LANGUAGE ATTITUDE TOWARD ENGLISH AMONG ENGLISH LECTURERS FROM CENTRAL JAVA IN UNIVERSITAS PAMULANG

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Article History	Abstract
	This study intended to describe the language attitude toward English among English Lecturers from Central Java in Universitas Pamulang. A qualitative method was applied, and the data were gathered through interviews and observation. There are five English lecturers from Central Java involved in this study as participants. The data were analyzed based on characteristics of language attitude: loyalty, pride, and awareness of the norm. The result of the analysis revealed that all participants have positive language attitudes toward English as they fulfill all positive language attitude characteristics. They tend to be loyal in using English in different levels of situations. They also feel proud of using English in all domains, especially in the social domain. Moreover, they are aware of the norms for using English in daily life correctly and politely.

Introduction

Java island is known to be the most populated one in Indonesia which is considered the largest ethnic group in the country. They predominantly resided in the central to the eastern part of the island and urbanized in various cities in Indonesia, and Asia, as well as in some other countries namely the Netherlands, Suriname, and even Saudi Arabia. Javanese people are generally known to be friendly, courteous, yet elegant and have a subtle trait in bringing themselves among others, despite their strong motivational inside. Many Javanese people retain their traditional dialect even when they have urbanized to other cities or migrated to other countries.

The use of Javanese language in an urban area has become considerably influential among Javanese people urbanizing in South Tangerang, Banten, particularly those who lecture in

Universitas Pamulang, not only in the social context among interlocutors but also within teaching activities. Sometimes, the researcher still finds some English lecturers who speak Javanese while they are interacting with some lecturers who come from the same area. This attitude shows that they tend to be more loyal to their local language than English. However, the researchers focused on the study to find out the participants' language attitudes toward English even though English is not the first language in Indonesia.

Studies relating to language attitude and application have been fruitfully conducted throughout the globe. Attitudes toward a language indicate the speakers' views about those who speak the language, followed by the contexts and functions associated with it (Holmes, 2013) which is, to some extent, mainly affected by social and political factors. Therefore, attitude towards languages is known to be very sensitive to social and political changes. A study about observing language attitudes and choices of Minangkabau language users who live in Medan was conducted to identify the users whether they support the language use in a positive or negative way (Deliana, et al., 2017). Whereas Mandailingnese teenagers residing in the area were investigated in order to discover their reflection of language attitude and their justification (Leli Fitri Hasibuan, Busmin Gurning, and Rahmad Husein, 2018).

The importance of finding out the language attitude toward English among English lecturers from Java around Universitas Pamulang is to discover whether they have positive or negative language attitudes toward English. The more members of a community speak the language, the better they differentiate themselves, as some language users intendedly employ a particular way in communicating to withdraw themselves from the vast majority (HS, 2015). The positive or negative attitude towards English in the campus area would provide cruciaL clues whether tolerance of English use among traditional languages is acceptable. Languages spoken by executives are noted as "correct," and they are supported by the authority, schools, and the media as the "standard" form. Other forms which are considered substandard, however, stigmatized varieties often survive even under considerable pressure as groups remain loyal to their form as a means of distinguishing themselves (HS, 2015). Language attitude projects the insights of particular society, social status, and political condition of a certain group. This projection may impact greatly, to some extent, areas like schools and government institutions. Attitudes towards certain dialects or certain language of disfavored groups may influence schools for their academic activities, especially relating to students' academic development. In other words, people who have little opportunity towards education access are often noted to have used vernacular grammar and strong regional accents. This possibly provides useful insights into societal stereotypes. Multilingual advertisements, for instance, frequently reflect a variety of different language usage in a particular community. Even t-shirts can convey attitudes to language with socio-political messages such as, "*Piye le, sik penak jamanku to*?" a jargon that many Indonesians, not only Javanese, are familiar with this past history.

The connection of languages and societies is identified in the social functions of the languages and the ways they are spoken to convey social implication. Language use identification in a variety of social contexts projects a wealth of perception on how language plays a role, and how language is connected with its community. The way the society members percept and construct the aspects of their social identity is reflected through their language usage. There have been various social judgements for selecting a particular code or variety in multilingual communities for those from the same group, as they often speak the same language. However, communities often consist of various different groups, and individuals possibly share a wide range of linguistic features as well as other speakers. There are also linguistic clues to a person's ethnicity, which are closely related to linguistic features that are responsive to social pressure from those we interact with most frequently, our social networks.

Language attitudes are the perception of people towards their own language or the language of others that cannot be examined and observed directly. However, they are manifested in people's actions through particular language behavior. These attitudes can be seen from how people perceive a particular language, how the language is used, with whom they use it, as well as where and how often they use it. Language attitude studies can determine whether people's attitudes toward language might be positive or negative which can be examined from these three following characteristics:

(1)   language loyalty, which encourage a community of language speakers to maintain their language, and to retain and protect their language from other languages' influences when necessary, (2) language pride, which encourage the users to make their language as their identity and the unity of the society or community, (3) awareness of the norms, which motivates the people to use their language carefully and politely, and this is the biggest factor contributing to the activity of using the language. People holding these three characteristics towards language are categorized as people who have positive attitudes, whereas those who do not have or less of these characteristics are categorized as people who have negative attitudes.

Many consider that a negative attitude towards language grows significantly. One study states that ethnic language is considered obsolete, worthless, and has to be forgotten. We should be aware of this negative attitude (Deliana, Ganie R, and Raswiy N, 2017). If this negative attitude continues striving among urbanized people, traditional language is diminishing in a very short time. Thus, it is critical to build awareness among urbanized people to retain their traditional language not only to them but also to their next generation. The negative attitude towards local dialects is like a deadly virus which could unstoppably spread out. Language attitude refers to a hypothetical construct that is used to explain the direction and persistence of human behavior. It can represent internal thought, feelings and tendencies in behavior across a variety of contexts.

The positive attitude towards traditional language can be exemplified such as using the language in their working area for communication not only among lecturers, but also once in a time use it for teaching or doing a small talk with other people in their community. Negative attitude, on the other hand, not wanting to show their local language or their traditional dialect, may cause the extinction of the language sooner or later. Having discovered this would enable the future study to promote the use of traditional language, especially in urban areas and create other programs in order to help retain the existence of the traditional language.

Discovering language in a particular area is paramount for a variety of reasons. Social dialects are the essential criteria in defining members of the same speech community. Language attitudes have three components (Holmes, 2013): a cognitive component (e.g. what we know or believe about a language), an affective component (e.g. how we feel about the language), and a conative component (e.g. what we are likely to do in relation to a language). Therefore, measuring attitudes toward Javanese could help identify what a person believes about the Javanese language, how they feel about the language, and what they seem likely to do which would indicate their attitude toward Javanese people. Overall, a positive attitude could be indicated if they believe that the Javanese language can make them accepted in urban communities in the area, and consider that the language, its people, and its culture are beautiful, which they can learn the value of. Being positive means the respondents are loyal to the language and they feel that it is necessary to retain the traditional language they belong to, appreciate the language and that language users feel proud about the language, and have awareness towards the language norm by showing their appreciation (Hasibuan, et a.l, 2018). A positive attitude towards a particular language is expected to support language retention that the minority language is valued highly, whereas a negative attitude toward language can accelerate language shift, where an ethnic language is not highly valued (Deliana, et al., 2017).

Methodology

This research uses a qualitative approach. A qualitative research method is based on the philosophy of post-positivism which is used to examine the conditions of natural objects (Sugiyono, 2012). In qualitative research, the researcher plays a role as a key instrument. The results of qualitative research mainly depend on the completion of the data collection. Data collection relies on triangulation data yielded by triangulation mode, namely: interview, observation, and document record (Sugiyono, Metode Penelitian Kualitatif, 2018).

Ary (2010:424) states that qualitative research organizes the data in the form of words or pictures more than numerical and figure. Furthermore, Bogdan and Taylor state that the qualitative method is a research stage that organizes descriptive data in a written or spoken form by observing people and their behavior. Qualitative research is often applied in scientific research. Overall, scientific research consists of an investigation that looks for the answers systematically using a predefined set of procedures, collecting evidence, producing findings that were not determined in advance, and producing findings that are applicable

beyond the scope of the study. Additionally, it is intended to unveil a given research problem or topic from the perspectives of the local population it involves.

Qualitative research is especially effective in obtaining culturally specific information about the values, opinions, behaviors, and social contexts of particular populations. Creswell states that one of the key elements of collecting data is to observe participants' behaviors during their engagement in activities (Creswell, 2015) (Sugiyono, 2012). The researcher engages in an ongoing experience with the participants. This involvement leads to a series of strategic, ethical, and personal issues in qualitative research (Locke in Creswell 2010:264). The data in qualitative research includes detailed descriptions of certain situations, activities or events, or phenomena, whether involving humans or their relationship with others. To be able to collect qualitative data properly, researchers must know what to look for, its origins, and its relationship with others which cannot be separated from the context. The type of research carried out in this study is descriptive. It describes the facts and characteristics of the object or subject researched precisely. Descriptive research is a study of status and is widely used in social phenomena, education, and the behavioral sciences.

There are five participants in this study. The lecturers are predetermined and chosen based on their willingness to achieve the objectives of the study. In other words, they are selected only if they voluntarily take part in this study. The involvement of the lecturers intends to validate their language attitude toward English. The methods used in collecting the data in this research are interview and observation (Holmes, 2013)

To analyze the data, the writer uses the concept of data analyses suggested by Miles and Huberman. They divided the process of analysis into three phases, consisting of Data Reduction, Data Displays, and Conclusion Drawing/Verification (Huberman, 1994).

1.   Data Reduction

It is the process of sorting, focusing, simplifying, abstracting, and transforming the raw data. In this first phase, the writer will gain data from the conversations conducted in a social setting which focuses on language attitude.

2.   Data Display

In this phase, researchers display data that has been abstracted based on the theory of language attitude. The data is presented in the form of graphics, and a table with detailed analysis in paragraphs.

3.   Conclusion Drawing

Miles and Huberman stated that the final stage in analyzing qualitative data is withdrawing conclusion and verification. In this stage, the researcher draws the conclusion based on the analysis of language attitude. The conclusion, therefore, is promoted for future research in the same line which eventually impacted toward the further study of sociolinguistics

Finding and Discussion

According to Garvin and Mathiot (1968), language attitude is divided into positive and negative attitudes. The characteristics of a positive language attitude are reflected when a user of a particular language is loyal to the language, feels proud of the language, and has awareness of language norms. On the other hand, a negative attitude toward a language can be seen when a certain person or group does not support the use of a particular language in all domains. They also do not feel proud of using the language and do not tend to use the language politely, carefully, and correctly.

The following table is a summary of the definition of positive and negative attitudes toward a language.

Positive Language Attitude	Negative Language Attitude
Language loyalty: the speakers of a certain language maintain the language	**Language Disloyalty**: the speakers of a certain language do not encourage themselves to maintain the language
Language Pride: the speakers feel proud to use the language	**Language lack of Pride**: the speakers of a certain language do not feel proud to use the language
Awareness of the norm: the speakers of a certain language tend to use the language politely, carefully, and correctly.	**Unawareness of the norm:** the speakers of a certain language do not tend to use the language politely, carefully, and correctly.

Some in-depth interviews have been conducted as one of the ways to gather information regarding the participants' language attitudes towards English. They are five English lecturers from Java who urbanized in greater Jakarta (Jakarta, Bogor, Depok, Tangerang, Bekasi). The interviews were conducted to refer to the three characteristics: loyalty, pride, and awareness of the norm. The questions are used to reveal how loyal she/he is to using English in all domains, especially the social domain. The questions are also used to know whether the participants feel proud of using English in the social domain. In order to know their awareness of using English in the social context, some questions like 'how do you use English with your interlocutors who do not have English competence?' and 'when using English to communicate, do you use it correctly?' have been asked to the participants. From

the result of the interview, we can conclude whether the participant applies a positive or negative language attitude.

The first participant (AT) was born in Pemalang, Central Java. She has been teaching English for more than 7 years at Pamulang University. She decided to finally move to South Tangerang after she was accepted as one of the English lecturers at Pamulang University. Since then, she tends to use Bahasa Indonesia and English to communicate with her friends in both educational and social domains. She used Javanese mostly with her family members who resided in Pemalang.

After an in-depth interview was conducted, the researcher concludes that she tends to have a positive language attitude. It is shown in the following scripts between the researchers (R) and her (AT).

R : "*Do you use English when interacting with your friends, especially in a social domain?'*

AT: *"It depends on the social context in which I am at the time the conversation occurs. When I hang out with friends of the same profession, it will be very comfortable to use English, whether it's using whole English or mixed with Bahasa Indonesia, or even with the local language if the interlocutor has the same local language as me. That way, I think it will create a high dynamic in the conversation"*

R : *"Okay, if I may conclude, you use English mostly with English users, even though in informal and casual situations. Doesn't it?*

AT: *"Yes, that's right, but still…sometimes, and often I slip up to use English even tough the person I am talking to does not know English. It happens a lot. For example, in the market, I often say 'chili' instead of 'cabe"*

R : *"Do you still use correct grammar when using English in the social domain?"*

AT : *" I think that in any context, even in the social domain, in casual situations, I always try to use it correctly."*

R : *"Is there any tendency when you use English in your daily life to increase your confidence level?"*

AT: *"Honestly, personally, yes. So apart from I am an English lecturer, and I am quite fluent in English, even though in everyday life, I am still comfortable using English. and I don't know why it makes me more confident."*

R:*"So, indirectly, do you feel proud of using English."* AT: *"*
Exactly yes."

Based on the interview, it is concluded that AT has a positive language attitude toward English. This is reflected in her answer to the questions asked that cover the three characteristics of language attitude.

The following table describes the analysis based on characteristics of language attitude.

No.	Characteristics of Language Attitude	Question	Answer	Conclusion
1.	Language loyalty	*Do you use English when interacting with your friends*	"………*When I hang out with friends of the same profession, it will be **very comfortable to***	From the conversation, it implies that the participant has high

		especially in social domain?	***use English***, *whether it's using whole English or mixed with Bahasa Indonesia, or even with local language if the interlocutor has the same local language as me."*	loyalty in using English. She said she was very comfortable in using English, and often pronounced English vocabulary even though the person she spoke to did not speak English.
		"Okay, if I may conclude, you use English mostly with the English users, even though in informal and casual situations. Doesn't it?	*"Yes, that's right, but still...sometimes, and often **I slip up to use English even though the person I am talking to does not know English. It happens a lot.** For example, in the market, I often say 'chili' instead of 'cabe"*	
2.	Language Pride	*Is there any tendency when you use English in your daily life to increase your confidence level?"*	*"Honestly, personally, yes. So apart from I am an English lecturer, and I am quite fluent in English, even though in everyday life, **I am still comfortable using English. and I don't***	It implies that she is proud of using English and she tends to be more confident in using English in the social domain.

		" So, indirectly, do you feel proud of using English."	**know why it makes me more confident."** **"Exactly yes."**	
3.	Awareness of the norm	*"Do you still use correct grammar when using English in the social domain?"*	*"I think that in any context, even in the social domain, in casual situations, **I always try to use it correctly."***	She tries to use English correctly even though in casual context. It means she is aware of the norm especially in using English correctly.

From the analysis above, it is concluded that AT has a positive attitude toward English because it fulfills the three criteria for a positive language attitude.

The second participant involved in this study is Miss RU. Likely the first participant, AT, RU was also born in Central Java. She is lecturing at the English Literature Department of Pamulang University. An in-depth interview with her was carried out in a casual situation in the middle of February. The following is the script of the interview between the researcher (R) and the participant (RU) regarding the characteristics of language attitude.

R   : *"Since you are an English lecturer, do you use English in your daily life?"*

RU : *"I try to speak English fully in the classroom especially at the first and second meetings because I want to give a good impression that the English lecturer must be fluent in speaking. Emmm meanwhile outside of the classroom, I speak English but only with some friends who understand English, just like you."*

R : *"Well, okay, if you use English to speak with some friends who understand English in casual situations, do you use it correctly? I mean, are you also aware to use it politely and carefully?"*

RU : *"I like to make people laugh especially in casual situations. When I hang out with some friends, especially those who understand English, I have to make sure that they understand the jokes, so there is no way I can use English carelessly in this situation because if I use incorrect English, it can change the meaning of the jokes."*

R   : *"Exactly. I know you love making jokes!"*

RU   : *"Yea…"*

R : *"When you use English in conversation, do you feel proud that you speak English?"*

RU : *"Of course. I have to maintain my connection with some friends in some communities. Most of them use English too even though it's also mixed with Bahasa Indonesia. And in my case, there is a sense of pride if I speak English because I think by doing this, I can be accepted in this community."*

R   : *"Wow. That's a new kind of thing for me."*

Based on her answers to the questions, I can say that she has a positive language attitude toward English. The following is the analysis of the interview which reflects the characteristics of a positive language attitude.

No.	Characteristics of Language Attitude	Question	Answer	Conclusion
1.	Language Loyalty	*"Since you are an English lecturer, do you use English in your daily life?"*	*"**I try to speak English fully in the classroom** especially at the first and second meetings because I want to give a good impression that the English lecturer must be fluent in speaking. Emmm meanwhile **outside of the classroom, I speak English but only with some friends who understand English,** just like you."*	It implies that she is loyal to use English both in formal and informal situations.
2.	Language Pride	*When you use English in conversation, do you feel proud that you speak English?"*	*"Of course. I have to maintain my connection with some friends in some communities. Most of them use English too even though it's also mixed with Bahasa*	It implies she is proud to use English to maintain her relationship with her community.

| | | | *Indonesia. **And in my case, there is a sense of pride if I speak English*** | |

| | | | *because I think by doing this, I can be accepted in this community.”* | |
| 3. | Awareness of the Norm | *“Well, okay, if you use English to speak with some friends who understand English in casual situation, do you use it correctly? I mean do you also aware to use it politely and carefully?”* | *“I like to make people laugh especially in casual situations. When I hang out with some friends especially those who understand English, I have to make sure that they understand the jokes, **so there is no way I can use English carelessly** in this situation because if I use incorrect English, it can change the meaning of the jokes.”* | It implies she is aware of the norm in using English. |

After the result of the interview was analyzed, it is concluded that RU has a positive attitude toward English because it fulfills the three criteria for a positive language attitude. The third participant in this study is Ms. Dini (D) who is lecturing in English in Faculty of Economy. She is a mother of two who is now living in Depok, West Java.

The interview was conducted in the middle of February 2021. The following is the result of the interview.

R   : *"Do you use English in the learning process?"*

D   : *"Well, as it is suggested in the learning system in the management study program, I use 70% English and 30% Bahasa Indonesia in the teaching-learning process. But usually, it all depends on the student's condition. Sometimes I find there is a student who already works in a company and is able to understand when I am speaking English, so I use English mostly in the classroom, but if not, I try to use less English."*

R   : *What about in the social domain? Do you still use English or do you prefer to use Bahasa Indonesia?*

D : *"If I am on campus and meet some English lecturers, I need to adjust the language. If they start to speak English, so I try to speak English. But mostly the conversations are in Bahasa Indonesia. But when I meet my friend, Bona, I try to speak English since I am quite close to him and I'd like to practice my English with him."*

R   : "All right. What about outside of campus?"

D :" You know, it's surprising that I speak English more at home than on campus especially with my kids."

R   : "Wow, that's great! Is it their request or do you want to teach them English since they are kid?"

D   : "I want to build their competence in English, especially in speaking, and since they are in golden ages, -you know—it's a brilliant time to learn a second language

R : "Exactly I agree with you. Well, what do you think of people using English in their daily life even though it is not our first language? Do you feel proud if you speak English in front of others, especially in the social domain?"

D   : "I think most of English lecturers are happy if our society is speaking English, haha..you know we teach English so we want other people to use English. And of course, I am proud to speak it in front of others"

R   :" You are right"

D :" But, you know---I've once taught English at EF and I still make good relationships with all teachers there. Once we meet up, it is like a compulsory for us to speak English. It happens naturally because in the past we were forced to speak English every day."

R   :"That's one way of how you maintain English as the second language, isn't it?"

D   :"Yes, you get the point."

R   :"When you speak English do you also aware of using it correctly and politely? D   : "Sure. I am trying to use it correctly and politely, especially when I am speaking with my kids"

Based on the interview with D, it implies that D has positive language attitude toward English. The following is the analysis of the interview based on the characteristics of language attitude.

No.	Characteristics of Language Attitude	Question	Answer	Conclusion
1.	Language Loyalty	*"Do you use English in learning process?"*	*"Well, as it is suggested in the learning system in management study program, **I use 70% English and 30% Bahasa Indonesia in teaching-learning process.** But usually, it all depends on the students' condition. Sometimes I find there are student who already works in a company are able to understand when I am speaking English, so I use English mostly in the classroom, but if not,*	From the answer, I can conclude that she is loyal to use English but only in specific condition.

			I try to use less English."	
			"If I am in campus and meet some English lecturers, I need to adjust the language. If they start to speak English, so I try to speak English. But mostly the	
		What about in the social domain? Do you still use English or do you prefer to use Bahasa Indonesia?	*conversations are in Bahasa Indonesia. But when I meet my friend, Bona, I try to speak English since I am quite close to him and I'd like to practice my English with him."*	
			" You know, it's surprising that I speak English more at home than in campus especially with my kids."	
			" But, you know--- I've once taught English at EF and I still make good relationship with all teachers there. Once we meet up, it is like a compulsory for us to speak English. It	

		Allright. What about outside of campus?"	***happens naturally*** *because in the past we were forced to speak English every day."*	
2.	Language Pride	*Exactly I agree with you. Well, what do you think of people using English in their daily life even though it is not our first language? Do you feel proud if you speak English in front of others especially in social domain?"*	*"I think most of English lecturers are happy if our society is speaking English, haha..you know we teach English so we want other people use English. **And of course I am proud to speak it in front of others***	It implies that she is proud of using English.
3.	Awareness of the Norms	*When you speak English do you also aware of using it correctly and politely?*	*"Sure. **I am trying to use it correctly and politely**, especially when I am speaking with my kids".*	It implies she has awareness of the norms.

Based on the analysis, it is concluded that the third participant (D) has a positive language attitude toward English, even though their degree of loyalty to using English is less than Bahasa Indonesia, she tries to maintain it by using English fully at home and with her friends from specific backgrounds correctly and politely. Moreover, she feels proud when using English in all domains.

Conclusion

The result of the analysis regarding language attitude towards English among English lecturers from Java shows that all participants have positive language attitudes toward English as they fulfill all positive language attitude characteristics. They tend to be loyal in using English in different levels of situations. They also feel proud of using English in all domains, especially in the social domain. One of the participants (RU) even uses English as one of the ways in maintaining her social connection within her communities. Therefore, even though English is not their first language, English is considered to be used in all domains.

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