

CHAPTER I

INTRODUCTION

This chapter presents the introduction to the study. It consists of background, purposes, research questions, significance, clarification of terms, and the organization of the research.

1.1 Background of the Study

Recently, Indonesians were surprised by the phenomenon of *Bahasa Jaksel*. *Bahasa Jaksel* means switching between English and Indonesian in a single sentence or in a conversation. As CNN reported in September 2018, the vocabulary used in *Bahasa Jaksel* are basic vocabularies (i.e. which, literally, etc.) these are two examples of *Bahasa Jaksel*: “*gue literally harus jalan kaki gitukan*, which is *capek gitu loh*” & “*Kemarin gue kehilangan kunci* which is *penting banget*. *Gue* literally *bisa abis nih*”. Furthermore, with the rise of this phenomenon, many people started to express their opinions regarding *Bahasa Jaksel*, which becomes popular, especially among young people.

Every individual has different opinion about certain things, including opinions about language. Language attitudes are appraising reactions to different language varieties (Dragojevic, 2017). They reflect two sequential cognitive processes: social categorization and stereotyping. Language attitudes are composed of two evaluative dimensions: status (e.g., intelligent, educated) and solidarity (e.g., friendly, pleasant). Language attitudes have been introduced early in life. At a very young age, children tend to prefer their own language. However, most (if not all) children progressively develop the dominant group's attitudes, showing clear preference for standard over non-standard varieties in the early years of formal education, and sometimes much earlier. Language attitudes can be socialized through a variety of agents, including educators, peers, relatives, and the media. Since language attitudes are learned, they are intrinsically liable to change.

Language attitudes may change due to shifts in intergroup relations and government language policies, as well as more dynamically as a function of the social setting in which they are embodied. Language attitudes, once embodied, can have a vast array of behavioural consequences, with negative attitudes that tend to promote prejudice, discrimination, and problematic social interactions. Hence, language attitudes hold an important factor to determine the success of any language projects (Baker, 1992). In addition, attitudes and motivations are considered as the significant factors on explaining language shift in bilingual societies (Lasagabaster & Huguet, 2007).

English may set as an example on how language attitudes can affect a language on a whole another level. The English language has been used in many countries in the world, even some people considered it as a lingua franca (Seidlhofer, 2005). This phenomenon caused English to be more prestigious than other languages. Hence, it draws the attention from many people in the world, as they try to learn English (Francis & Ryan, 1998). Also, many countries adopted English as their language such as Fiji, Gambia, Ghana and many more. On the other hand, English is commonly learned as one of the subjects in school. As they learn and practice English, there are tendencies to switch between their mother-tongue with English. Among South Jakarta's youth, there is no obligation to speak English language on their daily conversations, hence code-switching may occur when they speak their local language, such as *Bahasa sunda*, *Bahasa jawa*, *Bahasa medan*, and so on. It occurs when a person has a conversation with someone with the same ethnicity.

Lauder (2008) in his research regarding the status and function of English in Indonesia discovered that the status and the function of English in Indonesia has been limited by policy makers as a 'tool' to serve the needs of development or cultural curiosity have been purposely excluded. The policy on the development of *Bahasa Indonesia* makes English as the last choice for conversations, after *Bahasa Indonesia* and local languages. Although English has an important role, its use is very limited, for example it is only used at certain situations (i.e. Education environment, jobs that

require English). English is also considered a threat to some educators in Indonesia who are concerned about the negative impacts of the widespread knowledge of the English language on Indonesian culture, values, and behavior. This threat is often portrayed as a threat by western “liberal values”

In fact, attitudes toward code switching have been of interest to many educators and researchers. For example, the previous study done by Dewaele and Li in 2013 about language attitudes towards code-switching among adult mono- and multilingual language users, has highlighted the code-switch used by people who lived in multilinguals countries, ethnically diverse environments, and some participants with double nationalities. The results of this study showed personality traits are linked to attitudes towards code-switching, and another surprising finding was higher degrees of multilingualism were not automatically contributed to positive attitudes towards code-switching. In contrast to the case in Dewaele’s and Li’s research, the phenomenon about code-switching practices among South Jakarta’s youths has different aspects. In Dewale and Li’s study, they did the study among adults in multilingual environments. While in this study, the researcher examine the issues among youth in monolingual environments. Specifically, the study tries to describe and interpret the attitudes of tertiary level students of English Language and Literature study program towards the code switching practice done by South Jakarta’s youths. Therefore, it is hoped that this study can provide new insight.

1.2 Research Questions

This research was conducted based on these questions:

1. What are the students’ attitudes towards South Jakarta’s youth code-switching practices?
2. What are some possible reasons for having such attitudes?

1.3 Aim of the Study

This study aims to reveal the attitudes toward South Jakarta's youth code-switching practices of English Language and Literature study program students'. Also, it is conducted to disclose the perceptions of the participants for having such attitudes and is expected to describe the attitudes towards phenomenon of South Jakarta's youth code-switching practices.

1.4 Scope of the Study

This study investigated the attitudes from Universitas Pendidikan Indonesia's (UPI) English Language and Literature study program students towards code-switching practices used by South Jakarta's youth and the reasons why people show particular attitudes.

1.5 Significance of the Study

This study is conducted to describe the attitudes of students towards South Jakarta's youth code-switching practices. The investigation of this phenomenon can enrich the literature in sociolinguistics, especially language attitudes. According to Karahan (2007, p.84), "positive language attitudes let learner have positive orientation towards learning English". Therefore, attitudes may play a very crucial role in language learning. This research can also provide new insights on language preservations and new point of view about foreign language.

1.6 Research Methodology

This research used qualitative design to gain an understanding of students' thoughts and opinions towards code-switching practice in *Bahasa Jaksel* and their underlying reasons. This study also uses descriptive statistics to help in the process of simplifying and interpreting the data. Furthermore, both of the methods are employed to uncover trends in thoughts and opinions, as well as to dive deeper into the problem (DeFranzo, 2019).

The research participants are UPI's English Language and Literature study program students. The number of students who participated in this research are 56; they are

students from 2015, 2016, 2017, 2018, and 2019 batches, and maximum 15 are taken from each batches, for further detailed about the participants see chapter 3.

The data are yielded from questionnaires. A research conducted by Gal, Ryan and Giles (1984) provides methods that can be used in a language attitude study. He provides the analysis of societal treatment of language varieties, indirect assessment among the speaker evaluation paradigm, and direct assessment with interviews or questionnaires.

First, the participants are shown some tweets about *Bahasa Jaksel*. Then, they were provided several questions regarding the phenomenon. The questionnaires are required for this study because questionnaires are able to sought on opinions, attitudes, views, beliefs or preferences (Hammarberg, Kirkman & de Lacey, 2016). The participants' responses to the questionnaire are taken as the source of the data.

1.7 Clarification of Related Terms

Several terms in this research have to be clarified in order to ease the reader in comprehending this research. These are the terms:

- 1. Language attitudes:** According to Crystal (1997), language attitudes deal with speakers' feelings towards language – e.g. how languages are perceived (i.e. rich, poor, beautiful, ugly, sweet sounding, etc.), and language maintenance and planning. In other words, language attitudes are the feelings people have about their language or the language of others. The present study focuses on revealing students' language attitudes towards code-switching practice in *Bahasa Jaksel*
- 2. Code-switching:** The term refers to the use of multiple languages in the words, phrases, and sentences (Duran, 2004). Code-switching is also said to be related to bilingual life. Code-switching may appear more or less concurrently in the life of the developing language bilinguals, especially when they are conscious of such behavior. In this regard, the code-switching

investigated in the present study involves the use of Indonesian and English in one sentence or in a conversation.

3. ***Bahasa Jaksel***: This term refers to switching between English and Indonesia in one sentence or in a conversation used in South Jakarta.

1.8 Organization of the Paper

This paper contains five chapters which includes Introduction, Literature Review, Research Methods, Findings and Discussion, and the Conclusion of the study.

The Introduction presents the background of the study, the formulation of the problems, the aims of the study, the scope of the study, the significance of the study, the research method, and the organization of the paper.

The Theoretical Framework contains related theories used as the foundation of the study and previous studies and theories conducted in the field of language attitudes and code-switching. Previous studies and theories collected in this chapter are about language attitudes, code-switching.

The Research Methodology covers the methodology of the study, such as the research design, the participants of the study, the data collection, and the procedures in analyzing the data. This chapter also provides the examples of data analysis of the study which is presented further in chapter four.

The Findings and discussion chapter presents the results of data analysis. It also contains the findings and the discussion that answer the problems of the study.

The Conclusion provides a summary of findings and suggestions for future studies. It also presents the implication of the study.