitude in foreign language pedagogy becomes an interesting discussion, especially in English language teaching learning process. Teachers and learners are the importance of teaching learning process, including the language attitude in the pedagogical process. Due to the importance of the language attitude, this paper sheds to describe the language attitude of English learners from Javanese and Sundanese urban community. Respondents in this research involved were 214 respondents living in Surakarta city, 85 respondents living in Tasikmalaya city. This study seeks to discover how Javanese and Sundanese people use their language in learning English. This research employed a mixed method research design to collect, analyze, and to mix both quantitative and qualitative data in a single study. Researcher used theory in a quantitative study to provide an explanation about the relationship among variables in the study. Thus, it is essential to have grounding in the qualitative study. The results of the study are as follows. There is a different attitude showed by Javanese and Sundanese people, in terms of cognitive, behavioral, and affective aspects of language attitudes towards English. The attitudes of male Javanese people towards English were higher than that of female ones indicating more positive attitudes towards English. On the other hand, the attitudes of male and female Sundanese people towards English were equally low. Notwithstanding, the attitudes of female Sundanese people towards English are slightly higher than male ones.

Keywords: *Sociolinguistics in Education, English pedagogical process*

1. Introduction

Since English has become *the lingua franca*, it is significant in education. As stated by Jenkins (2014), English is a Lingua Franca in the world since the use of English is getting attention for many speakers communicating different first languages. As a worldwide language, English becomes a high-status position in numerous countries, including in Indonesia. This language is getting popular to be learned in Indonesia as a choice of foreign language. As stated by Yusny (2013), English is getting important compared to other matters in the Indonesian education scheme. English language future grows remarkably in the South- East Asia countries.

Language attitude is one of the factors that have been considered significant factors. Other factors are teachers, students, curriculum, materials, and learning facilities. For example, teaching style also influence the students' perception of the target language they learn. As stated by Kasenda, Amalia, and Ardaniah (2022), giving feedback from teachers to students in a good way is an important part in English pedagogical process since it can support the learning process. Additionally, the study of language attitude is getting much attention for years. Presently attitude has developed a considerable thoughtfulness in a foreign language teaching process. Soleimani and Hanafi (2013) said

the attitude toward language learning is considered a significant reason for societies to learn a language. It can be brief that the successful or unsuccessful learning of a foreign language is influenced by students' language attitudes. It is also as stated by Sholihah and Suharti (2015).

As of these days, Aldosari (2014) states that the human attitude contains three components, which are the cognitive domain, behavior domain, and affective domain. Language attitudes differ naturally. Students learning languages display an attitude of varying nature. Attitude to a foreign language in the pedagogy process is catching attention. As stated by Bohner and Dickel (2011) in McCoach, Gable, and Madura (2013), the study of attitude is one of the core topics in research. They further explain that the most characteristic and essential thought is in contemporary communal consciousness.

As a multicultural country, Indonesia has diversity of local wisdom. According to Manuaba and Sartini (2022), attitude is one of the values in the multicultural society that has been fostered in the form of local wisdom values and has evolved into the social norm. In addition, attitude in Indonesia becomes core attention in education. It is getting obvious since law 20 of 2003 on the Educational National System (*UU Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional*) further explains that the curriculum development is organized by the level of education within the framework of the national unity of the Republic of Indonesia and takes the following into account: (a) the enhancement of faith and piety, (b) the enhancement of noble character, (c). the enhancement of learners' potential, intellect, and interests, (d) the diversity of the region's potential environment, (e) demand for regional national development, (f) the requirement of labor market, (g) development in science, technology, and arts, (h) religion, (i) the dynamic of global development, and (j) the national unit and nation's values. From the explanation above, it can also be concluded that attitude has become core attention in Indonesian education.

Research on language attitude is increasingly popular since the Indonesian government sturdily encourages the citizens to learn English, on the other hand, there has been inadequate research to describe the attitude of Indonesian societies towards this language and its learning. Language attitude in learning language is about how learners learn the language and it depends on many factors. Identity of language is one of the factors of language use in Indonesia. As stated by Fajri, Alwi, and Surya (2022), in interacting with the other people outside the community, they tend to utilize a controlling communication style their own identity to protect the customs and values of the local community from outside cultures. Likewise, Wulan, etc (2022) further elucidate that the local identities in Indonesia are generally associated with being egalitarian, urban, and multicultural in those regions. Diversity of identities in Indonesia directly influence the language attitude of Indonesian society.

Research on language attitude is significant to be conducted. It can be concluded that providing insight into the attitude of learners in Indonesia towards the English language will be expected to be able to contribute to an understanding of English learning and teaching in Indonesia and add to the growing body of studies on the spread of English in expanding circle countries where people speak English as a foreign language (Kachru and Smith: 2008). Furthermore, understanding learners' foreign language attitudes is essential for the reason that it can attain a useful insight which can be used to improve the quality of its teaching and learning pedagogy. According to Barnes and Lock (2010), lecturers should understand their learners' attitude in order to be responsive to their students' needs and enhance the success of students' learning. Therefore, research of language attitude also will give contributions for lecturers in teaching learning pedagogy. As stated by Gardner (cited in Melhim & Rahman: 2009), attitude can express some important aspects of an individual's personality, such as to express who people are and what people believe in. In addition, Ukpong and George (2013) further stated that there was a relation between the English study time and the achievement of learning English.

In addition, research of language attitudes delivers benefits stakeholders in many ways. An investigation into students' attitudes is an actual way for which language teachers, education planners, syllabus designers, and researchers in order to obtain greater understanding into the language pedagogical process. Moreover, each student has different needs, beliefs, preferences, educational

backgrounds, and learning styles. Those factors can lead different reaction in leaning language. In other words, the students have their own language attitudes towards English as a foreign language. In addition, they also have views on the English learning process. Considering the above contents, the investigation of the language attitude of learners towards English language is important. In this case, this study also explores the factors that may influence their attitude, such as gender and length of the English study years.

2. Material and Method

Respondents in this research involved were 214 respondents living in Surakarta city, 85 respondents living in Tasikmalaya city. This study seeks to discover how Javanese and Sundanese people use their language in learning English. This research employed a mixed method research design to collect, analyze, and to mix both quantitative and qualitative data in a single study. Researcher used theory in a quantitative study to provide an explanation about the relationship among variables in the study. The quantitative method is used to analyse quantitative data by using questioners, then the qualitative method is used to analyse qualitative data by using interviews. In addition, this research uses descriptive method with a quantitative approach then. According to Creswell (2013), descriptive statistics is statistics which is used to analyse data by describing or portraying data that have been collected without making any conclusion to generalization. It employs strategies of investigation that involve collecting data either simultaneously or sequentially to best understand research problems. The data collection also involves gathering both numeric information as well as text information so that the final database represents both quantitative and qualitative information.

Furthermore, using the triangulation of research methods provides better understanding of a research problem than either research approach alone. Quantitative research itself is an inquiry into an identified problem based on testing a theory, measured with numbers, and analysed using statistical techniques. The goal of quantitative methods is to determine whether the predictive generalizations of a theory hold true. By contrast, a study based upon a qualitative process of inquiry has the goal of understanding a social problem from multiple perspectives. Qualitative research is conducted in a natural setting and involves a process of building a complex and holistic picture of the phenomenon of interest. Therefore, whereas in the research, the researcher tried to use the mixed method in order to reveal depth in research result.

This research uses sequential procedures, in which the researcher seeks to elaborate on the findings of one method with another method. This research uses sequential explanatory. In this research design, the researcher used quantitative and qualitative method. Hence, concurrent triangulation which uses qualitative and quantitative research methods conducted together.

Data collection for this study was approximately two months. Researcher used concurrent nested design in which qualitative and quantitative data were collected concurrently. The instruments were concerned with undergraduate students' language attitudes towards English. The question items in questionnaire were in English and Indonesia. The reason is that to cope the misunderstanding when finishing the questionnaire. On the other hand, the open-ended questions in questionnaire were written in English. The respondents had to read each of the statements then they had to tick only one option for each item in the closed-ended questionnaires to reflect their language attitude toward English by using the scale that had been available. Besides, in the process of data collection, the researcher reminded the respondents that there is actually no right or wrong answer in order to the respondents can give their answers honestly.

Therefore, it could not be difficult for them to understand and answer English questionnaires. Although, the open-ended questions were in English, the researcher was in the class during the proses in which the respondents were answering their questionnaires. Hence, whoever wanted to question what they did not understand with the question items, they could ask the researcher directly for their clearer understanding of each item. Before distributing the questionnaires to the actual sample, the questions were first written in English and then were translated into Indonesia. The Indonesia translation was translated again into English to check the accuracy of the translation.

After having a look at the completed questionnaires which consisted mainly of closed questions and open ended questions, some responses needed to be clarified, so the next step of data collection was conducting structured interviews with the respondents to elicit more explanations. Similar to the questionnaires, the interviews required the interviewees to clarify their language attitudes towards English. The interviewees' responses were recorded in sound recorder of hand phone during the interviews.

Despite the fact that the researcher used open ended questions in the questionnaires, using structured interview method for collecting qualitative data is also needed. As stated by Bryman (2008), self-completion questionnaire and structured interview are very similar methods of social research. Nevertheless, there are several disadvantages of the self-completion questionnaires in comparison the structured interview. Hence, to cope with the disadvantages of the self-completion questionnaires, the researcher conducted the structured interview. The interview method was also selected to offer deeper insights and additional information about language attitudes of the students.

The interview itself is exploratory in nature, in order to provide qualitative data for triangulation with the quantitative data. It was conducted at the same visit to the research site for quantitative data collection. According to Warren (2002) in Bryman (2008), for a qualitative interview study to be published, the minimum number of interviews required seems to be between twenty and thirty. It is inferred from the statement, twenty random respondents were interviewed for completing the data.

The interviews were conducted during the researcher's last visit to the campus. In conducting the interview, the interviewer explained to the respondents the purpose, scope, nature, and conduct of the interview. So that, the interviewee were left in no doubt as to what would happen during and after the interview processes. Moreover, the students' interviews consisted of some questions that are quite similar to the open ended questions in questionnaire with some additional questions to find out more information that might not appear from the questionnaires.

3. Results and Discussion

Due to the importance of the language attitude, this paper sheds to describe the language attitude of English learners from Javanese and Sundanese urban community.

Based on the questionnaires and the respondents' comments, as well as the interview processes, the findings indicate that most of Javanese participants have different attitudes, in terms cognitive, behavioural, and affective aspects of language attitudes towards English. The three main components of language attitudes are closely related to each other. As shown in the research result above, there have been shown about each component of the language attitude. In general, the respondents' positive cognitive aspect of language attitude was high. How successfully language learners learn a language is determined on their cognitive abilities, in line with Kirana (2022).

Table 1 Language Attitude Analysis

	Sum of Squares	Df	Mean Square	F
Between Groups	79.839	2	39.920	0.625
Within Groups	13483.021	211	63.901	
Total	13562.860	213		

The research results reveal that the positive attitudes showed on several cognitive attitudes of the respondents. They studied English not only for getting the bachelor degree, but also they strongly believed that they can create new thought by studying English. With the perception, their parents support them to learn English as a foreign language. This finding echoes previous related research on Rizki and Fajri (2021), parents play the role to determine how children might learn a language. Besides, the research findings reveal that the research respondents thought that they can be more knowledgeable by studying English. They disagreed that studying English is a waste of time because

they believed that English plays an important role for their life. They agreed that being good at English can help them study other subject. They also believed that studying English is important for their future career. The prestigious language status might be a reason of they though that they must study English. Furthermore, the language is the main tool for communication with people from other countries since the global status of English is partly due to the number of people who speak it. In other words, all interviewees believed that English symbolizes internationalization and plays a crucial role in international communication. They disagree that studying English is dull.

In other words, the undergraduate students in general had high positive cognitive attitudes towards English language. Most of them believed that English plays a crucial role in their future life. They considered English to be important for its usefulness in international communication and educational or career advancements. They were aware that the position of English in the world and also in Indonesia. Their belief and perceptions above can be concluded that their negative cognitive aspect of language attitude was low.

With the respondents' beliefs and perceptions, the respondents demonstrated behaviors that were associated with their cognitive beliefs. It is accordance with Wati (2018). In this research, they had high positive conative attitudes towards English, and had neutral negative behavioural attitudes towards English. The respondents deal with their own way to behave and react in studying English. Most of respondents (in both questionnaire and interview) were shown that they like doing English spoken language skill. It made them active learners during English pedagogical process. Besides, they also like practicing English speaking with their friends because they had good relationships with the others. However, they like practising English, in fact their behaviour to read English textbook is neutral. As shown in the open ended questions on the questionnaire and interview results, they actually like doing literary skill not too much. The undergraduate students did not like reading or writing English much.

Furthermore, neutral negative attitude was shown in the research result. It is also correlated to the research result of the interview and open-ended questions on the questionnaire. Most of them also had different behaviours when facing English assignments. Some of them never put off to finish the assignments because of various reasons. On the other hands, some of them put off to finish the assignments with different reasons. Although, they ever put off to finish the assignments it does not mean they did not like English. In general, popular reasons why they put off to finish the assignments are (1) they felt lazy and bored to finish English assignments; (2) they had many duties of campus organizations which they join, so they occasionally forgot the assignments to be finished; (3) there were too many English assignments; (4) the assignments were too difficult to be done. Moreover, the interviewees who never put off to finish the assignments because they were aware of the assignments had many advantages to improve their language skills. Although, some of them sometimes did not understand the materials, the kept trying their best to study English. Then, it can be concluded that positive cognitive attitudes are related to the behavioural language attitudes of the undergraduate students.

Moreover, the affective language attitudes show that negative affective attitude of the respondents was low, and the positive attitude was medium (neutral). Their affective attitudes reveal some attitudes, such as they dislike whoever asking them to make an English conversation neutrally. Although, they slightly agreed to make an English conversation, studying English made them have good mood and they also like to answer English questions voluntarily in English class, regardless of whether they were right or wrong. Interesting result is that although they were eager beavers to study English, they were slight interested in English class and slight confident to speak English.

The further explanation why they had different feelings in speaking English is as follows: (1) their lack of English communication, (2) their self-nervousness to speak English, (3) their fearfulness in making mistakes. The following interview transcripts elaborate the points above. Although, they who were unconfident to speak English, they still kept trying to study English to overcome their weaknesses in speaking English. Besides, most of them practised many times to speak English in order to make them braver to communicate with the others, especially with English native speakers. Some

speaking duties from their lecturer also contributed them to make them more confident in speaking English.

Undergraduate Students' Language Attitudes across Gender

The inferential statistical analysis was employed to answer the second question concerning the differences in the participants' language attitudes towards English across gender. The results of independent sample T-test illustrate the independent sample T-test analysis which was carried out to explore the probability of the difference in the participants' language attitudes towards English across gender. There was a slight difference among the gender groups. Furthermore, the T-test for Equality of Means was to examine the differences in the participants' language attitudes due to gender variable. As said by Ardaniah (2022), men and women constantly communicate in ways that are distinct from one another, especially when they are speaking. This indicates that both exhibit distinct language attitudes in the classroom.

From the output of SPSS program, it was shown that the p-value was 0.573. It means that p-value was greater than 0.05. Hence, the H_0 is accepted. It can be concluded that there is a statistically significant difference in the undergraduate students' language attitudes towards English across gender. Moreover, the inferential statistical analysis was employed that the mean score of language attitudes among male undergraduate students is 91.21 and standard deviation is 8.975. On the other hand, the mean score of language attitudes respectively among female undergraduate students is 90.51 and standard deviation is 7.599. These descriptive results show that the attitudes of male undergraduate students towards English are higher than female ones. It means that there is a rejection of the null hypothesis, because there is a significant difference between male and female undergraduate students towards English.

Undergraduate Students' Language Attitudes by Length of English Study Years

The statistical analysis was employed to answer the third research question concerning the differences in the participants' language attitudes towards English by length of English study years. The research result shows that the language attitudes mean score among first, second, and third year in learning English are 91.51 (SD= 6.402), 90.07 (SD=8.822), and 90.55 (SD=8.536). It can be seen that there is a difference among the three groups in their language attitude towards English. The first year of undergraduate students showed a slightly higher language attitudes compared with both second and third years of undergraduate students.

Furthermore, the output of homogeneity of variance test was conducted to determine the assumption of equal variances among the three groups of study year variable. The assumption of equal variances is met. It means that the data were homogenous. The analysis of One-way ANOVA was utilized to illustrate the differences in the participants' attitudes towards English regarding their year in learning English.

The SPSS output demonstrates that there is a difference in the undergraduate students' attitudes towards English due to the year in learning English variable as the p-value is greater than 0.05 ($p=0.536 > 0.05$, $F=0.625$). Based on the ANOVA results, it can be concluded that there is a significant difference in the undergraduate students' language attitudes towards learning English language across the year in learning English.

4. Conclusion

The Javanese students have different attitudes, in terms cognitive, behavioural, and affective aspects of language attitudes towards English. The language attitudes of male and female students of undergraduate students were captured as same level category in cognitive, behavioural, and affective aspects. Firstly, both male and female respondents' positive cognitive aspect of language attitude was high. On the other hand, the negative cognitive aspect of language attitude was low. In other words, undergraduate students, in general hold positive cognitive attitude toward English. They consider that English is important for its usefulness in international communication and educational as well as

career advancements. Briefly, most of respondents' obvious positive language attitude towards English can be concluded that they were well aware of importance of English.

Secondly, both male and female participants had high positive behavioural aspect of language attitude towards English, and medium level for the negative attitudes of behavioural aspect. It means that undergraduate students generally hold positive behavioural attitude toward English. They have positive behavioural language attitudes to study English in the class. Although, they hold positive conative attitude in the class, some of them occasionally put off to finish their English assignments. Besides, they also felt not relaxed enough to read English textbook, because most of them preferred doing spoken language skill to literacy skill.

Thirdly, both male and female participants hold the high positive affective attitude towards English. On the other hand, the negative attitude of affective aspect was medium. It shows that the participants hold positive emotional attitude towards English, and the negative attitude of affective aspect was medium. However, they were interested in studying English, some of them felt nervous in English class, so that some of them had a little in English class.

In addition, the attitudes of male undergraduate students towards English are slightly higher than female ones. It means that there is a rejection of the null hypothesis, because there is a significant difference between male and female undergraduate students towards English. There is a difference among the three groups in their language attitude towards English. The first year of undergraduate students showed a slightly higher language attitudes compared with the other two groups.

In light of the contribution of this study presented above, this section discusses the implications for the undergraduate students and for the English lecturers. Investigating language attitude of undergraduate students is significant in language pedagogy process because language attitude is a part of important contributions of language teaching learning process. The attitude is helpful to successful language learning, but it depends on the language attitude result of the way the learners feel, believe, and behave towards the object of study. If the learning situation is a cause of negative attitudes for the learners, it likely makes the learners develop the negative attitudes also towards English. Furthermore, the learners' interpretations about the target language can also have determinant in the learners' language attitudes towards English. Therefore, investigating language attitudes of undergraduate students as foreign language learners is essential in the process of foreign language learning. Language learners and lecturers (teachers), for example, are people whose attitudes can bear effective English language learning. The language learners have to understand what they have to do in their study by investigating the language attitudes. Understanding learners' foreign language attitudes is important because it can obtain a useful insight which can be used to improve the quality of its teaching and learning pedagogy. By probing into gender attitudinal difference, language instruction can be geared up based on the learner gender's interest. As far as gender of both female and male is concerned, there are differences shown in the learning process. The results from this study imply that English teacher or lecturers should not exercise any bias or prejudice on gender bases and they should work to improve learners' attitudes towards the target language.

Moreover, the findings have significant implications for English language pedagogy considering the fact that the results of this study exhibited positive attitudes towards English language. Thus it is recommended that this positive attitude of the undergraduate students should be exploited properly to enhance and maintain their inclinations in this regards.

Having conducted the research, the researcher would like to give some suggestions as follows. (1) The most important suggestion is addressed to the undergraduate students. They should realize that their language attitude define whether their language learning is successful or not. (2) Attitudes of lecturers (teachers) towards foreign language learners can also affect the learning which takes place. The reason is that language learning is not only cognitive stage (where the learners are involved in conscious activities resulting in knowledge), but also affective factors are important and they should pay attention to them. Hence, the lecturers (teachers) of English can create a good and trustful atmosphere for their English classrooms, based on the investigation of their students' language attitudes. (3) This study is about an effort to investigate the language attitudes of the undergraduate

students in one college. The other researchers are suggested to develop their research in the larger area, so the research result can be generated, and then the participants of the research can represent all undergraduate students in Indonesia. Moreover, the other researchers also can conduct language attitude study within a longer time frame in order to capture not only the descriptions of the language attitudes of participants, but also capture any change in language attitudes. (4) The education institutions which provide English teaching learning should review the content and the design of the teaching learning pedagogy to meet the needs and the interest of the students. They are recommended to consider that English foreign language learners have different perceptions about learning language due to their differences regarding gender and their years of study. Hence, taking all these issues into account will be essential to see something different concerning the activities, contents, topics, teaching practices, and the others.

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