

**LANGUAGE ATTITUDES OF BILINGUAL LEARNERS: A
QUALITATIVE CASE STUDY CONTEXTUALIZED IN AN
INDONESIAN ISLAMIC BOARDING SCHOOL**

THESIS

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FACULTY OF HUMANITY

UNIVERSITAS MAULANA MALIK IBRAHIM MALANG

2022

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THESIS

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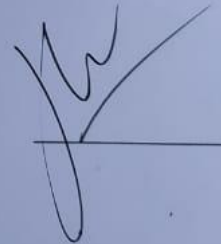
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MOTTO

“Pray hardest when it is hardest to pray.”

DEDICATION

This thesis is proudly dedicated for my parents, *Bapak* Moch. Imam Machfudi and *Ibu* Faris Barikah, as well as my siblings and my beloved friends, who always support me in doing research and writing this thesis.

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Allhamdulillahirabbil Alamiin...

Firstly, all praises are due to Allah SWT, the most graceful and merciful. With his guidance and blessing, I was able to complete this thesis entitled, **“Language Attitudes of Bilingual Learners: A Qualitative Case Study Contextualized in an Indonesian Islamic Boarding School ”**. May *shalawat* and greeting always be given to our Prophet Muhammad SAW, who has taken us from darkness to light, from stupidity to cleverness.

Without any support, help, guidance, and prayer from around me, perhaps this thesis will not be completed. Therefore, I would like to thanks to those who have always supported me in completing this thesis. First, I'd like to express my heartfelt appreciation to my advisor, Mr. Abdul Aziz, M.Ed., Ph.D. who has guided me in completing this thesis. I'd like to express my gratitude to you for your assistance and suggestions, as well as contributing to the successful completion of my thesis.

Second, the special gratitude is also expressed to my parents, especially my father, who has also guided, contributed, and supported me to complete this thesis. Big thanks to my parents for their supports, prayers, and their struggles in guiding their child's future, your assistance will not be forgotten. Moreover, I'd like to say thanks to my siblings, who also helped me and contributed to the completion of this thesis; this thesis would not have run successfully without your assistance. Do not forget, I also thank my friends who have always

accompanied me when I had difficulties in completing this thesis. Your help, your prayers, and your supports, may Allah reward you with good things.

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Malang, 20 June 2022



Kauna Karima

ABSTRACT

Karima, Kauna (2022) *Language Attitudes of Bilingual Learners: A Qualitative Case Study Contextualized in an Indonesian Islamic Boarding School*. Undergraduate Thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor Abdul Aziz, M.Ed., Ph.D.

Keyword: language attitudes, bilingual, multilingual

In everyday life, language plays an important role in fulfilling one of the social, which is used to communicate between human beings. Not even a few students are interested in conducting language study. Not a few of them emphasize or combine two aspects, language and culture, which often lead to positive or negative things, attitudes, or emotions in understanding a meaning (Cortès-Colomé et al., 2016, p. 272). However, there are some additions to be made from previous research, as discussed in this thesis about analyzing language attitudes towards Darul Lughah Wal Karomah Islamic Boarding School students in daily communication.

Language attitude is a reaction to an assessment of a particular language and a mental position or feeling towards one's own language and others. In previous studies, it is suggested to conduct research on language attitudes, especially those who are interested in the same topic or field. This makes researcher interested in filling the gap by finding the influence of language planning applied and analyzing the language attitudes that occur in students from the English Institutions at Darul Lughah Wal Karamah Islamic Boarding School in their daily communication. Researcher selected Islamic boarding schools as the object of the research. This phenomenon occurs frequently in many Islamic boarding schools in Indonesia that apply the requirements for the use of foreign languages (language strategy), such as English and Arabic.

In this study, the researcher used a qualitative method, with a case study design. In collecting data, this research conducts observations and interviews with students at the English Institution. Researchers used tools such as audio recordings to record the conversations of the students, which were also transcribed. Following that, the data were analyzed using Garvin and Mathiot (1968)'s theory which formulated three characteristics of language attitudes: (1) Language Loyalty, (2) Language Pride, (3) Awareness of the Norms. The researcher expects that this research will help to improve English teaching and learning, particularly for bilingual or multilingual students and the community.

ABSTRAK

Karima, Kauna (2022) Sikap Bahasa Pelajar Bilingual: Studi Kasus Kualitatif yang Dikontekstualisasikan di Pesantren Indonesia. Skripsi. Jurusan Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Abdul Aziz, M.Ed., Ph.D.

Kata Kunci: Sikap Bahasa, dwibahasa, multibahasa.

Dalam kehidupan sehari-hari, bahasa memiliki peran penting dalam memenuhi salah satu kebutuhan sosial, yang digunakan untuk berkomunikasi antar manusia. Bahkan, banyak dari para pelajar, yang tertarik untuk melakukan penelitian dalam bidang bahasa. Tidak sedikit dari mereka yang menekankan atau menggabungkan dua aspek, bahasa dan budaya, yang seringkali mengarah pada hal, sikap, atau emosi positif atau negatif dalam memahami suatu makna (Cortès-Colomé et al., 2016, hlm. 272). Namun ada beberapa tambahan yang perlu dilakukan dari penelitian sebelumnya, seperti yang dibahas dalam skripsi ini tentang menganalisis sikap berbahasa terhadap santri Pondok Pesantren Darul Lughah Wal Karomah dalam komunikasi sehari-hari.

Sikap bahasa merupakan reaksi penilaian terhadap bahasa tertentu dan posisi mental atau perasaan terhadap bahasa sendiri dan orang lain. Pada penelitian-penelitian sebelumnya, menyarankan untuk melakukan penelitian terhadap sikap Bahasa, terutama yang tertarik pada topik atau bidang yang sama. Hal ini, membuat peneliti tertarik untuk mengisi celah tersebut dengan menemukan pengaruh adanya perencanaan Bahasa yang diterapkan dan menganalisis sikap bahasa yang terjadi pada santri dari Lembaga Bahasa Inggris di Pesantren Darul Lughah Wal Karomah dalam komunikasi sehari-hari mereka. Peneliti memilih pondok pesantren sebagai objek data penelitian karena fenomena ini sering terjadi di berbagai pondok pesantren di Indonesia yang menerapkan persyaratan penggunaan bahasa asing (strategi Bahasa), seperti Bahasa Inggris dan Bahasa Arab.

Pada penelitian ini, peneliti menggunakan metode kualitatif, dengan studi kasus. Selain itu, peneliti melakukan observasi dan interview terhadap santri di Lembaga Bahasa Inggris. Peneliti menggunakan alat seperti audio rekaman untuk merekam percakapan-percakapan para santri, yang juga di transkripsikan. Setelah itu, data-data tersebut dianalisis dengan menggunakan teori Garvin dan Mathiot (1968) yang merumuskan tiga karakteristik sikap Bahasa: (1) Kesetiaan Bahasa, (2) Kebanggaan Bahasa, (3) Kesadaran akan norma Bahasa. Dengan adanya penelitian ini, peneliti berharap penelitian ini dapat memberikan kontribusi terhadap pengajaran dan pembelajaran bahasa Inggris, khususnya pada siswa bilingual atau multibahasa dan masyarakat

مَجْرٌ

كريمة ، كاونا (٢٠٢٢) لموقف اللغوي للطلاب ثنائي اللغة : دراسة حالة نوعية في معهد بيسانترين إندونيسيا الكتاب المقدس .
قسم الأدب الإنجليزي ، كلية العلوم الإنسانية ، جامعة الدولة الإسلامية مولانا مالك إبراهيم مالانج . المشرف
عبد العزيز ، M.Ed ، Ph.D .

الكلمات الرئيسية: موقف اللغة ، تخطيط اللغة ، ثنائي اللغة ، متعدد اللغات

في الحياة اليومية ، تلعب اللغة دوراً مهماً في تلبية إحدى الاحتياجات الاجتماعية ، والتي تستخدم للتواصل بين الناس . في الواقع ، يهتم العديد من الطلاب بإجراء بحث في مجال اللغة . لا يوجد عدد قليل منهم يؤكد أو يجمع بين جانبيين ، اللغة و الثقافة ، مما يؤدي غالباً إلى أشياء أو مواقف أو عواطف إيجابية أو سلبية في فهم معنى (Cortes-Colome et Al ، ٢٠١٦ ، ص ، ٢٧٢) . ولكن هناك بعض الإضافات التي يجب القيام بها من الأبحاث السابقة ، كما تمت مناقشته في هذا النص حول تحليل الموقف اللغوي تجاه مجاملة معهد دار اللغة و الكرامة في التواصل اليومي .

المواقف اللغوية هي ردود فعل على الأحكام حول لغات معينة ومواقف عقلية أو مشاعر تجاه لغة المرء وغيرها . في الدراسات السابقة ، اقترح إجراء بحث حول المواقف اللغوية ، وخاصة المهتمين بنفس الموضوع أو المجال . هذا الأمر ، الباحثون المهتمون لسد هذه الفجوة من خلال اكتشاف تأثير تخطيط اللغة المطبق و تحليل المواقف اللغوية التي تحدث لدى طلاب معهد اللغة الإنجليزية في في معهد دار اللغة و الكرامة في التواصل اليومي . اختار الباحثون المعهد كإشياء بيانات بحثية لأن هذه الظاهرة غالباً ما تحدث في كل المعهد مختلفة في إندونيسيا تطبق متطلبات استخدام اللغات الأجنبية ، مثل الإنجليزية و العربية .

في هذه الدراسة ، استخدم الباحثون طريقة نوعية ، مع دراسات الحالة . بالإضافة إلى ذلك ، أجرى الباحثون ملاحظات ومقابلات على الطلاب في معهد اللغة الإنجليزية . يستخدم الباحثون أدوات مثل التسجيلات الصوتية لتسجيل محادثات الطلاب ، الذين تم نسخهم أيضاً . بعد ذلك ، تم تحليل البيانات باستخدام نظريات Garvin و Mathiot ١٩٦٨ (التي صاغت ثلاث خصائص لمواقف اللغة) : ١ (الولاء اللغة ، ٢) فخر اللغة) ، ٣ (الوعي بمعايير اللغة . يا هذا البحث ، يأمل الباحثون أن يساهم هذا البحث في تدريس وتعلم اللغة الإنجليزية ، خاصة على الطلاب ثنائيي اللغة أو متعدد اللغات والمجتمع .

TABLE OF CONTENTS

STATEMENT OF AUTHORSHIP	ii
APPROVAL SHEET	iii
LEGITIMATION SHEET	iv
MOTTO.....	v
DEDICATION	vi
ACKNOWLEDGEMENT	vii
ABSTRACT.....	ix
ABSTRAK	x
TABLE OF CONTENTS	xii
CHAPTER 1	1
INTRODUCTION	1
A. Background of the study	1
B. Research Question.....	7
C. Research Objectives	7
D. Significance.....	8
E. Scope of Limitation.....	8
F. Definition of Key Terms	9
CHAPTER II.....	11
REVIEW OF RELATED LITERATURE	11
A. Language Attitudes.....	11
B. Bilingualism and Multilingualism	14
C. Language Learning Strategies.....	17
CHAPTER III	18
RESEARCH METHOD.....	18
A. Research Design.....	18
B. Research Instrument.....	19
C. Data and Data source	20
D. Data Collection.....	22
E. Data Analysis	24
CHAPTER IV	26

FINDINGS AND DISCUSSION	26
A. Findings.....	26
B. Discussion	52
CHAPTER V.....	55
CONCLUSIONS & SUGGESTION	55
A. Conclusion	55
B. Suggestion.....	56
REFERENCES.....	58
CURRICULUM VITAE	58
APPENDIX.....	62

CHAPTER 1

INTRODUCTION

This chapter covers overview of research background which also contains the objective of the research, research question, significance, scope and limitation, and definition of key terms. In background of the study, the researcher provides with the essential reason why this topic was chosen. In the following section, it tells the objective of this study then followed by the significance of doing this study theoretically and practically. The following section contains the definition of the terms that are used in this study from the researcher's view point. The last section in this chapter urges that this study is limited by many aspects and thus it comprises the scope and limitation of this study.

A. Background of the study

In everyday life, language plays a pivotal role in fulfilling one of the social needs i.e., for communication among human beings. Language has progressed beyond the original concept of a method of communication to the point where it describes the basic important aspects of human nature (Saidat, 2010, p. 235). Linguists began research in this field to uncover these facts and discover why we react in this manner. They investigate the inequalities in gender, age, ethnic group, social network, etc. Language researchers interested in resolving the

new language difficulties, developing, and postcolonial nations were recruited to assist in the development of grammars, writing systems, and dictionaries for indigenous languages, laying the framework for the discipline of language planning (Johnson and Ricento, 2013, p. 7).

Language has become part of our human identity; it is the medium through which we express ourselves, both purposefully and unintentionally. Not a few of them emphasize or combine two aspects, language and culture, which often lead to positive or negative things, attitudes or emotions in understanding a meaning (Cortès-Colomé et al., 2016, p. 272). Moreover, it is important for us to understand the culture when learning the language, to minimize misunderstandings when communicating with others (interpreting an information). However, there are some additions to be made, from the previous research, as will be reported in this research result which studied about the language strategy and language attitudes of the students of *Darul Lughah Wal Karomah Islamic Boarding School* in Kraksaan the district of Probolinggo, East Java in making daily communication.

Language attitude is an assessment reaction to a particular language and mental position or feeling towards one's own language and others. The attitudes is an internal, which means they are ideas or thoughts that hidden away in people's mind, except it is externalized in some way, but sometimes they are not externalized at all (Liebscher and Dailey-O'Cain, 2013, p. 3). In the previous research, suggested that in the present study, is also discussing this

phenomenon (language attitudes), and it could be exported to similar or related context in other regions, especially in Europeans (Cortès-Colomé et al., 2016).

This research is included in the realm of sociolinguistics. This study discusses the human ability to use language rules appropriately in different situations and of social aspect such as, cultural norms, context and expectations on how the language is used and give impacts to society through the language. Furthermore, it is important for the researcher to examine the language strategy that may influence language attitude used in interaction among bilingual or multilingual people. The information is taken from their utterances from communication that happen in class, public area, office, or any place in the boarding school.

By using existing theories and data, this research is hoped to produce useful research results. It is hoped that the finding gave significant contribution or novelty in this area of study. Considering that there are phenomena around us that can be explored and researched we hoped that this study also gains new insight. Thus, the researcher wanted to find out what characteristics of language attitude (positive or negative attitudes) that appear in students at English *Institution of Darul Lughah Wal Karomah Islamic Boarding School*. By using Garvin and Mathiot (1968) theory, it is hoped to give significant research results. This theory gave the researcher a theoretical framework where it may indicate positive attitude in learning language. This framework formulates three characteristics of language attitudes: (a) language loyalty, (b) language

pride, (c) awareness of the norm. This can provide new knowledge for the public or readers.

After overviewing some previous researches about language attitudes occurring in bilingual or multilingual context related to the topic of this study, the researcher is interested to fill the gap. This study was done by analyzing the language attitudes that occurs in students' daily communication from the English Institution of *Darul Lughah Wal Karomah Islamic Boarding School*. English Institutions at *Darul Lughah Wal Karomah Islamic Boarding School*, is an institution or place for students who have a desire to learn or deepen knowledge in the field of English. Surely, the students have to pass various tests to be able to join an English Institution. Most of the students here are passionate about English and have basic understanding of English. It is reasonable because most of them come from various regions that possess and use different local languages namely their mother tongue. As a global lingua franca, English is learned and also taught by the wider community that have different cultural and language background (Irham et. al., 2021, p. 2).

Apart from that, the preliminary observation showed that the students also speak several languages interchangeably. They often code-mix or code switch their language with language other than their mother tongue. They speak several languages in their daily communication with different level of competence, in the sense that the students' mother tongue become dominant language. Those who come from "*horse shoe region*" so called "*daerah tapal*

kuda” including Pasuruan, Probolinggo, Situbondo, Bondowoso, and Jember mostly speak Madurese. Some of them speaks Javanese, and at school they mix them with Bahasa Indonesia and foreign languages such as English and Arabic. This is to show the fact that Indonesia has many cultures and students come from different cultural and language background.

Numerous recent studies show that language in many instances can be used as research object. This study also employs language as the object of the research. At *Darul Lughah Wal Karomah Islamic Boarding School*, they have two institutions i.e., English Institutions and Arabic Institutions. It is because this Islamic boarding school applies a language learning strategy where it requires students to use foreign languages (English and Arabic) in their daily communication. This context aims to help students learn (provide a platform for students to improve their English skills) and use language more effectively. Language learning process and the learning outcomes can give an impact to students’ language attitudes towards the language and its speaker (Tódor and Dégi, 2016, p. 123).

Many researchers further refined the notion of Language Learning Strategies, paying more attention to learners’ awareness and the fact that Language Learning Strategies enhance language learning and use processes (Pawlak, 2019, p. 3). However, the present research also has more specific discussions about a phenomenon that may be rarely found in other places or countries which left unanswered by those studies. The researcher chooses the

Islamic boarding school as the object data for the observations because this phenomenon occurs frequently in various Islamic boarding schools in Indonesia. Indonesian Islamic Boarding School typically implements the requirement to use foreign languages, such as English and Arabic (where the students come from different regions and backgrounds), which is a form of learning model that aims to assist in developing students' language skills, especially in a foreign language. This field can also be an interesting research field for linguistics scholars. Here, the researcher will focus on bilingual or multilingual students from English Institutions, where the students certainly have proficiency in English. This also to facilitate the researcher in order to get data from the English institution.

Preliminary observation showed that some Islamic boarding schools that require their students (*santri*) to use foreign languages for communication seemed to be more proficient in using the foreign languages. They seemed to be more confident to speak, for example English or Arabic, better than those who did not employ them. It is assumed that because they utilize English or Arabic as their daily language, which found to be improving their language skills too. This made the researcher was interested in looking into the implementation of language planning in English Institution of *Darul Lughah Wal Karomah Islamic Boarding School*. Therefore, the researcher intended to explore and find out whether the language learning strategy could influence or affect their language attitude including negative or positive attitude considering

that every student has a different passion in language use and pride, and also language skills.

B. Research Question

1. What are the characteristics of language attitudes that often appear in English Institution students at Darul Lughah Wal Karomah Islamic Boarding School?
2. How the attitudes contribute to students' English learning?

C. Research Objectives

The objective of this study is to analyze and find out the phenomena, on how much the influence of language planning affect the language attitudes. Specifically, this study aims to:

1. Explore the characteristics of language attitude on English Institution of Darul Lughah Wal Karomah Islamic Boarding School students. This is seen from their daily communication, whether or not it produces positive or negative attitude.
2. Reveal the students' language attitude and motivation especially their enthusiasm in implementing the language strategy at English Institutions of Darul Lughah Wal Karomah Islamic boarding school. This research is intended to give information or to provide understanding for bilingual or multilingual community.

D. Significance

It is hoped that this research would contribute significantly to the study of English teaching and learning, especially on bilingual or multilingual students and the society. With this in mind, each individual may understand the social aspect such as, cultural norms, context and expectations on how the language is used. This study also be expected to give a theoretical contribution to academic society especially on the linguistic area of study not exclude language proficiency and language attitudes. Practically, this research intended to give benefit to the other linguists who are also interested in researching the similar topic i.e., the influence of language strategy towards the language attitudes. In addition, from this research, it is hoped that the readers or the other Islamic boarding school which also get benefit, especially to develop the similar language learning strategy that may improve their language learning models and strategies be well-designed.

E. Scope of Limitation

Inspired by the previous studies which discussed the language strategy which plays role in bilingual and multilingual people or students, this study also discusses and analyze the language attitude that occur in *Darul Lughah Wal Karomah Islamic Boarding School* students, especially in English Institutions. By considering time limitation and financial sources, the scope of this research is limited only on the aspect of the characteristics

of language attitudes that often occur in *Darul Lughah Wal Karomah Islamic Boarding School* students. Apart from this, this research is limited on interviewing, observing, and examining towards the students' language attitudes in their daily communication.

F. Definition of Key Terms

1. Language Attitudes

Language attitude is an assessment reaction to a particular language and mental position or feeling towards one's own language and others. They refer into two successive cognitive processes, at least in part: social categorization and stereotyping. The language attitude in this study refers to the students' perceptions, ideas, or attitudes toward learning English.

2. Sociolinguistics

The subdiscipline of linguistics that studies the relationship between language and society. The study of sociolinguistics employed in this research was to pin point the multilingual background of the students under study.

3. Bilingual or Multilingual

Someone who can communicate or use more than two or more languages, either actively (through speaking, writing, or signing autographs) or passively (through listening, reading, or observing). In this operational meanings, bilingual and multilingual students refer to those

who have or use more than one language, other than the local or national language and use English for their daily communication, in English Institutions.

4. Language Learning Strategies

Language learning strategies are the processes and activities language learners use to help them develop or operate a language more efficiently. In this context, this Islamic boarding school implements language learning strategies through daily activities in English Institutions, such as requiring students to speak English as their daily communication, reading and memorizing vocabulary activities, etc. This is to help students to further develop their English skills.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter RRL, the researcher provides the detailed review and discuss the findings and knowledge of existing literature (previous study), which related to the topic of this research and also the relevant theory. Here, the researcher presents the language attitude, language planning, and bilingual or multilingualism.

A. Language Attitudes

Language attitude is an assessment reaction to a particular language and mental position or feeling towards one's own language and others. Language attitude studies establish whether or not language shift is taking place in every multilingual situation (Abbas and Iqbal, 2018, p. 201). From sociolinguistics perspective of language attitudes phenomenon in multilingual society is a symptom that interesting to study, because language attitudes can determine the development of a language. Essentially, it recognizes that language is a social powerful role, that intend more than to convey referential information, whether it is better or worse, the interlocutor or listener may react on the linguistic and paralinguistic variations in the message, as they show their personal and social characteristic of the speaker's message (Cargile and Giles, 1997, p. 195).

As cited in article review by Hernández-Campoy (2005), there is another view on language attitudes, it is cognitive because it consists of beliefs about the world, for instance, proficiency in English will lead to better jobs and higher social mobility (Garret et al., 2003, p. 467). Language attitudes tend to refer to language as a system (*langue*), while speech behavior tends to refer to concrete use of language (*parole*). This phenomenon of language attitudes certainly will lead to social context and stereotypes. Therefore, a person's language attitude refers to his proclivity to respond positively or negatively to a language and its speakers.

According to Ryan (1983, p. 148), language attitudes are theorized into two sequential cognitive process, which refers to social categorization and stereotyping. The different language varieties often linked to rooted emotional responses, such as feeling or thoughts, stereotypes, and prejudice, whether it is about people or society, cultures, ethnics, and religions (Hernández-Campoy, 2005, p. 467). Moreover, this research will use Garvin and Mathiot (1968) theory, which formulate three characteristics of language attitudes:

- (a) Language Loyalty: This encourages people of a language to maintain their language, and if necessary, prevents the influence of other languages.
- (b) Language Pride: This encourages people to develop their language (L1) and utilize it as a sign of identity and community unity.

- (c) Awareness of The Norm: This encourages individuals to use their language wisely, correctively, carefully, and politely is a factor that has a significant impact on behavior (language use).

The three characteristics which proposed by Garvin and Mathiot above are characteristics of a positive attitude towards language. A positive attitude is an enthusiastic attitude towards the language use (the language used by the group or speech community in accordance to their area/region). However, if these characteristics have disappeared or weakened from a person or member of the group or speech community, it indicates that the individual or group has developed a negative attitude towards a language. The lack of passion or determination to maintain language independence is one of the indicators of a negative attitude, that the fidelity of the language is starting to weaken, which can continue to be lost entirely. This negative attitude will have an impact, if a person or group of people does not have awareness of the existence of language norms. This attitude is reflected in their speech. They do not perceive the need to use language properly and systematically, adhering to the appropriate norms or applicable rules. This can be influenced by several factors, including: political factors, ethnic factors, race, prestige, considering the difficulty or complicatedness.

B. Bilingualism and Multilingualism

Generally, bilingualism is the ability to speak two languages. Bilingualism is about the use of two languages, such as local languages and national languages, in communicating to obtain a clear portrait of certain information. Bilingualism is defined as the ability to function and appear as a natural speaker of two languages, ranging from minimum skill in two languages to advanced proficiency that permits speakers to operate and appear as native speakers of two languages. This can occur due to external factors such as, social life in the family, association in society, as well as advances in technology, communication, transportation, place of birth, or immigration history, only require them to learn more than one language (Bialystok, Craik, Luk, 2012, p. 240).

A bilingual community can only be thought of as a collection of individuals who have reasons to be bilingual. An independent bilingual community has no motive to remain bilingual, as a closed community where everyone fluent in two languages can get along well with one language. However, as long as discrete monolingual societies exist, there remains the possibility of communication between them, this contact results in bilingualism (Mackey, 2016, p. 51). A bilingual speaker can use one particular language, his L1 or his L2, or one particular language variety. This is related to the problem of language function or the function of a particular language variety in his speech community in

connection with the domains of language use or language variety (depends on the interlocutor).

Moreover, bilingualism can also refer to the use of two languages in teaching. Particularly, to enhance learning in students trying to learn a new language. For example, bilingual education, which use two languages as the language of instruction at school. In the Indonesian context, the language used is the national language (Indonesian) and English as the international language. According to Gottardo and Grant (2014, p. 2) Circumstantial bilinguals, however, they are required and expected to learn their second language (L2) in order to attend school or for the job requirements. Typically, they are immigrants who are learning the society language. These bilinguals are frequently referred to as "subtractive bilinguals" since their L1 abilities typically deteriorate or are lost in favor of the majority language, the L2. Subtractive bilingualism is especially common in immigrant children.

Besides, in the context of linguistic diversity, Indonesian people master at least two languages, there are language as their regional identity and Indonesian as their national identity. This condition of the language community in the end becomes a challenge, especially for the development of the Indonesian language. In other hand, bilingual also covered some understanding, such as exchange/transfer, code mixing or code switching, interference, integration, etc. Language dominance is one of the additional variables in the definition of

bilingualism. The majority of bilinguals are stronger in one language, their dominant language (Gottardo and Grant, 2014, p. 2).

In addition, multilingualism understood as knowledge of more language used by individual or society. Multilingualism is a social phenomenon caused by the influence of globalization and cultural openness. Multilinguals also defined as immigrant who use mother tongue or first language (L1) as well as their host country's language or national language. Li (2008), as cited in Cenoz (2013), multilingual refers to anyone who can communicate in more than one language, it can be in written and oral form (active), or reading and listening (passive), as well as the ability of individuals, societies, communities, to engage with more than one language in their daily lives. In observing multilingual context, it is potential to differentiate the individual multilingualism, societal, discursive, and institutional (Franceschini, 2011, p. 346). The community's ability to speak multiple languages is driven by a variety of backgrounds. Both individuals and multilingual communities acquire their second language in various ways, such as simultaneous and sequential acquisition.

Besides, bilingualism and multilingualism study are popular among the scholars or researchers, and can be studied in many linguistics disciplines. Certainly, multilingual is one of the complex phenomena that can be studied from many different perspectives such as education, linguistics, applied linguistics, sociolinguistics, or psycholinguistics (Cenoz, 2013, p. 3). In recent

years, linguistic research has focused attention on the use of world languages, such as English, as a lingua franca or common language with professional and commercial communities. In a lingua franca situation, most common language speakers are multilingual. Many small school children of independent countries today are forced to learn multiple languages because of international interactions. Educational studies based on this perspective pay close attention provided to learners in their diverse and quality environment physical and symbolic tools, including written language, that the learner uses. Besides, they the importance of student access to cultural resources, and how students can change these resources from time to time (Norton and Toohey, 2011, p. 419).

C. Language Learning Strategies

Language Learning Strategies or LLS, refers to the strategies and practices that language learners use deliberately to help them learn or use a language more efficiently. In recent decades, studies on LLS have found various techniques used by English learners as a foreign/second language (ESL or EFL) and different approach classification patterns (Habók and Magyar, 2018, p. 2). Oxford (1990), as cited in (Kussin et al. 2018), LLS is divided into two types of strategies: direct and indirect. Direct strategies are further subdivided into memory, cognition, compensating strategies, and necessary mental language processing. However, indirect strategies assist in language learning, and sub-

strategies include metacognitive, affective, and social system (Kussin et al., 2018, p. 107).

The terminology language learning approach has been defined in several ways. One of them is Oxford (1990) as cited in (Nhem, 2019, p. 34), defines Learning strategies are specific acts made by learners to make the learning process easier, faster, more interesting, more self-directed, more efficient, and more adaptable to new information. Language learning strategy definitions have been founded or centered on the instruments and facilitation of language learners in efficiently acquiring new language inputs. Saville-Troike (2012) cited in (Nhem, 2019, p. 35), states, even though various language learning strategies have been established, and the success of each learning approach is mainly determined by specific learning settings, learners, and learners' learning styles. Even though different learners prefer different language learning strategies, some are popular among good language learners, for instance, cognitive, meta-cognitive, and socio-affective. They typically employ various language learning strategies for the skills they want to receive and improve (Hashim, et al. 2018, p. 39).

CHAPTER III

RESEARCH METHOD

In this chapter, researcher provides the research methodology (scientific method), that discusses about the data obtaining. Hence, this chapter includes research design, research instruments (tool used to collect, measure, and analyze data related to the topic), data and data source (where the researcher get the data), data collection (how to get the data), and last data analysis (how the researcher describe, illustrate, and evaluate the data).

A. Research Design

In this study the researcher used descriptive qualitative research approach with case study design where field study was required to enrich the data and to perceive what has existed. Case study research is a type from one of the qualitative types of research in which a full report of one or more cases is provided (Yin, 2014). According to Yin, a case study is simply “an empirical inquiry that investigates a contemporary phenomenon in-depth and within its real-world context” (p.16). While qualitative research emphasizes the depth of data obtained by the researcher.

Mostly, in the descriptive research it discusses the problems that happen in the society, and the procedures that is applied in the society,

specific situation, also the processes, include the relationship (it focuses on the knowledge about social phenomenon, through deep data collection and also the data analysis based on the research findings). The data acquisition in qualitative research, case study data can be obtained from all parties concerned, either through interviews, observation, participation, and documentation. Following that, in this research, case study should also carry out on ongoing events or phenomenon, or symptoms. Case study focuses on the individual experience from the phenomena (Johnson and Christensen, 2014, p. 50).

In this research, the case study design learned the specific interest of the students of Darul lughoh wal Karomah Kraksaan Probolinggo with their unique context. According to Stake (1995) in a case study, a researcher would like study the specific interest to search “the detail of interaction with its contexts” (p.xi). Further, he stated that “a case study is the study of complexity and particularity of a single case” (1995, p. xi), with the intention to understand the activities of participants in a specific context.

B. Research Instrument

A research instrument is a tool used to collect, analyze, evaluate, and measure the data related to the topic. Research instruments in general are usually in the form of tests, observations, questionnaires, surveys, and the like. In survey research for example, a questionnaire accuracy and

consistency are important aspects of a research methodology. They consider validity and reliability are the important aspects that should be fulfilled if they want a good research result. The fact shows that novice researchers often confused with the proper selection and implementation the type of validity to test the research instrument (Taherdoost, 2016). However, this research employed semi-structured interview and participative observation to gather the data from namely, English Institution at *Darul Lughah Wal Karomah Islamic Boarding School*.

This research utilized the tools such as audio recordings using electronic devices, and then were transcribed. Following the process, the researcher also did notes taking on what was happening throughout the observations. Only activities which were related to the topic taken into account as the necessary data. And above all, the presence of researcher was the most essential thing because she was the key instrument. In qualitative research, the researcher him/herself is the important instrument (Creswell, 2013).

C. Data and Data source

A case study researcher tries to get the data and study it in a specific length of time in a particular context (Neuman, 2000). In this research, the data have been obtained from interviews and observations from the field i.e. the Islamic Boarding School called *Darul Lughah Wal Karomah* in

Kraksaan the district of Probolinggo, East Java. The data sources, in particular, were taken from the class so called English Institution or *Lembaga Bahasa Inggris*. Specifically, the data were taken to understand their ways in learning and developing their English obtained from the institution. Understanding their efforts to learn and maintain their English in their context has been the main goal of taking the data. The data were in the form of transcript taken from interview and researcher's notes taken during observation stage.

While data source is referred to where the origin of data acquisition from, or raw data that has not been processed to serve as information (Creswell, 2013). The terms data source itself can be used to describe various data collection methods and tools. In this study the researcher conducted research from students at *Darul Lughah Wal Karomah Islamic boarding school*, especially at the English Institutions. And the origin of the information and data were definitely taken from the junior high school and senior high school students who have settled in English Institutions (*Lembaga Bahasa Inggris*) since they were selected in the placement test in the first time, they entered the boarding school. In this study only 10 out of 80 students were willing to be interviewed. These ten students met the researcher's criteria because they demonstrated an active, responsive attitude, as well as English language proficiency and excellent scores. This can be seen through the students' enthusiasm in learning English and students' activeness in participating competition events through the

observations. This has facilitated the researcher to obtain the data. Further, the researcher has also conducted interviews toward several students ranging from junior high to senior high school, while observing their language attitudes.

D. Data Collection

In gathering the data, it involved the process of how the researcher obtained the data and analyzed the information from participants. In qualitative research, there are some techniques of data collection, including observations, visual or textual analysis (e.g., from any videos or books, related to the subject), and also interviews whether in group or individual (Gill, Stewart, Treasure, and Chadwick, 2008, p. 291). In data collecting phase, the researcher has written the steps, which shows the procedure in the field.

Firstly, the researcher met the kyai or the leader of the Islamic boarding house or *pondok pesantren* the name of it was derived from Arabic word “*funduk*” which means “a place to stay” and *pesantren* is from the word “*santri*” which means “student.” Thus, *pondok pesantren* means a place where students stay. When visited the kyai, the researcher presented a permit letter from the Faculty of Humanity UIN Malang to conduct research in the Islamic Boarding School (*pondok pesantren*). The researcher also

asked if kyai allowed her to stay several days in order to observe the activity of the students in English Institution (*Lembaga Bahasa Inggris*). In qualitative research, this process is crucial considering the ethics consideration. The owner of the institution should first of all give consent to the researcher allowing her to take the data needed. And thus, the researcher hold authority to select the participants of the research.

Secondly, after the consent was given, the researcher joined with the students from the language institution or Lembaga Bahasa, then interviewing some of them. This way has given chance for the researcher to select which students have fulfilled the criteria to become the participants. Then 10 students from junior high school and senior high school in English Institutions of Darul Lughah Wal Karamah Islamic boarding school were selected in order to get some information, such as student profile and little information about their daily activities and daily language. In this process the researcher was assisted by using audio records, and some note taking.

Thirdly, the researcher observed their daily activities in the Islamic boarding school concerning with their effort in learning English. In this phase, the researcher focused on the students' activities in making communication. The researcher keenly observed their talking to friends. The researcher also took note on how the students were presenting their ideas in English. Afterwards the researcher was taking note for fulfilling the research purposes in order to get rich data important for analysis phase.

Lastly, the researcher transcribed the oral data in the form of recordings. From the records using electronic device i.e. a mobile phone, it was acquired not only the data needed but also unnecessary data were also unintentionally recorded. Then, the data were selected to be analyzed in the next phase i.e. data analysis process.

E. Data Analysis

The common data analysis strategy comprises the process of examining, transforming, selecting, and modeling data in order to discover beneficial information, to draw conclusions or verification, and help out with the decision making. Creswell (2013, p. 180) stated that “data analysis in qualitative research consists of preparing and organizing the data (i.e. text data as in transcript, or image data as in photograph) for analysis”. Further analysis process includes reducing the data into themes, usually by giving theme codes, then the codes were condensed and the next step was presenting the data into tables, figures and explanation.

Meanwhile, Miles, Huberman and Saldana (2014) proposed an interactive model of data analysis to renew their 1994’s theory of qualitative data analysis. In their 2014’s theory they changed data reduction into data condensation. This is acceptable considering that the data reduction process seemed to be omitting non-necessary data like throwing unused paper into

rubbish bin. However, in the condensation stage a researcher selects only the essential data to be condensed and then appeared in data presentation the so call data display, and finally verification or conclusion drawing.

In this study, the strategies in analyzing data proposed by the above methodologists were employed by the researcher. However, only the procedures (i.e. data collection, data condensation, data display, and verification or conclusion drawing) were taken into account and the structure of analysis of the obtained data were analyzed using Garvin and Mathiot (1968) theory to answer and discuss the research questions. This theory formulates three characteristics of language attitudes which include language loyalty i.e. the process of encouraging the native speaker to maintain their language, language pride i.e. to encourage people to develop their language and use it as a symbol of identity and community unity, and awareness of the norm i.e. to encourage people to use their language (language use) carefully and politely.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter encompasses data findings and the data discussions were presented afterward. In this research, ten respondents were involved as research participants and were interviewed and observed. They came from junior and senior high school students in *English Institution of Darul Lughah Wal Karomah Islamic Boarding School* Kraksaan the district of Probolinggo as samples or data sources. In particular, participative observations were done on the students in English Institution where the researcher stayed with the participants in the boarding school for several days to observe the linguistic activities among them. The data were then analyzed using Garvin and Mathiot (1968) theory to answer the research questions.

A. Data Findings 1.

In this part the data findings from the interviews will be present to make the researcher easier to answer research question one. Here is written some questions below:

- 1) What language did you use on daily basis, before you entered this institution?

Table 1.1

Students	Answers
1	Madurese
2	Madurese
3	Bahasa Indonesia
4	Bahasa Indonesia
5	Bahasa Indonesia
6	Javanese
7	Bahasa Indonesia
8	Bahasa Indonesia
9	Javanese
10	Bahasa Indonesia

The result from the data above, represents the students mostly used Bahasa Indonesia as their daily language, and two students who use Madurese (local language), another two students use Javanese (local language), before entering English Institutions at *Darul Lughah Wal Karomah Islamic Boarding School*. This is due to differences in their backgrounds, such as language, education, family and culture, and the students also come from various regions. The students showed a positive attitude towards their language, which they still maintain and use their language in its Islamic Boarding School environment, before entering the English Institution. This signifies the characteristics of language loyalty.

2) How confident are you when communicating with your friend using English?

Table 1.2

Students	Answers
1	Yes, I do.
2	No, I do not feel confident.
3	Yes, of course, I do.
4	Sometimes, I do not feel confident.
5	Yes, I do.
6	Sometimes, I do.
7	Sometimes, I do not feel confident.
8	Sometimes, I do not feel confident.
9	Sometimes, I do.
10	Yes, I do.

The result above points out only four students who are not confident using English while they are communicating with their friends. They seem more passive and cautious in speaking because they feel their language skills are still below average. Besides, some responded neutrally; sometimes they felt confident, sometimes they didn't. This is due to who the other person is conversing with. Four of them strongly feel confident with their English. This can be seen from the researchers' observations that these students look more active than other students, especially in speaking (they practice it more often than others). This signifies

positives attitudes towards language pride, because most of the students confident using English to communicate with their friends. Besides, they continue to develop their language skills in English.

- 3) What will you do if you forget the English vocabulary, when you are in conversation with your friend?

Table 1.3

Students	Answers
1	Ask my friend directly.
2	Ask my friend.
3	I will cancel what want to talk about.
4	I will ask my friend directly.
5	Ask my friend.
6	Ask my friend.
7	I will ask my friend or I use gestures or body language to convey what I mean.
8	I ask my friend and sometimes using gestures.
9	I will ask my friend.
10	Ask my friend.

In these cases, most students will question the interlocutor if they have forgotten or do not comprehend the vocabulary, this is done to minimize errors in their

utterance. One of them also revealed that she uses body language or gestures to help them make the intended words. Moreover, there is only one student who will cancel what she wants to deliver, while doing conversation with other students. Based on most of students' answers, this is most suitable strategy to avoid mistakes and to improve their English language skills. This indicates the students have the characteristic of awareness of the norm. It is because students avoid utilizing other languages in English Institutions, as much as possible they encourage themselves to use the language appropriately, politely, and wisely, especially in word choice.

- 4) Will you mix with other language when you forget or you do not know how to say it in English?

Table 1.4

Students	Answers
1	Yes, I will.
2	Yes, I will.
3	Yes, I will.
4	No, I won't mix it.
5	Yes, I will.
6	Yes, I will.
7	Yes, I will.
8	Yes, I will.

9	Sometimes, I mix it.
10	Sometimes, I mix it.

From the results above reveal seven students who currently mix English with the other language (whether with national language or local language they use). Based on observations, this happens when the students did not know or forget the intended vocabulary in English. In order to facilitate or smooth their communication, they decided to mix some vocabulary from other languages. On the other side, there is only one student who will not mix with other language, and two student who occasionally mix English with other languages, when they do not familiar or do not understand how to say it in English. they tend to obey the applicable rules, speak with caution. It can be seen that most of the students shows negative attitudes towards awareness of the norms. This negative characteristic happens when someone lack of determination to maintain the language independence, which shows the indicator that the language fidelity starts to weaken. This will continue if someone does not have awareness of the existence of language norms, they will continue to think that they do not need to use language properly and systematically.

- 5) Will you continue to speak English, if you meet your Institutions' friend outside the Institution's area?

Table 1.5

Students	Answers
1	Yes, I do.
2	Yes, I will continue to speak English.
3	Yes, except when I am in the kitchen, I will use other language.
4	Yes, I will.
5	Sometimes no, because I feel more comfortable using Bahasa.
6	Sometimes no, I feel more comfortable.
7	Yes, I will still speak English.
8	Yes, I will still speak English.
9	Yes, I will still speak English.
10	No, I won't.

Here, the result represents six students, who will continue to speak English with their other institutions' friends outside the institution area. Based on the applicable rules, they continue to use the language that has been determined (English) even when they are outside the area of the English language institution when meeting with institutional friends (strategy is still implemented outside the institutional area). Besides, there are three students, who sometimes use the other languages, because they feel comfortable doing so and one student who does not speak English outside the institutional area. So, it can be concluded that six out of ten people show a positive attitude towards language loyalty. They continue to use English in

accordance with the regulations of the English Institution, even if they are outside the institution's area where it is permitted to speak another language (except when meeting with their institution's friends outside the institutions' area, they are still required speak English), whereas the other four students showed a negative attitude towards language loyalty and infringed the institution's regulations by speaking other language outside the area.

- 6) Will you remind them or let them speaking, when you hear your friend doing free talking (speaking other language than English)?

Table1.6

Students	Answers
1	Yes, I will remind them.
2	Yes, I will remind them.
3	No, I won't. because, I do the same thing.
4	Yes, I remind them.
5	Yes, I will remind them
6	Yes, I will remind them
7	Yes, I remind them
8	Yes, I remind them
9	Yes, I remind them
10	Yes, I remind them

Seen from the results above, most of the students will remind them, when they hear the other institution students who speak a language other than English. This is done to avoid any language mixing or the use of other languages within the institution, and to launch the implemented English learning strategies. Besides, there is one student who will not remind or reprimand them when speaking another language, because this student often does the same thing. This can be seen if the average student shows a positive attitude towards language loyalty, where they maintain the prevailing language in the English Institution. To the greatest extent feasible, prevent the influence of other languages, by maintaining and reminding each other for the development of the prevailing language.

B. Data Findings 2

7) What is your motivation to join this institution?

Table 2.1

Students	Answers
1	I want to be better than before
2	I want to be better than before.
3	I want to show my English Ability.
4	I want to explore more about English, and gain new insights.
5	I wish I could speak English more fluently

6	I want to gain more insights in English, and it is also an international language and popular.
7	I want to be better than before.
8	I want to be better in my English language skills.
9	I wish I could speak English fluently.
10	So, that I can speak English fluently.

In the results above present four students mention that they want to be better than before, and three of them want to hone their language skills so they can speak fluently, and two students intend to gain new experience and knowledge in English (speaking, listening, reading, writing, etc.), so that they can improve their language skills and one student was motivated to enter the institution because she had the proficiency in English. So, these motivations make students conscious of their own abilities, and they are determined to learn and practice English.

8) Do you agree with the rules that applied in this institution?

Table 2.2

Students	Answers
1	Yes, I agree.
2	Yes, I agree.
3	Not really.
4	Yes, I agree.

5	Yes, I agree.
6	Yes, I agree.
7	Not really.
8	Yes, I agree.
9	Yes, I agree.
10	Yes, I agree.

Only two of the ten students interviewed, the results showed, that they did not really agree with the rules made by the English Institution and the rest of the students agree with the established rules. They agree with the rules for applicable learning strategy, which requires to continue to use English as a daily language, and participate in all activities related to learning English and comply with applicable regulations (if violated will be subject to sanctions). This indicates the students ready to accept all applicable rules and learning strategy and consequences in English Institution.

9) What were your difficulties when you first entered this institution?

Table 2.3

Students	Answers
1	My speaking ability.
2	Adapting to new activities.
3	My speaking ability.

4	My speaking ability.
5	Memorize the vocabulary
6	My speaking ability.
7	Memorizing vocabulary.
8	My speaking ability.
9	My speaking ability.
10	Listening.

Six students admitted their difficulty in the ability to speak English, when first time entering the English Institution, and two of them have difficulty in memorizing vocabulary (since it is included in their daily activities at the institution), and one student has difficulty in adapting to English Institution activities, another student has difficulty in listening. In this case, the most common issue that most students confront when they first enter this institution is their ability to speak English. As a result, they give activities that aid students in developing their English skills. Perhaps owing to a lack of practice or implementation in speaking English, they are not accustomed to it and require adjustments.

10) What are the difficulties when you speak English?

Table 2.4

Students	Answers
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1	I'm struggling on pronunciation and the grammar.
2	I'm struggling on pronunciation and the grammar.
3	I have trouble in translating the language I want to say.
4	I have difficulty in translating the language.
5	I'm struggling in the pronunciation and intonation.
6	I'm struggling in the pronunciation and intonation.
7	I'm struggling in the pronunciation, grammar, and memorize the vocabulary.
8	I have difficulty in pronunciation and memorize vocabulary
9	I'm struggling on compose the words (grammatically)
10	I cannot speak fast, and compose the words in grammatically.

These results represent six students who have difficulty in pronunciation when they speak English and five students also state that they had difficulty in arranging sentences grammatically. Besides, two students also have difficulty in translating

the sentences in their minds when communicating and in memorizing the vocabulary, and adjusting the intonation. This case often happens to students in English Institutions, where it might be the influence of language proficiency, and with the existing regulations, they are required to utilize English. Therefore, English Institutions also provide facilities in the form of classes (i.e., vocabulary memorization activities) to assist student learning activities in Islamic Boarding Schools.

11) What makes you confused when you speak English?

Table 2.5

Students	Answers
1	The vocabulary and the language structure.
2	The vocabulary and the language structure.
3	Nothing, I don't feel confused.
4	Nothing, I don't feel confused.
5	The vocabulary, because there are still vocabularies that I do not understand and memorize.
6	The vocabulary. There are many vocabularies that I do not know.

7	The placement of vocabulary, and arranging the words
8	The vocabulary and arranging the words grammatically.
9	Arranging the sentences grammatically.
10	Arranging the sentences grammatically.

Six students admitted that they were confused in choosing or using the correct vocabulary when they spoke English, since they do not know much and memorize the vocabulary in English, and they also confused with the correct arrangement of sentences when communicating. This happens because of the lack of proficiency in English and understanding of sentence structure or lack of practices in everyday life (whether speaking, writing, or etc.) Moreover, two of them do not feel confused when speaking English, which indicates that they understand more about sentence structure or vocabulary

12) Do you feel confident about your English language skills?

Table 2.6

Students	Answers
1	No. I'm still in progress.

2	No, I'm still in progress to learn more.
3	Sometimes, I do not. Because, I'm still lacking on memorizing vocabulary.
4	Sometimes, I do not feel confident, because of lacking vocabulary.
5	I do not feel confident, because I cannot speak English fluently.
6	No, I do not feel confident, because I cannot speak English fluently.
7	Sometimes, I do not.
8	Sometimes, I do not.
9	No, I do not feel confident.
10	Yes, I feel confident.

In the results above, shows five students do not feel confident with their English skills, because they feel that their abilities are still lacking, and cannot speak English fluently. In other side, four students admitted that sometimes they feel unconfident, because there are vocabularies that they still do not understand, and only one student feel quite confident in their ability to speak English. In this case, the enormous number of vocabularies that students do not comprehend or memorize, as well as their knowledge of sentence structure in English, creates an obstacle for them to improve their English skills.

13) Do you think your English is better than your friends?

Table 2.7

Students	Answers
1	No, there are still vocabularies that I do not know.
2	Sometimes, because I feel I know more vocabulary than my friends.
3	Sometimes yes, because I know more vocabulary than my friends.
4	Sometimes yes.
5	No, I don't think so.
6	No, I don't think so.
7	Yes, because I know more vocabulary than my friends
8	Yes, because I know more vocabulary than my friends
9	Yes, because I know more vocabulary than my friends
10	Yes, because I know more vocabulary than my friends

Seven students admitted that their English skills is better than their other institutions' friends, because they perceive that they know more vocabularies than

the other friends, while three of them admitted that their English skills were still below their peers. This is what makes it unique, seen from the previous statement in question twelve, they are mostly not confident in their English skills. However, in these results most of the students admit that they are more proficient in speaking English, and they also admit that they possess and understand more vocabulary than their friends.

14) What happens if you accidentally or intentionally speak other language in this institution? And what are the consequences?

Table 2.8

Students	Answers
1	I have been received a punishment for speaking other language, which was standing for five minutes, sometimes giving speeches or storytelling on the hall stage.
2	I've been punished, because I speak other language (for each sentence), like standing for five minutes and storytelling on the hall stage.
3	I've been punished, because I speak other language, I made a public speech, on the hall stage.

4	I've also been punished, because I speak other language, like reciting Qur'an and standing for five minutes in hall.
5	I have been punished, because of speaking other language, like standing for five minutes in hall, reading magazines in front of other students in this Islamic Boarding School.
6	I have been punished because of speaking other language, standing for five minutes and reading magazines also in front of other students.
7	I have been punished because of speaking other language, I made English speech and recite Qur'an.
8	I have been punished because I break the rules by reciting Qur'an.
9	I have been punished because speaking other language, by standing in hall approximately fifteen minutes.
10	I have been punished because speaking Bahasa, so I have to write a story in English.

The results above, shows all the students have been punished, for offenses made by speaking another language at an English Institution. They received varied of punishment, mostly they have been punished by standing in hall for several

minutes. Some of them admitted that they have been punished by making a long story in English, and make public speech in hall stage, also reciting Qur'an. Seen from the punishment they have received, surely, each student does not do it with only one mistake, because each student has experience variation of the punishment. However, this will make students more careful in speaking and make students more enthusiastic in honing or developing their English skills. This strategy is carried out to improve student learning abilities in Islamic boarding schools, to minimize the errors, so that they can focus on learning to improve and continue to develop their English skills.

C. Data Finding 3

In this part, the researcher only recorded voices, from the conversations of students at the English Institution, while doing their activities. Here, there are several conversations that are clearly recorded, which are written as follows:

1) Activity Reading and Memorizing Vocabulary

Transcript 1.1

Student E: "Your time is over!" (Telling the students that their time to enter class is over)

(Continue with praying together, led by student E)

Student A: “Kak, I love you!”

Student B: “I love you? I love you more, hahaha..”

Student A: “Next try!”

Student E: “Common, common.” (Telling the students to gather up quickly, since there are some students who are still late)

In this part, there are only a few conversations that are clearly recorded (since the situation in the class is too crowded), the students will carry out reading activities and memorize vocabulary, and student E will lead the activity. Here, student A, B, and E show a positive attitude towards language loyalty, where they continue to use the prevailing language.

(The student will be taking picture first, for researcher documentation.)

Transcript 1.2

Student C: “Hey, you see this, you see this. We’ll picture!”

Student C: “*Eee common ee.. dek tripod! Silent bi kancenna ben.*”

Student C: “*Geiss, using tripod!*”

Student D: “Using tripod, *nda enek*”

(Students keep on giggling with others)

Student C: “*Eee, seng genna seng genna! Moment!*”

Student F: “*Abeh, guys*”

Student F: “*Eh eh eh*, this is my sandals” (moving her sandals away)

Student C: “Zah, join middle!”

Student C: “Ehmm, ih Rizza enter”

In this section, before starting the activity, the student takes some pictures, to be used as research documentation. Here, raises some conversations between students in class. Moreover, in this conversation student C shows negative attitude towards awareness of the norms, which this student tends to mix two languages (English and Madurese), and some of the utterances, do not form a coherent sentence or simply contain a few words or phrases that are a bit difficult to understand. This is also done by students D and F, where they easily mix some languages (English, Madurese and Javanese) by saying “*abeh, nda enek, eh eh eh* (with Madurese accent).”

2) Students reading and memorizing the vocabulary by chanting/singing.

Transcript 2.1

Students: “Pride *kebanggaan*, later *nanti*, hesitate *ragu-ragu*, fractions is *pecahan* is *pecahan*.... All vocabulary we must memorize them”

Transcript 2.2

Student E: “For the students who do not bring the book, will you please stand up quietly.”

Student E: “Please stand up right now!”

Student G: “Eh, you stand up!”

Student H: “No!”

Student G: “Heh, you don’t bring the book! Haha.”

In this part, student E pauses their activity for a while, to announce if there is a student who does not bring a book, to punish them by standing in front of the class until the activity is finished. The conversations above are some of the conversations that can be heard clearly on the audio recording. Student E, G, H shows positive attitude towards language loyalty and awareness of the norm, where they maintain the prevailing language, and continue to speak politely, correctly, and wisely.

(The students continue to sing)

Transcript 2.3

Students: “Jump, jumped, jumped, jumping *artinya melompat*. Dig, dug, dug, digging, *artinya membalik*. Lay, laid, laid, laying, *ini berbaring*. Flip, flipped, flipped, flipping *artinya membalik*. Melt, melted, melted, melting, *ini mencair....* All vocabulary we must memorize them”.

Students: “Kick, kicked, kicked, kicking, *ini menendang*. Kill, killed, killed, killing, *ini membunuh*. Kiss, kissed, kissed, kissing, *ini mencium....* All vocabulary we must memorize them”.

Students: “Rub, rubbed, rubbed, rubbing, *ini menggosok*. Share, shared, shared,

sharing, *ini membagi*. Train, trained, trained, training, *ini melatih*.... All vocabulary we must memorize them”.

Students: “Against is *melawan*. Fall is *gugur*. Buttons meaning *kancing baju*. Church meaning *gereja*. Bird meaning is *burung*. Glass is *kaca*. Stove is *kompur*.... Cook, cooked, cooked, cooking, meaning *memasak*. Fry, fried, fried, frying, meaning *menggoreng*. Hire, hired, hired, hiring, meaning *menyewa*. Fix, fixed, fixed, fixing, meaning *memperbaiki* ... All vocabulary we must memorize them”.

In this activity, the students memorize vocabulary by singing. They mention the vocabulary in English accompanied by its meaning into Bahasa Indonesia. Perhaps, this can assist students in memorizing vocabularies more quickly. At the end of the song, there is always the phrase "all vocabulary we must memorize them", this also shows the language pride, which this encourages them to develop the language, and utilize it as a sign of identity. It can also help them for their daily conversation, with a lot of vocabulary that must be memorized.

3) Activity outside English Institution in student cooperative (Student A, B, C, & D, are from the same institution)

Transcript 3.1

Student A: “Ask money, eh ask money, one thousand!”

Student A: “So stingy, so stingy”

Student C: “You don’t go *magang*?”

Student B: “who said? No!” (Student B was answering student A)

Student C: “*Sana tu magang tu!*”

Student B: “No! you want to *magang*”

Student D: “do you want to *magang* together?”

Student B: “Iyes, *magang* with Jessi *dekyeh..*”

Student A: “What happened?”

Student B: “You don’t make hold with miss Rara, what happen if you get fired with miss Rara?”

Student D: “Miss Hanifa can’t go anywhere, carefully... *Masha Allah*, she’s impure.”

Student C: “Careful”

Student B: “Oh, impure. *Ya Allah*”

Student B: “So, you don’t pray?”

Student D: “Ya’ah, who is praying together”

Student B: “Yah, sorry I don’t know”

The audio recording that has been transcribed shows some of the conversations from students, in the student cooperative area, where they come to

print something and they are also talking about random things. In the conversation above student B, C, D, showing negative attitude of awareness of the norms, where there is a mixing of two languages, such as *magang* (internship), *dekyeh* (like this), *sana tu magang tu* (do your internship), *ya'ah* (this one), etc. In other hand, in this conversation student A point out positive attitude, where this student keeps maintaining the language (English).

(The students were talking Madurese. Then, student A cut the conversation)

Transcript 3.2

Student A: “Eh I want to print the paper. (To print the prayer reading).

Student D: “If it’s important make it many Dina, *sholawat dennak*”

Student A: “Eh, eh...” (Student A make a mistake, that make student C angry)

Student C: “Oh monkey...”

Student D: “Who monkey? We are not saying...”

Student A: “Miss Hana”

Student D: “*Astaghfirullahaladzim...*”

In this second transcript, the student D also show negative attitude of awareness of the norm, where they easily say another language, like *dennak* (here), and *astaghfirullahaladzim*. Here, student A and C still show positive attitude by not

saying other languages, this student avoids using languages other than English as much as possible.

B. Discussion

In the data findings above represent some of the characteristics of students' language attitudes in *English Institution of Darul Lughah Wal Karomah Islamic Boarding School*. From the interview and observation results, the researcher discovers the characteristic of language attitudes in language loyalty and awareness of the norms, which mostly appear in students' language attitude. More precisely, they show more positive attitudes towards language, although there are some of the students who also show negative attitudes towards the language but not substantially. This occurs because the students continue to utilize the prevailing language in English Institutions. It is because language institutions implement language learning strategies, which can help and facilitate the process of language development (English proficiency) in students. Besides, students have also reached an agreement on the institution's regulations. They acknowledge that there is an obligation to speak English at the institution and also the consequences that apply if someone infringe the rules by speaking a language other than English. This strategy is applied to help students in order to develop their English skills. Strategy instruction (SI) is commonly characterized as the explicit teaching of LLS that enables learners to take

ownership of their own learning and become proficient users of the target language (Wang and Cohen, 2021, p. 1).

In addition, the characteristics of language attitudes that often appear in students of English Institution are language loyalty and awareness of the norms. In this case, language loyalty which appear in students is a positive attitude, where they demonstrate language fidelity by preserving their language. According to Garvin and Mathiot (1968), language loyalty encourages people to maintain their language from the adverse impact of other language. Most of the students of English Institutions maintain the institution's established language, which they are obliged to utilize it for their daily communication at the institution. Moreover, they avoid having other languages in their conversation as much as possible. Schulze Wessel (2004) as cited in Nekula (2021, p. 4), clarify that loyalty is characterized as an emotional connection between an individual or individuals to a state and its institutions, as well as the connection between an individual and a community. In this sense, loyalty is the process in which an individual submits to and commits to fulfilling the obligations to the authority of an institution or a state and/or an ethnic community (Nekula, 2021, p. 4).

Furthermore, students also show the characteristic of awareness of the norms. The trait that appears in most of students is when they having conversation with other English Institutions' students, is they avoid of having another language and when they forget a vocabulary or do not know

how to say it in English, they will directly ask for the unfamiliar vocabulary. This is to avoid mixing vocabulary with other languages (code-mixing/code-switching), and avoiding unsustainable sentence structures. Besides, they also carefully and politely use the language that has been established in the institution and they attempt not to display negative attitudes toward language such as frequent usage of other languages (accidentally or intentionally) in the institution, in addition to avoiding the consequences they will receive. Despite the fact that they have been punished for the offenses they have committed, this does not prevent them from improving their English skills, and this motivate students use the language properly and carefully (in establishing the language strategy). So, this is also one of the processes where students must go through due to the need to have the same means of communication for students at the English Institutions. Especially when they come from varied ethnic and linguistic backgrounds” (Ting, 2003, p. 195).

However, there are only few students who also shows negative attitude towards the language. They do not hesitate to mix the two languages if they do not understand how to say it in English, or they accidentally or intentionally say one or two words from another language, and mix it with English while they are having a conversation. For instance, in the transcripts that researchers have described in data finding 3. Surely, this attitude is reflected in their speech or utterance, and if the students does not have awareness of the existence of prevailing language norms, this will give an

impact to the language use. They do not perceive the need to use the language systematically, properly, adhering to the appropriate norms and applicable rules.

In other side, there are also external and internal factors in the application of language learning strategy that affect the language attitudes of the students of English Institutions at *Darul Lughah Wal Karomah Islamic Boarding School*. As for internal factors that influence language attitudes, is student self-motivation. At their finest, they are assertive and inspired, develop themselves, wanting to learn, acquire new abilities, and responsibly employ their capabilities (Ryan et. al, 2000, p. 68). The students desire to develop themselves and they are determined to learn and practice English, regardless of the disadvantages they face when learning English.

Beyond my investigative gaze, there are external factors that influence language attitudes in students of English Institution, such as political factors, ethnic factors, race, prestige, considering the difficulty or complicatedness. In this context the prominent factors are educational background and family background. Students' learning motivation and mental readiness to hone language abilities can be affected if they come from families with good educational backgrounds. Moreover, students' English proficiency has a significant impact on their language attitudes. However, all students in English Institutions have gone through several processes to become institutional students. Where students must compete to

prove their English skills through several tests. If students meet the institution's criteria, they are declared quite capable in English.

Moreover, from the results of the analysis of finding and observation, the students' language attitudes contribute to their English learning. Students who often show a positive attitude towards language loyalty, they appear to be more active (in speaking) and responsive to the surrounding environment, especially in learning English. They also tend to obey the rules or support the strategies in their learning at English Institutions. They maintain the required language in various ways or strategies, to facilitate their learning process in developing their English skills. Likewise, students who show an attitude of awareness of the norms become more often asked if there are some unknown vocabularies. Again, it is because they do not involve or speak in other languages as much as possible. This strategy was successfully carried out by most students in English Institutions of *Darul Lughah Wal Karomah Islamic Boarding School* (in their learning process), since the students try to utilize English wisely, carefully, and politely.

CHAPTER V

CONCLUSIONS & SUGGESTION

This chapter covers conclusion and suggestion. Here, the researcher concludes all the discussions that have been written in the previous chapters, also the results of the findings and discussion in chapter IV. Moreover, this chapter discusses the answer of research questions. Researchers also write suggestions for future research, especially for those who also interested in the same field or topic.

A. Conclusion

In summary, this research aims to discover the characteristics of language attitudes in students of English Institutions at *Darul Lughah Wal Karomah Islamic Boarding School*. Based on Garvin and Mathiot (1968) language attitudes rises three characteristics, including: language loyalty (this encourages people to maintain their language), language pride (this encourages people to develop their language and utilize it as a sign of identity and community unity), and awareness of the norms (this encourages individuals to use their language correctively, wisely, and politely).

From the data findings and its analysis, the characteristics of language attitudes which mostly appear among students of English Institutions are language loyalty and awareness of the norm. This occurs as a result of the institution's mandated regulation of English language (language learning

strategy). These attitudes emerge during conversations with other students at the institution. The existence of maintaining English in their speech, and using the language correctly, politely and wisely, it indicates a positive attitude towards the language. The students still maintain the required language even though they admit that their English skills are not prominent. However, there are some students in the English Institutions who show a negative attitude. From the results of observation data, sometimes they mix other languages while having a conversation (code-mixing). This can be due to the lack of ability to speak English, or the lack of understanding of the vocabulary possessed by students, so that they violate the applicable language norms.

In short, language this learning strategy can affect the students' language attitudes of English Institution. The results from the previous data findings and discussion represent that language planning can have a positive impact on students' language attitudes, especially in language loyalty and awareness of the norm, but it can also give a negative attitude effect towards language in some students (with the regulation at the English Institution, requiring students to use English). This can also be caused by the presence of internal and external factors that can affect students' language attitudes at the English Institution of Darul Lughah Wal Karomah Islamic Boarding School.

B. Suggestion

Language learning strategy and language attitudes are interesting topic to be studied. One of these branches of sociolinguistics, providing new insights

about phenomena that occur in the community of a language. Many of the previous studies also examined the same topic. However, some studies, choose the object of observation in various places such as classrooms, schools, regions, states, etc. They focus on discussing how language learning strategies can be implemented, especially in EFL (English as a Foreign language) learners, or the impact of students' motivation in language learning. Therefore, the researchers researched students' language attitudes in English Institutions at Darul Lughah Wal Karomah Islamic Boarding School. Besides, there are several things that can be continued or explored from this research topic. For instance, the existence of code-mixing which also occurs in daily conversations in students of English Institutions at Darul Lughah Wal Karomah Islamic Boarding School. Future research should include observations at other Islamic Boarding Schools, which also apply language planning to their students (whether it raises a comparable or distinct case, in that Islamic Boarding School).

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CURRICULUM VITAE



Kauna Karima was born in Jember on 9th of February 2000. She graduated from SDN Mangli 02, and underwent education at SMP 12 Jember for a year, and another two years, she spent at Harristown State High School, in Toowoomba - Queensland, Australia. Moreover, she also graduated from MAN 1 Jember. She actively participated in Paskibra (school extracurricular), also join in big organizations in Jember, which are Paskibraka Kabupaten Jember, and Gus & Ning Jember. She started the education in university in 2017 at Department of English Literature UIN Maulana Malik Ibrahim Malang and finished in 2022. During her study she also actively participated in department events and have won several competitions (non-academic). Moreover, she also joins regional organization, namely OMJ.

APPENDIX

Appendix 1:

 **KEMENTERIAN AGAMA REPUBLIK INDONESIA**
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS HUMANIORA
Jalan Gajayana 50 Malang 65144, CP. 08113031451
Website: <http://humaniora.uin-malang.ac.id>


Nomor : 24/FHm/TL.00/05/2022 10 Mei 2022
Hal : Permohonan Izin Penelitian


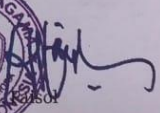
Kepada
Yth. PP. Darul Lughah Wal Karomah
di
Probolinggo

Assalamu'alaikum wa Rahmatullahi wa Barakatuh.
Dalam rangka menyelesaikan tugas akhir kuliah (skripsi), kami mohon diberikan izin penelitian di lembaga yang Bapak / Ibu pimpin kepada mahasiswa :

Nama :
NIM :
Program Studi: Sastra Inggris
: The Influence of Language Planning towards Students'
Judul Language Attitudes in Darul Lughah Wal Karomah
Islamic Boarding School
Waktu : 13 Mei 2022 sampai dengan 17 Mei 2022
Demikian, atas perkenannya kami sampaikan terima kasih.
Wassalamu'alaikum wa Rahmatullahi wa Barakatuh.

dekan,

Scan QRCode ini

untuk verifikasi

Appendix 2:

Interview guide



Table of questions.

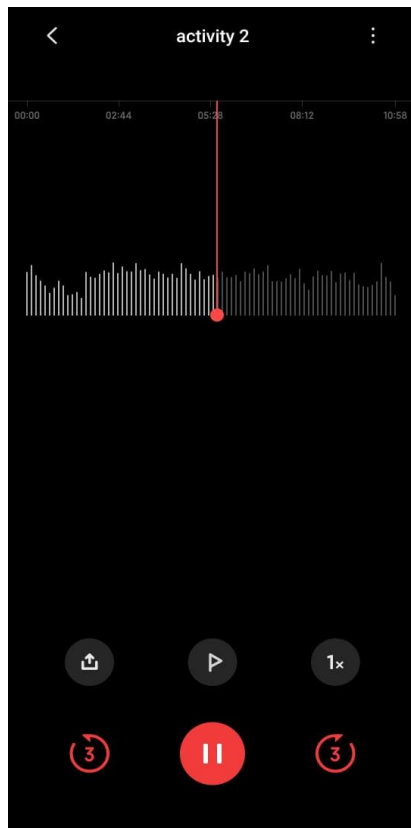
No.	Questions
1.	What language did you use on daily basis, before you entered this institution?
2.	Do you feel confident when communicating with your friends using English?
3.	What will you do if you forget the English vocabulary, when you are in conversation with your friend?
4.	Will you mix with other language when you forget or you do not know how to say it in English?
5.	Will you continue to speak English, if you meet your Institutions' friend outside the Institution's area?
6.	Will you remind them or let them speaking, when you hear your friend doing free talking (speaking other language than English)?
7.	What is your motivation to join this institution?
8.	Do you agree with the rules that applied in this institution?

9.	What were your difficulties when you first entered this institution?
10.	What are the difficulties when you speak English?
11.	What makes you confused when you speak English?
12.	Do you feel confident about your English language skills?
13.	Do you think your English is better than your friends?
14.	What happens if you accidentally or intentionally speak other language in this institution? And what are the consequences?

Appendix 3:

Observation guide





Appendix 4:

Activity guide.



Appendix 5:

Consent form.

STATEMENT LETTER
WILLING TO BE A RESEARCH RESPONDENT

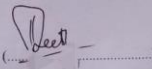
I, the undersigned, declare willing to participate as research respondents conducted by undergraduate Study Program English literature, UIN Maulana Malik Ibrahim Malang:

Name : ██████████
Age : ██████████
Institution : ██████████

I have received explanations from researchers related to everything about this research. I understand that the information I provide will be kept confidential by researcher. Besides, the answer I gave this was the actual answer corresponds to what is known without any coercion from the other party.

Thus this statement letter I made with and can be used properly.

Kraksaan, 14 Mei 2016
Respondent


(.....)

STATEMENT LETTER
WILLING TO BE A RESEARCH RESPONDENT


I, the undersigned, declare willing to participate as research respondents conducted by undergraduate Study Program English literature, UIN Maulana Malik Ibrahim Malang:

Name : ██████████
Age : ██████████
Institution : ██████████

I have received explanations from researchers related to everything about this research. I understand that the information I provide will be kept confidential by researcher. Besides, the answer I gave this was the actual answer corresponds to what is known without any coercion from the other party.

Thus this statement letter I made with and can be used properly.

Kraksaan, 14 Mei 2016
Respondent


(.....)