

**LANGUAGE ATTITUDE OF THE STUDENTS IN ENGLISH
DEPARTMENT, FACULTY OF ARTS AND HUMANITIES,
UIN SUNAN AMPEL SURABAYA**

THESIS



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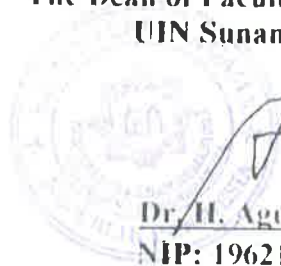
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ABSTRACT

Mubarok, Syahrul Fadlil. (2019). *Language Attitude of the Students in English Department, Faculty of Arts and Humanities, UIN Sunan Ampel Surabaya*. English Department. Advisor: Roudhotul Jannah, M. App. Ling.

Keywords: language attitude, language loyalty, language pride, language awareness of the norm.

This study aims to describe language attitudes of the students in English Department toward English which is based on three categories of language attitudes according to Garvin & Mathiot in Chaer (2014) namely language loyalty, language pride, and language awareness of the norm. Language loyalty is a desire of a person or society to support the language, even to maintain a language and to prevent a language from the influence of the other languages, while language pride is a belief to a language that make a person use the language as identity, and language awareness of the norm is a value which is encourages a person to use the language in accordance with rules or standard grammar in that language, and encourages the language user or community to use the language correctly, polite, and properly.

This research uses descriptive quantitative method. The data were collected through questionnaires which consist of 10 statements related to three categories of language attitudes, namely language loyalty, language pride, and language awareness of the norm. The sample in this study is 42 English Department students. The object of this research is the students of English Department, Faculty of Arts and Humanities, UIN Sunan Ampel Surabaya. Likert scale is used in this research to measure attitudes which consist of five scales.

The results of the assessment of each aspect showed that for language loyalty aspect, the average student got a score of 70 or includes in good category. For the aspect of language pride, the average student got a score of 70, 85 or includes in good category, and for the aspect of language awareness of the norm aspect, the average student got a score of 74, 92 or includes in good category. The results of data processing of overall aspects showed varied language attitude. After calculating the scores of the total of 42 respondents, 11 respondents or 26, 19% respondents get the score of >81%, which means includes in very good category, 23 respondents or 54.76% respondents get the score in the range of 61% - 80% or included in good category, as many as 8 respondents or 19, 04% respondents get the score in the range of 41% -60% or included in enough category. The result shows the average value of language attitudes of the students of English Department, Faculty of Arts and Humanities, UIN Sunan Ampel Surabaya toward English is 71, 80 or included in good category. In language learning, language attitudes have an influence on students' learning motivation. Gardner (1985) Stated that the students who have a positive language attitude have a tendency to succeed compared to those who have a negative attitude.

Abstrak

Mubarok, Syahrul Fadlil. (2019). *Language Attitude of the Students in English Department, Faculty of Arts and Humanities, UIN Sunan Ampel Surabaya*. English Department. Advisor: Roudhotul Jannah, M. App. Ling.

Kata kunci: sikap bahasa, kesetiaan bahasa, kebanggaan bahasa, kesadaran norma bahasa.

Penelitian ini bertujuan untuk mengetahui sikap bahasa mahasiswa di Jurusan Sastra Inggris terhadap Bahasa Inggris yang didasarkan pada tiga kategori sikap bahasa menurut Garvin & Mathiot dalam Chaer (2014) yaitu kesetiaan bahasa, kebanggaan berbahasa, dan kesadaran norma berbahasa. Kesetiaan bahasa adalah keinginan seseorang atau masyarakat untuk mendukung bahasa, bahkan untuk mempertahankan bahasa dan untuk mencegah bahasa dari pengaruh bahasa lain, sedangkan kebanggaan bahasa adalah kepercayaan terhadap suatu bahasa yang membuat seseorang menggunakan bahasa sebagai identitas, dan kesadaran norma bahasa adalah nilai yang mendorong seseorang untuk menggunakan bahasa sesuai dengan aturan atau tata bahasa standar dalam bahasa itu, dan mendorong pengguna bahasa atau untuk menggunakan bahasa dengan sopan dan benar.

Penelitian ini menggunakan metode deskriptif kuantitatif. Data dikumpulkan melalui kuesioner yang terdiri dari 10 pernyataan yang berkaitan dengan tiga kategori sikap bahasa, yaitu kesetiaan bahasa, kebanggaan bahasa, dan kesadaran norma bahasa. Sampel dalam penelitian ini adalah 42 mahasiswa Jurusan Sastra Inggris. Objek penelitian ini adalah mahasiswa Jurusan Sastra Inggris, Fakultas Adab dan Humaniora, UIN Sunan Ampel Surabaya. Skala likert digunakan dalam penelitian ini untuk mengukur sikap yang terdiri dari lima skala.

Hasil penilaian masing-masing aspek menunjukkan bahwa untuk aspek kesetiaan bahasa, nilai rata-rata dari keseluruhan mahasiswa adalah 70 atau termasuk dalam kategori baik. Untuk aspek kebanggaan bahasa, nilai rata-rata dari keseluruhan mahasiswa adalah 70, 85 atau termasuk dalam kategori baik, dan untuk aspek kesadaran norma bahasa, nilai rata-rata dari keseluruhan mahasiswa adalah 74, 92 atau termasuk dalam kategori baik. Hasil pengolahan data dari skor yang di dapatkan dari keseluruhan aspek menunjukkan sikap bahasa yang bervariasi. Setelah menghitung nilai dari total 42 responden, 11 responden atau 26,19% responden mendapatkan nilai >81%, yang berarti termasuk dalam kategori sangat baik, 23 responden atau 54,76% responden mendapatkan nilai pada kisaran 61% - 80 % atau termasuk dalam kategori baik, dan sebanyak 8 responden atau 19,04% responden mendapat nilai di kisaran 41% -60% atau termasuk dalam kategori cukup. Hasil penelitian menunjukkan nilai rata-rata

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INTRODUCTION

Attitude is one of the important factors in learning. A student's positive attitude towards what is learned will trigger students' motivation in increasing their effort and perseverance in learning so they can succeed. Therefore attitude is one of the factors that need to be considered to improve the teaching and learning process in the classroom. In language learning, language attitudes have an influence on students' learning motivation. The students who have a positive language attitude have a tendency to succeed compared to those who have a negative attitude (Gardner 1985). Language attitude is an important thing for every language learner. A good language learner should have a good language attitude to a language they learned. Fasold (2001, p. 148) states that the language attitude is all of behavior about how language is treated, includes the attitudes toward language planning and preservation efforts. It is supported by the statement of Rahayu and Ari Listiyorini (2009, p. 3) which stated that the language attitude is directly related to the attitude of the speaker in choosing and set language. Language attitude is emphasized in the self consciousness within using language correctly (Pateda, 1990, p. 30).

1

Language loyalty is a desire of a person or society to support the language, to protect and maintain a language, and to prevent a language from the influence of the other languages. Furthermore Karsana (2009, p. 76) states that language loyalty is a loyal attitude towards a particular language. Loyal attitude can be seen in the person's behavior of the language user directly. For example; the language user always uses a language on various occasions and various media, corrects the other speaker errors in using it language, and taught to the next generation with the purpose that the language is not extinct.

Language pride is an important value for a language user or a language learner. Sumarsono (2004, p. 365) stated that the language pride is a belief in language that make a person use the language as identity. Language pride is implemented through the speech and behavior. From the speech aspect, someone who has a sense of language pride will speak using the language he likes, while from the attitude aspect, someone who has language pride to a language will be positive to the language and consider that the language is important, even belief that the language can exist in the globalization era. Language pride encourages a person or society to make their language as their ethnic identity, and to distinguish them from the other groups.

Awareness of the norm is a value which is makes someone obey a rule. This awareness encourages a person to use the language in accordance with rules or standard grammar in that language. Awareness of the norm can be seen by how the students use language according to the context of situation and with whom and in what condition. Awareness of the norms encourages the language user or

community to use the language correctly, polite, and properly (Sumarsono 2002, p. 365). In learning process of English, the usage of English properly and correctly viewed from the standard grammar rules. The polite use of language is reflected in someone's speech to say an utterance according with the context of the situation.

Sumarsono (2000, p. 197) stated that relationship between language attitudes and language usage can be positive or negative. According to Garvin and Mathiot (cited in Chaer, 2014) language attitude marked by three characteristics, the characteristics are: language loyalty, language pride, and awareness of the norm. According to this concept, language loyalty is a value that encouraged a people or group to defend their language from the influence of another language. Language pride is values which encourage a people or a group to make their language as an identity that distinguish their group with another group. And awareness of the norm is the factor that is very influence the attitude in an utterance and it describes in language use. Language loyalty, language pride, and awareness of the norm are important value that every language learners should have.

In the globalization era, English became one of the most important languages to be learned. English is important for communication especially in the relations between the countries around of the world, moreover in this globalization era. English is the language used to communicate among a country with other country that has different language. Therefore, English is a very important language to be learned by every country in the world. The importance of English ability in social life in the globalization era can be seen from many

perspectives. From global communications perspective, English ability has a very strategic role. The one of strategic role of English in the education in a country is used to access to learn the science and appreciate across cultures.

In education, English has a very important role. One of English function in education is as a medium for learning a science, literature, culture and other important things from the other country. English has evolved into an important international communication medium. English is important especially for the academic community. Its condition makes English as a requirement of the academic community so that the mastery of foreign language, especially English will become more important in the future for the development of science, technology, and art in the era of globalization. Therefore, many universities in Indonesia are entering English into one of the majors. And one of the majors that study about English is English literature major. The department not only study English but also studied many aspects in English ranging from the general to the most detail even that major also studies about the history of English in the world and history of western civilization.

To learn a language, a language learner must have a good language attitude towards the language learned. Good language attitude could make a language learner mastering a language easier. Therefore an English learner especially in university must have a good language attitude toward English. The research about language attitude toward English is also important to indicate the language attitude of the students, especially for the university students in English literature major.

For an English learner in Indonesia, English become the foreign language that is important to be learned. The process by which someone learns a language is usually also called acquisition. (Ellis, 1986, p. 292; Alice Omaggio, 1986, p. 29) explained that acquisition can be broadly defined as the internalization of rules and formulas which are used to communicate in a second language. Learning is a conscious study through formal instruction such as language learning in the classroom. In the Dictionary of Applied Longman Linguistics, Jack Richards et al. (1985, p. 252) stated that second language acquisition is, “a process in which people develop proficiency in a second or foreign language.” (Rod Ellis, 1986, p. 4) explained that second language acquisition is "a complex process, involving many interrelated factors. This is the result of many factors related to the student itself and also the learning situation. Victoria Fromkin et.al (2002, p. 593) stated that second language acquisition is “acquisition of another language or language after the first language acquisition that is running or completed.” There are many common factors that influence second language learning such as age, intelligence, cognitive style, attitude, motivation, and personality (Ellis: 1985). This study focuses on attitude as a factor and its contribution to second language learning. A good attitude towards language will increase motivation in language learning. Motivation is one of the most important factors in acquiring a second language. Richards (1985, p. 185) believes motivation is a factor that determines someone's desire to do something. It is clear that students who want to learn tend to achieve more than those who don't. The role of attitudes and motivations in second language learning has been examined

by Gardner and Lambert (1972), which defines motivation in terms of “goals or overall orientation of students”, and attitudes as “persistence shown by learners in the struggle to achieve goals.”

From year to year more and more students are interested to learning English to become an English teacher and the other professions. The predicate of qualified graduates is a consideration in choosing a department. To create high quality and high achieving graduates, English Literature department facilitates students to be able to achieve good English skills. Motivation is one of factor that influences the learning quality of the students that influence the student skills. One of the important factors that influence student learning motivation, especially language learning, is the attitude of the students to the language they learned. Longman Dictionary of Applied Linguistics (1985, p. 155) stated that the language attitude is the attitude of the language user to the diversity of his own language and the other language. Language attitudes are mental positions or feelings towards the language itself or others (Kridalaksana, 1982, p. 153). As an English learner, students of English literature ideally should have a positive attitude towards English so that they can learn English maximally. However, not all students have a positive attitude towards English which is indicated in three characteristics includes language pride, language loyalty, and awareness of language norms. The language attitude toward language being studied is an emotional factor that has an influence on the results of learning a second language acquisition. A good language attitude will encourage internal motivation to learn a language. Psychologically, language attitudes are closely related to motivation

and interest in learning that determines whether a learner wants to spend more time in learning English and ultimately affects the success of student English learning

Related to the research about language attitude, the researcher is also found some previous studies related to language attitude. Most of previous study is also use three characteristics of language attitude. The characteristics are language loyalty, language pride, and awareness of the norm. The first study by Deni Karsana, a Magister of science student from Gadjah Mada University (2009) entitled *Kesetiaan Berbahasa Etnik Sunda di Daerah Istimewa Yogyakarta*. The result of this research shows that language loyalty of Sundanese ethnic is still high.

The next study by Atik Wulandari (2012) entitled “Sikap Bahasa Siswa Kelas VII di SMP N 9 Yogyakarta terhadap Bahasa Indonesia. This research analyzes about language attitude of the students based on three characteristics include language loyalty, language pride, and awareness of the norm. This research uses descriptive quantitative method. The result of this study is the students in SMP N 9 Yogyakarta toward Indonesian are in good category.

The next study by Iwa Sobara and Dewi Kartika Ardiyani (2013) entitled “Sikap Bahasa Mahasiswa Laki-Laki dan Perempuan di Jurusan Sastra Jerman Universitas Negeri Malang” this study is about the language attitude in Germany literature in State University of Malang. This research is study about the difference attitude between male and female students in Germany literature

The next study by Sri Winarti (2015) entitled “Language Attitude of the People Around of the Border of East Nusa Tenggara. This study discusses people's language attitude based in the border area of East Nusa Tenggara particularly in Silawan village, East Tasifeto district, Belu regency, the Province of East Nusa Tenggara. This study describes the people's language attitude in the border area on the Indonesian language, local language and foreign language using a survey method. This research is takes the sample from the population by give questionnaire. This research is qualitative study that relating the social characteristic of the respondents with the respondent’s opinion toward some language attitude parameter. The result of this research shows that people in the border area of East Nusa Tenggara is in good category, but the people in the border area of East Nusa Tenggara prefers to use local language than Indonesian.

[illegible]

Department, Faculty of Arts and Humanities, UIN Sunan Ampel Surabaya. The data is taken by giving questionnaire to 42 male and female students. The researcher interested to analyze the language loyalty, language pride, and awareness of the norm of English department students toward English because the researcher interested to find out the language attitude of English department students. Research about language attitude toward English is important especially for English department students because positive attitude toward the language learned is an important factor that influences student's learning motivation that finally influences the success of language learning.

1.2 Statement of the Problem

Based on the research background of study, the researcher states the problem as follow:

1. How is the student's language attitude toward English based on language loyalty, language pride, and language awareness of the norm?

1.3 Objective of the Study

1. To find out student's language attitude toward English based on language loyalty, language pride, and language awareness of the norm.

1.4 Significance of the Study

This study aims to determine the language attitude of the English Department students to the language they learned, namely English. The language attitude in this study refers to the opinion of Garvin & Mathiot (in Chaer, 2014) which states that language attitudes consist of three aspects, namely language loyalty, language pride, and language awareness of the

norm. Research on language attitudes is interesting because attitude is an important factor that influences the learning motivation of a language learner. The more positive the language attitude of a language learner to the language he learned, the higher the learning motivation and ultimately influence to the success of language learning.

1.5 Scope & Limitation

This study focuses to find out the language attitude that consist of three aspects namely language loyalty, language pride, and language awareness of the norm of English department students to the language they learned namely English. The limitation of this study is the quantity of the data because the data is only 42 male and female students from class of 2015 that reflect all of the students in English Department.

1.6 Definition of Key Terms

1. **Language:** Language is a system of communication which consists of a set of sounds and written symbols which are used by the people of a particular country or region for talking or writing. Language is a rule-based system of signs. Saying that language is rule-based usually makes people think of other kinds of situations where rules are enforced by a particular authority. Language is the use of a system of communication which consists of a set of sounds or written symbols.

2. Attitude: Attitudes are evaluative reactions to persons, objects, and events. This includes beliefs and positive or negative feelings about the attitude object.
3. Language loyalty: A value that encourages a people or group to defend their language from the influence of another language.
4. Language pride: Values which encourage a people or a group to make their language as an identity that distinguish their group with another group.
5. Language awareness of the norm: Values that encourages a person to use the language in accordance with rules or standard grammar in that language. Awareness of the norm can be seen by how the students use language according to the context of situation and with whom and in what condition. Awareness of the norms encourages the language user or community to use the language correctly, polite, and properly.

Language attitude is an important thing for every language learner. Not only in the realm of language, even in daily life certainly can be seen the importance of attitude. For instance, in everyday conversation, it is often talked about the importance of maintaining health. A positive attitude toward a healthy lifestyle, consuming healthy foods and drinks, exercise will increase life expectancy. People who have a positive attitude towards the importance of maintaining health will have different behaviors than those who do not have a positive attitude towards the importance of a healthy lifestyle. Likewise in the realm of language, in the context of the language domain, attitudes towards language are very important. If a group or a language learner does not have a positive attitude towards the language they are learning, of course it also influences their learning motivation, which in turn also affects the level of success in learning the language they learn. The illustration shows the reason for the importance of the concept of attitude. Research on the language attitude provides an indicator of the thoughts and beliefs, tendencies and desires of a language learner on the language he learned.

Using a social psychological approach, Gardner (1985) stated that one of the main principles of success in language learning is the student's positive attitude towards the linguistic cultural community of the target language. This is in accordance with the conclusion of Spolsky (1969) that one of the most important of attitudinal factors that influence second language acquisition are the attitude of learners to the language and speakers of that language. This shows that the positive attitude of a language learner to the language being studied is the

most basic thing that every language learner must have that determines the success of language learning.

One of case examples that illustrate the importance of a positive language attitude towards the language being studied is as happened in Hungary. From 1949 to 1989, for obvious political reasons, Russian was taught in Hungary as the first foreign language at all levels of the school system; as a result, when graduated from university, someone had studied Russian for a minimum of 10 years. However, Hungarian people are very reluctant to learn Russian because they consider it to represent oppressive power. Consequently, in 1979–1982, no more than 2.9% of the Hungarian adult population spoke Russian, whose numbers declined in 1994 to almost 1% (Terestyé'ni, 1996). It is a perfect analysis of the statement of Gardner (2001) who claims that language learning without a sufficiently positive language attitude to support it is a futile effort.

E.G. Lewis (1981) as quoted by Baker (1992) argued that any policy towards language, especially in the language education system, must pay attention to attitudes and aspects that are affected. In the long term, no policy is successful without regard to three things. These three things are: giving an appreciation of a positive attitude, making a good approach to those who have a negative attitude, and trying to find the cause of that negative attitude. In any case, knowledge of attitudes is very fundamental to the formulation of a policy and also to the success of its implementation. Status, value and importance of a language are often and generally measured by attitudes towards that language. This attitude can be measured at the individual level or the general attitude or community group. In

one level, the information obtained is very important to represent democratically "the views of the community". The explanation above explains the importance of attitudes, especially in relation to language attitudes because it can be a benchmark for the success of learning and the development of a language. Thus the importance of language attitude so that studies of language attitudes remain relevant at any time and research on language attitudes has always been interesting.

In this study, the attitude intended is language attitude, especially language attitude towards English. Survey of attitude towards English is important because it can provide an overview of language attitudes that influence learning motivation of a language learner, which in turn also affects the success in learning the language. Besides, language attitude research can also provide important information about policy towards a language especially in this study is English in the scope of the English Department, Faculty of Arts and Humanities, State Islamic University Sunan Ampel Surabaya.

Anderson (1947, p. 47) distinguished two types of attitudes, namely the attitude of language and non-language attitudes such as political attitudes, social attitudes, ethical attitudes, etc. Cooper and Fishman (1973) interpreted the meaning of language attitudes that include language, language behavior, and things related to the language or language behavior that became a marker or symbol. Anderson (1947) argued that language attitude is a language-related belief system that is relatively long-term, about a language object that gives a tendency to someone (who has the language's attitude) to act in the particular way

he likes. In his other writing, Anderson (1985) distinguished the meaning of language attitudes in a narrow sense and in broad sense. In a narrow sense the attitude of the language is viewed as a single dimension of the concept solely, namely the dimensions of the sense that exists in one's self to a language. While the dimensions of belief (or knowledge) and behavioral dimensions are seen as separate symptoms. In broad terms, language attitudes relate to descriptive beliefs and exhortative beliefs in addition to the evaluative aspect of the attitude.

Meanwhile, Pap (1979) assumed that in a narrow sense the language attitude refers to: a) people's assessment of a language (beautiful or not; rich or poor; efficient or not), b) the assessment of speakers of a particular language as an ethnic group with special personality traits, etc. In a broad sense, language attitudes include the actual choice of language and language learning or actual language planning.

Meanwhile McGroarty (1998, p. 5) stated that attitudes relate to one's values and beliefs and show choices in various activities, both academically and informally. The opinion expressed by Cooper and Fishman about language attitude seems to be more specific because it is more focused on the reference, namely language. Besides, language behavior and other factors related to language behavior are also used as considerations. in other words it is not considered a separate part.

Nonetheless, Burns, Matthews and Nolan Conroy (2001, p. 182) revealed the definition of language attitude has undergone an expansion which includes not

only attitudes towards a language, but also to users of that language or a variety of languages.

Meanwhile, Holmes (2001) argued that language attitudes mean attitudes that reflect an assessment of a language, language speakers, and language users. So, attitudes towards a language or towards a language user group are examples of language attitudes.

Garvin and Mathiot (cited in Chaer, 2014) argued that language attitudes are characterized by three characteristics. Its characteristics are Language loyalty, which is a desire of a person or society to support language, to protect and maintain language, and to maintain a language from influence of the other languages, the second is language pride, which is the values that encourage people or groups to make their language as an identity that distinguishes their group from other groups, and the third is awareness of norms which is a values that make someone obey the rules. This awareness encourages a person to use language according to standard rules or grammar in that language.

From the description above, it can be concluded that language attitude does not only refer to a language but also concerns the attitude towards speakers of a language. Attitudes can be interpreted in a narrow and broad sense. In a narrow sense it refers to the individual's assessment of a language while in broad terms refers to language selection and planning.

In this study, researcher refers to the opinion of Garvin & Mathiot (cited in Chaer, 2014) which marks the language attitudes based on three characteristics,

namely language loyalty, language pride, and awareness of the norm. In addition, attitudes towards speakers of languages also remain taken into account in this study. It is in accordance with Cooper and Fishman (1973) who interpreted language attitudes including language, language behavior, and things related to language or language behavior that became markers or symbols. The language attitude discussed in this study is the attitude of English Department students to English.

Based on a mentalist view, Fasold (1984) argued that attitudes can be observed from behavior, even though indirectly because it requires a variable to interrelate stimuli and responses. Dawes (1972) and Mar'at (1984) argued that attitudes can be known through interpretation. To interpret attitudes must be through attitude measurement. The measurement of language attitude in this study refers to the opinion of Garvin & Mathiot (cited in Chaer, 2014) which marks the attitude of language based on three characteristics, namely language loyalty, language pride, and awareness of the norm. Through these three components, with reference to Taylor's (1973) opinion, attitudes can be judged from a positive, neutral, to negative stretch. Someone is said to have a positive attitude towards a language if he likes the language, while his attitude is considered neutral if he does not have positive or negative feelings towards the language. The attitude measurement in this study will assess students' attitudes towards the language they learn, namely English. The attitude assessment refers to the three components of attitude proposed by Garvin & Mathiot (cited in Chaer, 2014), namely language loyalty, language pride, and language awareness of the norm.

Language loyalty is a desire of a person or society within support the language, to protect and maintain a language, and to prevent a language from the influence of the other languages (Garvin and Mathiot cited in Chaer, 2014). Furthermore, in the Fishman's opinion states that loyalty is a loyal attitude towards a particular language. Loyal attitude can be seen in the person's behavior of the language user directly. For example; the language user always uses a language on various occasions and various media, corrects the other speaker errors in using it language, and correct the other speaker errors, and taught to the next generation with the purpose that the language is not extinct.

The second one is language pride. Garvin and Mathiot (cited in Chaer, 2014) stated that language pride is values which encourage a people or a group to make their language as an identity that distinguish their group with another group. Sumarsono (2004, p. 365) stated that the language pride is a belief in language that make a person use the language as identity. Language pride is implemented through the speech and behavior.

From the speech aspect, someone who has a sense of language pride will speak using the language he likes, while from the attitude aspect, someone who has language pride to a language will be positive to the language and consider that the language is important, even belief that the language can exist in the globalization era. Language pride encourages a person or society to make their language as their ethnic identity, and to distinguish them from the other ethnicity.

The third aspect of language attitudes is language awareness of the norm. Awareness of the norm is the values that make someone to obey a rule. This awareness encourages a person to use the language in accordance with rules or standard grammar in that language. In English learning process, awareness of the norm can be seen by how the students use language according to the context of situation and with whom and in what condition. Awareness of the norms encourages the language user community to use the language correctly, polite, and properly (Sumarsono, 2002, p. 365). In learning process, especially English learning, the usage of language properly and correctly viewed from the standard language grammar rules. The polite use of language is reflected in someone's speech to say an utterance according with the context of the situation.

Language is influenced by various factors. Attitude is one of the important things for every learner, in this case especially language learners. This is a concept that has become a sociolinguistic focal point concerning student behavior. Therefore, this study was conducted to determine the language attitudes of language learners to the language they learned, namely English. Research on language attitudes is an interesting study because the good language attitude of a language learner has an impact on language learning motivation, which in turn also affects the learning outcomes of a language learner. Motivation is one of the determining factors in learning. Students who have a good language attitude towards the language they learn will also have good learning motivation. Therefore, research on language attitudes is an interesting research.

2.1.2. Learning Motivation

The term motivation comes from the Latin verb "movere" which means "to move" (Pintrich 2002, p. 5). This term describes the power that drives individuals to carry out certain activities (Gage & Berliner 1948, p. 372). The concept of movement here is reflected in the general concept of motivation as something that encourages us to do things continuously, encourages us to keep moving, and helps us complete tasks (Pintrich 2002, p. 5). At present, motivation has been conceptualized into various ways, including inner forces, enduring traits, behavioral responses to stimuli, and a set of beliefs and affect (Pintrich 2002, p. 5). There are several views about motivation according to experts.

The first view from Clider et al (1983, p. 187) which defined motivation as desires, needs, and interests that stimulate or activate the organism and direct it to achieve specific goals. Therefore, motivated organism behavior will be different from unmotivated ones. In other words, someone's motivation (Harsey and Blanchard 1991, p. 20-21) depends on the needs, desires, and willingness in a person then directed to achieve goals, whether consciously or not. A goal is something that is beyond motivation and sometimes interpreted as something expected.

The second view can be seen from the opinion of Good and Broophy (1990) which defined motivation as a hypothesis used to explain initiation, intensity, and behavior carried out continuously. In other words, (Tileston 2004)

The third view of motivation is referenced from two opinions. Bornstein (1987) considers motivation as an inner drive, impulse, and emotion, which moves a person to do certain activities. This opinion is also supported by Stephen (1991, p. 168) who defined motivation as willingness in self and effort to achieve higher goals. This encourages one's ability to satisfy their needs. In general, motivation is defined as an effort to achieve organized goals. Motivational elements include business, organized goals and needs.

From the opinions expressed by the experts above, there are various opinions about motivation. Nevertheless, the opinion of one with the other opinion actually enriches the definition of motivation. The essence of motivation is based on the impulses that arise in individuals then it moves someone to do something to achieve the goals that have been set. The intended purpose is set based on the individual's own needs.

Crookes and Schmidt (1991) with reference to Maehr, Archer and Kellere broaden the definition of motivation in language learning by concluding that language learning motivation has internal and external features. There are four internal and attitudinal factors in the motivational structure, namely:

- [illegible]

3. Expectations of success or failure,

a. Students decide to choose, pay attention, and make bonds with the target language learning;

c. Learners maintain a high level of learning activity.

[illegible]

activities include cognitive activities, such as planning, training, organizing, supervision, decision making, problem solving, and developmental assessment.

From the description above, it can be concluded that motivation is an energy that encourages a learner, in this case especially the language learner determines learning goals, attempts to achieve them, and does not give up when facing obstacles even if there is a failure in the learning process. Therefore, motivation is something that is important for a student to have, in this case language learners. Motivation for language learning will be formed if a language learner has a good language attitude towards the language being studied. The more positive the language attitude that a language learner has on the language being studied, the stronger the motivation of a language learner to learn the language he learned.

In addition, in the view of humanistic psychology, motivation has many important roles in achieving something. In the view of humanistic psychology, there are several theories related to the importance of motivation.

Atkinson's motivation theory (1964, p. 241-242) can be used to explain behavior. These experts argue that the tendency to approach achievement is the product of three factors, namely the need for achievement or motives for success, enabling success, and the value of success. However, fear of failure can also arise in situations related to achievement. Besides the tendency to approach achievement goals, there is a tendency to avoid failure. According to Atkinson's theory, the power of motivation of someone struggling to achieve a certain goal is

According to *Valence, instrumentality, expectancy* (VIE) theory (Vroom 1964 in Oxford and Shearin 1994, p. 19) there are three questions in the individual: (1) “is the result of an effort, such as good achievement, valuable for me (*value / valence*)?” That means to be motivated to do something someone must believe that the achievement in his efforts is valuable to him. For example if a student gets a good grade, then that value will be useful for him in the future. (2) “Does the result bring another positive result (*instrumentality*)?” Which means achievement in its efforts must have other positive values that are pleasurable. (3) “Does my efforts lead to success (*expectancy*)?” which means, to be motivated, someone must be sure that his efforts must bring him to success. The consequence is that if the learner does not believe that his performance is valuable, his motivation will also be low. Therefore, goals in language learning must be

specific, difficult but achievable, accepted by learners, and accompanied by feedback in the form of progress (Oxford and Shearin 1994, p. 19). In that theory also develops *goal-setting* and *task performance theory* which states that most people will work hard only if they are sure to get the expected results, such as salary increases, position, and status (Baron 1992, p. 365). It is in accordance with Atkinson's theory which argues that learning motivation is influenced by the belief that what they learn will lead them to something valuable. based on this, it can be concluded that the more a student considers what he has learned to be valuable, the more positive his attitude towards what he learns, and the more positive a student's attitude towards what he learns, the more his learning motivation will be.

Thus, motivation refers to a combination of desire and effort to achieve goals related to individual thinking in various ways, such as language learning, with behavior and the level of effort applied to achieve goals (Gardner 1985 cited in McGroarty 1998). The nature of the goal itself will influence behavior. Something that will be done in terms of attainment-oriented behavior, according to Atkinson (1964), is not only motivation but also the possibility of success and at the same time is also a hope value.

The value of motivation and language learning is closely related. Gardner and Lambert (1972) in their study of motivation to develop a second language study orientation index. They create an index to identify types of motivation that are related to achievement in language. This orientation index is divided into two elements, namely intrinsic motivation in individuals and intrinsic motivation

based on individual perceptions of external influences arising from actions (McGroarty 1996).

According to Gardner (1985) as quoted by Ho (1998) orientation is the need and purpose of learning a foreign language, while motivation refers to the effort and desire to achieve language learning goals and a positive attitude towards language learning. Students with integrative motivation learn a language because they want to learn more about other cultural societies and to become a community of foreign language speakers, thus having cultural and social goals.

In relation to language learning, Gardner and Lambert (1985) propose two main constructs of motivation to learn the language they call orientation, namely integrative motivation: the desire to interact with speakers of target language and instrumental motivation: the desire to learn a language for purposes such as academic or goals related to the future.

Wen (1997, p. 235) stated that student who has an instrumental orientation, by studying foreign languages, expects to get special benefits such as career opportunities. In other words these students have little interest in the target language. Meanwhile, Ho (1998) defined instrumental orientation as a functional reason for learning a language as a tool / way to obtain certain instrumental goals, such as getting a better job, reading technical materials, passing exams, and so on. Both instrumental and integrative orientations are very important in language learning. Both are inseparable.

From the description above, it is clearly illustrated about motivation and orientation. The first refers to one's efforts and desires to achieve the goal of language learning followed by a positive attitude towards the language, while the second is related to the need and purpose of learning a foreign language. Integrative motivation in the context of learning foreign language has social and cultural goals, in other words studying the culture and behavior of the language. In contrast, instrumental motivation has practical purposes, usually related to academic and business goals.

In language learning, Gardner (1985) suggested four elements of motivation that have an important role in language learning, namely: goals, desires to achieve goals, positive attitudes toward language learning, and purposeful behavioral efforts. The intended purpose is a goal related to language learning. Motivation reflects power to achieve goals (Oxford & Shearin 1994). Furthermore, this power is reflected in the orientation of motivation that comes from the desire to achieve goals, a positive attitude towards language learning and effort behavior.

Motivation is the inner strength that determines the success of learning activities (Oxford & Shearin 1994, p. 12). In relation to language learning, (Hines and Rutherford 1982) argues that motivation is a feeling nurtured by the teacher in the class because the learning situation is carried out in a very planned manner, as well as intuitive exercises that satisfy one of the basic needs, universal, cognitive, and human affective needs. Motivation plays a very important role in second

language learning (Gardner 1985; Gardner & MacIntyre 1991). Here are some important roles of motivation in language learning.

First, high motivation encourages learners to find and determine learning strategies that are in accordance with their conditions and language intake or abilities that are the target of their learning (cf. Gillet 1994). Second, high motivation can lead learners to make more active efforts to learn second languages and foreign languages (cf. Harré & Gilett 1994, p. 123). Third, motivation encourages a language learner to find and determine meta-cognitive strategies that enable him to learn easily. Furthermore, with the motivation possessed by a learner will make various efforts to overcome learning constraints and strive for the realization of facilities that support the learning process. Besides that, motivation helps activate, direct, and maintain human behavior (cf Baron 1992, p. 360 and Baker 1992, p. 14) included in foreign language learning.

From the opinions expressed by the experts above, we can know the importance of motivation in learning, in this case especially language. Motivation is an internal impulse, impulses and emotions that move a person to do certain activities consistently to achieve an individual's goals. The activity is carried out based on one's desires, interests, and needs, which then give stimulation to activate the organism and direct it to achieve goals either consciously or unconsciously. One of the most important triggers that enable motivation is the positive attitude of a language learner to the language being studied.

Motivation has two elements, namely intrinsic motivation, which exists in the individual and extrinsic motivation, namely the driving factors that exist outside the individual. In language learning, intrinsic motivation has four main factors, namely interest, relevance, hope, and satisfaction. While extrinsic motivation is triggered by external factors such as parents, teachers, and social environment. This external factor triggers a person to carry out an activity because of an award or even punishment. The awards are generally in the form of gifts, money, good grades, career enlightenment, and so on.

Motivation in language learning has internal and external features. The first feature has several elements, namely attitudes, experiences and backgrounds of learner knowledge that underlie interest in the target language which then shapes the language attitude towards the language. The second is external features including achievements, affiliations and strengths that are possessed when participating in learning the target language. The expectation of success or failure is the driving force of individuals in target learning. These factors are strongly influenced by the language attitude of a language learner on the language being studied.

From the explanations above, we can know the importance of motivation in learning, in this case especially in language learning. One of the most important triggers that enable motivation is the positive attitude of a language learner to the language being studied. Every person has different motivation depends on the number of factors such as personality, ambition, education and age. For a student, motivation is very important because it can move its behavior towards a positive

direction and increase a learner's ability to face all demands, difficulties in learning. In relation to learning, motivation is closely related to the needs of self-actualization so that the motivation has the greatest influence on the learning activities of students who want to achieve high achievement. The language attitude toward language being studied is an emotional factor that has an influence on the results of a second language acquisition. A good language attitude will encourage internal motivation to learn a language. Psychologically, language attitudes are closely related to motivation and interest in learning that determines whether a learner wants to spend more time in learning English and ultimately affects the success of student English learning. Tremblay and Gardner (1995) developed the construction of motivational factor in the language learning that addresses language attitudes as the trigger of motivation. Gardner (1985, p. 10) stated that attitudes and motivation have a very close relationship:

"Motivation ... refers to the combination of effort plus desire to achieve the goal of learning the language plus favorable attitude towards learning the language".

Gardner intends to show that the positive attitude is a trigger factor for the formation of motivation of students in their efforts to achieve their learning goals. Furthermore, for the construction of motivation, Tremblay and Gardner (1995) considered that language attitude as a factor that initiates the emergence of motivational antecedents. This motivational has a function as mediators for the formation of motivational behaviors which are become the factors that influence the success of language learning.

2.1.3. The Importance of English

English is an international language. In the globalization era, English became one of the most important languages to be learned. English is important for communication in the relations between countries in this globalization era. English is the language used to communicate of a country with other country that has different language. Therefore, English is a very important language to be learned by every country in the world. The importance of English ability in social life in the globalization era can be seen from many perspectives. In education, English has a very important role. One of English function in education is as a medium for learning a science, literature, culture and other important things from the other country. English has evolved into an important international communication medium. English is important especially for the academic community. English will become more important in the future for the development of science, technology, and art in the era of globalization. Therefore, many universities in Indonesia put English into one of the majors, and one of the majors that study about English is English literature major. To learn a language, a language learner must have a good language attitude toward its language. Good language attitude will make a language learner will more easily in mastering a language. Therefore an English learner especially in university, moreover English literature students must have a good language attitude towards English.

English is the language most widely used in business communication, science and technology and international relations and diplomacy. English is an important competency needed to face the challenges of globalization, ranging

from business, economic challenges, to education and quality of life. Therefore, in addition to the main language, namely Indonesian, in Indonesia also needs to be introduced to English which has become a basic skill needed by the entire community or workforce in the world. But in Indonesia, the pattern of acquisition of English is still a foreign language, not first or second language as in some commonwealth countries.

Huda (2000, p. 69) stated that English is the main foreign language, although the Indonesian government is reluctant to state this officially. English in Indonesia is generally taught as foreign language. The term “foreign language” in the field of language teaching is different from “second language.” Foreign language is a language that is not used as a communication tool in a particular country where the language is taught, while the second language is a language that is not the main language but is one of the languages that generally used in a country. The use of good and correct language is a reflection that signifies orderly thoughts or coherent reasoning in the application of scientific rules. English fluency has a correlation with several social and economic measures including income, ease of doing business to quality of life.

Along with economic development increasingly widespread and complex in the current era, mastery of English becomes important for a workforce. The use of English is intended for communication and the economy with abroad to be smooth. Therefore, it is common if English is said to be an international language. In the current era, cooperation between countries is very rapid. Therefore, the labor needed in the related field certainly increases. Along with this, competition

among workers is also increasingly tight. Automatically, it encourages the workforce to improve their skills and one of the important things is to master English. Globalization era requires every individual to prepare reliable resources, especially in the field of communication. In this case the role of English is needed in mastering communication technology and interacting directly. As a means of global communication, English must be mastered both oral and written.

Related to the importance of mastering foreign languages, German philosopher Johann Wolfgang von Goethe said *“Those who know nothing of foreign language know nothing about their own.”* This saying implies the importance of foreign language education, in addition to mother tongue and national language. Therefore, in that context, there needs to be a paradigm of thinking about the importance of mastery of English, namely the perception that in the era of globalization, where the competitiveness of individuals from various countries compete and dominate various types of work and business. In addition to Indonesian as a unifying language (national language) that must be mastered, international language is also a second language that must be mastered because English is a global language that plays a role in global interaction and communication along with the competition in globalization era. In short, understanding English as a global language should not be associated with extinction or threats and disruption to native language or mother tongue because it is not an option that must choose between the two.

In addition, English has become a key language that is very useful in all aspects, be it business, politics, social or cultural. Formerly in Indonesia,

especially in rural areas, English is still a less interesting thing to learn and understand, but now it should be changed because English, which is a communication tool in globalization era, is the key to success in achieving future careers. In other words, the ability to speak English can also be used as an investment for the future.

There are many advantages to learning English, one of important advantages is to have competitiveness in global competition with the capabilities possessed and also supported by good English skills. Besides, most technology tools use English. In addition, if someone wants to work in a multinational company or a foreign company then automatically, English language proficiency is very important because it is one of the most important requirements. The rapid development of technology demands that individuals be more proactive in responding to the global flow of information as an asset in meeting demands in the globalization era.

As a world language association, English is not only an academic necessity because its mastery is only limited to aspects of language knowledge but also as a medium of global communication. To master English well, it is very important for an English student to have a good language attitude. A good language attitude will stimulate language learners' motivation in learning English.

Learning English is highly recommended because English in Indonesia still has a foreign language status, not a second language. Learning English in the era of globalization is inevitable. Therefore, the positive language attitude of an

English language student, especially for English Department students is very important.

2.1.4. Second Language Acquisition

Acquisition is basically another word for learning. The process by which someone learns a language is usually also called acquisition. (Ellis, 1986, p. 292; Alice Omaggio, 1986, p. 29) explained that acquisitions can be broadly defined as the internalization of rules and formulas which are then used to communicate in a second language. Learning is a conscious study through formal instruction such as language learning in the classroom. In the Dictionary of Applied Longman Linguistics, Jack Richards et al. (1985, p. 252) stated that second language acquisition is, “a process in which people develop proficiency in a second or foreign language.” (Rod Ellis, 1986, p. 4) explains that second language acquisition is “a complex process, involving many interrelated factors.” This is the result of many factors related to the student itself and also the learning situation. Victoria Fromkin et.al (2002, p. 593) stated that second language acquisition is “acquisition of another language or language after the first language acquisition that is running or completed”. There are many common factors that influence second language learning such as age, intelligence, cognitive style, attitude, motivation, and personality (Ellis, p. 1985). This study focuses on attitude as a factor and its contribution to second language learning. A good attitude towards language will increase motivation in language learning.

Motivation is one of the most important factors in acquiring a second language. Richards (1985, p. 185) believes motivation is a factor that determines someone's desire to do something. It is clear that students who want to learn tend to achieve more than those who don't. The role of attitudes and motivations in second language learning has been examined by Gardner and Lambert (1972), which defines motivation in terms of “goals or overall orientation of students”, and attitudes as “persistence shown by learners in the struggle to achieve goals”.

In Indonesia, the pattern of acquisition of English is still a foreign language, not first or second language as in some Commonwealth countries. The best way to get language is naturally. Natural second language acquisition is the acquisition of a second / foreign language that occurs in everyday communication, apart from teaching by the teacher. There is no uniformity in the way. Each individual acquires a second language in his or her own way. Interaction requires language communication and encourages language acquisition. Two important features of second language acquisition naturally or spontaneous interaction are occurring in everyday communication and outside of deliberate systematic teaching. Ellis (1986) used the terms acquisition and learning to distinguish whether a person has language skills through acquisition or learning. Acquisition refers to unconscious acquisition of language, while learning refers to conscious acquisition of language.

Language acquisition occurs because of the interaction between mental learning abilities and the language environment. So far, studies of the second language learning process have stated that input and interaction factors play a very

significant role, until Krashen (1987) set it as one of the hypotheses / predictors of success in the SLA theory he proposed. Krashen argues that linguistic input factors are the most important factor (input hypothesis), but affective factors are filters that allow these inputs to be utilized or not in the learning process. So, affective factors play a role as determining input acquisition. Dulay and Burt (1977) explained that affective filters play a role in blocking input used in language acquisition. The filter barrier is in the form of various obstacles that occur in the operation of LAD, namely language acquisition tools. A person with an optimal attitude (positive) is thought to have a low affective filter so that inputs can be used properly to improve language acquisition. Based on this, it can be interpreted that good language attitude has an important role in the success of learning a language. Based on the rational above, observations need to be done to determine the language attitude of language learners, moreover for English Department students.

Language acquisition and language learning are processes that occur within the learner when learning a language. Some consider the two processes the same and some consider them different. Those who consider the two processes different are Krashen (1981; 1982a) and Purwo (1986, p. 190). The first view argues that acquisition refers to the natural learning process (natural and subconscious), while language learning refers to the process of learning language in an unnatural way (unnatural and unconscious). The second view reveals that the process of acquiring language takes place as experienced by a child when he develops his first language skills, while learning languages is intended to refer to

conscious knowledge of language. In this study the researcher tend to follow opinions that do not distinguish between acquisition and language learning as a process for individuals who study languages as suggested by Richards (1987). Ellis (1985) also viewed the concept of language acquisition and language learning as interchangeable synonyms.

2.2. Review of the Related Study

Related to the research about language attitude, the researcher also found some previous studies related to language attitude. Most of previous study is also use three characteristics of language attitude. The characteristics are language loyalty, language pride, and awareness of the norm. The first study by Deni Karsana, a Magister of science student from Gadjah Mada University (2009) entitled *Kesetiaan Berbahasa Etnik Sunda di Daerah Istimewa Yogyakarta*. The result of this research shows that language loyalty of Sundanese ethnic is still high.

The next study by Atik Wulandari (2012) entitled “Sikap Bahasa Siswa Kelas VII di SMP N 9 Yogyakarta terhadap Bahasa Indonesia. This research analyzes about language attitude of the students based on three characteristics include language loyalty, language pride, and awareness of the norm. This research uses descriptive quantitative method. The result of this study is the students in SMP N 9 Yogyakarta toward Indonesian are in good category.

The next study by Iwa Sobara and Dewi Kartika Ardiyani (2013) entitled “Sikap Bahasa Mahasiswa Laki-Laki dan Perempuan di Jurusan Sastra Jerman

The next study by Sri Winarti (2015) entitled “Language Attitude of the People Around of the Border of East Nusa Tenggara. This study discusses about people's language attitude in the border area of East Nusa Tenggara particularly in Silawan village, East Tasifeto district, Belu regency, the Province of East Nusa Tenggara. This study describes the people's language attitude in the border area on the Indonesian language, local language and foreign language using a survey method. This research takes sample from the population by give questionnaire. This research is qualitative study that relating the social characteristic of the respondents with the respondent’s opinion toward some language attitude parameters. The result of this research shows that people in the border area of East Nusa Tenggara is in good category, but the people in the border area of East Nusa Tenggara prefers to use local language than Indonesian.

RESEARCH METHOD

2 Research instrument

The research instrument in this research is questionnaire. In this research, the researcher uses questionnaires to get the data from the respondents. The questionnaire contains 10 statements includes 2 statements to indicate language loyalty, 5 statements for language pride and 3 statements to indicate awareness of language norm.

3 Techniques of Data Collection

Data collection is done by spreading the language attitude questionnaire towards English which contains statements that have been made by respondents based on three aspects of language attitudes namely language loyalty, language pride and awareness of language norm.

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FINDINGS AND DISCUSSION

The results of data processing are divided into three categories according to the substance of language attitudes, the first relates to language loyalty, the second relates to language pride, and the third relates to the language awareness of the norm of students towards the language they learn, namely English. In collecting data about students' language attitudes towards English, researcher used the language that was most easily understood by students namely Indonesian. This aims to avoid misinterpretation, and also provide a deeper understanding of the statements given to respondents, so that respondents can respond more accurately, so that the data obtained becomes more valid.

4.1 The Language Loyalty of the Students toward English

The first aspect of language attitudes is the language loyalty aspect. In this study, there are 2 statements in the questionnaire that aims to determine the language loyalty of the respondents toward English. The researcher uses the statement used to find out whether the respondent is more dominant using English in the process of discussion in class. By using these statements in a questionnaire, researcher can find out the value of the language loyalty of respondents toward English by knowing how positive their attitude towards the use of English in the class. Based on the questionnaire relating to aspects of students' language loyalty toward English, the following data were obtained:

Table 4.1.1

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Saya selalu menggunakan bahasa Inggris dalam kelas perkuliahan.	7,3%	48,8%	41,5%	2,4%	0%

The statement in table 4.1.1 is used to know the language attitude of the students toward a statement related to language loyalty. The statement used to find out the positive feelings of students when using English. In this statement, the researcher uses the keyword "always" to find out the English department student's preference for English. The statement in Indonesian is "saya selalu menggunakan

the class. The statement in Indonesian is “saya lebih suka menggunakan bahasa Inggris daripada bahasa Indonesia untuk bertanya kepada dosen jika materi yang disampaikan dosen kurang saya mengerti dalam kelas” which in English means "I prefer to use English rather than Indonesian to ask the lecturer if the material delivered by the lecturer is not understood by me in class."

The data obtained shows that from the total number of respondents totaling 42 respondents, 7.1% or as many as 3 respondents chose strongly agree, 45.2% or as many as 19 respondents chose to agree, 35.7% or as many as 15 respondents chose neutral, 11, 9% or as many as 5 respondents chose disagree, and 0% of respondents chose strongly disagree.

Based on the scores obtained from the statement in table 4.1.2, it is known that the average students' has positive attitude to the statement related to language loyalty, Nevertheless, as many as 11, 5% of respondents stated disagreed with the statement that they preferred to use English rather than other languages in the class.

Based on data obtained from the statements related to language loyalty in the questionnaire, the results of calculations from the overall score obtained by students is 70 or included in the range of good category. It means that average of English department positive language loyalty toward English.

The statement in table 4.2.3 is a statement that is used to find out the language attitude of students toward a statement related to language pride. The question is used to identify the level of pride of students when they master English. The statement in Indonesian is "Saya selalu tertarik memulai pembicaraan menggunakan bahasa Inggris jika menemui wisatawan asing yang berbahasa Inggris di suatu tempat wisata" which in English means "I always interested starting a conversation use English when meet a foreign tourist who speak English in a tourist spot"

The data obtained shows that from the total number of respondents totaling 42 respondents, 19% or 8 respondents chose strongly agree, 38.1% or as many as 16 respondents chose to agree, 31% or as many as 13 respondents chose neutral, 11.9% or as many as 5 respondents chose disagree, and 0% of students chose strongly disagree.

Based on the scores obtained, it is known that the responsiveness of English Department students to the statement in table 4.2.3 which is related to the aspect of language pride, with the indicator that students feel proud when they master English, the results show variety attitudes. There are 11, 9 % respondents choose disagree. Nevertheless, most of respondents have a positive attitude towards the statement.

Table 4.2.4

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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Bahasa Inggris adalah modal utama saya untuk mencapai kesuksesan.	31 %	47,6 %	21,4 %	0 %	0 %
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The statement in table 4.2.4 is a statement used to determine the students' responses toward statement related to language pride. The statement is used to identify the level of pride of students when they master English. The statement in Indonesian is "bahasa Inggris adalah modal utama saya untuk mencapai kesuksesan." which in English means "English is my main asset to achieve success."

The data obtained shows that from the total number of respondents totaling 42 respondents, 31% or as many as 13 respondents chose strongly agree, 47,6% or a total of 20 respondents chose to agree, 21,4 or as many as 9 of respondents chose neutral, 0% of respondents chose disagree, and 0% of respondents chose strongly disagree. Based on the scores obtained, the average English Department student considers English to be an important asset for success.

Table 4.2.5

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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students is 70, 85 or included in the range of good category. It means that average of English department positive language pride toward English.

4.3 The Language Awareness of the Students toward English

The third aspect of language attitudes is language awareness of the norm. In this study, there are three statements in a questionnaire that aims to determine the language awareness of the norms of the students towards English. The researcher uses statements based on indicators of language awareness of the norms that are used to determine the level of awareness of the norms of the students by knowing how students pay attention to the grammar rules when using English, how students pay attention to the context of the situation in using English. By using statements which is related to indicators of language awareness of the norms in the questionnaire, researchers can find out the level of respondents' awareness the norms in using English by knowing how positive their attitude toward statements relating to indicators of language awareness of the norms. Based on the questionnaire relating to aspects of students' language awareness of the norms toward English, the following data were obtained:

Table 4.3.1

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Menurut Saya menggunakan bahasa Inggris yang benar sesuai dengan gramatikal sangat penting ketika	19%	52,4%	19%	9,5%	0%

Table 4.3.2

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Menurut Saya menggunakan bahasa Inggris yang benar sesuai dengan gramatikal adalah hal yang wajib pada saat menulis dalam bahasa Inggris.	21,4%	52,4%	23,8%	2,4%	0%

The statement in table 4.3.2 is a statement that is used to find out the students' responses toward a statement related to language awareness of the norm. The question is used to find out how the attitude of students in paying attention to grammatical rules when using English. The statement in Indonesian is "menurut Saya menggunakan bahasa Inggris yang benar sesuai dengan gramatikal adalah hal yang wajib pada saat menulis dalam bahasa Inggris" which in English means "in my opinion, using correct English in accordance with grammatical is a must when writing in English."

The data obtained shows that from the total number of respondents totaling 42 respondents, 21.4% or 9 respondents chose strongly agree, 52.4% or 22 respondents chose to agree, 23.8% or 10 respondents chose neutral, 2, 4% or as many as 1 respondent chose to disagree, and 0% of respondents chose strongly disagree.

Thus, it is known that the responses of English Department students to the statement in table 4.3.2 which is related to the aspect of language awareness of the norms with indicators that the students pay attention to the grammar rules when using English. The average English Department student has a positive attitude towards this statement, only 2, 4% respondents chose disagreed to the statement.

Table 4.3.3

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Saya selalu menggunakan bahasa Inggris formal untuk menjawab pertanyaan teman ketika saya sedang presentasi materi dalam kelas.	11,9%	38,1%	38,1%	11,9%	0%

The statement in table 4.3.3 is a statement used to know the students' responses towards a statement related with language awareness of the norm. The question is used to find out how students' attitudes in pay attention to the context of the situation in the communication process using English. The statement in Indonesian is "saya selalu menggunakan bahasa Inggris formal untuk menjawab pertanyaan teman ketika saya sedang presentasi materi dalam kelas" which in English means "I always use formal English to answer a friend's question when I present material in lecture class"

The data obtained shows that from the total number of respondents totaling 42 respondents, 11.9% or as many as 5 respondents chose strongly agree,

based on the results of calculation, it is known that the responsiveness of English Department students to the statement in table 4.3.3 which is related to the aspect of language awareness of the norms with the indicator that students pay attention to the context of the situation in the communication process using English. The average English Department student has a positive attitude towards this statement, although there are 5 respondents who disagree with the statement.

Based on data obtained from the statements related to language awareness of the norm toward English in the questionnaire, the results of calculations from the overall score obtained by students is 74, 92 or included in the range of good category. It means that average of English department students has positive language awareness of the norms toward English.

In this study, researcher is also identified the language attitudes of English department students as a whole. Therefore, researchers calculate the interval scale of the students' score overall. The results of overall data processing of the respondents showed varied language attitude. After calculating the values of the total of 42 respondents, 11 respondents or 26.19% respondents get the score of >81%, which means includes in very good category, 23 respondents or 54.76% respondents get the score in the range of 61% - 80% or included in good category,

CONCLUSSION

5.1 Conclusion

This research is a descriptive quantitative research. This research was conducted to determine the language attitudes of the students in English Department toward English which are based on three categories of language attitudes according to Garvin & Mathiot (cited in Chaer, 2014) namely language loyalty, language pride, and language awareness of the norm. Language loyalty is value that encourages a people or group to defend their language from the influence of another language. Language pride is a value that encourages a people or a group to make their language as an identity that is distinguish their group with another group. Language awareness of the norm is value that encourages a person to use the language in accordance with rules or standard grammar in that language, use language according to the context of situation and with whom and in what condition, and also encourages the language user or community to use the language correctly, polite, and properly. This research uses 42 students from class of 2015 as the respondents that reflect all of the students. The results of the

For the result of calculation of overall score of whole respondents, the result shows that from 42 respondents, 11 respondents or 26.19% respondents get the score of $>81\%$, which means includes in very good category, 23 respondents or 54.76% respondents get the score in the range of 61% - 80% or included in good category, as many as 8 respondents or 19.04% respondents get the score in the range of 41% -60% or included in enough category. Based on the assessment for average value, the average value of language attitudes of the students toward English is 71,80. This means that the average of the students of English Department, Faculty of Arts and Humanities, UIN Sunan Ampel Surabaya have language attitudes that included in good category. Positive language attitude toward the language learned is very important for language learners. Gardner (1985) Stated that the students who have a positive language attitude have a tendency to succeed compared to those who have negative attitude.

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