

**ATTITUDES OF INDONESIAN YOUTH IN BANDUNG
TOWARDS ENGLISH ON SOCIAL MEDIA**

A Research Paper

Submitted in partial fulfillment of the requirements for *Sarjana Sastra* Degree of
English Language and Literature Study Program



By

Dhea Mery Ad'hani

1703738

**ENGLISH LANGUAGE AND LITERATURE STUDY PROGRAM
FACULTY OF LANGUAGE AND LITERATURE EDUCATION
UNIVERSITAS PENDIDIKAN INDONESIA**

2021

Attitudes of Indonesian Youth in Bandung towards English on Social Media

Oleh
Dhea Mery Ad'hani

Sebuah skripsi yang diajukan untuk memenuhi salah satu syarat memperoleh gelar Sarjana Sastra pada Fakultas Pendidikan Bahasa dan Sastra

© Dhea Mery Ad'hani 2021
Universitas Pendidikan Indonesia
Agustus 2021

Hak Cipta dilindungi undang-undang.
Skripsi ini tidak boleh diperbanyak seluruhnya atau sebagian,
dengan dicetak ulang, difoto kopi, atau cara lainnya tanpa ijin dari penulis.

PAGE OF APPROVAL

**ATTITUDES OF INDONESIAN YOUTH IN BANDUNG TOWARDS
ENGLISH ON SOCIAL MEDIA**

Approved by:

Supervisor I



Isti Siti Saleha Gandana, M.Ed., Ph.D.

NIP. 197906042003122007

Supervisor II



Ernie D. Ayu Imperiani, S.S., M.Ed.

NIP. 197809222010122001

Head of English Language and Literature Study Program

Faculty of Language and Literature Education

Universitas Pendidikan Indonesia



Eri Kurniawan, M.A., Ph.D.

NIP. 198111232005011002

ABSTRACT

Supervisor I: Isti Siti Saleha Gandana, M.Ed., Ph.D.

Supervisor II: Ernie D. Ayu Imperiani., S.S., M.Ed.

The high use of social media platforms today and the status of English as an international language have driven many people across national borders to communicate using English. This study aims to explore the attitudes of a group of Indonesian youth in Bandung towards English in social media and to investigate the factors affecting their attitudes. The study adopts a qualitative approach and draws on Schiffman and Kanuk's (2004) theory of attitude, which embraces the cognitive, affective, and conative dimensions. In addition, this study also uses Jendra's (2010) theory on factors affecting language attitude. The results show that the majority of youth hold positive attitudes towards English in social media in each of the three aspects of attitude. The factors affecting their positive attitudes are the power and prestige of English and the social factor as the society at large has been accustomed to using English for global communication. This study implies the importance of English in the context of social media communication and raises people's awareness of English for online international communication.

Keywords: English; factors affecting language attitude; language attitude; social media.

ABSTRAK

Pembimbing I: Isti Siti Saleha Gandana, M.Ed., Ph.D.

Pembimbing II: Ernie D. Ayu Imperiani, S.S., M.Ed.

Tingginya penggunaan platform media sosial saat ini dan status bahasa Inggris sebagai bahasa internasional telah mendorong banyak orang melintasi batas negara untuk berkomunikasi menggunakan bahasa Inggris. Penelitian ini bertujuan untuk menyelidiki sikap bahasa sejumlah anak muda Indonesia di Bandung terhadap bahasa Inggris di media sosial dan untuk menginvestigasi faktor-faktor yang mempengaruhi sikap bahasa mereka. Penelitian ini mengadopsi pendekatan kualitatif dan mengacu pada teori sikap bahasa Schiffman dan Kanuk (2004), yang mencakup dimensi kognitif, afektif, dan konatif. Selain itu, penelitian ini juga menggunakan teori Jendra (2010) tentang faktor-faktor yang mempengaruhi sikap bahasa. Hasil penelitian menunjukkan bahwa mayoritas anak muda memiliki sikap yang positif terhadap bahasa Inggris di media sosial di setiap aspeknya. Adapun faktor penyebab sikap positif mereka adalah faktor kekuatan dan prestise bahasa Inggris dan faktor sosial dikarenakan masyarakat pada umumnya sudah terbiasa menggunakan bahasa Inggris untuk komunikasi global. Penelitian ini menyiratkan pentingnya bahasa Inggris dalam konteks komunikasi media sosial dan meningkatkan kesadaran masyarakat akan bahasa Inggris untuk komunikasi internasional dalam jaringan.

Kata kunci: Bahasa Inggris; faktor penyebab sikap bahasa; sikap bahasa; media sosial.

TABLE OF CONTENTS

PAGE OF APPROVAL	i
STATEMENT OF AUTHORIZATION	ii
PREFACE	iii
ACKNOWLEDGEMENTS	iv
ABSTRACT	vi
ABSTRAK	vii
TABLE OF CONTENTS	viii
LIST OF TABLES	x
LIST OF FIGURES	xi
CHAPTER I INTRODUCTION	1
1.1. Background of the Study	1
1.2. Research Questions	2
1.3. Aims of the Study	3
1.4. Scope of the Study	3
1.5. Significance of the Study	3
1.6. Research Methodology	3
1.7. Clarification of Key Term	4
1.8. Organization of the Paper	4
CHAPTER II LITERATURE REVIEW	6
2.1. The English Language	6
2.1.1. The Global Spread of English	6
2.1.2. English in Relation to EIL (English as an International Language) and WE (World Englishes)	8
2.1.3. The Role of English on Social Media	10
2.2. Conceptualization of Attitudes	12
2.2.1. Definition of Attitudes	13
2.2.2. Elements of Attitudes	15
2.2.3. Measurement of Attitudes	17
2.2.4. Factors Affecting Language Attitudes	18
2.3. Previous Studies	20
2.4. Concluding Remarks	22

CHAPTER III RESEARCH METHODOLOGY	23
3.1. Research Design	23
3.2. Site and Participants	23
3.2.1. Research Site	24
3.2.2. Research Participants	24
3.3. Research Procedure	25
3.3.1. Determining the data collection techniques.....	25
3.3.2. Distributing the online questionnaire	25
3.3.3. Analyzing the questionnaire data	27
3.3.4. Interviewing the selected participants	30
3.3.5. Analyzing the interviews data	31
3.4. Concluding Remarks	32
CHAPTER IV FINDINGS AND DISCUSSION	33
4.1. The Participants' Attitudes towards English on Social Media	33
4.1.1. The Participants' Cognitive Attitudes	34
4.1.2. The Participants' Affective Attitudes	41
4.1.3. The Participants' Conative Attitudes	45
4.2. Factors Affecting the Participants' Attitudes towards English on Social Media	51
4.2.1. The Prestige and Power of the Language	51
4.2.2. The Social Factor: Conformity to Society	54
4.3. Concluding Remarks	56
CHAPTER V CONCLUSION AND SUGGESTION	57
5.1. Conclusion	57
5.2. Suggestion	58
5.3. Concluding Remarks	58
REFERENCES	59
APPENDICES	66

REFERENCES

- Abidin, M. J., Mohammadi, Z. A., & Alzwari, H. (2012). EFL students' attitudes towards learning English language: The case of Libyan secondary school students. *Research Gate Asian Social Science*, 8(2). doi: 10.5539/ass.v8n2p119, 119-134.
- Afghari, A., Faramarzi, S., & Elekaei, A. (2015). Iranian students' attitudes towards English as a bilingual language in Iran. *Journal of English Language and Literature*, 3(2), 286-299.
- Akdon. (2008). *Aplikasi statistika dan metode penelitian untuk administrasi & manajemen*. Dewi Ruchi.
- Anonymous. (2019). *Pengguna internet di Indonesia didominasi remaja usia 15-19 tahun*. Kabar Bisnis. <https://www.kabarbisnis.com/read/2891673/pengguna-interner-di-indonesia-didominasi-remaja-usia-15019-tahun>
- Anonymous. (n.d.). *Adolescent health in the South-East Asiann region*. Retrieved from <https://www.who.int/southeastasia/healt-topics/adolescent-health>.
- Berns, M. (2009). English as lingua franca and English in Europe. *World Englishes*, 28, 192-199.
- Berns, M. (2012). *Lingua franca and language of wider communication*. The Encyclopaedia of Applied Linguistics.
- Brown, H. D. (2000). *Principles of language learning and teaching (4th edition)*. Prentice-Hall.
- Clason, D. L., & Dormody, T. J. (1994). Analyzing data measured by individual likert-type items. *Journal of Agricultural Education*, 35(4), 31-35.
- Correa, T., Hinsley, A. W., Zúñiga, H. G. (2009). Who interacts on the web?: The intersection of users' personality and social media use. *Computers in Human Behavior*, 26, 247-253, doi: 10.1016/j.chb.2009.09.003
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research (fourth edition)*. Pearson Education.
- Crystal, D. (2003). *English as a global language, (2nd Ed.)*. Cambridge University Press.
- Delfanti, A. & Arvidsson, A. (2019). *Introduction to digital media*. John Wiley & Sons Inc.
- Dewi, A. (2014). Is English a form of imperialism? A study of academic community's perceptions at Yogyakarta universities in Indonesia. *Asian Englishes*, 15(1), 4-27.

- Dornyei, Z. & Ushioda, E. (2009). *Motivation, language identity and the L2 self*. Multilingual Matters.
- Eka, R. (2015). *Penggunaan media sosial di Indonesia mulai tersegmentasi berdasarkan kebutuhan*. Retrieved from <https://dailysocial.id/post/penggunaan-media-sosial-di-indonesia-mulai-tersegmentasi-berdasarkan-kebutuhan>.
- Fazio, R. H., & Olson, M. A. (2003). *Attitudes: Foundations, functions, and consequences the sage handbook of social psychology*. Sage.
- Fazio, R. (1986). Attitude accessibility as a moderator of attitude-perception and attitude-behavior relation. *Journal of Personality and Social Psychology*, 51.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education (Eight Edition)*. McGraw-Hill.
- Gal, S., Ryan, E., & Giles, H. (1984). Attitudes towards language variation: Social and applied contexts. *Language*, 60(3), 630. doi: 10.2307/414001
- Gall, M. D., Gall, J. P., & Borg, W. R. (2003). *Educational research: An introduction*. Pearson Education, Inc.
- Garrett, P. (2010). *Attitudes to language*. Cambridge University Press.
- Gillham, B. (2000). *Research interview (continuum research methods): 1st paperback edition*. Continuum.
- Graddol, D. (1999). The decline of the native speaker. *AILA Review*, 13, 57-68.
- Hammarberg, K., Kirkman, M., & de Lacey, S. (2016). Qualitative research methods: When to use them and how to judge them. *Human Reproduction*, 31(3), 498-501.
- Hanafiah, R. (2012). *Pemilihan bahasa dan sikap bahasa dalam komunikasi politik oleh partai politik lokal di pemerintahan Aceh*. Retrieved from <http://repository.usu.ac.id/handle/123456789/32004>
- Hayawaka, S., I. (1994). *Choose the Right Word*. HarperCollins.
- Holmes, J. (2013). *An introduction to sociolinguistics: Fourth edition*. Routledge.
- Iaia, P, L. (2016). *Analysing English as a lingua franca in video games: Linguistic features, experiential and functional dimensions of online and scripted interactions*. Digital.
- Ibnus, N. (2014). *The use of mother tongue (L1) in English as a foreign language classroom: Perspectives of junior high school teachers and students* (Unpublished undergraduate research paper). Universitas Pendidikan Indonesia, Bandung.

- Ilyosovna, N. A. (2020). The importance of English language. *International Journal on Orange Technologies*, 2(1), 22-24.
- Jain, V. (2014). 3D Model of attitude. *International Journal of Advanced Research in Management and Social Sciences*, 3(3), 1-12.
- Jendra, M. I. I. (2010). *Sociolinguistics: The study of societies' languages*. Graha Ilmu.
- Jenkins, J. (2000). *The phonology of English as an international language*. Oxford University Press.
- Jenkins, J. (2006). Points of view and blind spots: ELF and SLA. *International Journal of Applied Linguistics*, 16(2), 137-162.
- Jimma, J. D. (2017). *Language of social media: Examination of English as a lingua franca in social media*. Retrieved from <https://skemman.is/bitstream/1946/27228/1/Language%20of%20social%20media%2C%20J%C3%B3hann%20Dan%20C3%ADel%20Jimma.pdf>
- Junaidi. (2006). Komunikasi dan budaya: Menuju masyarakat multikultural. *Jurnal Ilmu Budaya*, 3(1), 1-65.
- Kachru, B, B. (1992). *The other tongue (Second edition)*. University of Illinois Press.
- Kachru, B, B. (2007). *The other tongue: English across cultures*. University of Illinois Press.
- Kaplan, A, M., and Haenlein, M. (2010). "Users of the world, unite! The challenges and opportunities of social media." *Business horizons* 53(1), 59-68.
- Kara, A. (2009). The effect of a "Learning Theory" unit on students towards learning. *Australian Journal of Teacher Education*, 34(3), 100-113.
- Karimova, V. S. (2016). *The English language for global communication: Perspective of youth*. Retrieved from https://www.researchgate.net/publication/311068862_The_English_Language_for_Global_Communication_Perspective_of_Youth
- Kaur, P. (2014). Attitudes towards English as a lingua franca. *Procedia - Social and Behavioral Sciences*, 118, 214-221. doi: 10.1016/j.sbspro.2014.02.029.
- Kelly-Holmes, H. & Pietikainen, S. (2012). *Multilingualism and media*. The Encyclopaedia of Applied Linguistics.
- Kim, J. (2001). *Students' attitudes and perception towards technology*. Retrieved from <http://lib.dr.iastate.edu>
- Kim, Y., Y. (2009). *The identity factor in intercultural competence*. Sage.

- Kirkpatrick, A. (2014). *Teaching English in Asia in non-Anglo cultural contexts: Principles of lingua franca approach*. Springer International Publishing.
- Kothari, C. R. (2004). *Research methodology: Methods and techniques*. New Age International.
- Kristina, N. (2015). *An attitude analysis of English language learning: A case study of second-grade students of natural science program at SMAN 4 Binjai*. (Published undergraduate research paper). Universitas Sumatera Utara, Medan.
- Krosnick, J. A., Judd, C. M., & Wittenbrink, B. (2005). *The Measurement of Attitudes*. Lawrence Erlbaum Associates Publishers.
- Lauder, A. (2008). The status and function of English in Indonesia. *Sosial Humaniora*, 12(1), 9-20.
- Likert, R. (1932). A technique for the measurement of attitudes. *Archives of Psychology*, 22(140), 1-55.
- Mack, N., Woodsong, C., Macqueen, K. M., Guest, G., & Namey, E. (2005). *Qualitative research methods: A data collector's field guide*. Family Health International.
- Mairi, S. (2016). An English as a Lingua Franca (ELF) perspective in Asian English Teaching (ELT). *Chinese Journal of Applied Linguistics*, 39(4), 401-420.
- Matsumoto, Y. (2011). Successful ELF communications and implications for ELT: Sequential analysis of ELF pronunciation negotiation strategies. *Modern Language Journal*, 95(1), 97-114.
- Mauranen, A. (2006). Signaling and preventing misunderstanding in English as lingua franca communication. *International Journal of the Sociology of Language*, 177, 123-150.
- Maxwell, K. (2005). *English as a lingua franca: The use of English as a language for international communication*. Retrieved from <http://macmillandictionaries.com/MED-Magazine/January2005/26-New-Word-ELF.htm>
- McLeod, S. (2009). *Attitude measurement*. Retrieved from <https://www.simplypsychology.org/attitude-measurement.html>.
- Michael, A. B. (2010). *The attitudes and perceptions of students about the study of English grammar*. Retrieved from <http://ir.knust.edu.gh>
- Nurani, L. M. (2015). *Changing language loyalty and identity: An ethnographic inquiry of societal transformation among the Javanese people in Yogyakarta, Indonesia* (Published Dissertation). Arizona State University, Arizona.

- Ockert, D. (2005). Substantive scale verification: A likert scale analysis and critique of university student pedagogical activity preferences. *JALT Hokkaido Journal*, 9, 48-64.
- Odori, O. E. (2011). The influence of teachers' attitude on students ' learning of mathematics in Nigerian secondary schools. *Journal of Research in Education and Society*, 2(1).
- Oxford, L. R. (2011). *Teaching and researching language learning strategies*. Pearson Education Limited.
- Oybekovna, O. N. (2020). Common problems faced by foreign language learners. *International Journal on Economics, Finance and Sustainable Development*, 71-72.
- Pandarangga, S. (2016). The transformation of English as a global language in the future. *LINGUA Jurnal Ilmu Bahasa dan Sastra*, 10(2), 90.
- Phillipson, R. (2008), Lingua franca or lingua frankensteinia? English in European integration and globalisation. *World Englishes*, 27, 250–267
- Phusit, N. & Suksiripakonchai, W.(2018). A study of Thai university students' attitudes towards pronunciation models in English as a lingua franca. *International Journal of Social Science and Humanity*, 8(1), 20-24. doi: 10.18178/ijssh.2018.8.1.927
- Rahim, F., A. (2013). Investigating EFL college teachers' and learners' attitudes towards using authentic materials in Misan. *Social and Behavioral Sciences*, 136, 330-343.
- Rao, S. P. (2019). The role of English as a global language. *Research Journal of English*, 4(1), 65-79.
- Rini, J. E. (2014). English in Indonesia: Its position among other languages in Indonesia. *Beyond Words*, 2(2), 20-39.
- Rohner, J. C., Martensson, J., Geisler, M., Sinclair, S., Zetterberg, J. (2009). The indirect and direct attitude measure (IDAM). *Lund Psychological Reports*, 10(1), 2-49.
- Sabzian, F., & Gilakjani, A. P. (2013). Teachers' attitudes about computer technology training, professional development, integration, experience, anxiety, and literacy in English language teaching and learning. *International Journal of Applied Science and Technology*, 3(1), 67- 75.
- Schiffman, L.G. & Kanuk, L.L. (2004). *Consumer Behaviour 8th ed*. Pearson Education.
- Seidlhofer, B. (2011). *Understanding English as a lingua franca*. Oxford University Press.

- Seidlhofer, B. (2001). Closing a conceptual gap: The case for a description of English as a lingua franca. *International Journal of Applied Linguistics*, 11, 133-158.
- Seidlhofer, B. (2004). Research perspectives on teaching English as a lingua franca. *Annual Review of Applied Linguistics*, 24, 209-239. <http://dx.doi.org/10.1017/S0267190504000145>.
- Seidlhofer, B. (2005). English as a lingua franca. *ELT journal*, 59(4), 339.
- Sharifian, F. (2009). English as an international language: An overview in F. Sharifian (Ed.). *English as an International Language*, 1-18.
- Situmorang, K. & Sembel, S. (2019). Nursing students' perceptions of English as a lingua franca. *Journal of English Education and Linguistics Studies*, 6(2), 241-267.
- Souza & Marcos. (1997). *Physics teachers' attitudes: How do they affect the reality of the classroom and models for change?* In Andree Tiberghien, E. Leonard Jossem, and Jorge Barojas (Eds.). *Connecting Research in Physics Education with Teacher Education*. I.S.B.N. 0-9507510-3-0.
- Sudjana. (1984). *Metode statistika*, edisi ke-3. Tarsito.
- Sugiharto, B., A. (2016). *Pengguna internet di Indonesia didominasi anak muda*. Retrieved from <https://m.cnnindonesia.com/teknologi/20161024161722-185-167570/pengguna-internet-di-indonesia-didominasi-anak-muda>.
- Sujono, S. H. (2017). *Students' attitudes towards the use of authentic materials in EFL classroom* (Unpublished undergraduate research paper). Universitas Pendidikan Indonesia, Bandung.
- Suwanpakdee, A. (2012). *A study of English communication problems and strategies used to solve problems between Thai and non-native English speaking film crews while filming in Thailand*. Master's Project, M. A. (Business English for International Communication). Bangkok: Graduate School, Srinakharinwirot University.
- Syukur, A. (2016). Encouraging students to have positive attitudes toward learning English. *Ethical Lingua*, 3(2), 122-130.
- Tedjaatmadja, M. H. & Roboh, A. G. (2016). *Affective strategies used by high proficiency learners at hand fortuna center*. Retrieved from <https://www.semanticscholar.org/author/Anie-G.-Roboh/1694039614>
- Urciuoli, B. (1995). Language and borders. *Annual Review of Anthropology*, 24, 525-546. doi: 10.1146/annurev.an.24.100195.002521
- Van Manen, M. (2014). *Phenomenology of practice: Meaning-giving methods in phenomenological research and writing*. Left Coast Press.

- Wahyuni, S. (2018). CAC model to evaluate teachers' attitudes towards technology use in their EFL classroom. *Journal of Language and Literature*, 13(1).
- Whiting, A., Williams, A. (2013). Why people use social media: a uses and gratifications approach. *An International Journal*, 16(4), 362–369. <https://doi.org/10.1108/QMR-06-2013-0041>
- Yano, Y. (2009). English as an international lingua franca: from societal to individual. *World Englishes*, 28(2), 246-255.
- Yin, R. K. (2011). *Qualitative research from start to finish*. The Guilford Press.
- Zhang, K., & Sung, M. C. C. (2013). EIL, ELF, global English: Teaching and learning issues. *Language and Intercultural Communication*, 13(1), 117-120.
- Zhang, Y. Y. & Du, X. K. (2018). Chinese university students' and teachers' perceptions of and attitudes towards ELF. *Journal of Pan-Pacific Association of Applied Linguistics*, 22(2), 1-25. <https://doi.org/10.25256/PAAL.22.2.1>
- Zheng, X., & Gao, Y. (2017). Language attitude education as ICC facilitation: An explorative class. *Chinese Journal of Applied Linguistics*, 3(20).