

**LINGUISTIC INSECURITY EXPERIENCED BY
CHINESE STUDENTS AT UIN MAULANA MALIK
IBRAHIM MALANG**

THESIS

By:
**Fitriana Kris Madona
Putri Melati
NIM 17320031**



**DEPARTMENT OF ENGLISH LITERATURE
FACULTY OF HUMANITIES
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
2021**

**LINGUISTIC INSECURITY EXPERIENCED BY CHINESE STUDENTS
AT UIN MAULANA MALIK IBRAHIM MALANG**

THESIS

Presented to
Universitas Islam Negeri Maulana Malik Ibrahim Malang
in Partial Fulfillment of the Requirements for the Degree of *Sarjana Sastra* (S.S.)

By:
Fitriana Kris Madona Putri Melati
NIM 17320031

Advisor:
Prof. Dr. H. Mudjia Rahardjo, M.Si.
NIP. 195901011990031005



**DEPARTMENT OF ENGLISH LITERATURE
FACULTY OF HUMANITIES
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
2021**

STATEMENT OF AUTHORSHIPS

I state that the thesis entitled "*LINGUISTIC INSECURITY EXPERIENCED BY CHINESE STUDENTS AT UIN MAULANA MALIK IBRAHIM MALANG*" is my original work. I do not include any materials previously written or published by another person, except those cited as references and written in the bibliography. Hereby, if there is any objection or claim, I am the only person who is responsible for that.

Malang, 19 November 2021



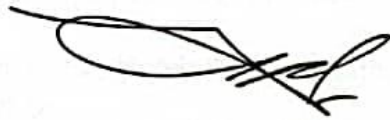
Fitriana Kris Madona Putri Melati
NIM. 1732001

APPROVAL SHEET

This is to certify that Fitriana Kris Madona Putri Melati's thesis entitled *Linguistic Insecurity Experienced by Chinese Students at UIN Maulana Malik Ibrahim Malang* has been approved for thesis examination at the Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang, as one of the requirements for the degree of Sarjana Sastra (S.S.).

Malang, November 19th 2021

Approved by
Advisor,



Prof. Dr. H. Mudjia Rahardjo, M.Si.
NIP 195901011990031005

Head of Department of
English Literature



Ribut Wahyudi, M.Ed., Ph.D.
NIP 198112052011011007

Acknowledged by
Dean,



Edmanjoro Faisol, M.Ag
NIP 19741012003121004

LEGITIMATION SHEET

This is to certify that Fitriana Kris Madona Putri Melati's thesis entitled *Linguistic Insecurity Experienced by Chinese Students in UIN Maulana Malik Ibrahim Malang* has been approved by the Board of Examiners as the requirement for the degree of Sarjana Sastra (S.S.) in English Letter Department.

Malang, 19 November 2021

The Board Examiners

Ribut Wahyudi, M.Ed., Ph.D
NIP. 198112052011011007

(Main Examiner)

Dr. Agus Eko Cahyono, M.Pd
NIP. 198208112011011008

(Chair)

Prof. Dr. H. Mudjia Rahardjo,
M.Si
NIP. 19590101199005

(Advisor)

Signatures

Approved by

Dean of the Faculty of Humanities



MOTTO

“When life pushes you over, you push back harder”

DEDICATION

I proudly dedicate this thesis to myself and to those who believe in me. I also dedicate this thesis to my first love (late father), my adored mother, Ibu Siti Ngaisah, and to my 24/7 virtual partner who never rejects my phone call and always encourage me to finish this thesis.

ACKNOWLEDGEMENT

The best and highest gratitude is delivered to the Ones with Names that heal, Allah SWT, for the uncountable mercy and boundless blessings. He has been teaching me with unsurprised knowledge and abilities to think, read, write and giving me a chance to study more. May salawat and salam always be upon the prophet Muhammad SAW and the Ahl al-Bayt, the most flawless people exist.

First of all, I express my highest gratitude to my advisor, Prof. Dr. H. Mudjia Rahardjo, M.Si., for giving me guidance and advice to finish this thesis. Through this acknowledgement, I also address special thanks to Bapak Ribut Wahyudi, M. Ed., Ph.D, as the main examiner in my thesis defence, for the feedback that has been given by him had built my critical thinking and understanding to revise this research. He has been being the person I adore a lot for his academic capacity and his personality. I am also thankful to all lecturers in the Department of English Literature who have given me a lot of knowledge and insight related to the linguistic field

My highest gratefulness goes to my parents, especially to my mother who has struggled to raise me and my brother relentlessly. To all my relatives and close friends who always support me in any situation and to Fadhlurrahman, the only friend under the same supervisor who always willing to help me to accomplish this thesis. Eventually, I would like to thank KH. Is'adur Rofiq, MM and Ning Hj Umniatur Rahmah as my parents in Islamic boarding who has always given their blessing unlimitedly.

Lastly, I hope this thesis can contribute to the field of English language, especially in linguistics. I acknowledge that this research contains many shortcomings so that criticism and suggestions are needed to develop this study.

Malang, 19 November 2021

Fitriana Kris Madona Putri Melati
NIM. 1732001

ABSTRACT

Melati, Fitriana Kris Madona Putri. (2021). *Linguistic Insecurity Experienced By Chinese Students at UIN Maulana Malik Ibrahim Malang*. Thesis. Department of English Literature. Faculty of Humanities. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: Prof. Dr. H. Mudjia Rahardjo, M.Si.

Keywords: Linguistic Insecurity, EFL learners, Non-native English Speakers

This study discusses the linguistic insecurity experienced by Chinese students who are studying English at UIN Maulana Malik Ibrahim Malang. Specifically, this study is examined in the context of EFL students where the participants' positions are as foreign students. There are three problems formulated in this study. First, this research aims to identify the types of linguistic insecurity experienced by Chinese students at UIN Maulana Malik Ibrahim Malang. Second, this research aims to analyze how students' linguistic insecurity shapes their lack of confident and how social and cultural background determine students' linguistic insecurity in the process of learning.

This study uses the theory of language insecurity proposed by William Labov (1966, 1972). In addition, the researchers also used the theory proposed by (Calvet, 2006; Reyhner, 2004; Lee, 2009; Zentz, 2014; Wyman, 2009) to classify the types of linguistic insecurity experienced by participants and Linguistic Capital theory proposed by (Bourdieu, 1997) to analyze the data. The researcher uses descriptive qualitative method as a research design and adopts a case study considering that this research investigates human phenomena, especially linguistic phenomena. This research was carried out during Covid- 19 where researchers were unable to meet directly with participants due to the implementation of PSBB and social distancing. Therefore, the data from this study were obtained by conducting semi-structural interviews done online by telephone. Each participant was given the same questions to obtain information about the linguistic insecurity experienced by the participants while studying English at the University.

This study reveals that the two participants experience linguistic insecurity in different aspects. Participant 1 experienced linguistic insecurity in the speaking and writing aspects, while participant 2 experienced linguistic insecurity merely in the writing aspect. Researcher finds out five types of linguistic insecurity. Linguistic insecurity was found in participant 1 such as: (1) statutory insecurity, (2) identity insecurity, (3) the insecurity of non-native speaker, (4) the insecurity for not correctly speaking the language, and (5) the insecurity of speakers who are punished for speaking the language. While the researcher did not find any types of linguistic insecurity in participant 2. Moreover, self-perception of English, English proficiency, correctness, afraid of being blamed, lack of vocabulary plays a significant role in shaping students' lack of confident. This study, by extent, also indicates that social and cultural background determine participants' linguistic insecurity, it is depicted through environment (lecturer and friends), teaching strategy and the participant's nationality.

ABSTRAK

Melati, Fitriana Kris Madona Putri. (2021). *Insecuritas Bahasa yang Dialami Oleh Mahasiswa China di Universitas Islam Negeri Maulana Malik Ibrahim Malang*. Skripsi. Jurusan Sastra Inggris. Fakultas Humaniora. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Prof. Dr. H. Mudjia Rahardjo, M.Si.

Kata Kunci: Insecuritas Bahasa, Pelajar EFL, Penutur Asing Bahasa Inggris

Penelitian ini membahas tentang insecuritas bahasa yang dialami oleh mahasiswa China yang sedang belajar Bahasa Inggris di UIN Maulana Malik Ibrahim Malang. Secara spesifik, dalam kajian insecuritas bahasa ini dikemas dalam konteks pelajar EFL dimana partisipan berposisi sebagai mahasiswa asing. Terdapat tiga rumusan masalah dalam penelitian ini. Pertama, penelitian ini ditujukan untuk mengidentifikasi jenis insecuritas bahasa yang dialami mahasiswa China selama belajar di UIN Maulana Malik Ibrahim Malang. Kedua, penelitian ini bertujuan untuk menganalisis bagaimana insecuritas bahasa siswa membentuk ketidakpercayaan diri mereka dan bagaimana latar belakang social dan budaya menentukan insecuritas bahasa siswa dalam proses pembelajaran.

Penelitian ini menggunakan teori insecuritas bahasa yang dikemukakan oleh William Labov (1966, 1972). Selain itu peneliti juga menggunakan teori yang dikemukakan oleh (Calvet, 2006; Reyhner, 2004; Lee, 2009; Zentz, 2014; Wyman, 2009) untuk mengklasifikasikan tipe-tipe insecuritas bahasa yang dialami oleh partisipan serta teori Linguistic Capital yang dikemukakan oleh (Bourdieu, 1997) untuk menganalisis data. Peneliti menggunakan metode deskriptif kualitatif sebagai research design dan mengadopsi case study karena penelitian ini menginvestigasi fenomena manusia khususnya fenomena bahasa. Penelitian ini dilaksanakan selama Covid-19 yang mana peneliti tidak bisa bertemu langsung dengan partisipan karena penerapan PSBB dan social distancing. Oleh karena itu, data dari penelitian ini diperoleh dengan cara melakukan semi-struktural interview yang dilakukan secara online melalui telepon. Masing-masing partisipan diberikan pertanyaan yang sama untuk menggali informasi mengenai insecuritas bahasa yang dialami oleh partisipan selama belajar bahasa Inggris di Universitas.

Studi ini menunjukkan bahwa kedua partisipan mengalami ketidakamanan linguistik dalam aspek yang berbeda. Partisipan 1 mengalami ketidakamanan linguistik pada aspek berbicara dan menulis, sedangkan partisipan 2 mengalami ketidakamanan linguistik hanya pada aspek menulis. Hasil penelitian ini menggambarkan bahwa lima jenis ketidakamanan Linguistik yang ditemukan pada partisipan 1 diantaranya: (1) *statutory insecurity*, (2) *identity insecurity*, (3) insecuritas bukan penutur asli, (4) insecuritas untuk berbicara bahasa dengan benar, dan (5) insecuritas penutur yang disalahkan karena berbicara bahasa kurang benar. Selain itu, persepsi diri terhadap bahasa Inggris, kemampuan bahasa Inggris, kebenaran, perasaan takut disalahkan dan kurangnya kosa kata bahasa Inggris yang dimiliki berperan penting dalam membentuk kurangnya kepercayaan diri siswa. Penelitian ini secara luas juga menunjukkan bahwa latar belakang social dan budaya menentukan ketidakamanan linguistik partisipan yang digambarkan melalui lingkungan (dosen dan teman), strategi pengajaran dan budaya suku bangsa partisipan.

استخلاص

ملاتي، فطريانا كريس مادونا فوتري. (2021). انعدام الأمن اللغوي الذي عاناه الطلاب الصينيون في جامعة الإسلامية الحكومية مولانا مالك إبراهيم مالانج. البحث. قسم اللغة الإنجليزية وآدابها. جامعة مولانا مالك إبراهيم مالانج. المشرف : البرزفسور الدكتور الحاج موجيا رهرجا.

الكلنة الدالة : عدم الأمان اللغوي، طلبة EFL، اللغة الإنجليزية اغير الناطقين بها

يناقش هذا البحث عن انعدام الأمن اللغوي الذي يعاني منه الطلاب الصينيون الذين يدرسون اللغة الإنجليزية في جامعة الإسلامية الحكومية مولانا مالك إبراهيم مالانج. على وجه التحديد، في هذه دراسة انعدام الأمن اللغوي، يتم تجميعها في سياق طلاب اللغة الإنجليزية كلغة أجنبية حيث يكون المشاركون طلابًا أجانبًا. اتبعت الباحثة الى ثلاثة مشكلات البحث. أولاً، يهدف هذا البحث إلى التعرف على انعدام الأمن اللغوي الذي يعانيها الطلاب الصينيون خلال دراستهم في جامعة الإسلامية الحكومية مولانا مالك إبراهيم مالانج. ثانياً، يهدف هذا البحث إلى تحليل كيف انعدام الأمن اللغوي يجعلهم شكوك الذاتية. وثالثاً، كيف تحدد الخلفية الاجتماعية والثقافية على انعدام الأمان اللغوي لدى الطلاب في عملية التعليم. يستخدم هذا البحث على نظرية انعدام الأمن اللغوي الذي طرحها ويليام لابيوي (1972،1996). وعلى نظرية التي المطروحة لتصنيف أنواع انعدام الأمن اللغوي الذي يعانيها المشاركون (كالفيت، 2006؛ ريهنز، 2004؛ لبي، 2009؛ زينتز، 2014؛ ويمان، 2009). ويستخدم على نظرية التي المطروحة لتحليل البيانات (بورديو، 1997). اتبعت الباحثة في هذا البحث المنهج الوصفي النوعي كتصميم بحث واعتماد دراسات الحالة لأن هذا البحث يبحث في الظواهر البشرية ولا سيما الظواهر اللغوية. تم إجراء هذا البحث خلال Covid-19 حيث لم تتمكن الباحثة من الاجتماع مباشرة مع المشاركين بسبب تنفيذ PSBB والتباعد الاجتماعي. لذلك ، تم الحصول على البيانات من هذه الدراسة باستعمال إجراء مقابلات شبه هيكلية أجريت الإنترنت عبر الهاتف. لثم طرح نفس السؤال على كل مشارك لجمع المعلومات حول انعدام الأمن اللغوي الذي عاناه المشاركون في أثناء دراسة اللغة الإنجليزية في الجامعة. أظهرت نتائج البحث على المشاركين المتفرقان معاناة من انعدام الأمن اللغوي في

جوانب مختلفة. اعانى المشارك الأول من انعدام الأمن اللغوي في مهارة الكلام و مهارة الكتابة. أما اعانى المشارك الثاني من انعدام الأمن اللغوي في مهارة الكتابة. وحصل على المشارك الأول في خمسة أقسام من انعدام الأمن اللغوي في الآتي : (1) انعدام الأمن القانوني ، (2) انعدام أمن الهوية، (3) انعدام الأمن لغير الناطقين بها، (4) انعدام الأمن في التحدث الصحيح، (5) الشعور انعدام الأمن لدى المتحدثين الذين يتم إلقاء اللوم عليهم بسبب تحدث اللغة بشكل أقل صحة. زيادة على ذلك ، فإن الإدراك الذاتي للغة الإنجليزية والقدرة على اللغة الإنجليزية وصحتها ومشاعر الخوف من اللوم ونقص المفردات الإنجليزية لها دور مهم في تشكيل افتقار الطلاب إلى الثقة بنفسها. يُظهر هذا البحث أيضاً على نطاق واسع أن الخلفية الاجتماعية والثقافية تحدد انعدام الأمن اللغوي للمشاركين الذي يتضح بواسطة البيئة (المحاضرين والأصدقاء) ، واستراتيجيات التدريس والثقافة العرقية للمشاركين.

TABLE OF CONTENT

THESIS COVER	i
STATEMENT OF AUTHORSHIPS	ii
APPROVAL SHEET	iii
LEGITIMATION SHEET	iv
MOTTO	v
DEDICATION	vi
ACKNOWLEDGEMENT	vii
ABSTRACT.....	ix
ABSTRAK.....	x
مستخلص البحث	xi
.....	xi
TABLE OF CONTENT	xiii
CHAPTER I INTRODUCTION.....	1
A. Background of the study	1
B. Problems of the study.....	9
C. Objectives of the study.....	9
D. The Significances of The Study	10
E. Scopes and Limitations of The Study	10
F. Definition of Key Terms	11
G. Previous Studies.....	12
H. Research Method.....	18
1. Research Design.....	18
2. Research Instrument.....	19
3. Data Source.....	20
4. Research Participants	21
5. Data	24

6. Data collection	25
7. Data Analysis	26
CHAPTER II REVIEW OF THE RELATED LITERATURE.....	27
A. Linguistic Insecurity	27
1. The notion of Linguistic Insecurity.....	27
2. Linguistic Insecurity Periods	28
3. linguistic Insecurity and Gender	29
4. Types of Linguistic Insecurity	31
5. Linguistic insecurity and language shift.....	34
B. Standard and Non-Standard English	36
C. Linguistic Capital.....	38
CHAPTER III FINDINGS AND DISCUSSION	42
A. Findings.....	42
1. Participant 1	42
2. Participant 2	53
B. Discussions.....	61
CHAPTER IV CONCLUTIONS & SUGGESTIONS.....	72
A. Conclusions.....	72
B. Suggestions.....	73
BIBLIOGRAPHY	75
CURRICULUM VITAE.....	81
APPENDICES	

CHAPTER I

INTRODUCTION

This chapter contains the background of the study, problems of the study, objectives of the study, scopes and limitations, significant of the study, the definition of the key terms and previous studies. It also requires research methods that contains of research design, research instrument, data source, research participants, data, data collection, and data analysis of the study.

A. Background of the study

Language has boundless roles in human life because of its media to deliver specific information to society. Language is much more than a communication system; it is a symbolic marker that differentiates who is part of a certain group and who is outside the group. Likewise, language has been traditionally characterized as a national identity because the integrity and identity of a nation are depicted well by a language (Silalahi, 2021). Certainly, different ethnicities also have different tribes, races, and even languages. There is no hesitation in recent times that English is unbeatable Lingua Franca in the world with the biggest amount of non- native speakers (Ehtesham & Müge, 2017). Admittedly, the ability to master the English language is valued as a necessary goal for adolescents and old people in all countries and several parts of the world, to the point of equalizing incapability in the use of English as incompetence. It can be assumed that the better knowledge of English may simplify interaction and communication this also will encourage both communal and mobility understanding.

Regarding the exposure of the English language, the rapid spread of English has contributed to several issues in the use of language; one of them is linguistic insecurity. Linguistic insecurity is one of language phenomenon which was first introduced by American Linguist William Labov in 1972. He proposed that linguistic insecurity as the confidence of the speaker in the perception of accuracy and correctness of their language used (Labov 1972). This kind of phenomenon indicates the anxiety and lack of confidence that is experienced by English speakers mostly occurred within nonnative speakers, who are convinced that their use of language does not in accordance with a principle of a particular standard language (Tavil & Daftari, 2017). Bucci and Baxter (1984) defined the phenomenon of linguistic insecurity as the negative self-image portrayal of a speaker regarding their speech variation or language. This possibly occurs if the speakers are comparing their syntactic and phonetic features of speech with the other features of what is supposed to be the “correct” form of the language spoken. Thus, the notions of inferiority and correctness have been highlighted as the basic linguistic insecurity aspects. Baron (1976) also defined linguistic insecurity as about non-native

English speakers’ awareness of their errors and mistakes. Meyerhoff (2006) identified that linguistic insecurity was the perception of speakers’ inferiority or insufficiency toward their language diversity. Lastly, Hall, Smith, and Wicaksono (2011) introduced the idea of linguistic insecurity, which the speakers considered to be somehow inferior to their lack of linguistic variation in terms of speech and writing. Therefore, most academics believe that despite certain

variances in the basic factors of linguistic insecurity, the word 'linguistic insecurity' embodies the notion of the negative self-perception of the language used by speakers. In another hand, the phenomenon of linguistic insecurity is the situational feeling of self-consciousness and anxiety when using a certain language where the trigger of the anxiety is language acquisition (Kadwa & Alshenqeeti, 2020).

Linguistic insecurity of speakers is generally correlated with their pronunciation and articulation (Ehtesham & Müge, 2017). In the case of EFL students, this phenomenon is denoted by the feeling of insecurity or anxiety when studying vocabulary, pronunciation, and even grammar. Students may have an option in learning particular skills but apparently, they seem to feel unconfident when learning specific skills if they feel linguistically insecure. From the EFL students' point of view, this phenomenon can be one of the obstacles in learning English since linguistic insecurity emphasizes "correctness".

A number of research on linguistic insecurity have been done in various contexts (Labov, 1966; Owens & Beker, 1984; Holland, 2013; Daftari & Tavitl, 2017). In a socio-cultural context, Labov (1966) examined the lower-middle-class linguistic insecurity in New York in the year of 1960. It has been discovered that individuals of the lower middle. Class experienced linguistic insecurity more often, and several aspects which caused insecurity were a wide variety of stylistic variances, fluctuations in certain stylistic settings, correctness, and their negative attitudes towards a native pattern of speech. In order to evaluate linguistic insecurity for both men and women, Owens and Baker (1984) utilized the CILI (the Canadian Linguistic Insecurity Index) and ILI (Linguistic Insecurity Index). The results have

shown that the linguistic insecurity of women in ILI and CILI is higher than that of males.

Moreover, the educational context of the study which has been undertaken by Daftari & Tavit (2017) concerned the linguistic insecurity among non-native English teachers and its influence on students' productive skills. Researchers took 152 Turkish teachers of English at different language institutes as the subject of his study. The research discovered that the factors that may cause linguistic insecurity were teaching pronunciation, low target-language competence, and inadequate knowledge of target-language culture and discovered that Turkish teachers in their language schools were subject to a low degree of language insecurity. In addition, the results have shown that linguistic insecurity among non-native English teachers, whether women or men, does not correlate substantially with the writings and speech scores of the students. The finding of the study is a paradox with Labov's research survey that gender also takes a role in linguistic insecurity. He proposed in his research that females tend to be more linguistically insecure than males. The Labov study also reported average ratings of women (3.6) and men (2.4), presenting that women showed more linguistically insecure based on the data used (Preston, 2013).

On the other hand, the study that has been undertaken by Holland (2013) examined the writing anxieties and linguistic insecurity of Community College Students from the perspective of a college counselor. Holland (2013) stated that a feeling of dissatisfaction at the inability to prove competence in the mastery of Standard English grammar and use rules may also lead to the feeling of anxiety.

Moreover, if the concern arises from the language insecurity resulting from the use of a non-standard dialect by students, any classroom writing task will create a great deal of anxiety. This study revealed that most students said they write and used the same non-standard pattern, which implies that they cannot switch code. Furthermore, due to the standard and non-standard English, some students assume that writing is becoming “scary” and view it more like a measure of linguistic correctness.

In paradox with the notions of standard and non-standard English, Norton (1997) refuses the dichotomy of native speaker and non-native speaker because it may set the walls to be a success especially for those who speak different variants from Standard English (England or United States). By taking more into the critical perspective, he proposes linguistic ownership. Someone can own English if they see themselves as authentic speakers (Higgins, 2003). He also argues that the ownership of English can be claimed by knowing whether learners can easily access both symbolic and material resources related to understanding the language. Furthermore, Widdowson (1994) used the term ownership to allude to how speakers use English over their own use. He also disputes that norms and standards are no longer formed solely by communities of speakers from mother-tongue situations, he claims that native speakers no longer have sole power over whether forms are grammatical or not.

From the previous studies above, students’ anxiety and ownership stated on the data may suggest that there is Standard English which is constructed by the English learners. The term Standard English may cause the emergence of

linguistic insecurity since the standard form of English is concerned about the correctness and standard pattern. Taking the example from Holland (2013), the phenomenon of linguistic insecurity has a very close relationship with standard language since the standard pattern of language emphasizes 'correctness'. A language that becomes standard should go through a standardization process. Standardization is the process by which language is standardized for its linguistic form and function of the social-communicative language. This process usually requires good preparation and systematic steps and procedures to achieve it (Ramlan, 2018).

Numerous studies have been done in several countries where the English language is applied as a first or second language but, scanty research has been done on linguistic insecurity experienced by foreign students who learn English in non-native English-speaking countries. Therefore, to fill the gap of the previous studies this research seeks to investigate the experience of linguistic insecurity of Chinese students who learn English at UIN Maliki Malang by combining two theories of Linguistic Insecurity by Labov (1966) and Linguistic Capital by Bourdieu (1991). It is interesting to discuss since Chinese English learners have different cultural backgrounds with Indonesians in the context of EFL. This difference may bring several problems in the process of their learning process since Chinese students as non-native speakers who learn English in the non-native speaking country. The position of English Language in China is different unlike other regions of the world where the popularity of English is exaggerated. Asia as a continent and China in particular is gradually accepting English language instruction. The English

language is just lately being taught in China as a foreign language in schools and training facilities (Amoah & Yeboah, 2021).

This study attempts to examine students' linguistic insecurity in the process of learning followed by two students who come from China. This study concentrates on Linguistic Insecurity issues in the EFL context by which the participant though. They have the same position as EFL learners who have different cultural and social backgrounds. Thus, it is interesting to know the backgrounds that causes students to experience Linguistic insecurity during their process of learning and the researcher also tries to analyze how students' Linguistic Insecurity shapes the tendency of doing hypercorrection and shape their lack of confidence.

In this study the researcher adopts the theory of Linguistic Insecurity that first explained by William Labov (1966). He argued that Linguistic insecurity is linked with the nonnative speakers' perception of accuracy and correctness. Beside Labov's theory this research is also enriched with another definition of Linguistic Insecurity proposed by Baron (1976), Bucci and Baxter (1984) and Meyerhoff (2006) to broaden the view of this research.

To enrich the analysis, the critical theory of Linguistic insecurity proposed by Bourdieu (1991) named Linguistic Capital is selected in this study. Linguistic Capital refers to the social value of language skills in different context, Bourdieu argued that language proficiency is linked to social status, It is placed on an Individual's language abilities or proficiency in a particular language within a given society or culture (Richardson, 1986). It encompasses the linguistic resources that a person has, including their ability to speak, read, and write in one or more

languages, their ability to use language effectively in different social contexts.

Bourdieu divided Linguistic Capital into three aspects (1) Cultural capital (2) Social Capital (3) Economic Capital. In a brief explanation according to Bourdieu 1986, cultural capital can refer to an individual's familiarity with the culture and social norms associated with a particular language. Social Capital refers to the resources and connections that individuals have within their social networks. In the context of linguistic capital, social capital can play a role in an individual's language proficiency and ability to navigate different linguistic communities. While, the economic capital refers to an individual's financial resources, such as income, savings, and assets. Economic capital can influence an individual's language skills and opportunities for language acquisition (Bourdieu, 1991).

Under the context of EFL learners, this study is particularly highlight the Experience and self-confidence of Chinese English students in the process of their English learning in non-native English speaking country using Linguistic Insecurity theory by Labov (1966) and analyzed the data using the Linguistic Capital theory by Bourdieu (1991). This study comprehends language phenomenon in relation to several context such as cultural background, major of study, educational environment, English proficiency and self-confidence. Therefore, this approach is relevant to analyze what are the background of Chinese students in experiencing linguistic insecurity and how linguistic insecurity shape their lack of confidence in the process of learning.

B. Problems of the study

Based on the research background that has been explained above, this study is proposed to answer the following questions:

1. What are the types of linguistic insecurity which are experienced by Chinese students at UIN Maliki Malang?
2. How students' linguistic insecurity shapes their tendency of doing hypercorrection and shape their lack of confidence in the process of learning?
3. How do social and cultural background determine students' Linguistic Insecurity in the process of learning?

C. Objectives of the study

In line with the above questions, this study is considered to fulfill these goals:

- (1) To identify the types of linguistic insecurity experienced by Chinese Students at UIN Malang.
- (2) To analyze how students' linguistic insecurity shape their tendency of doing hypercorrection and shape their lack of confidence in the process of learning.
- (3) To investigate how social and cultural background determine their Linguistic Insecurity in the process of learning.

D. The Significances of the Study

In line with the aims of the study, neither to measure nor to find a relation of linguistic insecurity this research adopts a qualitative method to provide a deep understanding of the study. This also can enhance the novelty of this study since many scholars on previous studies adopted quantitative methods on their studies. The selected respondents (Chinese students) and their experiences background also can enhance variation on research findings in order to get the richness of research findings.

Theoretically, this study is designed to give an academic contribution in developing and combining William Labov's theory and linguistic capital to reveal participants' experiences in linguistic insecurity during their learning process. For the practical significance, practically this research can be a helpful reference for future study of English students since it provides discussion and deep analysis of linguistic insecurity and other relevant theories.

E. Scopes and Limitations of the Study

This research has several scopes and limitations which are in terms of the focus, the data, and the subject of the study. China students of UIN Maulana Malik Ibrahim Malang are restricted to the subject of this study. Unfortunately, those two students are female. In this case, the researcher cannot compare between male and female students of the result, since gender also plays a significant role in linguistic insecurity. In terms of the focus of study, this research is only focused on the experience of the participants through their speaking aspect. Although other aspects

such as writing can be a parameter to use for analyzing the phenomenon of linguistic insecurity, the researcher merely focuses on the speaking aspect because speaking is the most common case and consider as the appropriate aspect to identify. Besides, through speaking people will easily recognize the expression, gesture, and word choices that can identify the insecurities. Speaking skill is mostly correlated with self-confidence and language insecurity is also tied up with them.

In addition, in the matter of the data of this study which in the form of verbal (interview) and participants' utterances including words, phrases, and sentences during the interview, some information may be not be covered in this study since the process of interview is held during the Covid-19 pandemic by merely via voice call. By this case, the researcher cannot directly observe the gesture and body language of the respondent.

F. Definition of Key Terms

1. Linguistic Insecurity:

According to Mayerhoff (2006) linguistic insecurity is the Speakers' feeling that the variety they use is somehow inferior, ugly or bad. Moreover, according to Tavit & Daftari (2017) Linguistic insecurity indicates the anxiety and lack of confidence that is experienced by English speakers mostly occurred within non-native speakers, who convinced that their use of language does not in accordance with the principle of Standard language (English).

2. EFL learner

EFL is an abbreviation of English Foreign Language. EFL means learning English in non-English-speaking countries. For instance, Indonesian who learns English in their country is EFL learners the addressees of EFL are those for whom English is not their first language or the mother tongue of the country.

3. Non-native English speakers

Non-Native English speakers are individuals whose first language is not English, but who have learned English as a second language.

4. Linguistic Capital

Social value that is placed on an individual's language proficiencies in a particular language that encompasses the linguistic resources that a person has including their ability to speak, read, and write in one or more languages, and their ability to use language effectively in different social context.

G. Previous Studies

Several studies have been conducted regarding the notion of Linguistic Insecurity in several contexts which will be adopted in this study. The empirical study was found in research entitled "The impact of non-native English teachers' linguistic insecurity on learners' productive skills" this research was studied by Giti Ehtesham Daftari and Zekiye Müge Tavail (2017). The goal of this study is to investigate the correlation between linguistic insecurity of non-native English speaking teachers toward the productive skill (writing and speaking) of learners. The findings are conducted that linguistic insecurity is not the main issue in

affecting student competence in the learning process. The results discovered that neither female nor male NNESTs' linguistic insecurity is not expressively correlated with the learners' speaking and writing scores. Besides, these findings demonstrate that gender does not consider as the factor which influences non-native teachers' linguistic insecurity, and both female and male teachers are known to feel the same level of Linguistic Insecurity. The most in doubt factor is the teachers' experience on teaching (Ehtesham & Müge, 2017).

The above study also regularity with the study that has been done by Githi dasi Daftari in 2016 under the title 'A study of Linguistic Insecurity among Turkish Teachers of English'. Daftari (2016) demonstrated that the language insecurity of EFL teachers in Turkish has been poor (experiencing a low level of linguistic insecurity), it has been found that the causing factors of language insecurity are language pronunciation, low target-language skills, and low awareness of target-language culture (Ehtesham Daftari, 2016). Moreover, this study also revealed other factors which can stimulate the emergence of linguistic insecurity such as hypercorrections, nervousness, self-correction, and doubt. Paradoxically, this study stated that women are more insecure than men linguistically, according to ILI (Index of Linguistic Insecurity) and CILI (Canadian Index of Linguistic Insecurity) that carried out in Owens (1984) and Barker (1984) study. This finding is in contrast with the research conducted by Ehtesham & Müge (2017) above, which stated that gender was not playing a significant role in linguistic insecurity. The research also stated that both female and male teachers are experiencing the same level of insecurity.

Another previous study from the social context of linguistic insecurity was found in research entitled *Linguistic Insecurity and The Linguistic Ownership of English among Singaporean Chinese*. This research is held by Foo & Tan (2019). This research focused on the relationship of linguistic insecurity and linguistic ownership these concepts are never been discussed in conjunction by previous researchers. The aim of the study is to refine the relationship between linguistic insecurity and linguistic ownership in 287 Singaporeans. The data was collected through an empirical survey examining their use of English, as well as their perceptions of other speakers in Singapore English-speaking. In general, the finding of this study defines language as inferior that causes insecurity toward speakers.

Linguistic inferiority refers to the tendency of the speakers of a socially dominant group in culture to view a subordinate group's speech as linguistically inferior to their own (Foo & Tan, 2019). Due to the disparities between different groups in their status and power ties, this bias is commonly be found among the speakers of the 'standard' variety of a language. In addition, there are two findings presented in this study. The first is that Singaporeans experience language insecurity and Singaporeans have linguistic ownership of the English language. Additionally, the results show that Singaporeans are experiencing linguistic insecurity but own full ownership of the English language. This slightly paradoxical finding reveals the uncommon relationship between both linguistic ownership and linguistic insecurity. The researchers claim that there is a recent kind of linguistic ownership in Singapore, which is not related to legitimacy or even authority. This kind of brand-new notion of linguistic ownership has led to the appearance of a new

understanding of linguistic insecurity which is noted in this paper.

In the case of speaking aspect, the study investigated by Sari (2017) explored speaking anxiety factors in EFL classes from SMA Negeri 5 Banda Aceh. Through the questionnaires, Sari (2017) has revealed that four factors stimulate insecurity, firstly communication anxiety, negative fear factor in assessment, exam anxiety factor, and lastly was anxiety factor in the English class that leads students. Also, it has been found out that overall, 71% of students were anxious about communication, followed by the dread of the unfavorable assessment 53%, exam anxiety 48%, and English lessons anxiety 39%. The result of this study is in accordance with the research conducted by (Zakaria & Hasan, 2015; Amogne & Yigzaw, 2013; Thaher, 2005) which discovered that communication anxiety was the worry that most frequently appeared in the classroom and led students not to speak English in front the class.

Communication anxiety made students experience difficulties in speaking with correctly and fluently. Disturbances such as panic attacks when asked to speak English without any preparation, being nervous and shy in front of peers, and feeling anxious when asked to express ideas in English. Those cases led the student to experience forgetfulness towards things they already knew before. All these disorders were caused by the fear of communication which made students feel insecure or not confident to speak English.

Still, in the context of speaking anxiety and difficulties, the study which is observed by Amoah & Yeboah (2021) observed the speaking anxiety among Chinese EFL learners. The goal was to analyze the elements that influence Chinese

EFL learners' speaking abilities, determine their motivational levels, and look for approaches to increase EFL competency. By taking seventy-five participants were previously known as the Chinese EFL learners and ten of them were randomly selected to answer the interview. The findings revealed that two factors can obstruct their speaking performance such as psychological and linguistic aspects. The study also found that Chinese EFL students' speaking issues are more related to psychological factors such as unwillingness, fear of negative evaluation, anxiety, and fear of making mistakes rather than linguistic factors such as insufficient knowledge of grammar rules, pronunciation including reading and oral presentation and lack of vocabulary.

Furthermore, whether or not linguistic and/or psychological variables play a role, Chinese EFL learners find it difficult to speak English fluently and properly. There is a substantial amount of knowledge and research on the causes of learners' speaking challenges. By taking the example of the study that is done by Rabab'ah (2005) claims that several variables contribute to EFL learners' difficulty in speaking English. These factors were related to the learners themselves, language or teaching tactics, the curriculum, and also the environment. In addition, according to Misbah (2017), the key elements that affect the Language learning process are including the influence of first language, lack of motivation, insufficiency and the most significant thing is that their background of socio-economic family status of learners. By combining two theories of Linguistic Insecurity and Linguistic Capital, Dawtry (2016) on his study incorporates Bourdieu's idea of linguistic capital and analyzes how sociolinguists have applied it in educational contexts to examine how

linguistically confident students from various socioeconomic backgrounds feel about their accents and dialects. Bourdieu argues that because cultural capital is mostly passed down through families, the higher classes will always have an edge (Sullivan, 2001, 2002). Thus, Sullivan (2002) draws the conclusion that lower-class students find it challenging to achieve in the educational system because they lack the necessary resources.

Meanwhile, the study revealed that both students from lower and upper class are linguistically insecure. It is clear that social class does have an effect on how linguistically secure student feel recorded in this study. Furthermore, in the cultural context the study undertaken by Mali (2021) investigate the effect of cultural capital on linguistic performance of ESL learners. The study was recorded scale of cultural capital which is used as a factor to analyze linguistic performance. The result of the study proposed that there was no correlation between linguistic performance and cultural capital of the learners. The findings in those studies are in paradox with Linguistic Insecurity and Linguistic Capital theory but, it provides different perspective toward the case.

Above all, although the previous studies discussed linguistic insecurities, speaking anxiety and Linguistic none of them analyzed cases of linguistic insecurity from a social background and also cultural point of view. Therefore, the current study aims to fill this lacuna by applying Linguistic Capital theory to analyze the data of this study since social and cultural backgrounds play a significant role in constructing students Linguistic Insecurity.

H. Research Method

This present study aimed to reveal the background that causes linguistic insecurity and identify types of linguistic insecurity. To understand the experience of Chinese students' linguistic insecurity a case study approach was used in this research. This chapter also consists of the method used in this study, including research design, research instrument, data, data source, research participants, data collection, and data analysis.

1. Research Design

This research applied a qualitative approach since this research is not dealing with variable and statistical procedures or other forms of calculation and this study do not contain numerical data elements. According to Creswell (2014) "Qualitative research methods are designed to help researchers understand people and the social and cultural contexts within which they live". This is in accordance with the main focus of this research that investigates the experience of Asian students in linguistic insecurity.

Under the umbrella of the descriptive qualitative approach, this research adopts a case study design since it aims to investigate human phenomena. Moreover, this research is categorized as a case study. According to Creswell (2014) Case Study is a qualitative method that examines and analyzes cases by employing in-depth descriptions and obtaining information from a variety of sources such as interviews, observations, documents, etc. Yin (2014) divided the case study into three types; descriptive, exploratory, and explanatory. In this study, the researcher applies the explanatory case study.

In contrast with Yin's description of explanatory design which tends to be more quantitative by seeking cause and effect of a certain phenomenon (Yin, 2014), this study applies an explanatory case study intending to explain and reveal what are the backgrounds behind the emergence of linguistic insecurity. It contracted the explanation of yin since yin has a positive paradigm that treated case study as a technique of assessment to establish a single objective reality (Yin, 2003).

2. Research Instrument

In this study, the researcher needs deeper information about the speaking proficiency and Linguistic insecurity of respondents to formulate the data. Therefore, this qualitative research uses the interview to obtain data. According to Creswell (2014), an interview provides the potential of gaining insight into the life of the interviewee and a greater understanding of the essence or importance of the daily interactions of the interviewee. The interview can also be used to evaluate a hypothesis. In addition, Creswell (2014) mentions there are three types of interviews such as structured interview, semi-structured interview, and narrative interview. The main distinction between them is the extent to which the interviewer controls the interview. Tape-recording interviews and subsequently transcribing them for analysis is usually best done. It is impossible to record direct quotes from the participants while engaged in a dialog although it is feasible to take notes throughout the session (and urge them to). Since it is more essential to focus on building a relationship and a conversation than on the notes, the recorder will help to capture the data.

The structured interview provides some structured questions which only related to the topic while narrative interviews is more likely to a free-flowing discussion and a semi-structured interview is the collaboration of both. In this study, the researcher used a structured interview by asking several questions related to the student's experience of linguistic insecurity. The researcher puts out the questions for the subjects addressed in a semi-structured interview and their answers influence how the discussion is directed. The semi-structured interview guide gives a clear set and accurate qualitative data for interviewers.

3. Data Source

In this research, data from a semi-structured interview result have been collected since the follow-up questions are adaptable (Given, 2008). The interview was conducted with the two EFL learners from two different departments who are studying at UIN Malang. For completion of the necessary data, the researchers performed a list of inquiries or more questions (Given, 2008). It can be said that the experience of both respondents toward their linguistic insecurities is considered to be the data source of this research. The other data sources were taken from previous studies and some existing sources (journals and books). Moreover, the researcher's observation took the other supporting data sources during the interview and also the participant's daily performance during the class, since both participants are the researcher's friends and classmates.

Eight semesters are the participants engaged. These two students were friends of the researcher who were included in the sample for convenience. Convenient sampling might be described as participant selection based on their availability

(Given, 2008). The participants chosen were all multilingual students who were able to speak more than one language. Both of them could speak Bahasa Indonesia, English, Arabic, and their own mother tongue. The researcher determined to use two EFL learners from the different departments as the subject in this study in order to represent different cultures and also circumstances of learning background which can stimulate the emergence of linguistic insecurity. Those two participants have a non-identical cultural background since they live in a different province of China. Therefore, the participants may experience different linguistic insecurity.

4. Research Participants

The participants of this research were two foreign students who are studying English at UIN Maulana Malik Ibrahim Malang in the 8th semester and taking English Literature and English Education as their major studies. Meanwhile, they are taking a different concentration of the study (education and non-education). These two students are selected because they are expected to provoke valuable data from this research. In addition, both of them come from different country China but are still in the scope of Asia and included as non-native English-speaking country. By this situation, the researcher hopes that their cultural background can enrich and enhance the findings of the study. Both of them identify themselves as EFL learners who are studying in non-native English-speaking country. In order to specify the participants, researcher draw a characteristic table with the content was adapted from Nabilla & Wahyudi (2021).

Table 1: The Characteristic of Research Participants

Name	Zahra (Participant 1)	Maya (Participant 2)
University	UIN	UIN
Major	English Literature	English Education
Formal Learning	1. Secondary School (2005) 2. Senior high School (2009) Note: She did not study English in Primary School	1. Primary School (2000) 2. Secondary School (2009) Note: She did not study English in Senior High School
Informal learning	1. Online English course 2. Online Arabic course	1. Islamic Boarding School
Cultural Background	Chinese	Chinese
Language	Chinese, Mandarin, Arabic	Chinese, Mandarin, Arabic

Beside the above characters, both participants were the most appropriate subjects of this study because of three reasons mentioned below: (1) participants are non-native English speakers who learn English in the non- native speaking country; (2) both participants came from a different city of China and their country considered as non-native English speaking country, (3) they took different major of study with different environment of learning. For those reasons, the researcher asked participants to tell their stories and experience about how they experienced linguistic insecurity during their study in UIN Maulana Malik Ibrahim Malang. Alongside characteristic table of participants, researcher also draw a table of social and cultural differences in the context of learning English to find out the background variances between two participants.

Table 2: The Socio-Cultural Differences of Research Participants

Name	Zahra (Participant 1)	Maya (Participant 2)
When English is taught in participants' region	English is being taught from junior high school.	English is being taught from primary school
How English is being taught in participants' school	English is being taught from the basic level in the form of daily communication but not in the form of listening, writing, and reading sections.	English is being taught from the basic form of alphabet & textbook completed with writing, speaking and reading.

Learning environment in collage	Participant felt intimidated in class because she assumed that his English was inferior comparing to her friends which made it difficult for her to adapt in her learning environment.	Participant quite enjoy during the class, she felt comfortable with her classmates because some of her friends do not really speaks very well so, participant did not feel intimidated
how participants position themselves in the learning process	Participant positions herself as a minority student who come from different country in class that rises the feeling of inferiority	Participant positions herself as a foreign learner in class
The exposure of English in her daily life	Participant uses English everyday as her communication tools. She also speaks Chinese, Mandarin, and Arabic.	Participant uses English everyday but not often. She also speaks Chinese, Mandarin, and Arabic.

5. Data

The data of this study were in the form of a written document from the transcribed of a semi-structured interview. The other supporting data from observations of the researcher and other sources (journals and books) also were used for the comprehensiveness of this study. As stated in Cresswell (2014) the qualitative study is made up of quality papers and visual materials such as social

media texts, text messages, e-mails, etc.

6. Data collection

As a data collection of this study, the researcher used semi- structured interviews and audio recordings. In order to gain a deeper understanding of participants' responses, the semi- structured interview and observation were also applied. Due to the covid-19 pandemic and social distancing, the researcher held a phone call to get the data. The interview was done online through phone calls.

As the first step, the researcher arranged several questions in the form of a questionnaire. The questions were constructed from various sources such as the researcher's experiences and researcher's observations from the previous studies and theories. In the second step, a researcher called participants through WhatsApp voice call to conduct an interview. The interview was held on different days and times.

The first interview was with participant 1 and it took 52 minutes and the next interview with participant 2 took 45 minutes. The researcher began the interview with a small talk by asking respondent's conditions in order to build chemistry between participants and interviewer. During the interview, the researcher was taking notes and writing some important information needed. After that, the researcher was asking about the participants' cultural backgrounds. At the same time, the researcher also observed the participants' intonation and how they answer the questions in order to find out whether they comprehend the context or not. The last step of collecting the data was transcribing the data in the form of written text to make it clear then analyzing data to draw research findings and conclusions.

7. Data Analysis

Data analysis was carried out in numerous stages. Two interviews with EFL students engaging in linguistic insecurity were done at the first stage and a conversation was recorded during the interview session. Next, participation's answers were transcribed in the form of a written document. In this section, the researcher did deep analysis by examining, rereading, and choosing the related data with the questions above. After that, the transcribed data was interpreted deeply by the researcher to find out the types and backgrounds of linguistic insecurity. Finally, the researcher analyzes the findings and draws the discussion to make conclusions of this study.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter contains an explanation of several theories that are related to the previous study and will be used to strengthen the study.

A. Linguistic Insecurity

1. The notion of Linguistic Insecurity

The notion of Linguistic Insecurity was first introduced by William Labov (1972). He describes lower-middle-class individuals' linguistic insecurity as seen by their broader range of style diversity in speech, volatility within a particular stylistic context, persistent striving for correctness, and highly negative attitudes regarding their native speaking style. Daftari (2016) refers linguistic insecurity to the discomfort or lack of trust encountered by writers and speakers who feel that their use of language does not comply with traditional language standards and practices. Linguistic insecurity is described by Bucci and Baxter (1984) as the negative self-image of the speaker regarding his or her own variety or language of speech. It may occur if the speaker compares their phonetic and syntactic characteristics of speech with those characteristics of the "right" form of the spoken language that is perceived to be. Meyerhoff (2006) then further describes it as the feeling of speakers that their variety of language used is somehow inferior, silly, and even bad. Practically, Linguistic Insecurity may refer to both individual's insecurity about whether their variety of language is "good" or even the insecurity of their proficiency in the language variety (Hildebrandt & Hu, 2017).

Methodological and Theoretical study of linguistic insecurity establishes that it comes from complex reality. The lack of a cohesive definition is accepted by all proves to this reality. Earlier, a concise understanding of the theoretical framework of this concept (linguistic insecurity) is going to help simplify this case. A finding in the literature indicates that the concept of linguistic insecurity was first studied by E. Haugen, who presented the notion of Schizoglossia to linguistic studies. Schizoglossia defines the complexity of language and linguistic insecurities about the mother tongue (Ehtesham & Müge, 2017). Most of these arise in the case of inferiority when there are two kinds of language, one of which is considered as the correct one and the other is considered as incorrect.

From the above definitions of linguistic insecurity, it can be concluded that the notion of linguistic insecurity considers as the negative self-perception of speakers toward their speaking ability. In recent studies, linguistic insecurity refers to language inferiority, the language used is not in accordance with the standard pattern, and by this case it also has close relation with linguistic ownership. Moreover, linguistic insecurity tied up speaking correctness that produces the feeling of anxiety among speakers.

2. Linguistic Insecurity Periods

Research on linguistic insecurity has undergone three remarkable and systematic periods; Psychologists were considered as the first researchers to study this phenomenon of linguistic insecurity in the midst of French-English linguists in Canada in early 1960. Canadian linguists and psychologists focus more on psychological features than on linguistic features. It is significant to mark that this

study proved linguistic insecurity although researchers did not use the linguistic insecurity term.

The other period was labeled by the research of William Labov and his continuer in Europe and North America. The work of Haugen was overtaken by William Labov in 1960 who revealed the first description of the notion of linguistic insecurity in a systematic term. Moreover, this idea is more complex than Williams' previous original term. Labov prepared several spaces for other academicians to further this study and conduct research on some aspects regarding to the theory of linguistic insecurity in the sociolinguistic, psychological, and also educational fields. The first researchers who applied Labov's concept to the French-speaking world were Nicole Gueunier (1978). This third period of investigation was largely located in Belgium. At that time, several scholars began to discover and explore the concept of linguistic insecurity in the academic field. In the last few years, the research majority has discussed linguistic insecurity in the scope of sociolinguistics and the educational *field*.

3. Linguistic Insecurity and Gender

Sociolinguists started doing studies on gender and sex and their relationship to language in the 1960s. In specific, this research mostly highlighted variations in the behavior of men and women in a speech at the level of phonological and conversational forms of women and men in discourse. The analysis of gender-specific differences is diverse and sometimes inconsistent, based on variables such as gender and gender stereotypes, methods, and the sample used (Ehtesham & Müge, 2017).

The measure CILI (Canadian Linguistic Insecurity Index) and ILI (Linguistic Insecurity Index) by Owens and Baker (1984) were used to infer that women were more vulnerable than men linguistically. Wives scored higher in ILI and CILI from sampling data of 80 individuals, of whom 42 were female, suggesting strong linguistic insecurity. The average score on the CILI was 3.23 in women and 2.10 in men. In the ILI, the mean scores for women were 2.23 and for men were 1.40. While t-tests on heterogeneity were important at the .07 and .06 stages, the authors thought that due to a limited sample size this was sufficient to support their hypothesis. The findings were sufficiently standardized. In comparison, these results agree with the original Labov analysis in New York and lead Owens and Baker to believe that women have more language vulnerability than men (Ehtesham & Müge, 2017). From this data, the phenomenon of Linguistic insecurity is an intralinguistic phenomenon as it compares linguistic variants of different sociolects in the same language.

Although the word 'linguistic insecurity' may be felt quite insufficient to refer to a language reputation assessment procedure, its implications for speakers are justified. So, the individual's insecurity toward their use of language is synonymous with doubt, nervousness, hypercorrection, self-correction and ignorance of their own speech pattern or severe fluctuation between various speech types (Labov, 2006). In the Labov variationist paradigm, because of the hyper-correcting processes, it originates LI is one of the causes of language change the unsecured social classes concerning the use, especially the lower middle class and women, will be considered as people with a greater sensitivity to prestigious linguistic form.

4. Types of Linguistic Insecurity

In addition to understanding the characteristics and effects of linguistic insecurity, several researchers have also developed types of linguistic insecurity in terms of several contexts. In the context of the French-speaking community, there are four states of insecurity that were first promoted by Michael Francard (1997). This can be said as a modern approach that produced the new perspective of LI according to Francard. By that time, French-speaking Sociolinguistics created a significant contribution to the LI study to replace a qualitative technique to the initial quantitative approach. The new approach was focusing on identifying the portrayal of speakers' linguistic insecurity, in accordance with the study of their own discourse (Escandell, 2011). Francard as the first promoter aimed to lay the groundwork for a new theoretical of LI framework, promoted the stage of LI in the case of French-speaking Belgian Culture are seen in representations that is described below:

1. Submission to an exogenous linguistics paradigm that leads in linguistic and cultural dependency.
2. Devaluation of practice and variation of own language.
3. Language representations are ambiguous, forcing speakers to use compensatory methods including assigning attributes to their native variety (complicity, coexistence, effectiveness, and warmth) that are negated to the dominant variety.
4. The pessimism of experts about the future of the French language, particularly their fear of its role in the global language market, has been totally replaced by English (Francard, 1993).

The words submission and dependency in the first point can be explained that Belgian's French-speaking culture depends on the English culture in the way of producing speech. Language submission can also lead to the standard pattern of English which refers to correctness. This situation conducts the decreasing of local language practices where the locality of language is not appreciated which is shown in point number two. The ambivalences of linguistic representation because of the decreasing of local language practice urge speakers to compare and adopt communicative strategies from the English language. All in all, those three stages above end up with pessimism toward the French Language in the future. Linguistic experts are afraid of the positionality of the participants' nations towards English-speaking countries.

From the explanation above, there is a new perspective of linguistic insecurity proposed by Francard (1997):

“The manifestation of a dominated social group's drive for linguistic legitimacy, as experienced by a dominated social group with a firm understanding of both the linguistic forms that demonstrate its minoritization and the language forms it needs to acquire in order to advance up the social scale” (Francard, 1997).

Francard (1989, 1993) was also the first to define the relationship between LI and the degree of schooling with emphasizing the function of schools as LI generators: “It would not be unfair to attribute an important influence to school institutions in the emergence of linguistic insecurity” (Francard, 1993). Admittedly, schools are now the primary institutions responsible for transmitting prestigious

societal standards about language usage. As a result, the degree of schooling is closely proportional to the understanding of the prestigious norm, and this knowledge helps speakers to be conscious of the gap between their language speech and the prestigious model (Escandell, 2011). But, this case creates paradoxical consequences; the paradoxical result is that the speakers who are most aware of the language norm also exhibit a lower level of confidence, in other words, a higher nervousness or a high level of linguistic insecurity when it comes to language usage.

The years forward in the 1990s, the basic intralinguistic perspective on LI was expanded to include language interaction scenarios, and the studies on LI were enlarged to multilingual contexts. Subsequently, there was a proposal to integrate concerns such as the position of languages, or the relationships among individuals, language, and the group identities inside the linguistic and social dynamics of language contact situations, under the idea of linguistic insecurity (Calvet 1999, 2006).

As a result, Calvet (2006) defined three basic forms of LI, each of them might be present separately or in combination:

- 1) **Labovian insecurity or formal LI**, arising from speakers' perspective of the gap between their original language and the most prestigious language they consider.
- 2) **Statutory insecurity**, the result of speakers' negative assessments of their language's position in comparison to another linguistic variety.
- 3) **Identity insecurity**, which occurs when speakers are using a linguistic variety or particular language that differs from the group in which they

recognize and are members of (Calvet, 2006).

As can be seen, the first type of LI (Labovian Insecurity) is a kind of intralinguistic phenomenon which occurs in between social variations of the identical language while, statutory and identity linguistic security is principally interlinguistic phenomena because, those types of insecurity distinct language or linguistic variants perceived by speakers (Escandell, 2011).

There are lots of studies on linguistic insecurity in the context of multilingual situations merely focusing on the insecurity of speakers toward their knowledge of their dominant language rather than in the scope of their minority language. A smaller amount of research in linguistic insecurity emphasizes the issue of speakers' language incompetence toward their local language, occasionally conveying the grammar or the language structure that is difficult to be learned. In the context of linguistic endangerment, the study of linguistic insecurity has broadened its way to language shift (Hildebrandt & Hu, 2017).

5. Linguistic insecurity and language shift

The correlation tied between language shift and linguistic insecurity is not always clear in multilingual communities. It is not causal and reciprocal but, the expression of speakers' linguistic insecurity is frequently linked to shifting straightforward to the dominant language of speakers then expressing embarrassment about the use of source language. Thus, by emphasizing the feeling of embarrassment or shame in the context of language shift, here are the three different types of linguistic insecurity which are adopted from several sources (Hildebrandt & Hu, 2017):

- 1) Speakers' insecurity is a result of being punished for speaking their original language (Reyhner 2004).
- 2) Young speakers' insecurity may be blamed for not correctly speaking the language by older experienced speakers (Lee 2009, Zentz 2014).
- 3) The non-native speakers' insecurity whose authenticity, solidarity, and identity are questioned as a result of their incapability to speak their ancient or mother tongue language (Wyman 2009).

The first type of LI is basically dealing with self-confidence and language acquisition (adeptness) toward a certain language. Some speakers do not have enough confidence when they speak their own native language due to the perspective of influence. The word "correctness" is considered to be the first parameter in denoting linguistic insecurity. Moreover, "correctness" is the main source of insecurity for speakers within the revitalization effort (Hildebrandt & Hu, 2017).

The second form of linguistic insecurity is unintentionally described as fear of judgment from older fluent speakers. In this case, unfortunately, there are lots of competent speakers who avoid speaking in front of a more fluent speaker. The pressure toward young speakers to speak a language correctly may lead them to anxiety. In addition, fear of being laughed at as a result of being criticized is practically cited as a factor for this decision.

The third type is extremely significant for community members who have little or no knowledge of the language: this, too, receives some general acknowledgment, and is also identified by this generation as the main factor in feeling "incomplete" or defenseless, not just in terms of their particular national ethnicity or identity, but perhaps even more significantly, in terms of their relationships with living and deceased elder- speaker relatives. Furthermore, it might be said that this is the generation that feels inseparable linked to L2 learners in a reclamation attempt, especially when the pressure to "get it right" is reinforced by the belief that the future of language depends on them.

All in all, there is a stage of linguistic insecurity which was first promoted by Francard (1993) and followed by two major types of linguistic insecurity observed from two different contexts (language endangered and multilingual context). In this study, the researcher wants to elaborate the above types of LI with the data analysis of this study to draw the research finding.

B. Standard and Non-Standard English

Standard English is the idealized version of English which is used by the United States and the United Kingdom or known as English Speaking country (Paine, 2010). Generally, Standard English refers to vocabulary, grammar, and secondarily to the aspect of pronunciation. The English language standard is a diverse range of languages often utilized in public speaking or virtual environments by governments, the mass media, printed publications, dictionaries, and international communication (Khasanah, 2020). In the educational system, Standard English owns a fundamental place and it is taught to students as a foreign

or second language. Huddleston & Pullum (2005) proposed that Standard English takes a substantial position as a dominant dialect. Moreover, they considered Standard English as correct English since it addresses grammatical rules and is considered more stable and uniform of English pronunciation. Meanwhile, in pronunciation and accent, there is no standard because the English language can be pronounced in myriad ways (Khasanah, 2020).

According to Nordgill & Hannah (1982), a dialect contains of lexis and grammar unless pronunciation is known as Standard English. They also argued that Standard English is developed from two mostly educated mother tongues in writing and speech, which involve grammatical and lexical forms. In addition, Standard English does not address phonology or phonetics and accents as they change according to the socioeconomic position of the speaker. There are several characteristics of the standardization of English in such circumstances. The most apparent standardized level of Standard English is the spelling features, for example. Common spellings are usually included in the dictionaries. British and American are two major types of spellings standardization; however, these two standards are inextricable (Stubbs, 2008). Therefore, there is no standard pattern in terms of English pronunciation.

As the opposite of Standard English, the notion of non-standard English exists. In informal and casual conversations, varieties of non-standard English are commonly present. The government has not supported the use of Standard English also it is not taught in school and the forms of Non-standard English are not used in the media (Khasanah, 2020). Nordquist (2020) argued that the form of Non-

Standard English is also known as “uneducated” or “incorrect” English usage. In some circumstances, non-standard English refers to the ungrammatical structure. In several cities and in certain circumstances people use non-standard English during their communication and it is considered more appropriate (Khasanah, 2020). For instance, in school teachers and students used formal English as their standard form in the classroom meanwhile, in the playground they often used *slang* (Khasanah, 2020). From the above explanations, it can be concluded that Standard English emphasizes “grammatical” and “correctness” while non-standard English represents the “ungrammatical” English form.

C. Linguistic Capital

According to Bourdieu (1991), linguistic capital includes both the actual language proficiency and the social value placed on that proficiency. Linguistic capital refers to the value placed on an individual's language skills and proficiency in a given language, it encompasses both the actual language proficiency and the social status and prestige associated with that proficiency (Gerhard, 2014). In many societies, certain languages are given greater social and economic value than others. For example, fluency in English is often highly valued in many parts of the world because it is the language of global business and communication. Linguistic capital can confer advantages in education, employment, and social mobility. It can also play a role in shaping an individual's identity and sense of belonging within a particular linguistic community (Silver, 2005). However, linguistic capital can also create inequalities and perpetuate social hierarchies based on language proficiency (Gerhard, 2014). Bourdieou divided linguistic capital in three aspects, such as:

cultural capital, social capital, and economy capital.

A. Cultural Capital

Cultural capital refers to the non-monetary assets that individuals possess and that can give them social advantages, such as knowledge, skills, education, and social networks (Bourdieu, 1991). In the context of linguistic capital, cultural capital can refer to an individual's familiarity with the culture and social norms associated with a particular language (Silver, 2005).

For example, an individual who has grown up in a bilingual household is equally fluent in both languages may have more cultural capital than an individual who has learned a second language in a classroom setting. The former individual may be more familiar with the cultural practices and norms associated with both languages and be better equipped to navigate social situations in both linguistic communities. Cultural capital and linguistic capital can work together to create advantages or disadvantages for individuals depending on their language skills and cultural knowledge (Bourdieu, 1986).

B. Social Capital

Social capital refers to the resources and connections that individuals have within their social networks. In the context of linguistic capital, social capital can play a role in an individual's language proficiency and ability to navigate different linguistic communities (Bourdieu, 1986; 1999). For example, an individual who has family members or friends who speak a particular language may have more opportunities to practice and improve their language skills through social interaction with these individuals. They may also have access to cultural events and

resources that can deepen their understanding of the language and associated culture.

Social capital can also play a role in language acquisition, particularly in immigrant or diaspora communities. Individuals who belong to these communities may rely on social networks to access language resources and support, such as language classes, language exchange programs, or community-based language schools (Gerhards, 2014). Overall, social capital can be an important factor in an individual's linguistic capital, providing access to resources, opportunities, and social networks that can enhance language proficiency and cultural knowledge.

C. Economic Capital

Economic capital refers to an individual's financial resources, such as income, savings, and assets. In the context of linguistic capital, economic capital can influence an individual's language skills and opportunities for language acquisition (Bourdieu, 1986;199). For example, individuals with greater economic resources may have more opportunities to travel, study abroad, or enroll in language classes, which can facilitate language acquisition and improve language proficiency. Additionally, individuals who have the financial means to hire tutors or language coaches may have an advantage in language learning compared to those who do not have access to such resources (Silver, 2002).

Economic capital can also play a role in the value placed on language proficiency in the labor market. In many industries, language skills are highly valued and can lead to higher-paying job opportunities. Thus, individuals with

greater economic capital may have more incentives to invest in language learning to increase their economic opportunities (Gerhards, 2014). However, the relationship between economic capital and linguistic capital is complex, as economic resources may not always translate into language proficiency or opportunities for language acquisition (Bourdieu, 1991). Additionally, the economic value placed on certain languages may perpetuate social hierarchies and inequalities based on language proficiency.

CHAPTER III

FINDINGS AND DISCUSSION

This chapter outlines the findings and discussion of the study. The findings provide the data from the interviews of the two participants. The data were collected by reflecting the theory of Linguistic Insecurity proposed by William Labov (1966, 1972) to portray the participant's experience and also classify the types of Linguistic insecurity by using the theories according to Francard (1993), Calvet (2006), Escandell (2011). Bourdieu (1986;1991) concepts of Linguistic Capital is also used to analyze the research findings.

A. Findings

This part discusses the findings of the study by analyzing the data. The researcher analyzes the transcribed data to draw the findings. The researcher applies the data of both participants to classify the background which can stimulate the emergence of linguistic insecurity by emphasizing the difference in cultural background.

1. Participant 1

The participant is an international student of English Literature in UIN Malang who came from China. In the beginning, the participant was asked about her English background such as when did she start to study English, how is English studied in her country, and the position of English in her country. She explained that she studied English from Junior high school and English takes an important role in her country, the position of English in her country is as a foreign language.

Question: “***When do you start studying English and what is the position of English in your country?***”

*[...] I started to study **English at 2005 when I was in Junior High School**. The English language is **important**. In China, English is like the **second language** in other words English is as the **foreign language** in my country because most of us speak Chinese language. But, in certain companies people usually use English to communicate.*

The presented information above shows two main information such as: her first time of learning English and the English position in her country. The first time she learned English was in the year of 2003. She started to learn English when she was in Junior high school. The researcher asked about her first time of learning English to know how and when she learns English because this probably can be a parameter of her English ability and proficiency. The second information from the above information also explains the English position in the participants' country. The word “important” is defined that English taking a significant role in her country. The importance of English is explained by the following information that people use English as a communication tool in certain companies. The participant also mentioned that English is as the foreign language in her country since not all people use it as their daily communication.

After knowing the English position in the participant's country, the researcher did a follow-up interview to get more

information on how English be taught when she was in junior high school in order to know how the participant acquired the English language. Moreover, through her experience, the researcher can observe what factors that affect her learning process. The researcher asked a participant to talk about her experience in learning English from the very first time until she is in college.

Question: “would you mind explaining your English learning experience and progress from the very beginning until now?”

*[...] When I was in primary school, English was not yet taught in the primary schools in my place. I started to encounter and learn English in middle school. At this time, it was just the basics of simple conversation and common words, not much listening, reading, or writing was involved yet. Perhaps it was the curved English letters in my sisters' English textbooks, the foreign films that I often watched with Chinese translations and dubbing, or my **heartfelt love of learning languages that made my interest in English so much greater** after I was introduced to it. The only downside was the **lack of English teachers in the small county and the low level of English of the teachers**. Eventually after changing English teachers frequently, I met a **very annoying** English teacher, which suddenly made **my interest in English wane**. I fell in love with learning English again in high school and **met a good teacher**, my high school homeroom teacher, under whose efforts and encouragement, I achieved **great results in English**. My English studies in high school were more comprehensive, listening, reading, and writing. But then for some reason, I stopped my high school studies and switched to Arabic. It wasn't until I started studying at our university that I was able to continue my English studies again, by which time they were at a more advanced level. I am glad that I have not given up on my dream of learning English and I hope that I can finally achieve my original goal of learning English.*

The information above explains the participants' experience in learning English and the progress of her learning process. The experience started when she was in junior high school since English was not taught in the primary school in the participants' country, this indicates that English language was not too common in her place. Besides, in Indonesia English language was taught from the first stage of

education which is from Kindergarten even it was just in the form of songs and a simple alphabet. This information contradicts the explanation of the participants above regarding the position of English which is considered important in their country, but English is not taught since primary school but is positioned as an important language in communicating in several companies.

A participant told how she learned English from the basic level in her school. The basic level was in the form of conversation and “common word” but not in the form of listening, reading, and writing sections. The common word represents English vocabulary which is commonly used in her class by the teacher. This also represents how English be taught in participants’ schools. It can be said that English was not properly taught in participants’ school because basically there are four basic aspects of English such as Speaking, writing, reading, and listening.

The next is how the participant tells her interest in learning English more. It all started when she learned the curve of the English alphabet from her sister's textbooks then continue to watch a foreign movie with Chinese translation and dubbing. The way she explained her interest in learning English indicates that she was not influenced by how English was taught in her school. There was no education and learning process in class that influenced her in learning English intensively. This argument is strengthened with the explanation of her love feeling in learning a language “*my heartfelt love of learning languages that made my interest in English so much greater ‘after I was introduced to it’*” the participants’ love feeling of learning the language was becoming the fundamental thing toward her learning process. According to Misbah et al. (2017) the main element that affects the

language learning process are including the influence of first language, lack of motivation, insufficiency and the most significant thing is that the background of socio-economic family status of learners. The term motivation in this context refers to the eagerness of the learner. In this case, the motivation is represented by the heartfelt love of the participant. If the participant did not acquire the feeling of love and motivation during her learning process, probably her English ability was not as improved as in the present time.

The participant then explained the only downside moment of her learning process. Indicating with “*the lack of English teachers in a small country and the low level of English teacher*” by emphasizing the words “lack” and “low level” participants tried to justify and explain the role of teacher that played a significant part of her downside of the learning process. This statement was followed by the explanation of an “**annoying**” English teacher that made her interest in learning English was wane. Then, the participant met a “**good**” English teacher that could improve her English skill until she reached a good score. This part is showing that the teacher’s personality did affect her learning process. However, those two words of annoying and good are considered as a subjective perspective that cannot be applied in another person’s perspective. The above information is under the study observed by Rabab’ah (2005) who proposed that four fundamental things can affect the language learning process are: the learners themselves, language or teaching tactics, curriculum, and the environment. Those four fundamental things are related in this case. The way the participant value her teacher as good and annoying has affected her learning process, teaching tactics and curriculum also included in the

situation where the participant started to study English in University with a different environment. So, by that, the participant felt her English ability was improved and advanced.

After knowing participants' background and process of learning English, the researcher expands the question about the exposure of English in participants' daily life in order to know how often the participant practice the English language.

Question: ***“How does the exposure of the English language in your daily life? How often do you practice it?”***

*[...] Every day I speak and learn English. I also learn English from outside the class. I have to attend every class in the application to submit the assignment. This application is made by Chinese people to help students to improve their English. The assignment is in the form of text and audio for speaking. This application is helping me much to improve my English. Not only English, but **I also can speak Arabic, Indonesian a little bit, and Mandarin of course.** It can be said that the exposure of the English language is **quite high** since I practice it every day as my daily communication, even just with my friends in class and in the room.*

From that statement, she used English as her daily communication. She also learns English from outside the class in order to improve her English. It can be said that her exposure to the English Language is high because she practices English every day not only speaking but also, she learned English from outside the class. By knowing the participants' exposure of English, the researcher may conduct whether the high\low exposure to the English Language correlates with linguistic insecurity or not.

In addition, the participant also mentioned that she is able to speak more than one language. This phenomenon is known as multilingual. Multilingual is a

student\person who can speak more than one language. That has been proposed by Kramersch (2006) emphasized that if someone has the ability to use multi-languages it makes someone becomes multilingual. The term subject multilingual is a symbolic form that means it is not given but needs to be consciously constructed against the natural and social forces. Thus, the multilingual ability of educational backgrounds may be gained through background, culture, and social interaction. The ability to speak more than one language needs to be constructed and that is not given to a certain person without any effort. This also occurs when the participant learns English, she needs to learn and practice to improve her language ability. The phenomenon of Linguistic insecurity may have been contained by the context of language learning in a multilingual context (Escandell, 2011).

The researcher got enough information of the participant's English background and how it was learned. After that, the researcher is intended to dig up the understanding of the "Linguistic Insecurity" of the participant to make sure whether the participant already understood and experienced it or not.

Question: "***How do you define the phenomenon of Linguistic insecurity?***"

[...] In my understanding, linguistic insecurity is the feeling whenever I feel unsatisfied with mine. It is like feeling insecure or more in to unconfident whenever I use my English, especially in the speaking aspect. I feel afraid of making mistakes because of my lack of English.

The participant's understanding of linguistic insecurity is parallel with the notion of linguistic insecurity proposed by Tavit & Daftari (2017), they stated that the phenomenon of linguistic insecurity indicates the anxiety and ***lack of confidence*** that is experienced by nonnative speakers who are convinced that their

use of language does not in accordance with a principle of a particular standard language. The way participant explained her proficiency in English is depicted through the sentence “*I feel unsatisfied with mine*”. The participant believed that her ability in English is not that good therefore she felt unsatisfied with her English. Negative self-perception toward English is also one of the factors behind the emergence of Linguistic insecurity according to Kadwa & Alshenqeeti (2020). They argued that the phenomenon of linguistic insecurity is the situational feeling of self-consciousness and anxiety when using a certain language where the trigger of the anxiety is language acquisition of the speaker (Kadwa & Alshenqeeti, 2020).

Moreover, “*afraid of making mistakes*’ is denoted that the participant is burdened with correctness. But in fact, the participant’s position is as an EFL learner which is okay to make mistakes. Afraid of making mistakes is also one of the influences of linguistic insecurity. At last, the participant emphasizes that her proficiency of English is bad by admitting her lack of English. The final conclusion of the above information is that the participant is experiencing Linguistic Insecurity due to her lack of English proficiency. Some words which indicate that the participant is linguistically insecure are “*unconfident, unsatisfied, and lack of English*” as the portrayal of negative self-perception. By highlighting the feeling of ‘afraid of making mistakes the researcher asked further about what caused the participant to feel that way.

Question: “*Would you mind telling me what things cause you to feel afraid of making mistakes, besides your English proficiency?*”

*[...] every single time I speak English in front of my classmates and my lecturer i feel my English used is **not in accordance with the standard form**. Hmm ... I mean the **standard form** is like **English in a correct** way.*

*This made me **afraid of being judged** by my lecturer and friend. Moreover, my first language is not English so for some moments I could not pronounce some sentences properly that made me sometimes felt **desperate** and end up **I switch the language**.*

It can be stated that the participant got stuck with the standard form of English. The way she perceived standard form of English is by referring to the correct English. While in fact, Standard English is not always dealing with English in the correct way (Bolton, 2012). Standard English is basically in the form of written not spoken. The participant uses Standard English pattern in terms of speaking but actually in pronunciation and accent there is no standard because the English language can be pronounced in myriad ways (Stubs, 2008). Moreover, she explained that her first language is not English and the situation made her fear even more. She found it difficult to pronounce some words which resulted in her doing a language shift. In this case, the researcher found out that mother tongue or first language acquisition also takes a part of the participants speaking performance. Afraid of being judged, desperate and language switch are the three things resulting from being afraid of making mistakes.

From the above information, the researcher can observe that the participant is experiencing linguistic insecurity in her speaking performance. Starting from how the participant defines linguistic insecurity term and how she perceives her English proficiency. That has been stated in the previous study that linguistic insecurity is dealing with self-confidence and correctness, researchers believe that the level of insecurity of the participant is high. The researcher then gave a question to dig up more data about the participant's linguistic insecurity. The question is

started with the first experience of her learning process in college.

Question: “would you mind telling me how you’re feeling and your experience of your study at the university was?”

*[...] In the beginning of the semester, I felt like I am a **minority** student who came from another country and speak **a different language (Chinese)**. I spent most of the time during the first time studying in the class by only listening to my other friends and lecturer speaking. At that time, i felt **insecure** because I noticed some of my friends **own a good ability** to speak English rather than me. Not only that, I still could not write using the English alphabet clearly, I used to write by using Hanzy alphabet for taking a note.*

The term **minority** that is stated by the participant indicates that she is a foreigner and does not have several friends yet. She chose the word minority to describe her position in the class. In this context, the word minority carries some information of the participants such as nationality, the participants’ perception of her position in class, and also it can depict her linguistic insecurity. That has been proposed by Higgins (2003) minority students or known as foreign learners tend to have a negative self-perception of their English language ability.

The above statement also portrays the participant’s background country. She came from China and stayed in Indonesia for studying English. She explained that she speaks a different language which can make her feel more insecure. According to the theory of world Englishes proposed by Kachru (1990) China is classified as expanding circle that perceives English as Foreign Language Varieties and does not give English any special status. In the next sentence, she said that her linguistic insecurity was increasing because she thought that her friends had a good ability to

speak English. In this case, the insecurity comes from her feeling labeled that other people have good ability in English. Meanwhile, the word ‘**good**’ is an adjective and it is classified as subjective. What is good for her does not mean good for others too, the fact that every person has their own accent and variety in speaking English.

Moreover, she did not mention the parameter of having a good capability in English. Her statement about ‘good English’ was related to her understanding of linguistic insecurity where the use of English does not conform to the standard language. Regarding that explanation, it can be concluded that good English refers to Standard English. The use of the Hanzi alphabet can also be the reason for her insecurity. The researcher asked the reason why she used the Hanzy alphabet and does it also affect her insecurity:

*Uhhh .. The reason why I used Hanzy alphabet is because of my **fluency**, I am **not confident** remembering that my ability in **writing English is low**. Besides, using Hanzy alphabet helps me to understand English easily.*

The way she explained her experience showed that she is not confident with her ability. By emphasizing the words ‘**confident**’ and ‘**my ability in writing English is low**’ is depicted that the insecurity is coming from her perception due to her influence and it requires more effort for her to understand English material through Hanzy alphabet. Self-confidence is the main reason for her insecurity not only speaking aspect but also in the writing aspect. The researcher then digs up more information about the participants’ background of linguistic insecurity.

Question: “*what are the background things that trigger your insecurity?*”

[...] talking about insecurity especially linguistic insecurity, I think most of us experience this kind of thing but, only several of us realize it. Remembering that I came from a different country that has different background cultures and language this probably one of the biggest reasons why I feel more insecure than others. Moreover, now I live in a country that has multilingual and multicultural background it also makes me a little hard to adapt. This case brings me to the situation where I am really 'afraid' of making mistakes and being blamed with others whenever I speak English especially in front of my friends and lecturer.

Despite her cultural background country, the country where she lived is also becoming her factor of linguistic insecurity. She also stated that she feels hard to adapt to this kind of situation. It is probably because of her perception of minority student as mentioned before. At the beginning of the conversation, she took her position as a '*minority*' and in another statement she also mentioned that she spent most of the time in class only listening. By those facts, indicate that the participant's assumption toward herself about 'minority' governs her insecurity.

The multilingual and multicultural background country that she lived in also take a big role in her adaptation. That fact leads her to feel 'afraid'. The researcher can conclude that the participants' socio-eco background construct her insecurity. The words '*afraid*' of making mistakes and 'afraid' of being blamed on others also indicate that the participant is feeling insecure. Emphasizing the word 'afraid' in this context, the participant correlates her understanding of linguistic insecurity toward her experience. In this context, afraid means worried about something that fears the consequences. The consequence, in this case, is that being blamed because of her language use does not in accordance with the standard language pattern.

Question: ***“Do the lecturer(s) and friend(s) also play a significant role in your confidence?”***

*[...] I can say they both take a significant role that **triggers** my insecurity but not at all. Because my lecturers **have a better English than me and some of my friends also**. For some moments, the lecturer decides that all of the students in the class are understand the material while in fact, I do not understand it yet. But I think the number one problem that triggers my insecurity is **because of me, the way I perceive my English proficiency**. Besides, the **lack of vocabulary and English structure** is becoming my number one problem in experiencing linguistic insecurity in speaking.*

This fact portrays that the role of the teacher is dominant toward the participants' insecurity. The participant assumes that the lecturer(s) has better English than her. Therefore, she felt intimidated due to the equality of understanding in the class. In addition, the negative self-image also plays a significant role in her insecurities. She assumes that her English is inappropriate towards the level of class's language ability. The participant also stated that the lack of vocabulary and the English structure are becoming her number one problem in learning English.

2. Participant 2

The second participant is an international student of English Education in UIN Maulana Malik Ibrahim Malang who came from China. The questions given are identical to the previous participant.

Question: ***“When do you start studying English and what is the position of English in your country?”***

‘ I learned English Alphabet since elementary school when I was 8,

*along with some simple vocabularies. At that time, I think **English is easy and sounds lovely**, unlike my mother tongue. We learned English from a textbook until I was 13 in middle school, then I transferred to an Islamic school. They do not have an English course yet, as a result, I no longer learn English until I went to college. So, I continue my English learning in Indonesia, at that time, I got a few international friends around me, they help me improve my English. In my country China, the position of English is as a foreign language and it is important to be learned”*

This answer portrays the initial face of her English learning background. She learned English from 8 years old in her elementary. The researcher found interesting facts in how the participant value English. At the time, the participant had no barrier in learning English and she thought that English was easy and sounds lovely. From that fact, the researcher considers that the participants’ initial face of learning English formulate her further learning process. The participant also explained that the position of English in her country is a foreign language and it is important to be learned especially by students. To know further about the participants’ learning background, the researcher asked the participant to tell her learning experiences.

Question: *“**Would you mind explaining your English learning experience and progress from the very beginning until now?**”*

*“[...] in line with what I said before that I started to learn English from elementary school then continue it at Islamic school. Then, I moved to Indonesia to continue my English learning by taking English Education as my major. I still remember my English teacher from elementary and secondary school **influence** me firstly, then I am interested in learning English because of them. But I found some **difficulties** such as **pronunciation, grammar, and sometimes I forget the vocabulary that I have memorized before**. I still remember I had a public speaking class in 2019, at that time I was so **nervous** and was **shaking** during my presentation. But I was so **comfortable** with the class’ environment because some of my friends **did not really speak English very well, we kind of learned together**. All in all, I made huge progress on my English learning.*

The above explanation carries several details of the participants’ learning

process. The first is the role of the teacher influence her interest in learning English. Secondly, she faced obstacles during her learning process including the lack of lexical and grammatical understanding. Those barriers are depicted in her speaking performance including shaking and being nervous during her first presentation. This indicates the participant experienced language insecurity at that time. However, the participant felt comfortable with the class environment because she considered that all students had the same level of proficiency. Eventually, the participant did not possess a negative self-image. The researcher intends to uncover what caused the participant to feel nervous and shaking at that time.

Question: “*Would you mind telling me what cause you to feel nervous and shaking during the presentation?*”

*[...] it was because of my **preparation** before the presentation. I had not prepared the presentation very well this made **me afraid of getting bad score** since it was my final exam. Moreover, speaking in front of my friends made me nervous because I was **anxious about my performance**. I am afraid that I **could not give the best speech** in front of my classmate and my lecturer.*

The lack of preparation is the main cause of participant feeling nervous and shaking during the presentation. Being afraid of getting a bad score is the additional factor behind it. In this case, the researcher can conclude that the participant experienced communication anxiety. According to Amogne & Yigzaw (2013) communication anxiety was the most occurred case in the classroom. The disturbance such as panic attack when she asked to speak English without any preparation, being nervous and shy in front of peers, and feeling anxious when asked to express an idea in English. All these disorders were caused by the fear of communication which made students feel insecure or not confident in speaking

English. Moreover, the feeling of anxiety because she was afraid that she could not give the best speech is the portrayal of the participant's un-confidence. The researcher then wants to know the frequency of English used in her daily life to know whether it governs her insecurity in speaking performance or not.

Question: *“How does the exposure of the English language in your daily life? How often do you use it?”*

[...] every day I use English as my media to communicate but not often. I use the Chinese language to communicate with my roommate but practice English during my online/offline class. It does help me improve my speaking skill. Not only using English but also other languages such as Chinese, Arabic, Thai language, and Bahasa Indonesia.

The answer above shows that her English exposure intensity is significant. In another hand, the participant's answer is contradicted. She uses English every day but *not often*. The participant's response also demonstrates that she is a multilingual speaker who speaks more than one language. The researcher then proposed the phenomenon of Linguistic insecurity to the participant and asked how the participant defines that phenomenon.

Question: *“How do you define the phenomenon of Linguistic Insecurity?”*

*[...] in my opinion, language insecurity is the feeling of being **Mistaken** when using language. For me, as an EFL student, this phenomenon leads to a **lack of confidence**. But I did not truly feel this way because I positioned myself as a learner so it is **not a big deal**.*

This response illuminates her genuine view of her Linguistic insecurity experiences. The way participant describes Linguistic insecurity is in line with the notion proposed by Baron (1976) by highlighting the word “*mistaken*”. He defined LI as non-native English speakers’ awareness of their errors and mistakes. The word

'lack of confidence' becomes the key point of Linguistic insecurity. But in fact, the participant stated that she did not truly feel the insecurity due to her learning position. The participant claimed herself as a learner or it can be said as an EFL learner so by that, the feeling of insecurity toward her language ability is normal and not a big deal. Ultimately, the researcher can conduct that the self-positioning of learners correlates with students' linguistic insecurity. The researcher then did the open-ended interview to know more about the participants' insecurity by asking what is meant by "*did not truly feel that way*"

*[...] what I meant by that sentence is that I did not experience Linguistic Insecurity the whole time during my learning process in college. Of course, I feel insecure but **not in a whole aspect of my English ability**. I was **quite confident** with my English ability especially in **speaking** because one of my lecturers said that my **English is good** and she recommend me to be a teacher. But there is one thing that triggers me in experiencing Linguistic insecurity, it is about **grammar and English structure in writing**.*

The researcher can conclude that participant 2 did not experience linguistic insecurity on her speaking skill but, her insecurities came from her writing aspect. She felt confident with her speaking ability due to the clarification made by her lecturer. "*My lecturer said that my English is good*" through the sentence her confidence toward her speaking ability is increasing. This indicates that the acknowledgment of the lecturer plays a significant role in the participant's speaking confidence. However, the lecturer did not state what the parameter of good English is, and the word good is an adjective form that carries several intentions which need to be explained in more detail since it is subjective. In addition, grammar and English structure are the two main problems of her in experiencing insecurity. The researcher asked about the background of her writing insecurity besides the

grammar and English structure.

Question: *“what are the things that trigger you in experiencing Linguistic Insecurity in your writing?”*

*[...] Actually, several things cause the writing anxiety in my learning experience. But the **standard and non-standard patterns** are burdened me that much. I often read English text-book that is grammatically perfect and easy to understand and whenever I read that book, **I really want to be able to write** the way the author did **but I am struggling a lot**. Moreover, the standard and non- standard patterns of writing also remind me of my **bad writing skill**. I have experience in academic writing class, all of the students at that time have to write several paragraphs using academic vocabulary in the form of a standard pattern. I saw some of my friends were **easy** to complete the exercise but not with me. I struggled a lot to find proper vocabulary then I realized that **my lack of vocabulary** is the biggest problem that I faced. At that time, I feel so **anxious** about my writing performance in class.*

Through the participants’ responses, the researcher figured out that the standard and non-standard pattern of writing was becoming her number one reason for experiencing linguistic insecurity. She also correlates the standard and nonstandard pattern with her lack of vocabulary. She perceived that the standard pattern of writing is required ‘correctness’ in writing and it is important to be understood. How the participant perceived the standard form is in line with Trudgill & Hannah (1982) which stated that Standard English is developed from writing and speech involving grammatical and lexical forms. Moreover, in the educational system, Standard English owns a fundamental place and it is taught to students as a foreign or second language.

The participant admitted that she had **bad writing skill** because of her **lack of vocabulary**. In this case, the negative self-image is depicted through the way he

admitted that her writing ability was bad. The word “*bad*” is lexically an adjective that needs further explanation because it is considered a subjective assessment. To make it clear, she explained that the “*bad*” term is acquired because of the writing performance comparison that she did between hers and her friends. The participant observed that her friends did not find any difficulties during the task. “I saw some of my friends were *easy* to complete the task” she assumed that her friends had better writing performance because it looks easy for them to finish the task. But in fact, the participant did not exactly know whether her friend's writing is correct or not, it was just an assumption. Eventually, the participant felt *anxious* about her writing performance.

The feeling of *anxiety* in the last sentence is the consequence of the participants’ negative self-image toward her writing performance. It also indicates that the participant experiencing Linguistic insecurity since the insecurity leads to anxiety. According to Tavit & Daftari (2017), the phenomenon of Linguistic insecurity indicates the anxiety and lack of confidence that is experienced by nonnative speakers, who are convinced that their use of language does not in accordance with a principle of a particular Standard English.

After the researcher got sufficient information about the participants’ Linguistic insecurity background, the researcher intended to reveal the role of the teacher toward her linguistic insecurity through confidence since they are correlated with each other.

Question: “*Do the teacher(s) and friend(s) play a significant role in your confidence?*”

[...] *yes, they do. We had online and offline classes during a pandemic, they played a **huge role in my class**. My teachers often lead us as an **educator and a facilitator**. And my classmates **are helping** each other with confidency. It can be said that the **environment** of the class influences most.*

According to the response above, two other fundamental things take a significant role in building the participants' confidence. The first is environment and the second is personal character. The **environment** in the context means an encouraging situation in the classroom that causes participants to feel comfortable so that it raises self-confidence. The role of classmates as a **support system** (helping each other) is also considered important in building self-confidence. From the explanation above, the participant did not show any intimidating situation that made him uncomfortable in the learning process.

In addition, learning patterns that require opportunities for students to become **facilitators and educators** are also very important to promote self-confidence. This learning pattern does not create a gap between teachers and students, the position between the two becomes equal so that there will not create a negative self-perception of students. Eventually, it can be stated that the teaching tactics, curriculum, and the class environment are the fundamental things in building self-confidence during the learning process (Rabab'ah, 2005). At the end of the interview, the researcher asked about the participant's feelings and experiences during her learning process in college.

Question: ***“Would you mind telling me how were your feeling and your experience when you study English in college?”***

[...] *at the beginning of the semester, I felt **anxious** when I joined the class. At that time, one of the lecturers was coming from US, and she used*

*English 100% of the class presentation. I **did not understand** it generally and so either did my friends. But as time went on, I started to **adapt** to my classroom environment. I met a lot of new friends including international friends. I am comfortable with this environment, **some of my friends do not really speak English very well**. We kind of learn together.*

Based on the data with the question, the participant experienced linguistic insecurity in the first semester of studying in college. It was because the lecturer comes from US with full and fluent English during teaching. She did not understand in general about material. Then, as time flies, she tried to adapt to that situation in the same environment. In the end, she becomes comfortable because she meets a friend who comes from another country. From this data, it can be understood that the participants experienced linguistics insecurity in the first semester then she survives because of a lot of factors such as doing an adaptation, meeting a lot of friends from a different country, and then trying to organize to decrease her feeling of English insecurity during learning.

B. Discussions

This chapter illustrates the discussion of this research based on the findings. The finding of this study revealed that both participants experience linguistic insecurity in different aspects of English performance. It is found that the participant 1 tends to experience linguistic insecurity in the speaking performance more often than the second participant. Meanwhile, participant 2 was experienced linguistic insecurity merely in her writing performance. The insecurity comes from several backgrounds such as internal background (confidence, English proficiency and fluently) and external background (social, cultural and learning method).

In this study, researcher also analyze how Linguistic Insecurity shapes

participants' lack of confidence and how Socio-Cultural background determine participants' Linguistic Insecurity in their learning process.. This chapter also portrays the types of linguistic insecurity experienced by both participants. The researcher found five out of ten types of linguistic insecurity experienced by participants. This section will give detailed explanations through the extensive discussion to answer the research problems comprehensively.

1. Types of Linguistic Insecurity

Based on the findings above, the researcher revealed that there are five types of linguistic insecurity experienced by participant 1 while no type was found for participant 2 because participant two did not experience linguistic insecurity in her speaking aspect. These types comprise Labovian insecurity, Statutory insecurity, Identity insecurity (Calvet, 2006), Speakers' insecurity is a result of being punished for speaking their original language (Reyhner 2004), young speakers' insecurity may be blamed for not correctly speaking the language by older experienced speakers (Lee 2009, Zentz 2014), the non-native speakers' insecurity whose authenticity, solidarity, and identity are questioned as a result of their incapability to speak their ancient or mother tongue language (Wyman 2009). As analyzed in finding that participant 1 experienced linguistic insecurity in her speaking and writing aspect then the types found in participant 1 were more varied than the second participant who only experienced linguistic insecurity in the writing aspect. **Statutory insecurity** as experienced by participant 1 was the result of speakers' negative assessments of their language's position in comparison to another linguistic variety. Similar to findig by Calvet (2006) about negative assessment,

participant 1 experienced statutory insecurity such as perceiving her language capability. She admitted that her language speaking ability was not sufficient compared to other friends. She felt inferior to his speaking ability, while she valued her friend's speaking ability is better than her.

As for **Identity insecurity**, the feeling of inferiority experienced by participant 1 causes the difference; this difference arises because of the perception of English language skills by Participant 1 toward her friends.as stated by Calvet (2006) It occurs when speakers are using a linguistic variety or particular language that differs from the group in which they recognize and are members of. This type of linguistics is related to **Labovian insecurity** because both types are interlinguistic phenomena.

Moreover, the researcher also revealed that there were other types of linguistic insecurity as proposed by (Reyhner 2004; Lee 2009; Zentz 2014; Wyman 2009). It was found that participant 1 experienced insecurity as a result of being punished for speaking their original language (Reyhner 2004). The result of being punished in this case is the anxiety of the participant. It is coming from several background aspects. These aspects trigger participants to experience the type of linguistic insecurity proposed by Lee (2009) & Zentz (2014). They proposed that young speakers' insecurity may be blamed for not correctly speaking the language by older experienced speakers. The things that underline participant 1 in experiencing this case are the correctness due to the standard and non-standard English, lack of vocabulary, and pronunciation. Huddleston & Pullum (2005) pointed out that Standard English takes a substantial position since it addresses

grammatical rules and is considered more stable and uniform of English pronunciation.

The last type is the non-native speakers' insecurity whose authenticity, solidarity, and identity are questioned as a result of their incapability to speak their ancient or mother tongue language (Wyman 2009). This type portrays the participant's self-position in learning English as a non-native speaker who could not speak English properly.

These findings in line with the study done by Hiddlebrandt & Hu (2017) and Calvet (2006) specifically for participant 1. However, the researcher did not find any types of Linguistic Insecurity in Participant 2, she quite self-assured of her speaking ability. Meanwhile, participant 2 experienced linguistic insecurity in the aspect of writing such as: lack of vocabulary and peer-pressured.

2. How Linguistic Insecurity shapes lack of confidence in the process of learning

That has been presented in the finding above that both participants are foreign students from China who learn English in non-English speaking country. Even though they come from the same country (China), they have different socio-cultural background, and also learning environment. Participant 1 took English Letters as her major meanwhile participant 2 took English Education. This difference in majors also reflects differences in learning patterns in the classroom including learning ambiance, and teaching methods. This is the main trigger for students to experience insecurity and shapes their lack of confidence in their learning process. Besides, there were several aspects that can shape participants' lack of confidence

in the process of their learning. The lack of confidence in participant 1 is portrayed in her daily learning performance especially in speaking. Thus, these insecurities bring out obstacle toward her learning process. This finding is in line with Ethesam & Daftari (2016) that hyper-correction, nervousness, self-correction, and doubt that can hinder students' learning process.

Moreover, one of many Linguistic insecurity's aspects that shapes participants' lack of confidence is **self-perception** of their English ability. In accordance with Bucci and Baxter (1984) that define linguistic insecurity as the negative self-image regarding their own variety of English, both participants have different self-perception of their English. Participant 1 has a negative self-perception toward her English ability. This is depicted through the feeling of non-confident during the learning process. That feeling felt because the participant considered her friend's English ability is better than hers. Meanwhile, participant 2 claimed that her English ability is quite good especially her speaking ability. This was strongly proven by one of the participant lecturers who admitted that her speaking is good. With this clarification, the participant got her confidence.

The findings of this study also seems to suggest an intriguing findings that in contrast with the previous study conducted by Amoah & Yeboah (2021) since it portrayed that Chinese EFL Learners' main issues are more related to psychological factors (unwillingness, fear of negative evaluation, anxiety and fear of making mistakes) rather than linguistic factors such as English proficiency (correctness, lack of vocabulary, and grammatical aspect). Participant 1 clearly states that the crucial thing that governs her linguistic insecurity is her **English proficiency** “I

think the number one problem that triggers my insecurity is because of me, the way I perceive my English proficiency". During the interview, she claimed her proficiency in English especially in speaking skills was inadequate. She valued her English as inferior to others. The way she assesses her English ability shows that there is subjectivity in this case. Weedon (1978) highlighted that subjectivity is a language construction, it is not inherited, and not a God-Given but it is a social construction (Weedon, 1978). Hence, it may be assumed that language is the element constructing someone's subjectivity, not someone's unique expressions (Anjanillah, 2019). In addition, both of the participants stated that lack of vocabulary becomes the factor that shapes their lack of confidence in their learning process.

The researcher found out that participant 2 has good English proficiency. This is depicted through her confidence during the learning process. She claimed that she had good English-speaking skills. Therefore, since the absence of Linguistic Insecurity in participant 2, there is no any aspect that can shape participants' lack of confidence in her learning process.

Furthermore, by reflecting on Labov (1972) the Linguistic Insecurity as the confidence of the speaker in the perception of accuracy and correctness of their language used. The researcher revealed that both participants experienced the same thing in the case of **correctness** in shaping their lack of confidence during their learning process. In this case, correctness tied up the notion of standard and non-standard English. This finding is analogous with Huddleston & Pullum (2005) regarding to the correctness and standard English in speaking. The study uncovers

that in the educational system, Standard English owns a fundamental place and it is taught to students as a foreign or second language.

By picturing the previous study, participant 1 stated that her English speaking was not in accordance with the standard form of English. This made her experience Linguistic insecurity in her speaking performance. On another side, participant 2 was also burdened with the standard form of writing. She perceived that the standard pattern of writing is required 'correctness' in writing and it is important to be understood. Eventually, participant 2 experienced linguistic insecurity in her writing skill.

Next, the results of this study also indicate a similar finding with the study conducted by Zakaria and Hasan (2015), Amogne and Yigzaw (2013), and Thaher (2005) which discovered that fear of **being blamed by others** is also one of the factors that shapes participants' lack of confidence in their learning process. Alas, the researcher only found this case in Participant 1, she felt fear of being blamed because she thought that her speaking performance was not in line with the Standard English pattern that leads to her anxiety. The finding of this study also specify a comparable finding related to the anxiety, Sari (2017) on her study stated that communication anxiety made students experience difficulties in speaking correctly and fluently which leads to linguistic insecurity (Sari, 2017). Thus, it may be concluded that the students' feeling of afraid being blamed trigger the anxiety which leads to linguistic insecurity.

3. How Social and Cultural background determine students' linguistic insecurity in the process of learning

Further investigation to analyze the effect of socio-cultural background in shaping participants' linguistic insecurity, the researcher brings up socio-cultural in to educational context such as: learning environment as social aspect and national identity as cultural aspect. The finding of this study seems to indicate a different result from present study conducted by Sullivan (2002) and Mali (2021). In Sullivan (2002), it is conducted that social class does not have an effect on students' linguistic insecurity. However, this study figured out that social environment has an important role in student linguistic insecurity. In this case, there are two aspects contained in the environment such as lecturer and friends. It was found that participant 1 was in an intimidating learning environment. Explained in the analysis that there were times when the lecturer assumes that all students understand the material being taught even though the participant felt she did not understand it yet. In addition, the way participants assess their friends' English skills also creates an apprehensive feeling experienced by participants. This feeling creates an intimidating atmosphere. At last, participant 1 admitted that she found it hard to adapt to her learning environment.

In contrast with participant 1, participant 2 was in a conducive learning environment. This is illustrated by the presence of friends who support each other

during the learning process. Participant 2 also assessed the English language skills between her and her friends as equal because they were learners, this causes participant 2 not in an intimidating situation. Moreover, the participant said that she was adaptable to his learning environment.

In this study, teaching strategies also have an essential role in the construction of students' linguistic insecurities during the learning process because through lecturers' teaching strategy students can acquire language proficiency. Meanwhile, In Sullivan (2002), the result of the study was not attached teaching strategies as one of the parameters in determining students' linguistic insecurity. In this case, the researcher identified that the teaching strategies experienced by the two participants were contradictory. This is based on the difference in the majors taken by the two participants. Participant 1 majored in English literature.

As recorded in participant 1 teaching strategy in the classroom tends to be one-way where the lecturer acts as a presenter and students as the recipient of the material (Misbah, et al., 2017) this makes Participant 1 feel intimidated by such a situation. On the other hand, the two-way teaching method of the teacher in the classroom made participant 2 feel comfortable following the lesson. This is proved by the statement, "*My teachers often lead us as an **educator and a facilitator***".

Besides examining the social aspect, cultural aspect of the participants also takes a part in determining students' linguistic insecurity. In his study, cultural aspect is reflected by the nationality of both participants. Both participants are Chinese English students who learn English in non-English speaking country. By this case, it brings several complexities in cultural aspect since China is known as

a country that has rich ancestral culture and Indonesia also defined with multicultural country.

The findings of this study is in accordance to Bourdieu's concept of Linguistic capital that the cultural capital plays a significant role in someone's linguistic performance (Bourdieu, 1986). In this study, the researcher found out that nationality embodies the identity and socio-cultural background. Participant 1 said that nationality and their culture influenced her to feel linguistic insecurity, while Participant 2 did not feel that way. In the first part, participant 1 clarified that she is a minority who comes from a different country and lives in a non- native English multicultural country. The way she perceives herself as a minority raises feelings of inferiority that lead to insecurity. Meanwhile, participant 2 perceives herself as an EFL learner. She did not burden with her nationality identity indeed she was pleased to be a foreign student.

By reflecting to the concept of Linguistic Capital proposed by Bourdieu (1977) this research is discover that social and cultural capital also plays a significant role in determining participants' Linguistic insecurity. It is depicted in students' learning environment, teaching strategy and students' cultural nationality. This indicate that the research is in line with the theory. However, this finding is in contrast with the study taken by Sullivan (2022) and Mali (2021), they revealed that there was no effect of social and cultural Capital toward students' linguistic proficiency.

As a whole, the researcher has already answered the research questions that are formulated before. By analyzing the data about participants' experience in

linguistic insecurity during their learning process, this study highlight the difference experience of linguistic insecurity toward both participant. Participant 1 tends to experience Linguistic insecurity on her speaking performance because of several aspects such as: linguistic aspects and also socio-cultural aspect. Meanwhile participant 2 did not experience linguistic insecurity on her speaking but writing. Moreover, this study has also able to present the connection between Linguistic insecurity (Labov, 1966) and Linguistic Capital (Bourdieu, 1991)

CHAPTER IV

CONCLUTIONS & SUGGESTIONS

This chapter comprises the conclusion of findings and discussion. This chapter also comprises suggestions to fill the gap of this study for further research discussion.

A. Conclusions

This study has pointed to the topic of linguistic insecurity experienced by Chinese students by applying William Labov's (1966, 1972) and combining the Linguistic Capital theory by Bourdieu (1977, 1991). This study used a semi-structured interview in obtaining the data considering that the experience of the participants was treated as a data source. Two selected participants of this study have contributed to constructing the result of the study.

The result of this study revealed that both participants experienced linguistic insecurity on a different aspect of English ability. Participant 1 experienced linguistic insecurity in the speaking and writing aspects. While participant 2 did not experience linguistic insecurity in speaking but her writing aspect. The way linguistic insecurity shapes participants' lack of confident is divided into two parts: internal and external background. The internal background is a concern that comes from within the participant, such as Self-perception of English, lack of confidence, English proficiency, correctness, afraid of being blamed, lack of vocabulary. Paradoxically, the external background is a concern that comes from the outside participant that cannot be controlled by them, this involves the socio-cultural aspect such as: environment (lecturer and friends), teaching strategy and the participant's

nationality.

In addition, the result of this study illustrated that the five types of Linguistic insecurity were found in participant 1. The types are Labovian insecurity, Statutory insecurity, Identity insecurity (Calvet, 2006), Speakers' insecurity is a result of being punished for speaking their original language (Reyhner 2004), young speakers' insecurity may be blamed for not correctly speaking the language by older experienced speakers (Lee 2009, Zentz 2014), the non-native speakers' insecurity whose authenticity, solidarity, and identity are questioned as a result of their incapability to speak their ancient or mother tongue language (Wyman 2009). But there are no types found in participant 2 considering that she experienced linguistic insecurity in the writing aspect.

Although both participants came from the same country China, they experienced differences in terms of linguistic insecurity. This can be caused by several things such as different majors taken, different experiences of learning English, differences in living and learning environments as well as differences in the character traits of each participant. In conclusion, the researcher outlined that linguistic insecurity can be experienced by anyone, especially EFL learners considering this phenomenon is closely related to English proficiency.

B. Suggestions

In this research, the researcher discovered that participant 2 experienced linguistic insecurity in the form of writing anxiety. However, this research does not justify an in-depth explanation of writing anxiety background and types. Nevertheless, this study only examined two female participants in obtaining the

data while gender roles also become one of the determinants of linguistic insecurity. Therefore, the researcher hopes that future researchers will conduct research that will examine writing and other English aspects with a greater variety of participants from different places or countries.

Moreover, the topic of linguistic insecurity is very broad and can be elaborated into various perspectives for example world Englishes, language attitude, and also language identity. Unfortunately, this research only focused on the context of EFL learners. Therefore, it will be a great chance for further studies to fill the lacuna of this research by elaborating and comprehending those perspectives.

BIBLIOGRAPHY

- Amoah, S., & Yeboah, J. (2021). The speaking difficulties of Chinese EFL learners and their motivation towards speaking the English language. *Journal of Language and Linguistic Studies*, 17(1), 56–69. <https://doi.org/10.52462/jlls.4>
- Amogne, D., & Yigzaw, A. (2013). Oral communication apprehension, competence and performance among maritime engineering trainees. *Journal of Media and Communication Studies*, 5(1), 5-11
- Anjanillah, F. (2019). *English learners' multiple identities in English global positioning perspectives*. Unpublished Thesis: Universitas Islam Negeri Maulana Malik Ibrahim Malang.
- Baxter, M., & Holland, R. (2007). Addressing the needs of students who use a nonstandard dialect. *Adult Basic Education and Literacy Journal*, 1(3), 145–153.
- BUCCI, W., & BAXTER, M. (1984). Problems of Linguistic Insecurity in Multicultural Speech Contexts. *Annals of the New York Academy of Sciences*, 433(1), 185–200. <https://doi.org/10.1111/j.1749-6632.1984.tb14767.x>
- Bolton, K. (2012). *World Englishes and Asian Englishes: A survey of the field*. 13–26. https://doi.org/10.1007/978-94-007-4578-0_2
- Bourdieu, Pierre. (1977). *Outline of a theory of practice*. (trans. Richard Nice). Cambridge: Cambridge University Press.
- Bourdieu, Pierre. (1986). *The forms of capital*. In John G. Richardson, Handbook of theory and research for the sociology of education (Pp. 241-258). New York: Greenwood Press.
- Bourdieu, Pierre. (1991). *Language & symbolic power* (J. Thompson, Ed.; G.

Raymond & M. Adamson, Trans.) Cambridge, MA: Harvard University Press.

Calvet, L.-J. 2006. *Towards an ecology of world languages*. Cambridge: Polity.

Calvet, L.-J. 1999. Pour une ecologie des langues du monde [Towards an ecology of world languages].

Creswell, J.W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). London: Sage Publications Crystal,

E, B. D., & Prk, L. (1976). *TITLE PUB DATE NOTE 13p.; Paper presented at the 1976 Annual Meeting of the Modern Language Association * American English ; * Language Attitudes ; * Language present-day " language elite " --those who take pleasure in or earn Newman '*

Ehtesham Daftari, G. (2016). A Study of Linguistic Insecurity among Turkish Teachers of English. *International Journal of English Language Education*, 4(2), 117. <https://doi.org/10.5296/ijele.v4i2.9874>

Ehtesham, G., & Müge, Z. (2017). *JOURNAL OF LANGUAGE AND LINGUISTIC STUDIES The impact of non-native English teachers ' linguistic insecurity on learners ' productive skills*. 13(1), 379–398.

Escandell, J. M. B. (2011). Relations between formal linguistic insecurity and the perception of linguistic insecurity: A quantitative study in an educational environment at the Valencian community (Spain). *Journal of Multilingual and Multicultural Development*, 32(4), 325–342. <https://doi.org/10.1080/01434632.2011.579129>

Escobar, C.F. (2019). Translanguaging by Design in EFL Classrooms. *Classroom Discourse*, 10(3-4), 290–305.

Francard, M. 1993b. L'insecurite' linguistique en Communauté franc,aise de Belgique [Linguistic insecurity in the French community of Belgium]. Brussels: Service de la Langue Franc,aise.

- Francard, M. 1997. Insecurite´ linguistique. In Sociolinguistique. Concepts de base [Socio- linguistics. Basic concepts], ed. M. Moreau, 170?6. Sprimont: Pierre Mardaga e´diteur
- Francard, M. 1989. Insecurite´ linguistique en situation de diglossie. Le cas de l’Ardenne belge. *Revue que´be´coise de linguistique the´orique et applique´e* 8, no. 2: 133?63.
- Foo, A. L., & Tan, Y. Y. (2019). Linguistic insecurity and the linguistic ownership of English among Singaporean Chinese. *World Englishes*, 38(4), 606–629. <https://doi.org/10.1111/weng.12359>
- Gerhards, Jürgen, (2014). *Transnational linguistic capital: Explaining English proficiency in 27 European countries*, International Sociology, Vol 29.
- Gueunier, N., Genouvrier É. Et Khomsy A. (1978). Les Français devant la norme: Contribution à une étude de la norme du français parlé. Éditions Honoré Champion 7, Quai Malaquais, Paris
- Hall, C. J., Smith, P. H., & Wicaksono, R. (2011). Mapping applied linguistics: A guide for students and practitioners. Abingdon: Routledge
- Higgins, C. (2000, April). “Ownership” and global varieties of English: A conversation analytic study of linguistic identity. Paper presented at the 14th Annual International Conference on Pragmatics and Language Learning, Parasession on Discourse and Grammar, University of Illinois at Champaign-Urbana
- Higgins, C. (2003). “Ownership” of English in the Outer Circle: An Alternative to the NS-NNS Dichotomy. *TESOL Quarterly*, 37(4), 615. <https://doi.org/10.2307/3588215>
- Hildebrandt, K. A., & Hu, S. (2017). Documenting Variation in Endangered Languages. *Language Documentation & Conservation Special Publication*, 13(13), 152–179. <http://nlfrc.hawaii.edu/ldc/http://handle.net/24753>

Huddleston, R. (2005). *A Student's Introduction to English Grammar*. Cambridge University Press.

Kadwa, M. S., & Alshenqeeti, H. (2020). International Journal of Linguistics, Literature and Translation (IJLLT) The Impact of Students' Proficiency in English on Science Courses in a Foundation Year Program. *International Journal of Linguistics, Literature and Translation (IJLLT)*, 3(11), 55–67. <https://doi.org/10.32996/ijllt>

Khasanah, N. H. (2020). *STANDARD AND NON-STANDARD ENGLISH USED BY NATIVE AND INDONESIAN YOUTHS ON INSTAGRAM CAPTIONS*

Labov, W. 1966. *The social stratification of English in New York City*. Washington, DC: Center for Applied Linguistics.

Labov, W. (1972). *Sociolinguistic patterns*. Philadelphia: University of Pennsylvania Press.

Labov, W. 2006. *The social stratification of English in New York City*. 2nd ed. Cambridge: Cambridge University Press. (Orig. pub. Washington, DC: Center for Applied Linguistics, 1966.)

Language Ecologies in (Post-) Modernity, Postcoloniality and Globalization. *Journal of Linguistic Anthropology* 24(3). 339-359

Language Standardization in General. (2018). I(February), 27–33

Lee, Tiffany S. 2009. Language, identity and power. Navajo and Pueblo young adults' perspectives and experiences with competing language ideologies. *Journal of Language, Identity, and Education* 8:5

Mayer, D. P. (2008). *Overcoming school anxiety*. New York: AMACOM.

Misbah, N., Mohamad, M., Yunus, M. and Ya'acob, A. (2017). Identifying the

Factors Contributing to Students' Difficulties in the English Language Learning. *Creative Education*, 8, 1999-2008. DOI: 10.4236/ce.2017.813136

Nabilla, N. V. & Wahyudi, R. (2021) Global, Local, or Glocal Identity of EFL Learners as ELF Users. *Mextesol Journal*. ISN: 2395-9908.

Nordquist, R. (2020). Standard English (SE). Retrieved from <https://www.thoughtco.com/standard-english-1692137>

Norton, B. (1997). Language, identity, and the ownership of English. *TESOL Quarterly*, 31, 409–429.

Owens, Thompson W. & Paul M. Baker. 1984. Linguistic insecurity in Winnipeg: Validation of a Canadian index of linguistic insecurity. *Language in Society* 13(3). 337-350.

Paine, M. (2010). Standard vs Non-standard Englishs: Which model are we teaching and why?. The Westminster Institute of Education at Oxford Brookes.

Preston, D. R. (2013). Linguistic Insecurity Forty Years Later. *Journal of English Linguistics*, 41(4), 304–331. <https://doi.org/10.1177/0075424213502810>

Rao, V. Chandra & Mali, Bimrisha. (2021). Effect of Cultural Capital on Linguistic Performance of ESL Learners.

Rabab'ah, G. (2003). Learning communication problems facing Arab learners of English: A personal Perspective. *TEFL Web Journal*, 2(1), 63-75.

Reyhner, Jon. 2004. American Indian education: A history. Norman: University of Oklahoma Press.

Sari, D. (2017). SPEAKING ANXIETY AS A FACTOR IN STUDYING EFL By Darmaida Sari 1 Syiah Kuala University, Banda Aceh. *English Education*

Journal (Eej), 8(2), 177–186.

Silalahi, R. M. (2021). Nativespeakerism and World Englishes: Teachers Perception Towards Non-Native English Varieties. *Journal of English Language and Culture*, 11(2), 143–152.

<https://doi.org/10.30813/jelc.v11i2.2609>

Sullivan, Alice. (2007). Cultural Capital, Cultural Knowledge and Ability. *Sociological Research Online*. 12. 10.5153/sro.1596.

Thaher, M. (2005). Communication apprehension among An-Najah National University students. *An-Najah University Journal for Research*, 19(2), 627-678.

Wahyudi, R. & Chusna, S. (2019). Learning from a teacher's classroom discourse to re-modify the ELF framework in the ASEAN context: A possible way forward?. In Subhan Zeid (Ed.). *Teacher Education for English as Lingua Franca* (pp.156-172). New York: Routledge.

Widdowson, H. G. (1994). The ownership of English. *TESOL Quarterly*, 31, 377–389

Wyman, Leisy. 2009. Youth, linguistic ecology, and language endangerment: A Yup'ik example. *Journal of Language, Identity, and Education* 8: 335-349.

Yin, R.K. (2014). *Case study research design and methods* (5th ed.). Thousand Oaks, CA: Sage Publications

Zakaria, W. N. F. W., & Hassan, N. S. I. C. (2015). Communication apprehension among part one Business students in Universiti Teknologi Mara (UITM) Kelantan. *International Journal of Arts, Science & Commerce*, 6(1), 1-9

CURRICULUM VITAE



Fitriana Kris Madona Putri Melati was born in Malang on Januari 18, 1999. She graduated from SMA Negeri 1 Tumpang in 2017. During her study at high school, she was also learning in Islamic boarding PPSQ Sholahul Huda Al-Mujahidin. In the second grade of high school, she was elected to be the general chairman of extracurricular journalism. She started her higher education in 2017 at the department of English Literature at UIN Maulana Malik Ibrahim Malang. During her study, she had joined PIONIR IX 2019 at UIN Maulana Malik Ibrahim Malang as Liaison Officer (LO) of English debate Competition.

APPENDICES

Appendix 1: Semi-structured Interview questions

1. When do you start studying English and what is the position of English in your country?
2. Would you mind explaining your English learning experience and progress from the very beginning until now?
3. How does the exposure of the English language in your daily life? How often do you practice it?
4. How do you define the phenomenon of Linguistic Insecurity?
5. Would you mind telling me what things cause you to feel afraid of making mistakes, besides your English proficiency?
6. Would you mind telling me what cause you to feel nervous and shaking during the presentation?
7. Would you mind telling me how you're feeling and your experience of your study at the university was?
8. What are another background aspects that trigger your insecurity?
9. Do the lecturer(s) and friend(s) also play a significant role in your confidence?
10. Would you mind telling me how your feeling and your experience were when you study English in college?

The participants are allowed to answer the question using English, Indonesia or mixed language, so they could feel more comfortable in expressing their feeling and broke their language boundaries (Escobar, 2019; Wahyudi & Chusna, 2019). In addition, participants are allowed to develop questions by answering those based on what they actually experienced during the learning process.

Appendix 2: Consent Form for participants



Faculty of Humanities
English Literature Department

Consent for Participants

Title of Project: “Linguistic Insecurity Experienced by Chinese Students at UIN Maulana Malik Ibrahim Malang”

I have been given and have understood explanation of this research project. I have had an opportunity to ask questions and have them answered to my satisfaction. I understand that I may withdraw myself (or any information I have provided) any time before 2021 academic period without having to give reasons by sending an e-mail to the researcher or the supervisor.

I understand that any information I provide will be kept confidential to the researcher or the supervisor. I understand that any published results will use a pseudonym and the findings will not be reported in a way that will identify me or my institutions.

- I consent to information and opinions on which I have given in any reports on this research
- I consent to be observed and audio-recorded during the participant observation
- I consent to be interviewed by Fitriana Kris Madona Putri Melati in this research
- I understand that I will have an opportunity to check the transcripts of the interview
- I would like to receive the summary of the research when it is completed
 - I agree to take part of this research
 - I do not agree to take part of this research

Signed :
Name of Participant :
Date :

Your e-mail address for receiving the result:

Appendix 3: Information Sheet for Participants



Faculty of Humanities

English Literature Department

Researcher: Fitriana Kris Madona Putri Melati, English Literature Department, UIN Maulana Malik Ibrahim Malang

I am an undergraduate student at English Literature Department at UIN Maulana Malik Ibrahim Malang. As part of this degree, I am undertaking a research project leading to a thesis. The project I am undertaking is “Linguistic Insecurity Experienced by Chinese Students at UIN Maulana Malik Ibrahim Malang”. This research project has received approval from the dean.

As part of my research, I am inviting you as one of the participants who have taken the Introduction to Applied Linguistics course. The participants are selected for those who are in the same the semester the 8th semester. I would like to explore the experience of students’ linguistic insecurity and analyze it with linguistic capital theory.

You are invited to participate in semi-structured interviews, each lasting around forty-five minutes to one hour. I would like to audio record the interview and the observation. During the project, if you would like to withdraw from the project, you can do it any time before2021 academic period without needing to give any reasons by sending an email to me or my supervisor

Responses will form the basis of my research project and will be put into a written report on an anonymous basis. It will not be possible for you and your personality background to be identified. All materials collected will be kept confidential. No other person besides me, my supervisor (Prof. Dr. H. Mudjia Raharjo, M.Si.) who will have access to the data. The thesis will be deposited in the University library. It is intended that one book or more articles and conference presentations will be drawn from the thesis study. All materials you provide will be destroyed five years after the conclusion of the project.

If you have any further questions or would like to receive further information about the project, please contact me at (FitrianaKrisMadona1819@gmail.com) or my supervisor at English Literature Department, UIN Maulana Malik Ibrahim Malang.

Sincerely yours,

Fitriana Kris Madona Putri Melati
UIN Maulana Malik Ibrahim Malang