

CHAPTER I

INTRODUCTION

This chapter presents the introduction of the study. It consists of the background of the study, research question related to the issue, aims of the study, significances of the study, scope of the study, clarification terms, and organization of the paper. The discussion of those points above is elaborated in the following sections.

1.1 Background of the Study

The presence of bilingual schools in Indonesia has attracted the attention of many researchers. According to Lindholm-Leary (2001) bilingual school is establishing the two-way bilingual principles that apply the use of English and bahasa Indonesia as a media of instruction to provide more opportunities for students to use English. Moreover, Garcia (2009 as cited in Gandara & Escamilla, 2016), bilingual school is the use of two or more languages in academic instruction on the condition that the languages are used as medium instruction not merely taught as an additional instruction. Therefore, bilingual school is trusted to improve various abilities, one of them is language skill.

However, some previous researchers criticize the bilingual school program, such as Surdayanto (2018) because bilingual school places a foreign language as the language of instruction in education. The researchers are worried if this issue could shift the existence of Bahasa Indonesia as the national language. As Kompas reported in November 2010, the use of foreign languages as the language of instruction in education may reduce the role of Bahasa Indonesia in the future life of the nation.

Consequently, the use of Bahasa Indonesia in bilingual schools needs more attention. In a bilingual school, students use English as the primary language to communicate with teachers and friends. English is also highly used by teachers to deliver learning materials. The use of English as a language of instruction in some lessons in bilingual schools may give students have a better view of English, which

may cause students to see Bahasa Indonesia differently. Concerning this issue, the study of attitude towards a language is worthy to conduct.

In recent years, there has been an increasing interest in language attitude research. One of them is the analysis that has been done by Jurado and Gracia (2018) about students' attitudes and motivation in bilingual education in Spain. The study is aimed to see the value of affective factors such as students' motivation and attitude towards the target language (English) in bilingual education. As an overall result, bilingual education improves students' attitudes and motivation. Students feel satisfied when they can learn the material by using English because they know that learning English improves their English skills; they view English as an opportunity for their career in the future. Moreover, the students feel motivated to learn English and are pleased to study foreign languages among themselves. They agree that using Information Communication Technology (ICT, e.g. games and applications to study) helps them improve their English skills.

Another study comes from Failasofah, Fabian, and Ismanto (2018) about Indonesia's high school students' attitude towards bilingual classroom instructions. The study identifies the attitude and the benefit of bilingual instruction of students in one of the private schools in Jambi, Indonesia. The finding of the study indicates that students are showing positive results towards the benefit of bilingual instruction. The students agree that bilingual instruction is an additional program that helps them look at an issue differently. The student also feels that bilingual education could help them be a more creative student and bilingual schools open a chance for students to get more significant opportunities in life.

However, the same research about students' attitudes towards Bahasa Indonesia in bilingual school is rarely conducted since the previous researchers only concern English as the foreign language in the classroom and the students' view about the benefit of a bilingual school. To fill the gap, this study selected the students who come from a bilingual school in Bandung and tried to uncover their attitudes towards Bahasa Indonesia and unveil the factors that contributed to the attitude.

In conducting the study, a qualitative research design combined with a descriptive study is used. The data include the questionnaire survey and interview regarding students' attitude towards Bahasa Indonesia and the factors affecting their attitudes by using theories about language attitude by Crystal (1997) and theory about the factors contribute to language attitude by Jendra (2012). Therefore, it is hoped that this research can provide new insight, especially in attitude studies.

1.2 Statement of the problem

In line with the issue arisen beforehand, the problem that can be formulated in this research as follow:

1. What are the students' attitudes towards the Indonesian language in a bilingual school?
2. What are the factors contributing to those students' attitude?

1.3 Aims of the study

Congruent with issues, this research aims to reveal the language attitude towards Bahasa Indonesia in the Bilingual school students. This study also aims to discover the factors that contribute to the construction of the students' attitudes towards Bahasa Indonesia and describe the attitude towards the phenomenon of Bilingual school students.

1.4 Significance of the Study

This study is conducted to describe the language attitude of students towards Bahasa Indonesia in Bilingual school. The study also can enrich the phenomenon in literature, especially in sociolinguistics and language attitude. As Eaton and Visser (2008) state, "Attitude is people's overall evaluations of the objects in their environment and attitudes are practically and theoretically important to social psychologists is because they have predictable and powerful effects on behavior." Therefore, attitudes play crucial roles in language learning and the environment.

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STUDENTS' ATTITUDE AND ITS AFFECTING FACTORS TOWARDS BAHASA INDONESIA IN BILINGUAL SCHOOL

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To specify the issues discussed in this present study, the study participants were limited to the tenth grade of senior high school in one private bilingual school in Bandung. Moreover, this study only focuses on describing and identifying the students' attitude towards Bahasa Indonesia in bilingual schools and investigating why students show particular attitudes.

1.5 Scope of the Study

To narrow down the issues, the participants of the study were limited to the tenth grade of students of bilingual senior high school in one of the private schools in Bandung. This study also only focuses on identifying students' language attitude towards Bahasa Indonesia and recognizing the factors of the students' attitude.

1.6 Clarification Terms

Several terms in this study have to be clarified to avoid misunderstanding between the reader and the researcher. These clarification terms are also needed to share the same perception to ease the reader in comprehending this research. The terms are as follow:

1. Language attitude

Language attitude is a form of group or people about perception or evaluation of a language. The speaker's limit of language shows pride or mockery, rejection, or a society that accepts or uses a specific language simultaneously, controlled by everyone and members of society of the language spoken. Crystal (1997) states that language attitudes are the feelings that people have about their own language or the language of others. Attitude towards language is expressed in the frequency of use and mastering in the relevant language.

2. Factors that Affecting Language Attitude

In determining language attitude in society, several factors also contributed to the language attitude. Jendra's (2012) theory were adapted in

this study, those are (1) proudness of a language, (2) the power and the influence of language, (3) social and traditional factors, (4) experience in learning a language, and (5) language-internal system.

3. Bahasa Indonesia

Bahasa Indonesia is called the national language, which serves as a communication tool and has a role as a conveyor of information. Bahasa Indonesia is a language used in everyday life, which makes Bahasa Indonesia the official language in Indonesia. In use, Bahasa Indonesia has several rules in order to use it correctly and adequately. Bahasa Indonesia was confirmed as the National language on August 18th 1945. This decision is listed in the 1945 Constitution, Chapter XV, Article number 36. According to the constitution, the function of Bahasa Indonesia as the National language as follow:

1. Bahasa Indonesia as the official language of the country,
2. Bahasa Indonesia as the language of instruction in the educational area,
3. Bahasa Indonesia as the National level liaison, and
4. Bahasa Indonesia as the tool of development in science and technology.

In this study, the category of Bahasa Indonesia is Bahasa Indonesia formal and informal that students use in the bilingual school.

1.7 Organization of the paper

This research paper includes five chapters. There are Introduction, Literature Review, Research Methods, Findings and Discussion, and the Conclusion of the study. In each chapter displays subtopics in detail described in the following paragraphs.

The first chapter is the introduction. This chapter presents the background of the study, the statement of the problem, aims of the study, significances of the study, scope of the study, clarification terms of the study, and organization of the research.

The second chapter is related to the literature review. This chapter presents theories, ideas, and issues that are in line with the research. Within the theoretical

framework, some relevant literature and previous study will be used related to this research.

The third chapter provides the research methodology of the study, such as the research design, participants of the study, data collection, data analysis, and the procedures in analyzing the research data.

The fourth chapter contains findings and discussion. This chapter covers the result of the research, which has been interpreted and discussed. The explanation of this chapter brings out the answer to the research question. This chapter also delivers the result of the data presented.

The fifth chapter presents the conclusions and suggestions of the study. This chapter describes the conclusion based on the findings of the study. In the end of this section provides some suggestions for future studies

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