

**LOCAL LANGUAGE VERSUS ENGLISH: LANGUAGE
ATTITUDE REPRESENTED BY VOISA USERS**

THESIS

By:

Adila Eka Putri
NIM 200302110120



**DEPARTMENT OF ENGLISH LITERATURE
FACULTY OF HUMANITIES
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
MALANG
2024**

**LOCAL LANGUAGE VERSUS ENGLISH: LANGUAGE
ATTITUDE REPRESENTED BY VOISA USERS**

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:

Adila Eka Putri
NIM 200302110120

Advisor:

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



**DEPARTMENT OF ENGLISH LITERATURE
FACULTY OF HUMANITIES
UNIVERSITAS ISLAM NEGERI MAULANA MALIK
IBRAHIM MALANG
2024**

STATEMENT OF AUTHORSHIP

I state that the thesis entitled “**Local Language Versus English: Language Attitude Represented By Voisa Users**” 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, 6 December 2024
The researcher



Adila Eka Putri
NIM 200302110120

APPROVAL SHEET

This to certify that Adila Eka Putri's thesis entitled "**Local Language Versus English: Language Attitude Represented By Voisa Users**" has been approved for thesis examination at Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang, as one of the requirements for the degree of Sarjana Sastra (S.S.).

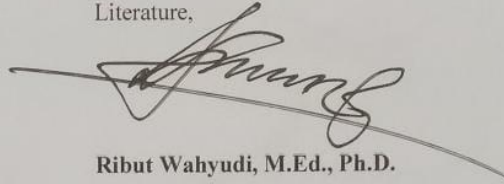
Malang, 6 December 2024

Approved by
Advisor,



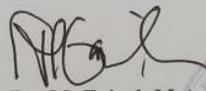
Prof. Dr. H. Mudjia Rahardjo,
M.Si.
NIP 195901011990031005

Head of Department of English
Literature,



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

Acknowledge by
Dean of Faculty of Humanities,



Dr. M. Faisol, M.Ag.
NIP 197411012003121003



LEGITIMATION SHEET

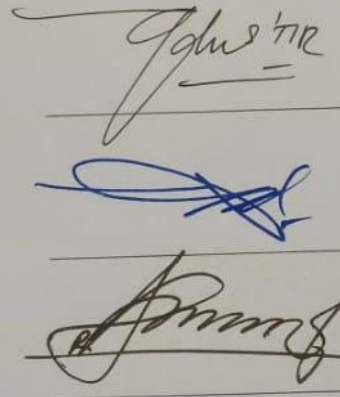
This is to certify that Adila Eka Putri's thesis entitled "**Local Language Versus English: Language Attitude Represented By Voisa Users**" has been approved by the Board of Examiners as one of the requirements for the degree of Sarjana Sastra (S.S.) in Department of English Literature.

Malang, 6 December 2024

Board of Examiners

1. Dr. Galuh Nur Rohmah, M.Pd.,
M.Ed.
NIP 197402111998032002
2. Prof. Dr. H. Mudjia Rahardjo, M.Si.
NIP 195901011990031005
3. Ribut Wahyudi, M.Ed., Ph.D.
NIP 198112052011011007

Signatures



Acknowledge by
Dean of Faculty of Humanities,


Dr. M. Faisol, M.Ag.
NIP 197411012003121003



MOTTO

“It's not about being the best, it's about doing your best.”

– Mark Lee

“Never Stop Learning Because Life Never Stops Teaching”

– Kirill Korshikov

DEDICATION

This thesis is dedicated to:

1. My beloved parents, Bapak Zuniwan and Ibu Siti Aisyiah, whose endless love, prayers, support, and encouragement have been my greatest strength throughout my academic journey. Their sacrifices and faith in me have fueled my determination to overcome challenges and reach this point.
2. To my beloved sibling, Muhammad Ichsanul Marom, for your constant support, happiness, and encouragement, which have been a source of strength during the toughest moments.
3. To my dear friend, Arrima Fazza Maulidda, for always being there for me, offering support, friendship, and laughter through the highs and lows of this journey.
4. To my advisor, Prof. Dr. H. Mudjia Rahardjo, M.Si., who has been patient and supportive, guiding me with great wisdom throughout the writing of this thesis.
5. Finally, to everyone who has contributed in ways big and small, offering prayers and support to help me reach this moment.

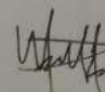
ACKNOWLEDGMENT

Alhamdulillah Rabbil 'Alamin, alamin, all praise and thanks are for Allah, the lord of all creations. All effort, time, and opportunity, are coming from no other than His grace, blessings, and willingness, and I am so thankful for that. Also, Salawat and salaam always be granted to the Prophet Muhammad *salla Allahu alayhi wasalaam*, peace be upon him and to his progeny. I expressed my gratitude to the people who helped me in achieving this thesis. Prof. Dr. H. Mudjia Rahardjo, M.Si, my advisor, and my lecturer. Also, I would like to express my gratitude to my thesis examiners, Mr. Ribut Wahyudi, M.Ed., Ph.D. and Mrs. Dr. Galuh Nur Rohmah, M.Ed., for their constructive feedback and suggestions, which have significantly improved the quality of my thesis. Last but not least, to all the people that I cannot mention, thank you for the support and pray.

With its shortcomings, I am fully aware that this thesis is still far from perfect. Hence, all critics, suggestion, and any other things that can improve this work, I would gladly welcome it. In all probability, I personally hope this thesis would give noteworthy benefit to whoever reads it, including other researchers.

Malang, 6 December 2024

The Researcher,



Adila Eka Putri

ABSTRACT

Putri, Adila Eka (2024) *Local Language Versus English: Language Attitude Represented By Voisa Users*. Undergraduate Thesis. Department of English Literature. Faculty of Humanities. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: Prof. Dr. H. Mudjia Rahardjo, M.Si.

Key words: Sociolinguistics, Language Attitude, Local Language, English, Voisa

Voisa as a platform for digital communication provides an engaging opportunity to analyze language attitudes in a multilingual context. This study explores Voisa users' attitudes towards the local language and English, focusing on the cognitive, affective, and conative components of their language use. Using a qualitative phenomenological approach, data were collected through interviews and observations with four users aged 21-25. The findings show that users value the local language for its cultural preservation role and emotional connection, while English is recognized as an important language for global communication and professional opportunities. Cognitively, users appreciate the complementary roles of the two languages, with positive stereotypes attached to bilingualism. Affective responses show pride and comfort in using the local language, yet sometimes feel nervous when using English. Conative attitudes reflect a strong motivation to maintain the local linguistic heritage while developing English proficiency to meet global requirements. Although English is often perceived as a modern and prestigious language, local languages still play an important role in fostering cultural identity and emotional connection in personal interactions. This study concludes that language attitudes in Voisa demonstrate the dynamic interplay between cultural identity, social factors, and the practical utility of multilingualism in the digital space, which provides insight into the sociolinguistic impact of online communication platforms in a multilingual society.

الملخص

فوتري، ادبلا إيكاً (٢٠٢٤) اللغة المحلية مقابل الإنجليزية: موقف اللغة الذي يمثلته مستخدمو فويسا. رسالة جامعية للحصول على درجة البكالوريوس. قسم الأدب الإنجليزي. كلية الآداب. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: البروفيسور الدكتور موجيار هارجو، م. س

الكلمات المفتاحية: علم اللغة الاجتماعي، موقف اللغة، اللغة المحلية، اللغة الإنجليزية، فويسا

توفر فويسا كمنصة للتواصل الرقمي فرصة جذابة لتحليل المواقف اللغوية في سياق متعدد اللغات. تستكشف هذه الدراسة مواقف مستخدمي فويسا تجاه اللغة المحلية واللغة الإنجليزية، مع التركيز على المكونات المعرفية والعاطفية والسلوكية لاستخدامهم للغة. باستخدام المنهج الظاهري النوعي، تم جمع البيانات من خلال المقابلات والملاحظات مع أربعة مستخدمين تتراوح أعمارهم بين ٢١-٢٥ عامًا. تظهر النتائج أن المستخدمين يقدرون اللغة المحلية لدورها في الحفاظ على الثقافة والارتباط العاطفي، بينما يتم الاعتراف باللغة الإنجليزية كلغة مهمة للتواصل العالمي والفرص المهنية. من الناحية المعرفية، يقدر المستخدمون الأدوار التكميلية للغتين، مع وجود صور نمطية إيجابية مرتبطة بالثنائية اللغوية. تظهر الاستجابات العاطفية الفخر والراحة في استخدام اللغة المحلية، لكنهم يشعرون أحياناً بالتوتر عند استخدام اللغة الإنجليزية. تعكس المواقف السلوكية دافعاً قوياً للحفاظ على التراث اللغوي المحلي مع تطوير إتقان اللغة الإنجليزية لتلبية المتطلبات العالمية. على الرغم من أن اللغة الإنجليزية غالباً ما يُنظر إليها على أنها لغة عصرية ومرموقة، إلا أن اللغات المحلية لا تزال تلعب دوراً مهماً في تعزيز الهوية الثقافية والارتباط العاطفي في التفاعلات الشخصية. تخلص هذه الدراسة إلى أن المواقف اللغوية في فويسا تظهر التفاعل الديناميكي بين الهوية الثقافية والعوامل الاجتماعية والفائدة العملية للتعددية اللغوية في الفضاء الرقمي، مما يوفر نظرة ثاقبة حول التأثير الاجتماعي اللغوي لمنصات التواصل عبر الإنترنت في مجتمع متعدد اللغات.

ABSTRAK

Putri, Adila Eka (2024) *Local Language Versus English: Language Attitude Represented By Voisa Users*. Undergraduate Thesis. Department of English Literature. Faculty of Humanities. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: Prof. Dr. H. Mudjia Rahardjo, M.Si.

Kata Kunci: Sociolinguistik, Sikap Bahasa, Bahasa Daerah, Bahasa Inggris, Voisa

Voisa sebagai platform komunikasi digital memberikan kesempatan yang menarik untuk menganalisis sikap bahasa dalam konteks multilingual. Penelitian ini mengeksplorasi sikap pengguna Voisa terhadap bahasa daerah dan bahasa Inggris, dengan fokus pada komponen kognitif, afektif, dan konatif dalam penggunaan bahasa mereka. Menggunakan pendekatan fenomenologis kualitatif, data dikumpulkan melalui wawancara dan observasi terhadap empat pengguna berusia 21-25 tahun. Hasil penelitian menunjukkan bahwa pengguna menghargai bahasa daerah karena perannya dalam pelestarian budaya dan koneksi emosional, sementara bahasa Inggris diakui sebagai bahasa penting untuk komunikasi global dan peluang profesional. Secara kognitif, pengguna menghargai peran komplementer dari kedua bahasa tersebut, dengan stereotip positif yang melekat pada kedwibahasaan. Respon afektif menunjukkan kebanggaan dan kenyamanan dalam menggunakan bahasa daerah, namun terkadang merasa gugup ketika menggunakan bahasa Inggris. Sikap konatif mencerminkan motivasi kuat untuk mempertahankan warisan linguistik lokal sambil mengembangkan kemampuan bahasa Inggris untuk memenuhi tuntutan global. Meskipun bahasa Inggris sering dianggap sebagai bahasa modern dan bergengsi, bahasa daerah tetap memainkan peran penting dalam menumbuhkan identitas budaya dan koneksi emosional dalam interaksi pribadi. Penelitian ini menyimpulkan bahwa sikap bahasa di Voisa menunjukkan interaksi dinamis antara identitas budaya, faktor sosial, dan utilitas praktis multilingualisme dalam ruang digital, yang memberikan wawasan tentang dampak sociolinguistik platform komunikasi online dalam masyarakat multilingual.

TABLE OF CONTENT

| | |
|---|------|
| THESIS | |
| THESIS | ii |
| STATEMENT OF AUTHORSHIP | iii |
| APPROVAL SHEET | iv |
| LEGITIMATION SHEET | v |
| MOTTO | vi |
| DEDICATION | vii |
| ACKNOWLEDGMENT | viii |
| ABSTRACT | ix |
| الملخص | x |
| ABSTRAK | xi |
| TABLE OF CONTENT | xii |
| CHAPTER 1 | 1 |
| A. Background of The Study | 1 |
| B. Research Questions | 5 |
| C. Objectives of The Study | 6 |
| D. Significance of The Study | 6 |
| E. Scope and Limitation | 6 |
| F. Definition of Key Term | 7 |
| CHAPTER II | 8 |
| A. Previous Studies | 8 |
| B. Theoretical Perspectives | 11 |
| 1. Language Attitudes | 11 |
| 2. Positive and Negative Attitudes | 18 |
| 3. Language Choices | 20 |
| CHAPTER III | 24 |
| A. Paradigm | 24 |
| B. Approach | 24 |
| C. Method | 25 |
| D. Techniques | 25 |

| | |
|-------------------------------------|------------|
| E. Instrument | 26 |
| F. Data Collection | 27 |
| G. Triangulation | 29 |
| H. Data Analysis | 30 |
| CHAPTER IV | 33 |
| A. Findings | 33 |
| a) Cognitive Attitude | 33 |
| b) Affective Attitude | 56 |
| c) Conative Attitude | 89 |
| B. Discussion | 108 |
| CHAPTER V | 118 |
| A. Conclusion | 118 |
| B. Suggestion | 120 |
| BIBLIOGRAPHY | 122 |
| CURRICULUM VITAE | 127 |
| APPENDIX | 128 |
| A. INTERVIEW GUIDELINE | 128 |
| B. INTERVIEW QUESTIONS | 129 |

CHAPTER 1

INTRODUCTION

This chapter contains the background of the study, research questions, objectives of the study, significance of the study, scope and limitations, and definition of key terms.

A. Background of The Study

The internet media, more specifically social media, is how technological advances emerge and dominate language relations. In today's digital, social media has become the primary arena for individuals to express their identities and interact with others (Al Zidjaly, 2019). Facebook, YouTube, and Instagram, among many other social media platforms, have evolved into arenas where users communicate their diverse linguistic patterns to create a space in which they can practice their preferred identities (Tankosić, 2023). Voisa is a social media platform that allows users from all over the world to communicate online by an internet connection. Over a hundred thousand users from various countries have downloaded the app, which allows them to share ideas, thoughts, and experiences and also build new connections. However, people's attitudes toward the local language and English used in communication differ.

This study focuses on the use of local languages and English in communication using a sociolinguistic approach. This approach examines the relationship between language and the people who communicate. (Oktavia, 2022) and how social, cultural, and identity factors influence them. language choice (Menggo, 2020). Language choice is influenced by an individual's attitude toward language (Getie, 2020). Furthermore, the dominance of English in online communication often creates a hegemony that can overshadow local language, affecting user's language attitudes and choices (Zeng, 2024). This study will look at how Voisa users' use of local languages and English in online communication reflects their language attitudes, providing a better understanding of how individual attitudes toward language influence language choice.

The relationship between language and society is a multidisciplinary study of sociolinguistics. Sociolinguistics is concerned with identifying the social function of language to convey social meaning, explaining why people speak differently in different social contexts and genders choose different words when speaking (Abdillah, 2023). Sociolinguistics becomes crucial in examining how users' attitudes toward language differ between language variations and language use in social media. The internet and social media become media or tools for communicating through cyberspace in this industrial era of 4.0 (Rahardaya, 2021). However, the existence of social media can change communication behavior and language choice. An individual's attitude towards their language or other language is known as

language attitude (Kridalaksana, 2001). According to Rosenberg and Hovland, language attitudes consist of three components: affective, conative, and cognitive (Kircher R, 2022). Those components can explore language attitudes which can be positive language attitudes and negative language attitudes (Amin, 2020).

Previous studies have examined sociolinguistics by analyzing language attitudes with different objects. The result of this study the language used shows a positive attitude towards Indonesian, English, and local languages depending on sociolinguistic settings (Fitriati A, 2020). This is due to each individual choosing and using different languages based on situations, and functions in society (Abdillah, 2023). It can be also affected by demographic factors such as age and education level (Al-Hakami, 2023). Another study showed positive rather than negative language attitudes toward the local language used in the Sumbawa community, (Menggo, 2020) in primary schools in Putonghua, (Li, 2022), and Indonesian language teachers towards Acehnese language (Pujiono, 2023). The study strengthened negative affective attitudes toward English in local community settings (Wati, 2019). However, other studies conducted positive attitudes toward English in cognitive, affective, and conative components (Utami, 2020). This study also conducted loyalty, awareness of positive language norms (Fathaniah, 2023) and positive language pride (Devi, 2023).

This study is similar to previous studies, but the object in this still rarely used. This study explores the field of sociolinguistics, focusing on

language attitudes in social media, specifically Voisa users who use local languages and English, given that this platform is used by hundreds of thousands of people from different languages and cultures. In the academic literature, the object used in this study is relatively new and intriguing. The novelty of this study highlights a highly relevant phenomenon in the development of social media and users' attitudes towards the language used. This study is urgently needed to provide a comprehensive understanding of how social media can influence language attitudes.

In recent years, Voisa has become a global phenomenon that has gained popularity among internet users, with hundreds of thousands of users representing a wide range of countries, cultures, and languages. Voisa is a voice-based communication that allows users to engage with users from around the world, allowing interaction in multiple languages. The uniqueness of this subject comes from the fact that these platforms are evolving into a new reality of interpersonal communication, including a source of entertainment and access to the latest linguistic data (Saduakhassova, 2023). The language used on this platform is English and local, particularly by Indonesian users, reflecting the diversity of languages that can be studied by analyzing user attitudes toward the language. The limitations of available respondents limit the study's generalizability. Even though this platform provides current linguistic data, perhaps not every Voisa user actively uses local languages.

This study assumes that language use on the Voisa platform reflects users' language attitudes towards the local language and English. Language behavior, particularly among local language speakers in Indonesia, can reflect their language attitude toward the language used. Voisa users have different language preferences - the use of social media has changed the way people communicate online, which has a significant impact on their language behavior and culture. In addition, language use is also influenced by social, cultural, and identity factors.

This study aims to investigate how the use of local languages and English on the Voisa reflects users' attitudes towards language. It also aims to analyze the role of social, cultural, and identity factors in language use preferences in a social media context.

B. Research Questions

Based on the explanation mentioned in the background of the study, the research questions are as follows:

1. How do users' language attitudes reflect positive and negative attitudes?
2. How do social, cultural, and identity factors contribute to users' language choices?

C. Objectives of The Study

This study aims to investigate the language attitudes toward the use of local languages and English by users of the Voisa platform. This study going to explore the cognitive, affective, and conative components that shape these attitudes, to find out whether users show positive or negative attitudes. Further, this study also aims to analyze the role of social, cultural, and identity factors on individuals' language choices in the context of online communication platforms.

D. Significance of The Study

This study examines the language attitudes represented by users of the Voisa platform and can contribute to a better understanding of English and local language use in multilingual societies.

E. Scope and Limitation

The scope of this study focuses on the field of sociolinguistics using Rosenberg and Hovland's theoretical framework of language attitude, which includes affective, conative, and cognitive components. The study's object is Voisa platform users, particularly their attitudes when using local languages and English, as explored through interviews producing both positive and negative attitudes. However, this study has several limitations. First, the sample size and scope of respondents are limited to Voisa users utilizing local languages and English, which may not fully represent all

language attitudes across other multilingual communities or digital platforms. Second, while this study employs a qualitative approach that relies on interviews as the primary method of data collection, the interviews were conducted by an individual with higher expertise in the languages involved, rather than the researcher themselves. Although the researcher was present to ensure clarity and guide the process, this delegation could introduce a degree of detachment from the direct interaction, which is a key element of qualitative research.

F. Definition of Key Term

The key terms are used to avoid misunderstanding the meaning of some of the terms used in this study. The researcher provides the following definitions:

Language attitude represents an individual's perception of language, including affective, conative, and cognitive components.

Positive attitude an individual's views, feelings, and tendencies that are favorable or supportive toward a language.

Negative attitude an individual's unfavorable or rejecting views, feelings, and tendencies towards a language.

Language Choices an individual's decision to use language to communicate can be influenced by social, cultural, and social factors.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains the previous study and theoretical review related to this research.

A. Previous Studies

Several previous studies on language attitudes toward regional languages, Indonesian, and English, have been conducted. However, the context and object of study are different. Following are several previous studies that specifically examined online phenomena or digital media platforms in covering the topic of language attitudes. First, the study Fathaniah (2023) conducted a study on the language attitudes of the K-Pop boy group NCT 127 towards English on the YouTube Podcast of Amazon Music Channel. The research analyzed the positive and negative language attitudes of the group members in a public speaking context. The study used the theory of language attitudes by Garvin and Mathiot (2010) and found that the dominant characteristics that emerged were positive language loyalty, negative language loyalty, and positive awareness of the norm. This study is relevant as it provides insights into the attitudes of non-native English speakers towards English, which can be compared to the attitudes of local language speakers towards English. Also, the study by Devi (2023) analyzed the language attitudes of followers on the Instagram comments of

a public figure, Denny Caknan. The study found that most of the followers had a language attitude dominated by language pride. This study is relevant as it provides insights into the language attitudes of social media users towards a public figure's language use, which can be compared to the attitudes towards English in online communication platforms.

There is the study by Utami (2020) that focuses on examining the correlation between Islamic boarding school students' positive attitudes toward English and English proficiency scores to see the effect of language attitudes on students' English academic achievement this study used a mixed-method approach, including a questionnaire and interviews, to investigate the cognitive, affective, and conative components of language attitudes among high-achieving and low-achieving students. Similarly, the study by Li et al. (2022) developed and validated a scale for assessing attitudes toward multiple languages among multilingual students in China. The Language Attitudes Scale-Student Form (LASS) was used in the study to assess students' attitudes toward their dialect, ethnic language, Putonghua, and English. The study included a large number of students from various educational levels and ethnic groups, emphasizing the significance of language attitudes as an individual difference factor in language learning.

Furthermore, Al-Hakami (2023) conducted a mixed-methods study of language attitudes in Saudi Arabia, focusing on Saudi Arabian society's attitudes toward three local languages. Multiple tasks and interviews were used in the study to elicit spontaneous impressions, attitudinal evaluations,

and experiences of linguistic discrimination. The findings revealed significant demographic differences in attitudes, with older, more educated respondents having more negative attitudes toward Arabic varieties. The study by Menggo et al. (2020) examined the language maintenance model for the Sumbawane language in the Balinese community, this study investigated language competence, use patterns, and attitudes of Sumbawane speakers, revealing that speakers had good competence towards their language and generally positive attitudes towards it. The findings emphasized the importance of language choice and change in maintaining cultural diversity and ethnic identity.

Moreover, Wati (2019) explored the language attitude of the Sundanese community in Indonesia towards English as a foreign language. The research revealed different attitudes in terms of cognitive, behavioral, and affective aspects towards English, indicating a mix of positive and negative attitudes among the respondents. The study highlighted the significance of understanding language attitudes within specific sociolinguistic contexts. Pujiono (2023) conducted a study on the language attitudes of Indonesian language teachers and lecturers in Banda Aceh city toward their mother tongue, the Acehnese language. The research revealed that the teachers demonstrated strong, confident, affirmative, and flexible attitudes toward the Acehnese language. This study is relevant to the current research as it provides insights into the attitudes of language speakers towards their local language, which can be compared to their attitudes

towards English. Then, the study by Abdillah et al. (2023) analyzed the language attitudes of employees in a startup company, PT. Inovasi Edukasi Karya Anak Negeri. This study found that the employees had a positive attitude towards their ethnic languages, with 100% expressing pride in their language and a desire to sustain and maintain it. This study is relevant as it provides insights into the language attitudes of individuals in a professional setting, which can be compared to the attitudes towards English in the workplace.

B. Theoretical Perspectives

1. Language Attitudes

Language attitudes play an important role in shaping our understanding of how people evaluate and respond to different languages (Garret, Attitudes to language, 2010). Based on social psychology, proposes that attitudes toward language are formed through a complex interaction of cognitive, affective, and behavioral or conative aspects. According to Rosenberg and Hovland (1960), attitudes not only reflect individual judgments about the prestige or usefulness of a language but are also influenced by emotional and evaluative responses associated with linguistic choices, they emphasize that attitudes towards language not only reflect individual judgments about the prestige or usefulness of a language but are also influenced by emotional and evaluative responses associated with

linguistic choices. Thus, attitudes towards language are not only cognitive but also affective and behavioral. This suggests that evaluations of language are not only based on rational considerations but are also influenced by emotional responses to the language.

Utilizing Rosenberg and Hovland's (1960) theoretical framework in examining the research question, 'Local Language versus English: Language Attitude Represented by Voisa Users,' is crucial in uncovering the fundamental dynamics of language attitudes in the digital communication realm. The users of Voisa are expected to demonstrate unique attitudes towards the local language and English, shaped not only by the practical usefulness of the languages but also by the socio-emotional connections associated with each language, as evidenced through their interactions on the platform. indicates that individuals form language attitudes in response to societal norms, group affiliations, and cultural associations.

In the context of Voisa users, these social dynamics are particularly pertinent as the platform likely represents a diverse community involved in linguistic interactions. It is essential to investigate how language attitudes are shaped within this social environment to comprehend the impact of language choices on the formation and expression of group identity.

a) Cognitive Language Attitude

The cognitive component includes language users' cognitive processes, stereotypes, ideologies, and thought processes toward a

language (Dragojevic, 2017). This component revolves around how individuals perceive, interpret, and make decisions related to language use, which then affects their language attitudes.

Language stereotypes, an important aspect of the cognitive component, are common but often inaccurate generalizations about a particular language (Fauconnier, 1999). These stereotypes shape people's perceptions and attitudes toward language, which affect language choice and intercultural interactions. For example, in the realm of English stereotypes, English is often perceived as the language of science, business, modernity, and the upper-middle social class (Shin & Kubota, 2008). In contrast, regional or local languages may be stereotyped as traditional, less prestigious, and associated with the working class. Such stereotypes influence individuals' language decisions and code-switching practices in various social contexts.

Linguistic stereotyping is another aspect of cognitive language processing worth discussing within the theoretical framework (Fauconnier, 1999). These stereotypes refer to preconceived ideas and assumptions about the linguistic abilities or characteristics of individuals or groups based on their language use. For example, some people may have a stereotype that people who speak English as a second language have limited language ability or

lack fluency. These stereotypes can shape interactions, perceptions, and attitudes, leading to language bias or discrimination.

Ideology also plays an important role in the cognitive component of language processing. Ideologies are the beliefs, values, and ideologies associated with language use and its social implications (Dragojevic, 2017). Ideologies influence language choice, interpretation, and individual attitudes. For example, ideologies related to linguistic purity and linguistic ecosystems may determine language choices within a particular community or social group. Ideologies can also influence language maintenance or shift decisions in multilingual societies.

Moreover, identity construction is also closely intertwined with cognitive components, as language choice often plays a fundamental role in identity construction and negotiation. Different languages or language varieties are associated with particular social, cultural, or professional identities, leading to the selection of particular languages in various contexts (Dragojevic, 2017). For example, a bilingual individual may choose to speak their native language when interacting with family members to reinforce cultural identity, while using English in academic or professional settings to conform to societal norms and expectations.

Ultimately, this research explores how individuals perceive and interpret language, make language choices, and construct their

identities through language use. This in-depth analysis of cognitive processes provides valuable insights into language attitudes and their implications in intercultural communication.

b) Affective Language Attitude

The affective component relates to the emotions, feelings, and evaluations that language users have toward a language (Garrett, Williams, & Coupland, 2005). This component includes both positive and negative emotions, ranging from feelings of pride, comfort, and confidence to emotions such as embarrassment, self-doubt, and lack of confidence when using a language.

In the context of English, there is often a sense of awe, admiration, and lack of confidence when one has to speak in English. On the other hand, towards one's mother tongue or local language, there is a sense of pride, comfort, and familiarity. These positive and negative feelings are closely related to the concept of linguistic insecurities, which is self-confidence in language use (Tsui, 2017). These insecurities arise due to the pressure to conform to certain social norms associated with using a language that is considered "standard" (such as English) compared to a local or regional language that may be considered "less prestigious."

Affective components and the concept of linguistic insecurity have significant implications in the field of linguistics. This accounts for individuals' emotional experiences and

evaluations of language, which in turn influence language choice, language attitudes, and overall communication behavior. Understanding affective components provides insight into the psychological and emotional aspects of language use and helps in overcoming language-related anxieties or challenges.

The use of the affective component is to explore the range of emotions and evaluations that individuals have towards different languages. By recognizing and understanding these affective factors, researcher can gain a comprehensive understanding of how language users perceive and interact with language, which enables the development of effective language learning strategies, interventions, and policies aimed at addressing language insecurity and promoting positive language attitudes.

c) Conative Language Attitude

The conative component deals with language users' tendencies, intentions, and motivations when using a particular language (Kircher, 2022). This study explores whether individuals are motivated to maintain their mother tongue or local language or whether users code-switch to a foreign language due to environmental pressure. In the case of English in Indonesia, there is a strong motivation to code-switch from mother tongue to English, especially in the fields of education and employment, where English is considered more prestigious (Lamb, 2008). However, there are

still individuals who strive to maintain their local language as a cultural identity. From a linguistic perspective, this component is closely related to the concepts of language maintenance and language shift (Wardhaugh & Fuller, 2015). Language maintenance occurs when speakers are motivated to continue using and passing on their mother tongue. Language shift occurs when speakers of a minority language switch to the majority language due to environmental pressures. The conative component also influences speakers' code choice, code-mixing or switching, and language orientation (Alshatti & Jamali, 2023)

The conative component in the theoretical framework allows for a deeper understanding of individuals' motivations and intentions when using different languages. This component explains the reasons behind code-switching behavior and language choice. By examining this component, the researcher can gain insight into the factors that influence individuals' language decisions, which can inform language planning and policy, as well as language education strategies. This is particularly important to explore as it can provide a comprehensive understanding of individuals' motivations and tendencies in language use. This understanding can contribute to the development of effective language maintenance programs, language revitalization efforts, and language policies that are sensitive to speakers' motivations, aspirations, and linguistic identities.

2. Positive and Negative Attitudes

a) Positive Attitude

A positive attitude toward language is characterized by three main characteristics: language loyalty, language pride, and desire for language learning (Baker, 1992). Language loyalty refers to an individual's feelings of pride and loyalty to their mother tongue or local language, followed by a desire and commitment to maintain and preserve the language, which is linked to the affective component of language attitude where individuals with this attitude tend to feel emotionally attached to their mother language, believe it is an important part of their cultural identity, and feel obliged to convey it to the next generation.

The second characteristic is that language pride is also part of the affective component where individuals have positive feelings of pride, appreciation, and high regard for the language used. It also involves the cognitive component of positive judgment and evaluation of the language (Garret, 2010). An individual with language pride feels that their language has value, prestige, and standing to be proud of (Wardhaugh, 2006). They respect the language's richness, and complexities, and the way they feel honored when they use it.

The third characteristic is a desire or motivation to learn more about the language and improve their skills, which is a representation of the conative component. An individual has a desire to learn and master the language further which reflects motivation by broadening vocabulary, improving grammar also improving communication skills. This desire comes as a result of intrinsic appreciation of the language itself or from recognition of the practical benefits of language in social and professional contexts.

b) Negative Attitude

A negative attitude toward language involves stereotypes, prejudices, and negative evaluations of a language. The negative judgment or perception of a language, which often based on negative stereotypes about the speakers of the language (Ladegaard, 2002). Garrett (2010) also mentions that negative stereotypes such as considering a language as "bad, rude, or worthless" are instances of the cognitive component of negative attitudes.

Negative feelings such as "low self-esteem, anxiety, discomfort, even hatred" towards a language are affective components related to negative feelings and emotions related to the use of a language. This negative feeling can also lead from hatred to avoidance and even a tendency in the affective component to refuse to use that language in daily interactions (Ladegaard, 2002). These

negative attitudes can contribute to language shift, due to avoiding using the language (Cargile A. &, 1994).

3. Language Choices

a) Social Factors

An individual's choice of language is affected by many social factors such as age, gender, social class, ethnicity, etc (Mestereaga, 2015). These factors have a significant influence on how an individual views and attitudes towards a language. Attitudes towards language can differ between different age groups where young age groups tend to be more adaptive, open to new trends including the use of foreign languages, and have a positive attitude towards foreign languages, especially English as a global language which is also considered more modern, prestigious and has opportunities in the global world. compared to the older age group who are emotionally closer and stronger with the local language, consider the mother tongue/local language as a cultural identity that must be maintained and tend to be closed to foreign languages because it is considered to threaten the existence of local languages.

In addition, gender has different language attitudes towards the use of language and acceptance of certain languages. Women tend to be more positive in accepting and using standard/prestigious language norms, paying more attention to linguistic rules such as

grammar, correct pronunciation, etc. Tend to be negative towards the use of language that does not fit the norm, such as slang, dialects, etc. This is because women want to show a feminine image and good social status through the use of standardized language. However, men tend to be less concerned with standard language norms, more free and open to using non-standard language varieties such as dialects, and slang, showing masculinity, freedom, and less concern for social status.

Social class has a significant role in how individuals perceive and behave towards language. In general, the upper class tends to have more positive attitudes towards foreign languages by considering these languages as having higher social status values, symbols of education, intellectuality, and high social class, emphasizing the importance of using foreign languages. However, they tend to be less appreciative of their mother tongue or local languages which are considered inferior. While the lower class tends to be less interested in using foreign languages because they are considered too formal and not in their daily lives, foreign languages are less important and not very influential in the lives of the lower class, inferior to foreign languages because they feel unable to use them well. They are more comfortable using local languages that are familiar with their social environment.

b) Cultural Factors

An individual's choice of language is affected by cultural identity and attachment to a particular cultural group (Giles H. &, 2007). The use of a mother language or local language reflects an effort to maintain cultural identity, while the use of a foreign language such as English can be associated with global or modern culture. The cultural values held by a society can shape their preferences and attitudes towards a particular language (Kramsch, 2012). For example, in cultures that emphasize respect and hierarchy, the use of more formal language or language that is considered prestigious tends to be more common.

In addition, the concept of "communicative competence" emphasized that language choice is also influenced by the cultural context and the communicative function to be achieved (Adamson, 2016). The local or mother language is often considered more appropriate for a particular cultural context or for conveying emotional meaning or building relationships. In the context of virtual environments social media highlights how to create new spaces for cultural interaction and language exchange. Voisa users may adapt their language choices to facilitate cross-cultural communication or negotiate cultural identities in dynamic virtual environments.

c) Identity Factors

Language and Identity have a close relationship (Norton B. , 2000). Norton's framework emphasizes that language learners are motivated not just by instrumental goals, but by their investment in the identities that different languages make possible. When someone speaks, they not only exchange information, but also build social relationships and negotiate how to view themselves, or in other words, construct an identity. The use of a certain language can index or mark a certain identity for the speaker which is the principle of indexicality (Hall, 2005). For example, the use of local languages can index cultural identity, while English can index global identity.

Language plays an important role in building social identity, when someone takes a certain perspective in using language, they indirectly communicate a certain identity that they want to acknowledge. Apart from that, in language learning and use, where a person may choose to use a particular language because of the symbolic or material investment expected from the identity associated with that language (Blackledge, 2001).

CHAPTER III

RESEARCH METHOD

This chapter contains the paradigm, approach, method, techniques, instrument, data collection, triangulation, and data analysis.

A. Paradigm

This study refers to a postpositivistic paradigm that emphasizes rationality, objectivity, and scientific skepticism in observing social reality (Scotland, 2012). The researcher tries to be unbiased and unemotional by using scientific standards in data collection and analysis of research findings (Creswell, 2014). Therefore, the researcher knowledge was obtained through interviews and observation, not simply the researcher opinion. This paradigm is in line with the quasi-qualitative approach and phenomenology as a type of method used in this research on the language attitudes of Voisa users.

B. Approach

This study used a quasi-qualitative approach that departs from the positivistic paradigm that uses theory from the beginning of research to understand reality (Rahardjo, 2023). It was suitable for gaining an in-depth understanding of sociolinguistic phenomena in the context of social media use in the digital age as it aimed to explain phenomena based on data in the

form of sentences. The qualitative approach allows the researcher to understand deeply about the phenomenon under study. A qualitative approach focusing on interpretation and context allows researcher to investigate differences in subjectivity in language attitude and the social context behind language use. The researcher used this method because, in this study, the researcher aimed to find out the attitudes towards the use of local language and English in Voisa users.

C. Method

This research used a qualitative phenomenological method , which is particularly suitable for exploring the subjective experiences of individuals. Phenomenology emphasizes understanding social reality from the perspective of the subjects involved (Rahardjo, 2023). Phenomenology is appropriate as it aims to delve into the lived experiences of several individuals regarding a specific phenomenon or concept (Creswell, 2014). By focusing on the unique experiences and perspectives of each person, this study seeks to gain a comprehensive understanding of social media users' attitudes towards the use of local languages versus English.

D. Techniques

The researcher used interviews and observations as techniques in this study. The interviews were conducted via voice calls, which allowed for a more dynamic interaction and the opportunity to explore users' responses in depth. This techniques was chosen to facilitate a conversational flow,

enabling users' to express their thoughts and feelings more freely. The participants selected for this study were Voisa users, specifically four individuals aged 21-25, chosen for their diverse linguistic backgrounds and proficiency in both local languages and English.

E. Instrument

Research instruments are tools or facilities used by researcher to collect data to make their work easier and the results are better in the sense of being careful, complete, and systematic so that they are easier to process (Sugiyono, 2017). The main instrument in qualitative research is the researcher who sets the focus of the research, selects participants, conducts data collection using appropriate techniques, analyzes data, and concludes the study. Besides that, the researcher also uses other supporting instruments (Creswell, 2014). There were interview guidelines that contained a list of structured and open-ended questions asked to the participants to explore in-depth information about their language attitudes on social media. An observation sheet, in the form of a checklist, that used during online observation of the interactions of the Voisa users to record important things related to their language attitudes and behaviors on social media. Additionally, transcripts of the interview sessions were created to ensure that the researcher could obtain accurate verbal data that could be used for analysis.

F. Data Collection

The researcher did several stages of data collection. Firstly, The researcher selected Voisa as the primary data source because this platform holds a unique position as a multilingual digital communication medium. Voisa is used by individuals from diverse linguistic and cultural backgrounds, providing a rich context for exploring language attitudes.

Secondly, The researcher chose four Voisa users aged 21–25 as research participants. The selection was made purposively as Creswell (2014) highlights that purposive sampling is particularly useful in qualitative research as it allows researchers to select individuals who can provide the most relevant and insightful data for the study. This approach was chosen to ensure diversity in language background, gender, education, and professional experience, enabling a comprehensive exploration of user perspectives.

Table 3.1 The details of the participants' profiles.

| Name | Gender | Age | Ethnicity | Occupation | TOEFL Score |
|-------------|---------------|------------|------------------|---|--------------------|
| Yahya | Male | 25 | Sundanese | English editor at International magazine | 520 |
| Adam | Male | 23 | Melayunese | Freelancer (English required environment) | 480 |
| Audrey | Female | 21 | Betawi | English Literature student | 547 |

| | | | | | |
|-------|------|----|----------|----------------------------|-----|
| Azwar | Male | 22 | Javanese | English Literature student | 497 |
|-------|------|----|----------|----------------------------|-----|

To maintain users' privacy, their names were anonymized, and profile details were adapted to reflect reality without compromising individual privacy. This ethical consideration is crucial to ensure that the research is conducted with respect for participants' rights and privacy.

Thirdly, The researcher conducted semi-structured interviews with users via voice calls. This method allowed for more personal and in-depth interaction compared to other data collection methods. The presence of the researcher during the interviews helped ensure clear communication and reduce the likelihood of misunderstandings, demonstrating an effort to build a good rapport with the participants. The interviewer, who was proficient in English and knowledgeable in the four local languages used by the participants, facilitated these interviews to minimize misunderstandings. The researcher was present alongside the interviewer to ensure clarity and facilitate communication. These interviews were designed to explore participants' language attitudes based on three components of language attitudes cognitive, affective, and conative referring to the framework developed by Rosenberg and Hovland (1960). The interview questions aimed to delve into users' views, feelings, and motivations regarding language use on Voisa. The interview questions were developed based on previous studies by Utami (2020), Li et al. (2022), and Al-Hakami (2021)

that utilized the theory of Rosenberg and Hovland (1960) but with different methods.

Fourthly, observations were conducted to record users' natural language use in the context of Voisa. These observations included communication strategies, language preferences, and code-switching phenomena that occurred during interactions on the platform.

Fifthly, the researcher transcribed the interviews and field notes from observations, ensuring accuracy and completeness. The transcripts were validated by cross-checking them with the users' recorded responses and observed interactions.

Finally, the researcher systematically organized the collected data into categories corresponding to the research objectives, focusing on the role of social, cultural, and identity factors in shaping language attitudes on the Voisa platform. This multi-step approach ensured a comprehensive and valid dataset for analysis.

G. Triangulation

Triangulation is defined as the combining of multiple data sources, researchers, theories, and methodologies in the study of the same phenomenon (Guion, Diehl & McDonald, 2011). Qualitative research results achieve a high level of credibility when they successfully explore problems or describe complex settings, processes, social groups, or patterns of interaction (Rahardjo, 2023). The goal of triangulation is to enhance the

validity and credibility of research findings by ensuring consistency from various perspectives. In this study, triangulation will be conducted by utilizing two different data collection techniques, namely interviews and observations, to gather data from Voisa users, who are participants. By triangulating data in this study, the researcher's validity is further ensured as information is obtained from a combination of diverse techniques and perspectives. The researcher triangulated data sources by interviewing and observing multiple participants with authority and deep knowledge of the research topic to ensure rich and varied data that reflect different viewpoints. This approach aims to guarantee the accuracy, credibility, and saturation of the collected data, ultimately leading to a valid conclusion on the research topic.

H. Data Analysis

The researcher went through several stages to analyze the data and answer the research questions. For two research questions, the researcher answered them collectively within each type, rather than separating them based on the numbering of the research questions. Firstly, the researcher referred to Rosenberg and Hovland's (1960) theory of language attitudes, which categorizes attitudes into cognitive, affective, and conative components. Data from interviews and observations of four Voisa users were initially transcribed and classified based on these three components.

Secondly, the researcher identified positive and negative attitudes for each component. For example, in the cognitive category, the researcher

differentiated between positive cognitive evaluations, such as the recognition of local language for cultural preservation and English for global communication, and negative cognitive evaluations, such as stereotypes or perceived limitations in language utility. Similarly, affective responses were categorized into positive emotions, such as pride in using the local language, and negative emotions, such as nervousness when using English. Conative attitudes were divided based on motivation, with positive motivation to maintain linguistic heritage and negative tendencies reflecting challenges in language use.

Thirdly, the researcher further elaborated on these categorized attitudes by linking them to the broader sociolinguistic context of digital media, particularly the Voisa platform. This involved examining how language attitudes influenced users' language choices, such as code-switching between local languages and English, and how these choices reflected underlying cultural, social, and identity factors.

Fourthly, the researcher synthesized the categorized data and patterns to connect them with the research objectives. For instance, the relationship between users' attitudes and their multilingual behaviors on Voisa was explored, emphasizing the dynamic interplay of local language and English usage.

Finally, the researcher concluded the findings by interpreting the data through the lens of Rosenberg and Hovland's theoretical framework. This analysis highlighted that Voisa users exhibit both positive and negative

attitudes towards local languages and English, shaped by cultural pride, practical needs, and the influence of digital communication platforms .

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

Based on the previously formulated research questions, this chapter presents the findings of language attitudes from Voisa users, through Rosenberg and Hovland's theory, which explores language attitudes through three core components: affective, cognitive, and conative. Data were collected through interviews with four Voisa users, between the ages of 21 to 25 who actively use both local languages and English on Voisa from the 5th May to 30th May 2024. The diversity of language backgrounds of users aims to provide a representative understanding of how each user's choice of language affects their language attitudes.

a) Cognitive Attitude

This study focuses on Voisa users' opinions, beliefs, and stereotypes towards the local language and English. Based on Rosenberg and Hovland's theory of language attitudes, it explores users' views of the importance of language as a tool for communication and cultural identity, as well as the effect of stereotypes on their language attitudes. Moreover, it looks at positive or negative attitudes towards language, as represented by users'

thoughts on the strengths, weaknesses, and attractiveness of each language.

1. Positive

Datum 1

Interviewer : “What do you think about local language and English?”
 Yahya : “Nurutkeun urang, *basana Sunda crucial buat njaga budaya urang. But English oge penting for global communication. Dua-duanya aya kaleuwihanana.*” (In my opinion, *the Sundanese language is crucial for preserving my culture. But English is also important for global communication. Both have their own advantages*)

From the conversation above, it can be seen that Yahya has a balanced view of Sundanese and English. He sees Sundanese as an important tool to preserve his local culture and identity. On the other hand, he also recognizes the importance of English as an international language that opens up opportunities for global communication. This opinion shows that Yahya has a good cognitive component, where he can evaluate the functions of both languages based on their respective roles.

Yahya also used code-switching in his answers, switching between Sundanese and English. This use shows his ability to adjust language choice to a particular context, reflecting the cognitive process of using language flexibly. The statement that “dua-duanya aya kaleuwihanana” shows Yahya's view of the role of the local language and English as complementary. This is in accordance with Rosenberg and Hovland's (1960) framework, which emphasizes that cognitive attitudes include a rational assessment of an object, in this case the function of language.

Datum 2

Interviewer : do you have any common views or stereotypes about this?
Yahya : **there is a stereotype that someone who can speak English mean smarter. *But I would say those who can speak both local and English are even cooler because they can communicate with a lot of people.***

From the conversation above, Yahya shows his awareness of the stereotypes that develop in society, which is the assumption that English ability is often associated with a higher level of intelligence. However, Yahya has critically rejected this stereotype by providing a more inclusive view. He argues that someone who is able to use both the local language and English is actually better because they can communicate with a wider range of people.

According to Rosenberg and Hovland's (1960) theory, Yahya's attitudes towards language can be explained through the cognitive component, where he evaluates this stereotype rationally and forms an alternative view that is more supportive of linguistic flexibility. His evaluation shows a logical thought process to understand the functional value of bilingualism, where both languages are perceived to have unique benefits and can complement each other.

Yahya's statements also reflect an appreciation of linguistic diversity and the importance of openness to different languages. This attitude shows that at the cognitive level, Yahya not only internalizes existing stereotypes

but it can also build a more balanced and critical understanding of language use. This is in line with Rosenberg and Hovland's theory which emphasizes that the cognitive component includes how individuals evaluate available information and use it to form attitudes.

Overall, Yahya's response reflects a deep cognitive process and an appreciation of the practical benefits of being bilingual, both for social communication and cultural identity. This critical stance emphasizes the importance of understanding language not just as a means of communication, but also as a representation of broader social adaptability.

Datum 3

Interviewer : What do you think about local language and English?
 Adam : **“Bahasa Melayu tu basa kite la. English is useful for work and stuff.” (Melayu is our language. English is useful for work and stuff)**

From the conversation above, Adam shows a structured view of the role of Malay and English. He describes Malay as “basa kite” (our language), reflecting a strong sense of attachment to his culture and identity. At the same time, Adam states that English has practical benefits, particularly in the context of work, calling it “useful for work and stuff.” According to Rosenberg and Hovland's (1960) theory, Adam's response reflects the cognitive component of language attitudes. He evaluated both languages based on their functions and usefulness in everyday life. Malay is considered important for maintaining cultural identity and social

relationships, while English is seen as a tool that supports professional and global needs. This view shows a logical and rational thought process in understanding the function of language in various contexts.

In addition, Adam's statement shows an awareness of the respective complementary roles of the two languages. This reflects a balanced cognitive attitude, where he does not prioritize one language over the other, but understands that each has unique benefits in certain domains. This attitude is in line with Rosenberg and Hovland's theory which emphasizes that a rational evaluation of the attitude of language can reflect an individual's deep understanding of the functional value of the object.

Overall, Adam's views show a balance in appreciating the cultural value of the local language while understanding the importance of English for modern needs. Such an attitude reflects a positive mindset that allows individuals to utilize the advantages of two languages without identity conflict.

Datum 4

Interviewer : “Do you have any common views or stereotypes about this?”
 Adam : **Ade orang cakap English lagi pandai, tapi I don’t really believe that la. It’s just a language.” (There are people who are very good at English, but I don't really believe in that. It’s just a language.)**

From the conversation above, Adam shows an awareness of the stereotypes that develop in society, namely that the ability to speak English is often considered a sign of intelligence. However, he rejected this

stereotype by stating that English is just a means of communication, with no direct link to one's level of intelligence. According to Rosenberg and Hovland's (1960) theory, this response reflects the cognitive component of language attitudes. Adam evaluated the stereotype critically and expressed a more neutral view, showing that he was not affected by the biased general perception of English. He processes the information logically and concludes that one's intelligence cannot be measured solely by the ability to speak one particular language.

This view also reflects Adam's ability to maintain an objective view of language. By stating "it's just a language," Adam places English in a position that is not superior to other languages. This shows a balance in his cognitive process, where he is able to identify stereotypes but does not internalize the bias as truth.

Overall, Adam's response shows a critical and reflective cognitive attitude towards linguistic stereotypes. This attitude reinforces Rosenberg and Hovland's theory which emphasizes that the cognitive component involves a logical evaluation of the attitude object. By rejecting unfounded stereotypes, Adam shows that his view of language is based more on the function of language as a means of communication than on biased social perceptions.

Datum 5

Interviewer : “Which language do you think looks more cool to use in Voisa?”

Adam : **“Honestly, I think mixing both languages looks the coolest. It’s just how we talk normally anyway.”**

From the conversation above, Adam shows a preference for code-mixing as the most engaging way of communicating on the Voisa platform. He states that language mixing is “how we talk normally anyway,” reflecting the comfort and naturalness of using two languages simultaneously. According to Rosenberg and Hovland's (1960) theory, this response reflects the cognitive component of language attitudes, where Adam evaluates code-mixing as a form of communication that is not only functional but also aesthetic. He sees language mixing as reflecting everyday habits, which suggests that his attitude towards language is based on logical understanding and personal experience.

In addition, Adam's attitude shows an appreciation for linguistic flexibility, where he does not view language as a system that must be separated, but as a tool that can complement each other. This demonstrates an adaptive cognitive process, where Adam understands that code-mixing reflects communication dynamics relevant to audiences on digital platforms such as Voisa.

Overall, Adam's views on the use of language mixtures demonstrate a positive and adaptive cognitive attitude toward the multilingual reality of the digital space. By mentioning that code-mixing is a “normal” way of speaking, he recognizes the practical and social value of this approach,

which is in line with Rosenberg and Hovland's theories regarding the importance of rational evaluation in forming attitudes.

Datum 6

Interviewer : “What do you think about local language and English”
Audrey : **“English is like, super important for global communication. Local language is nice for cultural stuff, but English is where it’s at.”**

From the conversation above, Audrey shows a clear view on the role of local language and English. She describes the local language as having cultural value (“nice for cultural stuff”), but emphasizes that English is more important, especially for global communication (“English is where it's at”).

According to Rosenberg and Hovland's (1960) theory, Audrey's response reflects the cognitive component of language attitudes, where she evaluates both languages based on their primary functions in life contexts. Audrey sees the local language as a tool that preserves cultural values, while English is positioned as a primary language relevant for global needs. This evaluation shows a logical thought process in understanding the different roles of the two languages. Statements such as “English is where it's at” also reflect a strong preference for English for wider communication. This illustrates a rational evaluation based on practical needs in the era of globalization. Audrey does not ignore the importance of local languages, but puts more emphasis on the role of English in encouraging international connectivity.

Overall, Audrey's response shows that she has a positive cognitive attitude towards both languages. She recognizes the value of the local language in maintaining cultural identity while understanding the importance of English for modern communication. This attitude is in line with Rosenberg and Hovland's theory, which emphasizes that the cognitive component involves a logical assessment of the benefits and functions of a language in various contexts.

Datum 7

Interviewer : What are the advantage and disadvantage of using English in Voisa?
 Audrey : **The advantage of English in Voisa is you can connect with anyone, anywhere. The disadvantage? Maybe some nuances get lost, but it's minor.**

From the conversation above, Audrey shows a coherent evaluation of the advantages and disadvantages of English on the Voisa platform. She emphasizes that the main advantage of English is its ability to reach anyone, anywhere (“you can connect with anyone, anywhere”). At the same time, she also mentioned a minor disadvantage of English, which is the loss of some nuances of meaning (“some nuances get lost”).

According to Rosenberg and Hovland's (1960) theory, Audrey's response reflects the cognitive component of language attitudes. She evaluates English based on its communicative function on digital platforms and recognizes the limitations, although the impact is not considered

significant. This attitude shows a rational and structured thought process, where Audrey weighs the advantages and disadvantages in equal proportions. Statements such as “it's minor” show that Audrey emphasizes the positive side of the English language, which is its ability to create global connectedness. This reflects a positive cognitive attitude, where she values the practical benefits of English more than worrying about its disadvantages.

Overall, Audrey's attitude towards English in the Voisa context is positive, based on a rational evaluation of its benefits for global communication. While she acknowledges the limitations, she does not view them as significant barriers, which shows a strong appreciation of the role of English on the platform.

Datum 8

Interviewer : “Which language do you think looks more modern & cool to use in Voisa?”
Audrey : “**English definitely looks more modern and cool to use in Voisa. It’s just the language of the internet, you know?**”

From the conversation above, Audrey shows a cognitive appraisal of English by calling it a more “modern” and “cool” language. She also emphasizes that English is “the language of the internet,” reflecting an awareness of the dominant role of English in digital and global communication.

According to Rosenberg and Hovland's (1960) theory, this response reflects the cognitive component of language attitudes, where Audrey evaluates English based on its association with technological trends and internet platforms. This assessment demonstrates a rational understanding that English has a privileged position in the digital age as a key tool for communicating globally. Audrey's statement that English is “the language of the internet” shows a logical evaluation process based on her observation of the dominance of English in cyberspace. This attitude reflects not only a practical view of the function of English but also how it influences perceptions of modernity and social appeal on platforms like Voisa.

Overall, Audrey's response to English demonstrates a positive cognitive attitude, where she evaluates the role of English as a symbol of modernity and a key communication tool in the digital space. This assessment is in line with Rosenberg and Hovland's theory which emphasizes the importance of rational evaluation in the formation of an attitude towards an object, in this case, language.

Datum 9

Interviewer : What do you think about local language and English?
 Azwar : **“I think both has their own unique. English very useful for global, yo pas gawe boso Inggris iku lebih global and I think when it comes to Javanese language useful pas aku ketemuan with Javanese people in this app”**(“In think both have their own unique. English is very useful for global, when using English it is more global and I think that

for Javanese it is useful when I meet Javanese people in this application.)

From the conversation above, Azwar shows an organized understanding of the functions of English and Javanese language in different contexts. He recognizes the uniqueness of each language, where English is considered very useful for global communication, especially in the world of work, while Javanese is used for more personal interactions, such as meeting with the Javanese community in Voisa.

According to Rosenberg and Hovland's (1960) theory, Azwar's response reflects the cognitive component of language attitudes. He evaluated both languages based on their functions in social and professional contexts. English is associated with global communication and work, while Javanese is considered relevant in maintaining local relationships within one's community. This evaluation shows a logical and equal thinking process, where Azwar understands the complementary roles of both languages without giving excessive preference to either language.

Statements such as “both have their own unique” show a balanced cognitive structuring, where Azwar does not see languages as competing entities, but rather as communication tools that complement each other. This attitude reflects a deep understanding of the functions of both languages in different domains, which supports Rosenberg and Hovland's theory of cognitive evaluation that involves recognizing the value and function of the attitude object.

Overall, Azwar showed a positive cognitive attitude towards English and Javanese. He understands that both have different but equally important roles, reflecting a rational view and flexibility in linguistic adaptation.

2. Negative

Datum 10

Interviewer : Do you have any common views or stereotypes about this?

Yahya : “ **there is a stereotype that someone who can speak English mean smarter.** But I would say those who can speak both local and English are even cooler because they can communicate with a lot of people. ,”

From the conversation above, Yahya shows awareness of the negative stereotypes in society regarding language hierarchy. He recognizes that there is a growing view that the ability to speak English is often associated with intelligence or higher social status.

According to Rosenberg and Hovland's (1960) theory, this response reflects the cognitive component of language attitudes, where Yahya consciously recognized society's bias against English. This awareness illustrates his cognitive ability to evaluate existing stereotypes and process the information critically. Yahya's statement also relates to the concept of “linguistic imperialism” (Phillipson, 1992), where the dominance of English creates the perception that mastery of the language indicates intelligence or higher status. Moreover, as Skutnabb-Kangas (2000) explains, the internalization of beliefs about language prestige can be detrimental to local languages, as they are seen as less important or less prestigious.

However, Yahya rejects this view by stating that people who can speak both the local language and English have a huge advantage. According to him, being bilingual allows one to communicate with more people, which he considers more “cool.” This attitude shows a rational evaluation that not only rejects stereotypes but also supports linguistic diversity and the value of bilingualism.

Overall, Yahya's response reflects a cognitive stance that is critical of social bias. By rejecting stereotypes and highlighting the importance of bilingual ability, he demonstrates a balanced and rational understanding of the value of both languages, which is in line with Rosenberg and Hovland's theory.

Datum 11

Interviewer : How does using English compare to using your local language in terms of emotional expression?

Yahya : **sometimes hard ngungkapin perasaan seakurat kalo pake basa Sunda. (sometimes it's hard to express feelings as accurately as when using Sundanese).**

From the conversation above, Yahya expressed the shortcomings of using English, especially in the aspect of emotional expression. He felt that English could not replace the emotional accuracy he felt when using Sundanese as his first language.

According to Rosenberg and Hovland's (1960) theory, this response reflects the cognitive negative component of language attitudes. Yahya

demonstrated an awareness of the limitations of English in conveying certain emotional nuances that he could more easily express in Sundanese. This assessment shows a rational evaluation of the emotional functions of both languages, where the first language (Sundanese) is considered more suitable for conveying deep expressions.

Yahya's realization is in line with research which shows that emotional expressions are often more difficult to convey accurately in a second language compared to a first language (Pavlenko, 2005). This is known as the “difference in emotional resonance”, where the first language has an advantage in conveying deep emotional meaning because it is more related to the individual's personal and cultural experiences.

Overall, Yahya's response shows a critical cognitive attitude towards the function of English and Sundanese in emotional communication. While he acknowledges that English is useful in global communication, he also realizes that Sundanese has advantages in the context of more personalized emotional expression. This attitude reflects a balanced rational evaluation of the strengths and limitations of both languages, which is in line with Rosenberg and Hovland's theory.

Datum 12

Interviewer : do you think using the local language in Voisa can causes confusion or misunderstanding? How do you deal with it?

Yahya : **uhm..ya sometimes there is misunderstanding, so I have to explain again to make sure we understand each other.**

From the conversation above, Yahya admitted that there are communication difficulties when using the local language on the Voisa platform. He mentioned that misunderstandings often occur, which requires him to explain again to make the communication clearer and understood by the interlocutor. This suggests that local languages have practical limitations in conveying messages accurately and directly in cross-cultural communication.

Yahya's attitude reflects a negative cognitive evaluation of local language use in multilingual situations such as Voisa. He rationally evaluates that while local languages are important for cultural identity, in the context of international communication or with a wider audience, they can lead to misunderstandings that slow down the communication process. This corresponds to what Spolsky (2004) calls the “communication burden”, where the use of a minority language in a larger social context often exacerbates communication difficulties, especially on a more global platform. Statements such as “sometimes there is misunderstanding, so I have to explain again” indicate that Yahya felt the need to provide additional explanations to make communication work. This reflects the limitations of the local language that affect the effectiveness of communication. Indirectly, it shows that local languages are less effective in conveying messages directly to a wider or multilingual audience.

Thus, Yahya's response shows the practical limitations of the local language, which may have caused communication to become more complicated and long-winded due to the misunderstandings that arose. This suggests a more negative attitude towards the use of local languages in digital platforms such as Voisa, where the diversity of the audience requires faster and more effective communication.

Datum 13

Interviewer : Do you have any common views or stereotypes about this?

Audrey : **There's this view that English speakers are more educated or worldly. I kinda agree, to be honest. It opens up more opportunities.**

From the conversation above, Audrey admits that there is a common view that associates the ability to speak English with a higher level of intelligence and worldly experience. She mentions that she agrees with this view, suggesting that the ability to speak English opens up more opportunities. Her statement shows the internalization of stereotypes in society, where mastery of English is often seen as an indicator of higher education and better social status. In this context, Audrey indirectly supports the stereotype by recognizing that English opens up more opportunities, both in social and economic aspects.

According to Rosenberg and Hovland's (1960) theory, this response reflects the cognitive component of language attitudes. Audrey evaluated English based on larger social beliefs about the prestige and social value associated with being able to speak the language. In this case, the ability to speak English is associated with greater social benefits, such as access to better education and wider career opportunities. This attitude is in line with the concept of value-expectancy patterns described by Rosenberg (1956), where cognitive beliefs about language are related to perceived social and economic value.

Audrey's statement is also in line with the concept of learned social associations explained by Hovland et al., which states that language attitudes are often influenced by learned social associations. In this case, English is seen as having a higher social status, which leads to more opportunities and prestige.

Overall, Audrey's response reflects the hegemonic influence of English, which reinforces the social stereotype that English proficiency is associated with higher social status and wider opportunities. As Phillipson (1992) points out in *Linguistic Imperialism*, the dominance of English is not only related to linguistic power but also a tool of economic, political, and cultural power that often marginalizes local languages. This view is also in line with Bunce et al. (2016), the dominance of English is likened to the Hydra, a multifeatured force that simultaneously creates global opportunities but also threatens the sustainability of local linguistic and

cultural diversity. This view shows how English hegemony can reinforce structural inequalities and marginalization of non-dominant languages. This attitude reflects how cognitive beliefs about language are influenced by larger social views and can create negative attitudes towards other languages that do not have the same status in society.

Datum 14

Interviewer : What are the challenges you face when using local language in Voisa??

Audrey : **Using local language in Voisa can be fun for jokes and stuff, but it's pretty limiting in terms of who you can talk to."**

From the conversation above, Audrey expresses awareness of the limitations of using the local language in Voisa. She notes that while local languages are fun for informal communication such as joking around, they are limited in the range of audiences she can talk to. This suggests a negative cognitive evaluation of local language use in the context of a global platform like Voisa. Audrey identified that communication with a global audience or with people who do not speak the local language can be quite limited when using the local language. In other words, local languages have clear functional limitations in terms of the ability to reach and communicate with a large number of people, particularly those from different cultural backgrounds.

According to Rosenberg and Hovland's (1960) theory, this response reflects the cognitive component of language attitudes, where Audrey rationally evaluates both sides of the local language: its pros in informal communication and its limitations in cross-cultural communication. Audrey judges that while local language can be used for light communication such as joking, it is limited in its practical function when dealing with a wider, multilingual audience. This is also in line with the “*belief differentiation*” described by Rosenberg (1960), where people make judgments about objects (language) based on their perceived advantages and limitations. Audrey judged that the local language has great limitations when it comes to reaching people from different backgrounds, which is more accessible with international languages such as English.

Overall, Audrey's responses indicate a negative cognitive attitude towards the use of local languages in Voisa, emphasizing functional limitations in reaching a wider audience. While the local language is valued in informal contexts, Audrey sees it as limited when it comes to being used in more global communication, which requires a more common language that can be understood by many people.

Datum 15

Interviewer : Do you have any common views or stereotypes about this?
 Azwar : **Nothing, just netral yo koyok sing tak omong maeng.
 (Nothing, just neutral, like I said before)**

From the conversation above, Azwar shows a neutral attitude towards the topics discussed, by stating that he does not have strong views or stereotypes towards any language. He explicitly mentions that his position is neutral, which shows that he avoids making stereotypical judgments about languages.

According to Rosenberg and Hovland's (1960) theory, Azwar's response reflects the neutral cognitive component of language attitude, where he consciously avoids making stereotypical judgments about language. This neutral attitude reflects that Azwar does not consider any language to be superior or inferior to another in a social or cultural context, a position referred to as a “neutral cognitive position” that avoids common social biases or judgments. This also corresponds to the “balanced belief system” described by Rosenberg (1956), which means that Azwar does not give cognitive privileges to any particular language, but sees both languages equally without prejudice.

However, despite Azwar's claim to be neutral, his response could be seen as negative if seen in the context that no language is given more value. This neutral stance could reflect an indifference or disregard for the positive potential that each language has in a social or communication context. In some cases, a neutral stance can be seen as a refusal to recognize the practical or social advantages of certain languages, such as English which is often associated with global opportunities, or local languages which support cultural identity. In this context, indifference or disinterest in

exploring the potential benefits or disadvantages of using a particular language could be considered a negative cognitive attitude, as Azwar does not see the importance of distinguishing the value of language based on its function or social role. This could relate to “*unbiased cognitive processing*”, where individuals consciously avoid making judgments about language, but in some situations, this indifference could lead to overlooking important aspects of the use of different languages in various contexts.

Overall, Azwar's response could be viewed as a negative cognitive attitude as he chose not to make any judgments about the languages, which could mean he ignored the potential benefits or drawbacks of each language. This neutral stance may reflect an indifference to how languages can have important social and cultural influences, and in this sense, the unwillingness to acknowledge the diversity and value of each language could be seen as a more negative attitude towards language diversity.

Datum 16

Interviewer : What are the advantage and disadvantage of using English in Voisa?

Azwar : **Same, koyok ndek question sebelumnya. (Same, just like the previous question)**

From this conversation, Azwar gave a very short answer and showed cognitive consistency in his assessment of English, which he had already conveyed in the previous question. This answer shows that he already had a

stable cognitive framework for evaluating English, and he did not feel the need to give a different or in-depth answer about the advantages and disadvantages of English in Voisa. Such a response reflects the “cognitive stability” identified by Rosenberg and Hovland (1960), where attitudes toward language are based on a consistent pattern of beliefs and do not change over time.

However, despite the consistency in evaluation, this response can also be seen as negative, as Azwar did not show any critical consideration of the function of English in the wider context. He chose to give the same answer without adding any new thoughts or further elaboration on the impact of English in the context of communication in Voisa. This could indicate that Azwar was not interested in exploring further the potential advantages or disadvantages of English in certain situations, which might be more relevant to a wider or multilingual users.

Through simply repeating the previous answer, Azwar may have overlooked the complexities or variations that may exist in the use of English, especially in the context of social platforms involving many people from different cultural backgrounds. This undeveloped evaluation leads to the view that he sees the use of English as something limited to general functions without delving deeper into its influence or impact in the broader context of digital communication.

Overall, although Azwar showed cognitive consistency in his assessment of English, this short undeveloped answer could be considered

a negative cognitive attitude. This reflects a lack of desire to further explore the potential or limitations of English, as well as an indifference to the more complex social and functional dimensions of language in the context of international communication and digital platforms.

b) Affective Attitude

This study focuses on Voisa users' feelings and emotional attitudes towards using the local language and English. According to the theory of language attitudes by Rosenberg and Hovland, affective component is a reflection of an individual's emotional reaction to the language, which could be the comfort, pride, or confidence level in communicating.

1. Positive

Datum 17

Interviewer : What language do you feel most comfortable using when using Voisa?

Yahya : ***I'm more comfy used Sunda atuh di Voisa teh. Soalnya kan urang asli Bandung, so I used to communicate in Sunda ti leuleutik. But sometimes I used bahasa inggris, biar lebih gampang dimengerti sareung temen-temen dari luar." (I'm more comfortable using Sundanese in Voisa. Because I'm originally from Bandung, so I've been used to communicating in Sundanese since I was little. But sometimes I use English to make it easier to be understood by users from abroad.)***

From the conversation above, Yahya shows a high emotional connection to the use of Sundanese in Voisa. The statement “I'm more comfy” shows his sense of comfort and emotional attachment to Sundanese, which indicates that the local language has a positive affective connection for him. According to Rosenberg and Hovland's (1960) theory of the affective component, Yahya's response reflects an emotional connection with Sundanese, which makes him more confident and comfortable in communicating using the language. Yahya's comfort in using Sundanese, which he has spoken since childhood, shows a strong cultural identity, where Sundanese is part of his personal background as a Sundanese. This is in line with the Rosenberg and Hovland's theory that language attitudes are often influenced by personal and cultural backgrounds, where the local language becomes an integral part of a person's identity and emotional connection to their community (Kircher, 2022).

On the other hand, although Yahya had a strong emotional attachment to Sundanese, he also realized that English could be more easily understood by his friends from abroad. This shows that although there is an emotional preference for the local language, he also has a practical approach in using other languages when needed for wider communication. This demonstrates Yahya's understanding of the different social and communication functions between local and international languages.

Overall, Yahya's responses show a positive affective attitude towards using Sundanese, which is connected to his cultural identity and the sense

of comfort he feels. Although he uses English to facilitate cross-cultural communication, this attitude still reflects a strong emotional attachment to his local language, which corresponds to the affective component in Rosenberg and Hovland's theory.

Datum 18

Interviewer : How do you feel when communicating using the local language or English in Voisa?

Yahya : **Perasaan urang mah lebih santai kalo pake basa Sunda, rasana teh kaya ngobrol jeung babaturan sorangan. Tapi kalo pake bahasa Inggris, kadang-kadang ngerasa agak tegang, soalnya takut salah ngomong. But ya it still fun, also I can more practice my English. (*I feel more relaxed when using Sundanese, it's like chatting with my friends. But when I use English, I sometimes feel a little nervous because I'm afraid of making mistakes. But yes, it is still fun, and I can practice my English more.*)**

From the conversation above, Yahya showed a positive emotional attachment to the use of Sundanese. He feels more relaxed when using Sundanese, which he mentions is like chatting with babaturan sorangan (chatting with my friends). This statement reflects a positive emotional attachment to the local language, which creates a feeling of comfort and relaxation in communication. This is in line with Rosenberg and Hovland's (1960) theory of “emotional valence”, where a person has a positive emotional association with the language used, in this case Sundanese, which creates a sense of comfort and social closeness.

However, when Yahya spoke about the use of English, he revealed the mild anxiety he felt, as he was worried about speaking incorrectly. This

illustrates the phenomenon of anxiety in second language use also described by Rosenberg and Hovland (1960), where second language use is often accompanied by a sense of tension or worry when compared to the first language. Despite his anxiety, Yahya still sees it as an opportunity to practice, which shows a constructive emotional approach to the challenge. Yahya mentioned that although he felt tense, he still enjoyed using English and saw it as an opportunity to practice more.

Yahya's response reflects a positive and constructive attitude towards English despite his anxiety. He does not avoid English, but instead considers it an opportunity to develop and improve language skills. This is in line with the findings that affective factors in language learning are complex, where fear or anxiety can be balanced with motivation to learn and improve (Gardner, 1988). Overall, Yahya's responses showed a positive affective attitude towards both languages. He feels more comfortable and relaxed using Sundanese due to emotional and social attachments, while English, although causing some anxiety, is still viewed with a positive outlook as an opportunity to practice and develop. This attitude reflects a balance between comfort with the local language and motivation to improve with the second language, which is in line with Rosenberg and Hovland's theory of emotional valence in language attitudes.

Datum 19

Interviewer : Do you feel proud or uncomfortable when using one of them?

Yahya : **Sajujurna, I'm happy to talk in Sunda. Soalna kan ieu warisan budaya urang, jadi kudu dijaga. Tapi kalo pake bahasa Inggris, sometimes I feel insecure, still proud tiasa talk in these two. (*Honestly, I'm happy to talk in Sundanese. Because it's our cultural heritage, so it must be preserved. But when I use English, sometimes I feel insecure, still proud that I can speak both.*)**

From the conversation above, Yahya shows a positive emotional connection to using his local language, which he associates with cultural heritage. He stated that speaking Sundanese makes him happy and proud, as the language is part of his cultural identity that must be preserved. This statement reflects pride in his local language, which is consistent with Rosenberg and Hovland's (1960) theory of emotional attachment to the mother tongue. Yahya feels that Sundanese is an important cultural heritage, indicating a positive level of affection towards the local language and the cultural identity associated with it.

However, when talked about the use of English, Yahya expressed insecurity, indicating a slight negative affect towards the use of English. Even so, he also mentioned that he was still proud to be able to speak both languages, indicating a positive emotional orientation towards his bilingual ability. Yahya realizes that the ability to speak two languages shows adaptability and language diversity, which he sees as an advantage.

Despite some insecurity when using English, Yahya's pride in his bilingualism demonstrates a positive affective attitude towards language

diversity. He not only sees bilingualism as a practical ability, but also as a symbol of broader cultural identity. This is in line with Garrett's findings on balanced bilingual attitudes, where despite challenges or anxieties related to the second language, pride in bilingual ability and awareness of linguistic identity remain positive elements (Garret, 2010)

Overall, Yahya's responses reflect a positive affective attitude towards Sundanese as part of his cultural identity and pride in his bilingual abilities. Despite insecurities regarding the use of English, he remains proud to speak both languages, reflecting a positive emotional orientation towards language diversity and the ability to communicate in more than one language.

Datum 20

Interviewer : Which language do you find easier to understand the meaning of when using Voisa? Why?

Yahya : **Pasti leuwih gampang ngarti basa Sunda atuh. Soalna udah biasa dipake sehari-hari, jadi udah ngarasa natural aja. Kalo bahasa Inggris sometimes I still need to think first, tapi ya makin lama makin lancar juga sih. (Of course, it's easier to understand Sundanese. Because I use it daily, it just feels natural. But with English, sometimes I still need to think first, but over time it's getting smoother too.)**

From his responses, Yahya shows a strong emotional attachment to Sundanese, which he considers easier to understand because it is part of his daily habits. He described a “natural” feeling when using Sundanese, indicating a deep emotional comfort with the local language. According to

Rosenberg and Hovland's (1960) theory, this natural and integrated feeling with Sundanese reflects “emotional comfort”, where the local language becomes an inseparable part of his identity and daily activities.

However, Yahya also acknowledged that although English sometimes requires more effort to understand, he felt that his comfort with English increased over time. This indicates a positive development in emotional connection to English, which is achieved through a process of repeated use and learning. Yahya stated that despite initial difficulties, he felt increasingly fluent using English, reflecting positive emotional development towards the second language. This demonstrates that experience and practice play an important role in building emotional comfort with a foreign language, which is also in line with Rosenberg and Hovland's theory of developing emotional attachment through repeated use.

Overall, Yahya's responses indicate a positive affective attitude towards both languages. His strong emotional attachment to Sundanese reflects long-standing comfort and habit, while his optimistic outlook towards improving his English skills reflects a constructive emotional orientation towards language learning. These attitudes suggest that Yahya values the emotional and practical advantages of each language in the context of everyday use on a platform like Voisa.

Datum 21

Interviewer : How confident you felt when you used the two languages in Voisa?

Yahya : **When using Sunda mah, urang ngerasa confident. Tapi kalo English, sometimes I still like ragu-ragu, and I still willing to try. Pokoknya mah yang penting mah ngomong wae, biar makin jago. (When using Sundanese, I feel confident. But with English, sometimes I still feel hesitant, yet I'm willing to try. What's important is to just speak, so I can get better.)**

From the response above, Yahya demonstrated a great deal of confidence in using Sundanese, reflecting a positive emotional attachment to his local language. He feels sure and confident speaking in Sundanese, which shows that the language is an important part of his identity and is used naturally without inhibitions. This is in line with Rosenberg and Hovland's (1960) theory of emotional security, where high confidence in using a language reflects a deep emotional connection with the language.

Although Yahya felt hesitant when using English, he showed a willingness to keep trying. This response reflects a constructive emotional attitude, where insecurity does not hinder his efforts to speak and improve his English. Statements such as “the important thing is to speak, so I can get better” show a growth-oriented attitude, where he sees the use of English as an opportunity to learn and develop, despite emotional challenges such as insecurity.

Yahya's bond with Sundanese language shows a positive affective attitude towards the local language as part of his identity and cultural heritage. On the other hand, his hesitation but persistence in using English reflects a positive emotional approach to language learning, where he views the challenges of using English as part of the process of achieving greater fluency and confidence. This attitude is in line with Rosenberg and Hovland's theory regarding the development of positive emotional associations through repeated engagement with language.

Overall, Yahya's responses indicate a positive affective attitude towards both languages, despite different levels of confidence. High confidence in Sundanese indicates an established emotional comfort, while his desire to continue trying English reflects a development-oriented emotional optimism, despite facing insecurity. This attitude reflects an appreciation of the value of both languages in everyday life and the learning process on platforms like Voisa.

Datum 22

Interviewer : What language do you feel most comfortable using when using Voisa? Why?

Adam : **Aku lebih comfortable pakai bahasa Melayu la bila guna Voisa. It's just what I'm used to, you know? Tapi English pun okay jugak. (I feel more comfortable using Malay when using Voisa. It's just what I'm used to, you know? But English is okay too.)**

From his responses, Adam shows a strong emotional comfort towards using his local language when using Voisa. He feels that the Melayu

language is more convenient for him, which he attributes to his daily habits. The statement “It's just what I'm used to” reflects how familiarity with the Melayu language plays an important role in emotional preference towards language. According to Rosenberg and Hovland's (1960) theory, emotional comfort in the local language reflects a strong affective component in language choice, stemming from cultural proximity and usage habits.

Adam also showed a neutral yet positive attitude towards English, where he mentioned that English is “okay jugak ” without giving a strong emotional expression. This reflects what Rosenberg and Hovland call a “balanced emotional disposition”, where one accepts a second language with a moderate attitude without either rejection or deep emotional attachment. This attitude shows that Adam accepts English as part of his interactions in Voisa but without the depth of emotional attachment that he has towards the local language.

Overall, Adam's responses reflected a positive affective attitude towards Malay, where he felt comfortable because the language was part of his daily habits. Although he does not have a strong emotional attachment to English, his neutral and accepting attitude shows an emotional balance that reflects a moderate bilingual understanding. This attitude reflects an appreciation of the local language as part of her identity as well as an openness to the second language without a sense of rejection.

Datum 23

Interviewer : How do you feel when communicating using the local language or English in Voisa?

Adam : **Rasa macam biasa je bila cakap Melayu. With English, sometimes I feel a bit nervous, tapi okay la. (*It feels normal when I speak Malay. With English, sometimes I feel a bit nervous, but it's okay.*)**

From the above response, Adam shows that the use of his local language feels common for him. This demonstrates that the language has become a natural part of his daily habits, thus not triggering a strong emotional response. According to Rosenberg and Hovland's (1960) theory, this kind of response reflects neutral emotional valence, where the local language feels so natural that it does not produce significant positive or negative emotional reactions. This indicates a stable attachment to the local language, where it has become a routine aspect of identity and communication.

In terms of his use of English, Adam admitted that he sometimes felt a little nervous when using it, reflecting the mild anxiety response also described by Rosenberg and Hovland (1960) in the context of second language use. However, responses such as “but okay la” show acceptance and emotional adaptation to English, where nervousness does not prevent him from continuing to use it. This demonstrates positive emotional adaptability to second language challenges, reflecting a constructive attitude in the face of emotional hurdles when using English. Overall, Adam's responses reflect a positive affective attitude towards both languages.

Melayu language was perceived as a routine part of his life and thus felt natural and did not cause significant emotional reactions, while English, although causing some anxiety, was accepted with an open and optimistic approach. This attitude reflects a healthy transitional phase in the development of emotional attitudes towards a second language, where nervousness is slowly replaced by comfort through continued experience and practice.

Datum 24

Interviewer : Do you feel proud or uncomfortable when using one of them?

Adam : **Tak rasa bangga sangat, tapi tak rasa tak selesa pun. It's just normal for me to use both. (*I don't feel very proud, but I don't feel uncomfortable either. It's just normal for me to use both.*)**

From this response, Adam showed a very equal attitude towards the use of the local language and English. He feels neither deep pride nor discomfort when using either language, but rather sees the use of both as something completely normal and natural. This attitude reflects what Rosenberg and Hovland (1960) refer to as “emotional balance”, where language users feel comfortable with both languages without a strong emotional attachment to either one.

The statement of Adam that he feels “normal” in using both languages shows that he has integrated his bilingual ability into his daily routine without emotional barriers. This attitude reflects a pragmatic

affective attitude, where he views both languages functionally and practically, without showing a strong emotional preference for either language. This shows that his bilingual ability has reached a level where language is no longer a source of anxiety or excessive pride, but rather an effective and fully accepted communication tool.

This stance also shows the successful integration of bilingual ability in everyday life, which supports Rosenberg and Hovland's theory of balanced language attitudes in multilingual contexts. When one is comfortable and flexible in using more than one language without emotional strain, this reflects a positive attitude towards language diversity and the ability to adapt in various communication situations.

Overall, Adam's responses showed a positive affective attitude towards his own bilingual use. He felt comfortable with both languages without showing excessive emotion, be it pride or discomfort. This attitude reflects a practical appreciation of bilingual ability and acceptance of language diversity as a natural part of his communication identity.

Datum 25

Interviewer : Which language do you find easier to understand the meaning of when using Voisa? Why?

Adam : **Melayu lagi senang nak faham la. English sometimes confusing sikit, especially slang and idioms. (Malay is easier to understand. English is sometimes a bit confusing, especially slang and idioms.)**

From these responses, Adam showed that he felt more comfortable and understood his local language more easily when using Voisa. This reflects a positive emotional attachment to the local language, where he felt Melayu language feels familiar and easy to process. According to Rosenberg and Hovland's (1960) theory, this emotional comfort is part of the “*natural affective flow*”, where the local language provides a sense of confidence and familiarity that makes communication smoother and barrier-free.

In terms of English, Adam revealed that he felt a little confused by certain elements, such as slang and idioms, indicating a *cognitive-emotional barrier*. This is in line with the concept of *cognitive-emotional barriers* in Rosenberg and Hovland's theory, where unfamiliarity with certain cultural elements in a second language can lead to emotional uncertainty. However, Adam described this challenge in a moderate tone through phrases such as “sometimes confusing sikit”, indicating that he did not perceive this barrier as a major threat, but rather as a minor challenge that could be overcome. Adam's response shows that although English presents some struggles, he remains positive about these challenges. This attitude reflects an acceptance of the learning process, where barriers to understanding English do not diminish his comfort in using both languages. In this way, Adam demonstrates a positive affective attitude towards the local language through his established comfort, as well as towards English through an adaptive attitude that regards difficulties as part of the learning process.

Overall, Adam's responses reflect a positive emotional attachment to Malay as a more comfortable and familiar language, as well as an optimistic and constructive attitude towards English despite the obstacles. This attitude supports Rosenberg and Hovland's view that repeated interaction with a second language can help reduce emotional barriers and increase comfort in its use.

Datum 26

Interviewer : How confident you felt when you used the two languages in Voisa?

Adam : **Confidence level tu tegantong hari la. Some days I feel great in both, some days not so much. (*Confidence levels depend on the day. Some days I feel great in both, some days not so much.*)**

From the responses above, Adam reflects that his level of confidence in using local language (Melayu) and English is dynamic, depending on the daily context and situation. This variation reflects the emotional flexibility in the bilingual experience, where emotional responses to language can change according to personal and contextual factors. This is in line with Rosenberg and Hovland's (1960) theory, which illustrates that positive emotional attitudes toward language can be flexible and dynamic, as a natural part of the bilingual experience. This dynamic emotional response is further supported by the findings in the provided context, where translanguaging practices are shown to enhance students' understanding and

engagement in the learning process (Wahyudi, 2023). The ability to switch between languages based on comfort and context can foster a more inclusive and effective communication environment.

For instance, Adam mentioned that there are days when he feels very confident in using both languages, which shows that he has emotional openness and a strong sense of comfort with his bilingual ability. On the other hand, on certain days, his confidence may slightly decrease, but this does not reflect permanent discomfort but rather only temporary fluctuations. This response suggests that although Adam's level of confidence may change, overall he has a positive attitude towards his ability to use both local language and English.

According to Rosenberg and Hovland's theory, this variability is part of “dynamic positive affective states”, where feelings towards language can change but remain within an overall positive spectrum. This suggests that Adam's emotional flexibility allowed him to adjust to the challenges of bilingual communication, without feeling inhibited by changes in his confidence level.

Overall, Adam's responses reflect a positive affective attitude towards both languages. His emotional flexibility in dealing with variations in confidence levels indicates a good adaptation to the demands of bilingual communication, as well as his ability to still see the bilingual experience as

natural and positive, despite the minor challenges that arise from time to time.

Datum 27

Interviewer : "What language do you feel most comfortable using when using Voisa? Why?"

Audrey : "Honestly, I'm most comfortable using English di Voisa. It just feels more natural buat gue, you know."(Honestly, I'm most comfortable using English on Voisa. It just feels more natural to me, you know.)

From the responses above, Audrey shows a strong emotional comfort with English as her first choice when using Voisa. The statement "it just feels more natural" reflects a clear affective preference for English, where it is perceived as a more natural way to express oneself. This reflects the affective component of Rosenberg and Hovland's (1960) language attitude theory, which focuses on an individual's emotional reaction to language based on personal experience and attachment.

Audrey's preference for English shows that the language has become an integral part of her communication life. The comfort she feels when using English indicates a positive emotional integration towards the second language, which is supported by her repeated experiences and consistent use in specific contexts, such as Voisa's digital platform. In this context, Audrey demonstrates an emotional closeness that allows English to be the first choice for communication without emotional barriers.

However, this response also reflects that while the mother tongue is often the dominant means of expression, individual experiences can form new emotional connections with other languages. In the case of Audrey, English provided the confidence and comfort necessary to express herself on an international platform like Voisa. This is in line with Rosenberg and Hovland's theory on the influence of experience and repetition in forming an emotional attachment to language.

Overall, Audrey's responses reflect a positive affective attitude towards English. The comfort she feels indicates a positive emotional reaction to the language, which allows for more natural and efficient self-expression in a digital context. This attitude reflects an appreciation of English as a communication tool that provides a sense of comfort and confidence on a global platform like Voisa.

Datum 28

Interviewer : "How do you feel when communicating using the local language or English in Voisa?"

Audrey : "**When I'm communicating in English, I feel more confident and expressive. Kalo pake bahasa lokal, sometimes it feels a bit restrictive.**"(When I'm communicating in English, I feel more confident and expressive. When using local language, sometimes it feels a bit restrictive.)

From the responses above, Audrey showed a positive emotional preference towards English, especially in terms of confidence and ability to express herself. She mentioned that using English makes her feel more

confident and able to express herself better, which reflects a positive affective reaction to the second language. According to Rosenberg and Hovland's (1960) theory, this reflects “emotional expressivity”, where the ability to express emotions and ideas more freely plays an important role in language preference.

In contrast, Audrey felt that the use of the local language sometimes felt restrictive, which suggests that she did not get the same emotional ease when using the language. This feeling may reflect the linguistic or emotional limitations she feels when trying to express herself using the local language, especially in the context of a digital platform like Voisa, which may demand more flexibility in communication. Her statement that English makes her feel more confident and expressive shows that she has a positive emotional attachment to the language, where English provides more space to express her identity and feelings. This suggests that repeated experiences with English have created a strong emotional connection that allows Audrey to feel comfortable and confident when using it.

Overall, Audrey's responses reflect a positive affective attitude towards English, as the language gives her a greater sense of confidence and expressiveness. Although she felt that the local language limited her self-expression in some situations, this attitude did not diminish her view of the value of the local language, but rather indicated a dominant emotional preference for English for wider and freer communication. This attitude is consistent with Rosenberg and Hovland's theory, which suggests that

emotional preference for a language can be formed through experience and perceptions of its ability to support self-expression.

Datum 29

Interviewer : "Do you feel proud or uncomfortable when using one of them?"

Audrey : "I'm definitely more proud using English. Bukan berarti gue gak suka bahasa lokal, but English just feels cooler, gitu." (*I'm definitely more proud using English. It doesn't mean I don't like the local language, but English just feels cooler.*)

From the above responses, Audrey shows clear emotional pride in using English. The statement "I'm definitely more proud using English" reflects an emotional attachment based on the perceived social value of the language, where English is seen as more prestigious and cool in certain contexts. According to Rosenberg and Hovland's (1960) theory, this reflects "prestige-based emotional attachment", where emotional attitudes towards language often relate to its perceived social value.

However, Audrey also explicitly states that her pride in English does not mean she dislikes the local language. This statement suggests an emotional balance, where a preference for one language does not completely rule out an emotional attachment to another. This attitude reflects respect for the value of the local language, even though English has a more dominant place in her emotional hierarchy.

The statement that English feels “cooler” suggests that Audrey associates English with a more modern and global social image, which reinforces her sense of pride. However, her respect for the local language shows that she has a balanced understanding of the emotional values of both languages. This reflects the concept of the complexity of emotional attitudes towards language, as described by Hovland, where social and cultural factors often influence how people form emotional attachments to language.

Overall, Audrey's responses show a positive affective attitude towards English, which is based on social pride and emotional attachment to its global image. Nonetheless, this attitude still maintains respect for the local language, which shows that an emotional preference for one language does not necessarily diminish the value of another. This attitude is in line with Rosenberg and Hovland's theory, which highlights the complex interaction between social values and emotions in language attitudes.

Datum 30

Interviewer : “Which language do you find easier to understand the meaning of when using Voisa? Why?”

Audrey : “**English is way easier for me to understand di Voisa. The meaning comes across more clearly, especially for complex topics.**”

From the responses above, Audrey showed a clear emotional preference for English because of its ease of understanding complex topics. The statement that “English is way easier for me to understand” reflects an emotional comfort derived from positive experiences in understanding

English. According to Rosenberg and Hovland's (1960) theory, this illustrates the relationship between cognitive ease of understanding a language and positive affective responses, where easier-to-understand languages tend to create greater emotional comfort and confidence.

Audrey connects her preference for English to her ability to capture meaning more clearly, especially in the context of complex topics. This suggests that English not only provides practical advantages but is also a tool that allows Audrey to feel more intellectually confident. This is in line with the concept of “complex emotional attachment”, where preference for a language is linked to its ability to support deeper understanding and intellectual expression. Her positive experiences with English in dealing with complex topics created a mutually reinforcing cycle between emotional comfort and cognitive clarity. As she felt more comfortable with English, her comprehension improved, which in turn further strengthened her emotional attachment to the language. This shows how repeated successful experiences with English form positive affective attitudes, as described in Rosenberg and Hovland's theory.

Overall, Audrey's responses indicate a positive affective attitude towards English, based on its ease of comprehension and ability to support the expression of complex ideas. This preference reflects an emotional attachment formed by positive experiences, where English provides greater cognitive clarity and emotional comfort than the local language in the context of Voisa's use.

Datum 31

Interviewer : “How confident do you feel when you use the two languages in Voisa?”

Audrey : **“My confidence level is definitely higher when I’m using English. It’s like, my thoughts flow more smoothly gitu.” (My confidence level is definitely higher when I’m using English. It’s like my thoughts flow more smoothly.)**

From the responses above, Audrey shows a higher level of confidence when using English. The statement that “my confidence level is definitely higher” reflects a positive emotional attachment to English, where the language allows her to think and communicate more fluently. This reflects the concept of emotional fluency in Rosenberg and Hovland's (1960) theory, where emotional comfort in a particular language allows the expression of thoughts and emotions to be more integrated and natural.

She explained that when using English, “thoughts flow more smoothly”, which shows that the language supports optimal synchronization between thought and expression. This experience reinforced a sense of confidence and emotional comfort with English, creating what Rosenberg and Hovland call emotional security, where the ability to use language supports stable emotional and intellectual performance.

Further, this response shows that Audrey has a high emotional attachment to the English language, as it is perceived as more suitable to support her fluency in thinking and expressing herself. This indicates a successful level of emotional integration with English, where language

choice reflects not only practical preferences, but also a deep emotional attachment to the language's ability to enhance self-confidence and self-expression.

Overall, Audrey's responses indicate a positive affective attitude towards English, where the language provides a sense of comfort, confidence and a more fluent ability to think. This attitude reflects the positive influence of repeated experience and exposure to English, which enables emotional integration and optimal language performance.

Datum 32

Interviewer : “What language **do you feel most comfortable using when using Voisa? Why?**”

Azwar : “Loro karone comfortable in their own way. Tapi jujurly, lebih nyaman nganggo English karena so far user Voisa iki kakean international people.” (Both are comfortable in their own way. But honestly, I’m more comfortable with English because so far, the users on Voisa are mostly international people.)

From the responses above, Azwar showed good emotional adaptability in using both languages. He stated that both languages have

their own comfort according to the situation in which they are used. However, he also revealed that he is more comfortable using English in the Voisa context because the majority of users come from the international community. This shows that his emotional preference for English is based on situational conditions, where English is chosen to facilitate communication with international audiences.

According to Rosenberg and Hovland's (1960) theory, this response reflects “contextualized emotional adaptability”, where emotional attitudes towards language are influenced by social and communication contexts. Azwar demonstrates “dual emotional competence”, which is the ability to feel comfortable with both languages while still showing pragmatic preferences tailored to audience conditions. This attitude reflects emotional flexibility in language use, which supports effective communication based on the situation at hand.

The preference of Azwar to use English more often in the Voisa context also reflects what Hovland (1953) calls “socially motivated emotional adjustment”, where affective responses to language are influenced by social communication needs. This attitude shows that Azwar has an awareness of the social context and seeks to optimize communication by choosing language that is more relevant to his audience.

Overall, Azwar's responses reflect a positive affective attitude towards both languages. He appreciates the convenience provided by each

language, while still showing good emotional adaptation to English as the main language for international communication in Voisa. This attitude shows that he has an emotional balance between personal attachment to the local language and pragmatic awareness of the importance of English in a global context. This attitude supports Rosenberg and Hovland's theory of the affective component, which emphasizes the influence of social context in shaping attitudes towards language.

Datum 33

Interviewer : “How do you feel when communicating using the local language or English in Voisa?
 Azwar : **“Biasa ae sih, sama sama comfort kok ndek loro karone.” (It's normal, it's the same comfort in both of them.)**

From the responses above, Azwar shows emotional balance in using both the local language and English. He feels equally comfortable with both languages, which he describes as “biasa ae” or something ordinary and natural. This shows that the use of both languages does not cause emotional barriers or strong preferences, but has become an integrated part of his life. According to Rosenberg and Hovland's (1960) theory, this response reflects “balanced emotional equilibrium”, where a person feels equally comfortable with both languages without showing a marked preference.

The ability of Azwar to feel comfortable with both languages demonstrates what Rosenberg and Hovland refer to as “dual emotional integration”, where both languages are accessed equally for emotional

expression without creating emotional barriers or conflicts. This reflects the bilingual's high level of emotional adaptation, where language use has become a natural part of her emotional and communication routines.

The phrase “biasa ae” indicates that Azwar has achieved natural bilingual comfort, where the use of two languages is no longer something that requires extra emotional effort. According to Hovland et al. (1953), such a response reflects optimal bilingual emotional adaptation, where both languages are used flexibly and equally to meet communication needs in various contexts.

Overall, Azwar's responses reflected a positive affective attitude towards both languages, showing an equal level of emotional comfort and balance in the use of the local language and English. This attitude suggests that Azwar has integrated both languages into his communication identity in a balanced and harmonious way, without any conspicuous emotional preference towards either language.

Datum 34

Interviewer : “Do you feel proud or uncomfortable when using one of them?”

Azwar : “Pas nggae bahasa Inggris, I feel like I’m proud of myself, yo karena nggak kabeh uwong use it.” (When I use English, I feel like I’m proud of myself because not everyone can use it.)

From this response, Azwar showed emotional pride in using English. He feels proud of himself, as the ability to speak English is considered a skill that not everyone possesses. This statement reflects achievement-based emotional attachment, as described in Rosenberg and Hovland's (1960) theory, where pride in language ability is based on mastering a skill that is considered special or rare.

The pride Azwar feels when using English reflects competence-driven emotional satisfaction. The experience of using English gives him a sense of achievement, whereas acquiring this language gives him a feeling of being preminent or distinctive in a particular social context. This is in line with the concept of competence-driven emotional satisfaction described by Rosenberg and Hovland, where the ability to use a particular language can trigger positive feelings because the skill is not universally shared.

This also demonstrates what Hovland (1953) calls status-related emotional value, where the scarcity of a skill affects the level of emotional satisfaction felt when using it. By feeling proud to use English, Azwar associates this ability with higher social value, which provides emotional reinforcement in the context of using the language.

However, this pride does not override his comfort in using local languages, such as Javanese, indicating an emotional balance in his preference for both languages. This response reflects additional emotional

language value, where mastery of English provides additional emotional value without reducing his emotional attachment to the local language.

Overall, Azwar's response reflects a positive affective attitude towards English, which is based on a sense of achievement and pride. This attitude shows that the ability to use English gives Azwar additional confidence and social value, while still valuing his local language. This supports Rosenberg and Hovland's theory of the relationship between emotions and language skills, where achievement and social value contribute to a positive attitude towards a language.

Datum 35

Interviewer : "Which language do you find easier to understand the meaning of when using Voisa? Why?"

Azwar : "Of course Javanese seh. Karena aku paling suwe using this language than English. Dan biasane emang bahasa Jawa digae bahasa sehari-hariku." (Of course, Javanese. Because I've been using this language the longest compared to English. And it's usually my daily language.)

From this response, Azwar shows a deep emotional attachment to Javanese as the language that is most easily understood and used in everyday life. The statement that he is "most suwe using this language" reflects what Rosenberg and Hovland (1960) call "temporal emotional anchoring", where a long duration of exposure to a language creates a deep emotional attachment. Javanese, as a language used daily, has become an integral part of Azwar's emotional routine and expression.

The statement also demonstrates experiential emotional bonding, where daily use creates a natural emotional connection with the language. According to Rosenberg and Hovland's theory, this experiential emotional bonding reflects natural emotional integration, where language becomes the primary tool for uninhibited communication and emotional expression.

The recognition that Javanese is used in everyday life indicates a fundamental emotional comfort, where the language has become the primary means of self-expression. Javanese is not only easier to understand cognitively but also more comfortable to use emotionally, as the constant exposure has formed a close connection between the language and Azwar's personal identity.

Although this response emphasizes more on attachment to Javanese, Azwar's attitude also reflects openness to the use of English in certain contexts. This demonstrates “layered emotional language competence”, where comfort with the primary language (Javanese) does not preclude the ability to adapt to other languages, such as English, which may be required for communication in Voisa.

Overall, Azwar's responses reflect a positive affective attitude towards Javanese, which is based on emotional comfort and everyday experiences. This attitude shows an appreciation of the local language as an important part of his identity and emotional expression, while remaining open to the use of English for more specific purposes.

Datum 36

- Interviewer : "How confident do you feel when you use the two languages in Voisa?"
- Azwar : **"More confident when use Javanese language and sometimes emang nggae bahasa Inggris sek lupa-lupa ingat. But, it's okay karena yo digae belajar ae."(More confident when I use Javanese, and sometimes I use English and forget things. But it's okay, because I'm just learning.)**

From this response, Azwar showed higher confidence when using Javanese, reflecting the emotional security of using his local language. The statement that he is "more confident using Javanese" reflects "local language emotional security", where the mother tongue provides a deep sense of comfort and confidence. This is in line with Rosenberg and Hovland's (1960) concept of emotional security in the use of local language which allows for more fluent and uninhibited emotional expression.

However, Azwar also mentioned that he sometimes forgets to remember when using English, which shows the challenges of using a second language. Nevertheless, he still considers this as part of the learning process. This attitude reflects "growth-oriented emotional flexibility", where Azwar shows emotional flexibility that focuses on development and acceptance of challenges in language learning. According to Rosenberg and Hovland's theory, this response shows a positive emotional adaptation to second language difficulties, with an attitude that accepts these challenges as part of the natural learning process.

The statement “yo digae belajar ae” (I'm just learning) shows that Azwar adopted a positive frame of mind in facing the challenges of using English. According to Hovland (1953), this reflects “progressive emotional adaptation”, where difficulties in a second language are not seen as obstacles, but as opportunities to develop. By viewing the challenges as opportunities to learn and grow, Azwar demonstrated progressive emotional adaptation, which supports the gradual development of second language skills.

Overall, Azwar's responses reflect a positive affective attitude towards both languages. High self-confidence in using Javanese indicates local emotional security, while an open attitude towards the challenges of English indicates growth-focused emotional flexibility. These attitudes reflect a dynamic emotional development in second language use, where second language challenges are viewed as opportunities to learn and develop, rather than as obstacles. development illustrates their theory of dynamic emotional language growth.

2. Negative

Datum 37

Interviewer : "How do you feel when communicating using the local language or English in Voisa?"

Audrey : "When I'm communicating in English, I feel more confident and expressive. Kalo pake bahasa lokal, **sometimes it feels a bit restrictive.**"(When I'm communicating in English, I feel more confident and expressive. When using the local language, **sometimes it feels a bit restrictive.**)

From this response, Audrey indicated that English provided a higher sense of confidence and the ability to express oneself more freely, while the local language felt limiting in some situations. The feeling that the local language feels restrictive indicates the emotional barriers associated with using the mother tongue, reflecting a shift in emotional attachment from the first language (local language) to the second language (English). This is consistent with Rosenberg and Hovland's (1960) theory of emotional limitation in mother tongue use, where the local language no longer provides the same emotional freedom as the second language.

The feeling of limitation in using the local language illustrates that the language does not allow for maximum self-expression, indicating a negative attitude towards the mother tongue in the context of communication. In contrast, feeling more expressive and confident in English reflects that the second language provides more emotional freedom and allows for more positive emotional engagement in communication.

This statement suggests that Audrey was more emotionally engaged with English, which allowed for a more fluid delivery of thoughts and feelings, while the local language, although used in everyday life, provided emotional boundaries that made her feel more pressured or constrained in communication. This supports Rosenberg and Hovland's theoretical framework, which describes how emotions and attachment to language can be influenced by the language's ability to support free emotional expression.

Overall, Audrey's responses show a negative affective attitude towards the local language, as she feels that it restricts her ability to express herself, while English provides greater emotional freedom. This attitude illustrates an emotional shift in choosing a language for communication, where the second language becomes more favored for self-expression.

c) Conative Attitude

This study focuses on the conative aspect of Voisa users' language attitudes, specifically related to behavioral tendencies in using the local language and English. The conative aspect in Rosenberg and Hovland's attitude theory describes the behavioral tendencies or actions taken by individuals in response to certain attitudes towards an object, in this case, language. This study is to identify user's behavior that reflects positive or negative attitudes towards the local language and English.

1. Positive

Datum 38

Interviewer : "Do you want to improve your English skills?"

Yahya : "Of course, I wanna improve my English skill. Because it's important for the future."

From this response, Yahya demonstrated a positive conative attitude towards learning English. The clear desire to improve his English skills, expressed with the word "of course", reflects a strong motivation to improve

in the language. According to Rosenberg and Hovland's (1960) theory, this response reflects the conative component of language attitude, which focuses on behavioral tendencies or action plans to be carried out based on an individual's attitude towards the object (in this case, the language). Yahya showed a clear intention to improve his English as part of his future plans and aspirations.

The statement that English is “important for the future” indicates that Yahya views English as a necessary skill for future opportunities, which corresponds to instrumental motivation in language acquisition (Giles H. , 2009). This instrumental motivation refers to practical and functional goals in language learning, where mastery of English is seen as a means to achieve better future goals. This shows that Yahya has concrete goals connected to language development planning to achieve personal and professional goals.

Yahya's response is also in line with Garrett's (2010) findings which illustrate how conative attitudes can emerge in the form of concrete plans and aspirations for language development, especially when individuals perceive the language to be beneficial for future opportunities. In the Indonesian context, where English is seen as an essential skill for better career and educational opportunities, this response reflects a broader tendency in society to value English as a much-needed skill (Lamb & Coleman, 2008).

Overall, Yahya's responses reflect a positive conative attitude towards English language acquisition, demonstrated through intentions to learn and motivation driven by future considerations. This attitude reflects active planning to develop English language skills as a tool to achieve greater opportunities in the future.

Datum 39

Interviewer : "Are you still motivated to use and maintain your local language?"

Yahya : "of course, masih termotivasi banget buat pake dan jaga basa Sunda. Ini kan warisan budaya urang, masa mau dibiarin ilang gitu aja. but I still balance it sama belajar bahasa lain juga."*(Of course, I'm still very motivated to use and preserve Sundanese. It's our cultural heritage, how could we just let it disappear? But I still balance it with learning other languages too.)*

From this response, Yahya showed a positive conative attitude towards local language preservation. His strong motivation to continue using and preserving Sundanese is reflected in the phrase "very motivated". This demonstrates a clear behavioral commitment to preserving the language within the theoretical framework of Rosenberg and Hovland (1960), who identified conative attitudes as individuals' intentions or tendencies to act based on their attitudes towards the object, in this case, the language. Yahya not only feels motivated, but also committed to

maintaining the Sundanese language as part of a very important cultural heritage.

Yahya mentions that Sundanese is an “our cultural heritage”, which shows a deep cultural awareness and appreciation of the local language. This is in line with what Holmes and Wilson (2017) describe as positive language maintenance behavior, where there is a conscious and planned effort to maintain the language as part of cultural identity. Yahya's strong commitment to maintaining Sundanese shows that he considers the language to be more than just a means of communication; he sees it as a cultural asset that must be preserved.

However, Yahya also realizes the importance of learning other languages to adapt to the multilingual demands of the modern world. This shows that although he is highly motivated to preserve Sundanese, he remains open to enriching his language skills by mastering other languages, reflecting a balanced approach towards preserving the local language and developing multinational language skills. This attitude reflects a positive adaptation to the challenges of global communication while still maintaining local wisdom.

Overall, Yahya's responses reflect a positive conative attitude towards the preservation of Sundanese. A strong motivation to maintain the local language indicates a positive behavioral commitment, while still maintaining a balance with developing other language skills. This attitude

reflects a conscious effort to preserve cultural heritage while adapting to the needs of the wider world.

Datum 40

Interviewer : Which language do you use more often during voice calls in Voisa? Why?

Adam : I use more Melayu for sure. It's just easier and feels more natural.

From this response, Adam shows a positive conative attitude towards the use of Melayu. The statement “for sure” shows confidence and behavioral consistency in choosing Malay during conversations in Voisa. According to Rosenberg and Hovland's (1960) theory, this reflects language loyalty, which is one of the hallmarks of a positive language attitude. Language loyalty is reflected in the natural tendency to choose the more familiar or more comfortable language, in this case, Melayu, as the primary choice in communication.

However, Adam explains that it is 'easier' and 'more natural' for him, indicating an intrinsic motivation in language choice. According to Garrett (2010), this intrinsic motivation occurs when a person feels more comfortable and more compelled to use a language that is already part of their daily life. In this case, the Melayu language is not only chosen because it is easier to understand, but also because of a strong emotional attachment and identity with the language.

The statement “for sure” emphasizes that the choice of Malay is not just a habit, but a conscious and planned pattern of behavior, reflecting

natural language maintenance. This attitude shows that Adam not only uses Malay as an everyday language, but is also committed to maintaining and preserving the language in digital interactions, such as in the Voisa platform. This shows that language maintenance is part of a positive language attitude that reflects loyalty to the local language.

Overall, Adam's responses show a positive conative attitude towards Malay, where he chooses the language actively and with conviction because he feels more comfortable and natural using it. This reflects loyalty to the mother tongue and positive language maintenance even in the context of digital language use.

Datum 41

Interviewer : Do you want to improve your English skills?
Adam : **“Yeah, I want to improve my English. It’s good for job prospects and stuff.”**

From this response, Adam demonstrated a positive conative attitude towards the English language, influenced by instrumental motivation. He explained that the main purpose of improving English skills was for job prospects and other practical benefits. According to Rosenberg and Hovland's (1960) theory of behavioral components, this indicates extrinsic motivation, where the decision to learn a language is driven by practical goals beyond the language itself, such as getting a better job or improving career.

Adam's statement that "It's good for job prospects and stuff" illustrates that he sees English as a useful tool for achieving career goals and professional benefits. This is in line with instrumental motivation in language acquisition, which focuses on the practical benefits gained from learning the language. For example, English is perceived as a skill that is highly needed in the world of work and can open up wider opportunities, which indicates that Adam is more interested in socio-economic benefits than cultural identification or deeper social integration.

This instrumental motivation is typical of positive language attitudes that are driven by practical and functional goals, such as improved career prospects or access to better opportunities. Adam's pragmatic attitude towards English language acquisition reflects how socio-economic factors and professional aspects shape conative attitudes towards language.

Overall, Adam's response reflects a positive conative attitude towards learning English, where his motivation is driven by practical goals and career benefits. This attitude suggests that language acquisition can be viewed as a tool to achieve professional goals, and language development is expected to provide significant socio-economic benefits.

Datum 42

Interviewer : Are you still motivated to use Malay?
Adam : **"Yeah, I still use Melayu a lot. It's not something I really think about, it's just natural."**

From this response, Adam shows a very strong positive conative attitude towards the maintenance of the Malay language. The statement “it's just natural” indicates that the use of Malay has become part of a deeply embedded language behavior, where the use of this language no longer requires conscious effort. This reflects language fidelity, which is part of a positive language attitude.

According to Rosenberg and Hovland (1960), this response reflects natural and unconscious language maintenance behavior, which is an indicator that the local language has become an integral part of Adam's daily life. There is no need for any thought or effort to decide whether to use Malay - it has become an automatic part of Adam's way of communicating, demonstrating success in language maintenance without excessive conscious effort.

The statement “it's just natural” suggests that this language maintenance has run its course, without coercion or the need for an active decision. It is a sign that the use of Malay has become part of Adam's emotional routine and personal identity. This attitude shows that the local language is used automatically and consistently in daily life, which illustrates how a local language can be maintained smoothly without much thought or special effort.

Overall, Adam's responses reflect a profound positive conative attitude towards the Melayu language, where the use of this language has

become a natural and integral behavior in his daily life. This suggests that local language maintenance is not just about conscious decisions but also about how language becomes part of emotional routines and self-identity without question.

Datum 43

Interviewer : Do you want to improve your English skills?
Audrey : **“Of course, I’m always trying to improve my English skills. It’s crucial for my career and personal growth.”**

From this response, Audrey showed a positive conative attitude towards improving English skills. The statement “Of course” shows strong motivation and confidence in improving English skills. According to the behavioral component analysis in Rosenberg and Hovland's (1960) theory, this indicates the presence of strong instrumental motivation (in this case, for career advancement and personal growth) combined with integrative motivation, where Audrey also sees English language skills as a tool for self-development beyond professional aspects.

The statement that English is “crucial for my career and personal growth” reflects extrinsic motivation, where Audrey sees English as a tool to achieve practical goals and professional accomplishments. This is in line with instrumental motivation which shows that Audrey learns English not just for social or cultural purposes, but rather for functional benefits in the context of her work and personal life.

However, this attitude can also lead to subtractive bilingualism, as described by Garrett (2010), where increased proficiency in one language (English) can come at the expense of mastering other languages, particularly the local language. Although Audrey is highly motivated to improve her English, this could have an impact on other languages that may become less prioritized, although it is not explicitly mentioned in the response.

Overall, Audrey's responses reflect a positive conative attitude towards English, driven by instrumental motivation for career advancement and integrative motivation for personal development. This attitude suggests that Audrey sees English as an important tool for achieving personal and professional goals, and she has a strong desire to continue learning and improving the language.

Datum 44

Interviewer : Do you want to improve your English skills?
Azwar : “Of course yes”

From this response, Azwar showed a positive conative attitude towards learning English despite his short answer. The word “Of course yes” indicates a strong motivation to improve English language skills, which corresponds to the third characteristic of a positive language attitude according to Rosenberg and Hovland (1960), namely the desire to learn the language. Although Azwar's answer was very brief, the emphatic expression of the word “of course” indicates a strong instrumental motivation, which

supports improving language skills for practical purposes, such as career advancement or social opportunities.

According to Garrett (2010), this strong motivation to learn a language relates to instrumental motivation, where language learning is seen as a tool to achieve functional goals, such as improved professional ability or career opportunities. This is also in line with Wardhaugh (2006) who describes goal-oriented language behavior, where speakers show a clear intention to improve their language skills.

However, although Azwar clearly stated his intention to improve his English, the brevity of this answer may indicate a less explicit motivation, where the motivation to learn a language is there, but may not be accompanied by a more detailed explanation of the purpose or reason behind it. This could suggest that Azwar's motivation for English is more implicit, where he feels that English is important, but does not feel the need to explain in detail.

Overall, although Azwar's answer was brief, it reflected a strong positive conative attitude towards learning English. The motivation to learn English is clearly present, and although not explained in depth, the presence of strong instrumental motivation and goal orientation indicates a commitment to the development of language skills for practical purposes.

2. Negative

Datum 45

Interviewer : Which language do you use more often during voice calls in Voisa? Why?

Audrey : “I use English way more often during voice calls. It just feels more natural and professional.”

From this response, Audrey shows a negative conative attitude towards the use of the local language. The statement that English is used more often because it feels more natural and professional shows a clear language shift, where English is chosen more often than the local language. According to Rosenberg and Hovland (1960), this reflects a negative behavioral tendency towards local language use, as English is seen as superior in terms of professional value and convenience.

The portrayal of English as more natural and professional reflects an implicit negative stereotype of the local language, which is perceived as having less status or professional value than English. This corresponds to what Garrett (2010) describes as negative stereotyping, where English is perceived as more dignified and more appropriate for professional communication. Audrey sees English as a more socially valued option, which suggests that she prefers English to demonstrate professional status and value.

This attitude is in line with the concept of voluntary language shift described by Cargile (1994), where language switching occurs because the second language is perceived to have a higher social status. Audrey actively

chooses English because it is seen as more prestigious in social and professional contexts, suggesting that socio-economic factors and professional status play a major role in language choice.

Overall, Audrey's responses reflect a negative conative attitude towards the use of the local language, influenced by the perception that English has higher socio-economic value and is more suitable for professional communication. This attitude indicates a language shift triggered by prestige factors, where the local language is perceived as less adequate than English in professional and social contexts.

Datum 46

- Interviewer** : In what conditions do you tend to use the local language, and in which conditions do you prefer English?
- Audrey** : “I tend to use English in most conditions, honestly. I only switch to local language **if someone really can’t understand English.**”

From this response, Audrey showed a negative conative attitude towards using the local language. She revealed that she uses English more often, and only switches to the local language under certain conditions, namely if someone really cannot understand English. This shows an avoidance behavior towards the use of the local language, which is in line with Rosenberg and Hovland's (1960) theory of language avoidance behavior, where the local language is considered necessary only in emergency conditions or as a last resort.

Furthermore, Audrey's admitted that she only uses the local language when “someone really can't understand English” reflects what Baker (1992) calls minimal maintenance behavior, where the use of the local language is limited to very specific and forced situations. This suggests that the use of the local language is considered less of a priority in everyday communication, and is only chosen when English cannot be used.

This statement is also in line with what Garrett (2010) calls active language shift, where language users consciously reduce the use of the local language in favor of the language that is considered dominant or more practical, in this case English. It also reflects the phenomenon of voluntary language shift, where language users choose to limit the use of their mother tongue in favor of a language that is more prestigious or considered more effective in social and professional contexts.

Overall, Audrey's responses show a negative conative attitude towards the use of the local language, where it is seen as a last resort or difficult to accept when compared to English, which is more frequently chosen and used. This reflects an active and voluntary language shift, where the local language is deliberately avoided in favor of the preferred second language in various situations.

Datum 47

Interviewer : Are you still motivated to use and maintain your local language?

Audrey : “I’m not super motivated to maintain my local language. It’s nice to know, but English is more practical for my daily life and future.”

From this response, Audrey showed a negative conative attitude towards local language maintenance. She reveals that she is not very motivated to maintain the local language, although she considers it “nice to know”. This statement reflects weak language loyalty, as described by Baker (1992), where the local language is considered less important than other more practical languages. According to Rosenberg and Hovland (1960), this shows that local language maintenance is not a top priority in Audrey's daily life.

The statement “It's nice to know” shows that the local language is only seen as something interesting to know, but not considered an important part of her identity or practical needs in her life. This is in line with the concept of tokenistic appreciation described by Garrett (2010), where the local language is seen as a non-essential optional extra, more as a complementary element than as a fundamental part of self-identity.

This attitude also illustrates what Wardhaugh and Fuller (2015) call an instrumental language shift, where practical considerations, such as the ease and practicality of using English, take precedence over cultural or identity factors related to maintaining the local language. Audrey prioritizes English because it is considered more useful for her daily life and future, indicating that functional and social considerations are more important than maintaining the cultural heritage of the local language.

Overall, Audrey's responses reflect a negative conative attitude towards local language maintenance, where the local language is perceived as non-essential and only seen as a pleasant addition, while English is perceived as more practical and important for life and the future. This attitude reflects a language shift that is driven more by social and professional practicality than by cultural identity.

Datum 48

Interviewer : "Which language do you use more often during voice calls in Voisa? Why?"
 Azwar : **"I often use English language, because there are much of foreign send tak temoni ndek voisa iki." (I often use English because there are many foreign people I meet on Voisa.)**

From this response, Azwar shows a negative conative attitude towards the use of local languages on digital platforms. He states that he uses English more often due to the presence of many foreign users in Voisa, which indicates language switching influenced by the environment or social context. According to Rosenberg and Hovland's (1960) theory, this reflects behavioral tendencies influenced by external conditions, where language choice is more influenced by environmental factors such as the presence of foreign users rather than personal preference for the local language.

The statement of Azwar who combined English with Javanese (code-mixing) when explaining his preference for using English shows transitional language behavior, as described by Garrett (2010). This

language shift occurs due to the situation and communication environment, where the use of English is prioritized for communication with foreign users. This is also in accordance with situational language adaptation described by Wardhaugh and Fuller (2015), where language choice is adapted to environmental conditions and not because of personal preference for a particular language. By stating that he uses English more often because of the large number of foreign users, Azwar shows that external factors such as the need to communicate with foreigners influence language choice more than the preference for local languages. This indicates that local language use is neglected in the context of international digital platforms.

Overall, Azwar's responses indicate a negative conative attitude towards local language use in the context of digital platforms such as Voisa. The choice of English driven by external factors (such as the presence of foreign users) illustrates a language shift that occurs based on more global communication needs, where the local language is seen as less relevant or less effective in that context.

Datum 49

Interviewer : "In what conditions do you tend to use the local language, and in which conditions do you prefer English?"

Azwar : "Honestly aku sering nggae English ndek Voisa but sometimes I switch to the Javanese when I met with people who don't really understand English."(Honestly, I often use English on Voisa, but sometimes I switch to Javanese when I meet people who don't really understand English.)

From this response, Azwar showed a negative conative attitude towards using the local language, albeit with situational awareness. He states that he uses English more often in Voisa and only switches to Javanese if communication in English fails or if his interlocutor does not understand English. This indicates a dominant language preference towards English, with the local language used only as a backup option.

According to Rosenberg and Hovland (1960), this response illustrates a behavioral tendency that reflects a hierarchical language choice, where English is chosen as the primary language in communication, and the local language is only used when necessary. This indicates a reactive use of the local language, as described by Baker, where the local language is used only in response to communication needs that English cannot fulfill.

The statement of Azwar about using Javanese only when communication in English fails shows that the use of the local language is not a primary choice, but rather a backup choice used in certain conditions. This attitude reflects a language transition driven by the larger communication situation, in accordance with what Wardhaugh and Fuller (2015) call transitional bilingual behavior, where bilingualism is used flexibly to suit the needs of the interaction, but the primary language remains English.

Overall, Azwar's responses show a negative conative attitude towards local language use, where local language is only chosen when

English cannot be used. This reflects a language shift that prioritizes English in the context of everyday communication, with the local language only being used as a backup option or last resort.

Datum 50

Interviewer : Are you still motivated to use and maintain your local language?
Azwar : **“Yes of course but I cannot really stand it when I used this app”**

From this response, Azwar shows a negative conative attitude towards local language maintenance in a digital context. Although he initially showed loyalty to the local language by saying “Yes of course”, his subsequent statement that he “could not really stand it when I used this app” indicates a rejection of the use of the local language on digital platforms, such as Voisa.

According to Rosenberg and Hovland (1960), this response illustrates contextualized language aversion, where Azwar's attitude towards the local language changes depending on the context in which it is used. In a real-world context, Azwar may value and be emotionally attached to the local language more, but in a digital context, the local language is not received in the same way. This suggests a digital language shift, where attitudes towards local languages are different in digital contexts compared to everyday life.

The statement “can't really stand it” illustrates the emotional resistance to the use of local languages on digital platforms. Cargile (1994) describes this as an emotional resistance to the use of local language in a particular context, which in this case is a digital platform. Azwar feels uncomfortable or annoyed with the use of local language in Voisa, which indicates that he prefers to use a language that is more common or more appropriate to the digital context, such as English.

Overall, Azwar's response reflects a negative conative attitude towards local language maintenance on digital platforms. Although he still shows nominal loyalty to the local language, the fact that he feels uncomfortable using it in digital applications indicates that the use of the local language does not fit the needs and preferences of digital communication. This indicates a resistance to local languages in the context of technology and online communication

B. Discussion

Based on the language attitudes of Voisa users analyzed through Rosenberg and Hovland's theoretical framework, the cognitive component shows the users' complex perspectives towards the local language and English. The responses show that users view the local language as important for cultural preservation, while English is seen as a tool for global communication. For example, Yahya highlighted the complementary strengths between local language and English,

reflecting a balanced cognitive evaluation that valued both languages for their respective roles. Similarly, Adam's description of Melayu as “our language” emphasizes a strong cultural identification, while his recognition of English as “useful for work” underscores a practical recognition of its functional benefits. These findings are in line with the concept of additive bilingualism, where languages are seen as functions through translanguaging rather than competing. However, negative stereotypes also emerged, such as the belief that English speakers are perceived as smarter, as recognized by Audrey. This reflects society's bias towards linguistic hierarchy, in line with Phillipson's (1992) theory of linguistic imperialism which criticizes the dominance of English over local languages.

The affective component highlights the deep emotional connection to the local language among some users, especially in the context of cultural identity and comfort. Yahya expressed a sense of comfort and pride when using Sundanese, associating it with familiarity and a sense of personal belonging, in accordance with Rosenberg and Hovland's notion of emotional resonance. Similarly, Adam revealed that he felt comfortable using Melayu because this language had become integrated into his daily life, reinforcing the sense of emotional security associated with his local language. In contrast, Audrey showed greater confidence and expressiveness when using English, attributing this preference to what Bunce (2016) describes as the perceived association between English and modernity, along with its wider applicability in digital interactions. This shift suggests a growing emotional alignment with English in

professional and international contexts, aligning with Rosenberg's concept of emotional language dominance, where affective preferences shift to the second language.

The conative aspect highlights the behavioral intentions and practical language choices of Voisa users, which show a dynamic balance between maintaining the local language and adapting to the advantages of English. As Yahya points out, many users express a strong motivation to preserve their local language, viewing it as an invaluable cultural asset that must be preserved. However, the practicality of English for professional and global interactions leads to English being used frequently on the platform, as seen in Audrey and Azwar's preference for using English when using voice calls. This shift in behavior illustrates situational language adaptation, where users consciously prioritize English in contexts that demand broader communication. However, some users show deliberate efforts to balance the use of both languages, highlighting the negotiation between preserving cultural heritage and the functional advantages of bilingualism.

Thus, it can be interpreted that Voisa users' language attitudes reflect a sophisticated negotiation between local linguistics identity and global communication demands. In the cognitive dimension, users demonstrate a nuanced understanding where they position local languages as vessels of heritage and tradition, while recognizing English as an indispensable bridge to wider opportunities, suggesting a harmonious rather than conflicting linguistic worldview. The affective dimension highlights how emotional connections to

language vary significantly among users, with local language speakers exhibiting strong cultural affiliation due to their socio-historical connections and linguistic heritage, while digitally-oriented users display growing emotional investment in English communication. Meanwhile, the conative dimension reveals pragmatic adaptation patterns where users strategically navigate between languages based on context and necessity, though this often results in increased English usage in digital spaces. Based on a previous study by Nabilla et al. (2021) on global, local, and glocal identities, the findings suggest that while users maintain ideological support for local language preservation, their actual linguistic behaviors demonstrate a glocal positioning where they strategically blend both local and global linguistic resources in response to digital era demands, rather than experiencing complete linguistic displacement.

The social factors significantly shape Voisa users' language attitudes through cognitive, affective, and behavioral dimensions. From a cognitive perspective, younger users demonstrate what Norton (2013) describes as an more instrumental understanding of language functionality, viewing English proficiency as a gateway to global opportunities, while maintaining awareness of their local language's cultural value. This cognitive framework differs notably from older users who prioritize local language preservation. The affective component reveals gender-based variations, where female users show stronger emotional attachment to standardized language forms, whether in English or local languages, driven by social status consciousness. This contrasts

with male users who display more flexible language attitudes, readily switching between formal and informal variants. Following Bourdieu's (1991) concept of linguistic capital, the behavioral dimension illustrates how socioeconomic status influences actual language behavior, with users from higher socioeconomic backgrounds showing a greater tendency to use English in professional and educational contexts on the platform, while users from lower socioeconomic backgrounds exhibit stronger behavioral preferences for local language use in their daily interactions. This interplay of social factors demonstrates how age, gender, and socioeconomic background collectively shape users' language choices on Voisa, creating distinct patterns of linguistic behavior that reflect broader societal dynamics .

Cultural factors show a profound influence on Voisa users' language attitudes through different manifestations of Rosenberg and Hovland's tripartite model. In the cognitive component, users show a clear recognition of their local language as a cultural asset, and many demonstrate a good understanding of how different languages serve various cultural functions within the platform. For example, users consciously use the local language when discussing traditional practices or expressing cultural values, while switching to English for cross-cultural exchanges. The affective component manifests through users' emotional involvement in maintaining cultural authenticity, especially evident in the way they harmonize local and international cultural expressions. Users often exhibit deeper emotional feelings when using their native language for cultural discourse, although they recognize the importance of English for wider

cultural exchange. The conative aspect reveals strategic cultural adaptation, where users actively balance cultural preservation with global connectivity, which is demonstrated through conscious code-switching behavior during interactions on the platform. This reflects users' ability to maintain cultural integrity while participating in global digital discourse.

Identity factors further explain the complexity of language attitudes among Voisa users through Rosenberg and Hovland's framework. The cognitive component reveals users' deep understanding of how language choices contribute to identity construction, with many users consciously utilizing different languages to project certain aspects of their identity. Users demonstrate an awareness that their language choices serve as identity markers, recognizing how the use of English can signify a global identity, while the maintenance of local languages affirms cultural roots. The affective component suggests a strong emotional investment in the expression of identity through language, particularly evident in how users associate different languages with different aspects of their personal and social identities. Some users express pride in maintaining local language proficiency as an authentic identity marker, while others gain confidence from their ability to navigate multiple linguistic identities. In the behavioral realm, users actively engage in identity exchange through strategic language choices, often switching between languages to emphasize different aspects of their identity, depending on the context and audience of their interactions on the platform. This dynamic construction of

identity through language choices reflects users' agency in creating diverse digital personas while maintaining authentic self-expression.

The findings of the analysis of language attitudes among Voisa platform users support the 3 components of Rosenberg and Hovland's language attitude theory, despite the difference in communication contexts from face-to-face interactions to digital platform environments. Although Rosenberg and Hovland's theory was originally developed for general attitude assessment, the findings demonstrate its relevance in understanding language attitudes in digital communication platforms. Analysis of the cognitive, affective and conative dimensions reveals how users navigate between the local language and English in the virtual environment, suggesting that language attitudes remain complex and multi-faceted even in the digital space. This is in line with Rosenberg and Hovland's view that attitudes consist of interconnected components that influence behavioral outcomes.

Although Rosenberg and Hovland's framework has traditionally examined attitudes in conventional environments, these findings suggest that their theoretical principles effectively capture language attitudes in digital platforms such as Voisa. The attitude structure of platform users can be examined through the same three components, although their manifestations may differ in a virtual environment. For example, the cognitive component now includes users' beliefs about the appropriateness of language in digital communication, while the affective component relates to the emotional connection maintained through digital-based interactions. This shows how Rosenberg and Hovland's concept

of attitude formation remains relevant despite the evolving context of communication.

However, there are some distinct characteristics of digital platform communication that need to be considered. The voice-based nature of Voisa introduces unique dynamics in how language behavior manifests, particularly in the conative dimension where users must make direct language choices during real-time interactions. The findings reveal that users' behavioral patterns often reflect a complex balancing act between maintaining cultural authenticity through the use of the local language and achieving broader connectivity through English. This aspect of direct language choice in digital voice communication represents a new dimension not fully addressed in traditional attitude theory. Moreover, the global reach and instantaneous nature of these platforms influence the way users form and express language attitudes, introducing factors such as audience diversity and technological mediation that may not be present in traditional communication contexts.

This study aims to fill the research gap by applying Rosenberg and Hovland's (1960) theory to analyze language attitudes in sociolinguistics. Different from previous studies that focus on attitudes towards English in educational or professional settings, this research highlights language choice in everyday social interactions involving local and international languages. The findings reveal that language choice in these contexts is a matter of communication and an expression of social and cultural identity. These results enrich the understanding of how language attitudes are formed

in multilingual contexts and confirm the importance of taking into account the socio-cultural setting to understand sociolinguistic dynamics in digital context.

The findings of this study, which reveal the complex language attitudes of users on Voisa, align with and extend some previous research findings while presenting unique insights. Previous study by Wati's (2019) analysis of Sundanese people's attitudes towards English showed varied responses across cognitive, behavioral, and affective dimensions, similar to our findings among Voisa users. However, while Wati's research focuses on a specific ethnic community, this study provides greater insight into how these attitudes emerge in a digital platform environment, showing how language attitudes adapt and evolve in the context of emerging technologies.

Furthermore, this study's findings regarding the relationship between language attitudes and digital communication practices have similarities with Utami's (2020) research on Islamic boarding school students, although with distinct differences. While Utami examines the correlation between attitudes and academic achievement, our study reveals how attitudes influence real-time language choices in digital interactions. This comparison highlights how language attitudes manifest differently across different contexts - formal education versus digital communication platforms - while maintaining the core components of Rosenberg and Hovland's framework.

The study conducted by Abdillah et al. (2023) on the language attitudes of startup employees provides an interesting counterpoint to the findings of this study. While Abdillah and colleagues' study showed a strong pride in the local language among employees, the study of Voisa users showed a more diverse attitude, with users showing context-dependent attachment to the local language depending on the context of communication. This difference highlights how digital platforms can influence language attitudes differently from traditional professional environments, especially in how users balance cultural preservation with the need for global connectivity.

This comparison highlights some important insights into language attitudes in digital contexts. While previous research has mainly focused on conventional environments - educational institutions, professional environments, or specific ethnic communities - this research extends understanding to digital platform interactions, which create unique spaces for language negotiation and identity expression (Androutsopoulos, 2015; Lee, 2017). It reveals how the immediate and global nature of digital communication can reshape traditional language attitudes, creating more dynamic and context-dependent language behaviors. Overall, this comparison supports the findings of this study while demonstrating a unique contribution to researching language attitudes in digital communication platforms.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains the conclusion and suggestions. In this chapter, the researcher sums up the previous chapters' topics and presents the findings and discussion from Chapter IV.

A. Conclusion

An analysis of language attitudes among Voisa platform users reveals significant insights into how individuals navigate language choices in a digital communication environment (Androutsopoulos, 2015; Lee, 2017). Using Rosenberg and Hovland's tripartite model, this study examines the cognitive, affective, and conative components of language attitudes through interviews with platform users who actively use both local languages and English.

The findings consistently show that Voisa users exhibit complex and dynamic language attitudes shaped by various factors – social (age, gender, socioeconomic), cultural value (traditional practices, cultural authenticity), and identity (personal, professional, digital personas). This is seen in their cognitive awareness of language functions, where local languages are valued for cultural preservation, while English is recognized for global connectivity (Bunce, 2016). Users show multilayered emotional

connections to different languages, with some showing strong cultural pride towards the use of local languages, while others show increasing comfort with English in digital interactions. Such behavioral patterns indicate strategic language choice, where users consciously switch between languages based on context and communication needs. Moreover, the research highlights that platforms such as Voisa not only facilitate these behaviors but also create a unique linguistic environment where traditional language attitudes are both preserved and reshaped in real-time interactions. This dynamic interaction underscores how users negotiate their cultural and global identities through language use on digital platforms.

These findings also illustrate how users leverage language as a means of expressing and negotiating their identities. Local languages serve as markers of cultural heritage and emotional connection, reinforcing users' cultural identity and authenticity. Conversely, English symbolizes modernity, global affiliation, and professional competence, creating a hybrid digital persona that integrates traditional and contemporary influences. This interplay between language choice and identity construction reveals the nuanced role of digital platforms in shaping linguistic behaviors and attitudes.

Moreover, in a broader context, this research contributes to the development of language attitude studies by offering a new perspective on how digital platforms reshape language behaviors and attitudes. Using Rosenberg and Hovland's (1960) theory to examine language attitudes in

voice-based digital platforms, this study shows how technological media influence existing understandings of language attitudes. The findings emphasize the importance of considering the digital context in language attitude research, especially as online platforms are increasingly becoming key spaces for cross-cultural communication and identity negotiation.

These findings have significant implications for two key areas. First, in terms of social identity, the study underscores the importance of understanding language as a tool for expressing and negotiating social and cultural identities in digital spaces. By using language strategically, users not only communicate but also construct and reinforce their cultural and global personas. Second, for particular education, these insights can help educators design curricula that incorporate the role of digital platforms in shaping multilingual competencies and cultural awareness. By recognizing the interplay between language, identity, and digital platforms, educational programs can foster more inclusive and culturally sensitive language learning practices.

B. Suggestion

Based on the research findings, suggestions can be considered for future research to explore language attitudes across different digital platforms, not limited to voice-based applications such as Voisa. By expanding the scope to include different types of digital communication platforms (text-based, video-based, or multimodal), to gain a more

comprehensive understanding of how different technological capabilities affect language attitudes and choices. This would reveal whether there are consistent patterns or significant variations in how users navigate between local languages and English in different digital environments.

Future research should aim to address these limitations by involving researchers more directly in data collection, expanding the diversity of the sample, and considering the integration of complementary qualitative methods, such as in-depth interviews or participant observations, to deepen the understanding and applicability of the findings.

BIBLIOGRAPHY

- Abdillah, S. E. (2023). Language Attitude in Startup Company PT Inovasi Edukasi Karya Anak Negeri: A Sociolinguistics Study. *Jurnal Sinestesia*, 13(1), 653-663.
- Adamson, J. N. (2016). *Investigating the role of language in the identity construction of scholars: Coming to terms with inter-cultural communicative competence*. Philadelphia: Cambridge Scholars Publishing.
- Al Zidjaly, N. (2019). Society in digital contexts: New modes of identity and community construction. *Multilingua*, 38(4), 357-375.
doi:<https://doi.org/10.1515/multi-2018-0042>
- Al-Hakami, A. (2023). A Mixed-methods Investigation of Saudis' Attitudes towards and Experiences with Contemporary Saudi Arabic. *University of Leicester*. doi:<https://doi.org/10.25392/leicester.data.24211227.v1>
- Alshatti, A., & Jamali, F. (2023). Can Language Show-off Promote Social Status and Solidarity? An Explanatory Study of the Cognitive Attitudes of Kuwaitis towards Arabic-English Code-switching in Kuwaiti Social Domains. *World Journal of English Language*.
doi:<https://doi.org/10.5430/wjel.v13n8p11>
- Amin, A. (2020). Attitude towards language in sociolinguistics settings: A brief overview. *REiLA: Journal of Research and Innovation in Language*, 2(1), 27-30.
- Androutsopoulos, J. (2013). Networked Multilingualism: Some Language Practices on Facebook and Their Implications. *International Journal of Bilingualism*.
- Blackledge, A., & Pavlenko, A. (2001). Negotiation of identities in multilingual contexts. *International Journal of Bilingualism*, 5(3), 243–257.
- Bourdieu, P. (1991). *Language and symbolic power* (G. Raymond & M. Adamson, Trans.). Harvard University Press.
- Bunce et. al. (2016). *Why English? Confronting the Hydra*. Multilingual Matters.
- Cargile, A., & Giles, H. (1994). *Language attitudes as a social process: A conceptual model and new directions*. Language & Communication - LANG COMMUN.
- Chaer, A. (1995). *Sosiolinguistik: Perkenalan awal*. Jakarta: Rineka Cipta.

- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches (4th ed.)*. Thousand Oaks: SAGE Publications Ltd.
- Devi, G. K. (2023). An Analysis of Language Attitude on Denny Caknan's Instagram Comments: A Sociolinguistics Study. In *SEMINAR NASIONAL SOSIAL, SAINS, PENDIDIKAN, HUMANIORA (SENASSDRA)*, Vol. 2, No. 2, pp. 974-978.
- Dragojevic, M. (2017). Language Attitudes. *Oxford Research Encyclopedia of Communication*.
- Fasold, R. (1984). *The Sociolinguistics of Society. Language in Society 5*. Oxford: Basil Blackwell.
- Fathaniah, F. (2023). Language attitudes analysis of NCT 127 on YouTube podcast video. (*Doctoral dissertation, Universitas Islam Negeri Maulana Malik Ibrahim*).
- Fauconnier, G. (1999). *Methods and generalizations*. In T. Janssen & G. Redeker (Ed.), *Cognitive Linguistics: Foundations, Scope, and Methodology*. Berlin, New York: De Gruyter Mouton.
- Fitriati A, W. M. (2020). Language attitudes and language choice among students in Yogyakarta: A case study at Universitas Sanata Dharma. *International Journal of Humanity Studies (IJHS)*, 3(2), 239-250.
- Gardner, R. C. (1988). *Attitudes and motivation*. Annual review of applied linguistics.
- Garret, P. (2010). *Attitudes to language*. Cambridge University Press.
- Garrett, P., Williams, A., & Coupland, N. (2005). Investigating Language Attitudes : Social Meanings of Dialect, Ethnicity and Performance. *Language in Society*. doi:10.1017/S0047404505210163
- Getie, A. S. (2020). Factors affecting the attitudes of students towards learning English as a foreign language. *Cogent Education*, 7(1), 1738184.
- Giles, H. (2009). *Language in Society*. Cambridge University Press.
- Giles, H., & Coupland, N. (2007). *Communication Accommodation Theory*. In B. B. Whaley & W. Samter (Eds.), *Explaining communication: Contemporary theories and exemplars* (pp. 293-310). Lawrence Erlbaum Associates Publishers.
- Hall, M. B. (2005). *Identity and interaction: a sociocultural linguistic approach*. SAGE Publications.
- Holmes, J. a. (2017). *An Introduction to Sociolinguistics. 5th Edition*. Routledge.

- Kircher R, Z. L. (2022). *An introduction to language attitudes research*. Cambridge University Press.
- Kramersch, C. (2012). *Language, culture, and context*. Oxford: Oxford University Press
- Kridalaksana, H. (2001). *Kamus linguistik*. Jakarta: PT. Gramedia Pustaka Utama.
- Labov, W. (1972). Some principles of linguistic methodology. *Language in society*, 1(1), 97-120.
- Ladegaard. (2002). Language attitudes and sociolinguistic behaviour: Exploring attitude-behaviour relations in language. *Journal of Sociolinguistics*, 4, 214 - 233.
- Lamb, M., & Coleman, H. (2008). Literacy in English and the transformation of self and society in post-Soeharto Indonesia. *International Journal of Bilingual Education and Bilingualism*, 11(2), 189–205.
- Lee, C. (2017). Multilingualism online. *Manusya: Journal of Humanities*.
- Li, C., & Dewaele, J.-M. (2022). Language attitudes: Construct, measurement, and associations with language achievements. *Journal of Multilingual and Multicultural Development*, 1-26.
- Menggo, S., & Putra, I. G. A. K. (2020). Language use and language attitudes of Sumbawanese speakers in Bali. *Regist. J*, 13(2), 333–350.
- Mestereaga, E. (2015). *The Role of Social Background, Gender and Ethnicity in Language Choice and Use: A Case Study on a Group of Young English Learners from Romania*. East-West Cultural Passage.
- Nabilla, N. V., & Wahyudi, R. (2021) Global, local, or glocal identity of EFL learners as ELF users. *MEXTESOL*, 45, 1-16.
- Norton, B. (2000). *Identity and Language Learning: Gender, Ethnicity and Educational Change*. Harlow : Pearson Education.
- Norton, B. (2013). *Identity and language learning: Extending the conversation (2nd ed.)*. Multilingual Matters.
doi:<https://doi.org/10.21832/9781783090563>
- Oktavia, S. S. (2022). Code Mixing of A Podcast Conversation between Two Indonesian Celebrities: A Sociolinguistics Study. *Ethical Lingua: Journal of Language Teaching and Literature*, 9(2), 669-679.
- Pavlenko, A. (2005). *Emotions and multilingualism*. Cambridge University Press.
- Phillipson, R. (1992). *Linguistic imperialism*. Oxford University Press.

- Pujiono, M. W. (2023). The Language Attitudes of Indonesian Language Teachers Toward the Acehese Language. *KnE Social Sciences*, 146-155.
- Rahardaya, A. K. (2021). Studi Literatur Penggunaan Media Sosial Tiktok Sebagai Sarana Literasi Digital Pada Masa Pandemi Covid-19. *Jurnal Teknologi Dan Sistem Informasi Bisnis*, 3(2), 308-319.
- Rahardjo, M. (2023). Apa itu kuasi kualitatif? . *Disampaikan pada mata kuliah tableMetodologi Penelitian*. Sastra Inggris / Humaniora: Repository UIN Malang .
- Rahardjo, M. (2023). *Tanya Jawab Metodologi Penelitian Sosial Kualitatif Dari Postpositivistik Hingga Postkualitatif*. Mojokerto: Giri Prapanca Loka.
- Rosenberg, M. (1956). *Cognitive, affective, and behavioral components of attitudes*. In M. M. Rosenberg, *Attitude organization and change: An analysis of consistency among attitude components* (pp. 3-27). Wiley.
- Rosenberg, M., & Hovland, C. I. (1960). *Attitude organization and change: An analysis of consistency among attitude components*. Yale University Press.
- Saduakhassova, B. (2023). Morphological adaptations of slang words borrowed from English into Russian: A case study of TikTok. *School of Sciences and Humanities*.
- Scotland, J. (2012). Exploring the Philosophical Underpinnings of Research: Relating Ontology and Epistemology to the Methodology and Methods of the Scientific, Interpretive, and Critical Research Paradigms. *English Language Teaching*, 5, 9-16.
- Spolsky, B. (2004). *Language policy*. Cambridge University Press.
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: CV. Alfabeta.
- Tankosić, A., & Dovchin, S. (2023). The impact of social media in the sociolinguistic practices of the peripheral post-socialist contexts. *International Journal of Multilingualism*, 20(3), 869-890. doi:<https://doi.org/10.1080/14790718.2021.1917582>
- Tsui, A., & Tollefson, J. W. (2017). *Language policy and the construction of national cultural identity*. In J. W. Tollefson & A. Tsui (Eds.), *Language policy and political issues in education* (pp. 105-122). Routledge.
- Utami, E. A. (2020). The Language Attitude of Islamic Boarding School Students toward English. *Journal of Education and Learning (EduLearn)*, 14(2), 168-175.

- Wahyudi, R., & Chusna, S. (2018) Learning from a teacher's classroom discourses to re-modify the ELF framework in the ASEAN context. In. S. Zein (Ed). *Teacher Education for English as a Lingua Franca Perspectives from Indonesia*. (pp. 156-172). Routledge.
- Wahyudi, R. (2023). Translanguaging practices to express emotion, identity, agency, and social justice. In *Handbook of Multilingual TESOL in Practice*. Springer. doi:https://doi.org/10.1007/978-981-19-9350-3_33
- Wardhaugh, R. (2006). *An introduction to sociolinguistics (5th ed.)*. Blackwell Publishing.
- Wardhaugh, R. (2011). *An introduction to sociolinguistics (6th ed.)*. Wiley.
- Wardhaugh, R. (2021). *An introduction to sociolinguistics (9th ed.)*. John Wiley & Sons.
- Wati, S. Z. (2019). A sociolinguistics study on language attitude of the Sundanese community in Eastern Priangan towards English as a foreign language in Indonesia. *Journal on Language and Literature*, 5(2).
- Zeng, J., & Yang, J. (2024). English language hegemony: retrospect and prospect. *Humanities and Social Sciences Communications*, 11(1), 1-9. doi:<https://doi.org/10.1057/s41599-024-02821-z>

CURRICULUM VITAE



Adila Eka Putri is a student majoring in English Literature at Universitas Islam Negeri Maulana Malik Ibrahim Malang. She was born in Bengkalis on October 29, 2001.

She has an interest in technology and English language, which has driven her to pursue a career in these fields.

Before university, she completed her studies at SMKN 4 Kota Batam, majoring in Software Engineering (2017-2020). During her academic journey, Adila gained valuable experience through internships, including her role at Kementerian Agama Kota Batam in 2019 and in 2023, she interned at Translation Transfer, contributing to document translation and proofreading. Adila has good communication skills in English, both verbal and written and is skilled in using Microsoft Office and Google Workspace. She also has experience in application development, having created simple applications using PHP, C/C++, and JavaScript. Her passion for technology and language continues to motivate her to make a positive impact on her future path.

APPENDIX

A. INTERVIEW GUIDELINE

Title: Local Language Versus English: Language Attitude Represented by Voisa Users

Objective: This study aims to explore Voisa users' language attitudes towards the local language and English, including cognitive, affective and conative components, as well as the social, cultural and identity factors that influence their language choices.

- a) Greet the participant warmly.
- b) Briefly explain the purpose of the interview and assure confidentiality.
- c) Obtain verbal consent to participate.
- d) Provide a brief overview of the topics to be discussed.
- e) Interviewing participants using a list of questions.
- f) Thank the participant for their time.

Note for Interviewer :

- a) Maintain a conversational tone to make the participant feel comfortable.
- b) Ensure neutrality and avoid leading the participant to specific answers.

B. INTERVIEW QUESTIONS

The following were interview questions related to Voisa users' language attitudes towards the local language and English. The interview questions were developed based on previous studies by Utami (2020), Li et al. (2022), and Al-Hakami (2021) that utilized the theory of Rosenberg and Hovland (1960), which discussed three components of language attitude, namely cognitive, affective, and conative. The researcher modified these questions to fit the context of the research so that the interviews could be conducted based on the prepared guidelines.

To enhance the depth and comfort of the interviews, both English local language and Bahasa Indonesia were used during the interview process. This approach aligns with Wahyudi & Chusna (2018), who emphasize that the use of multiple languages in interviews can make participants feel more relaxed and enable deeper discussions. By minimizing potential language barriers, this strategy facilitated smoother communication and allowed both the interviewer and participants to express their thoughts more freely.

Questions:

- a) **Affective component** (questions related to feelings/emotions towards language)
 1. What language do you feel most comfortable using when using Voisa?
Why?
 2. How do you feel when communicating using the local language or English in Voisa?

3. Do you feel proud or uncomfortable when using one of them?
4. Which language do you find easier to understand the meaning of when using Voisa? Why?
5. How confident you felt when you used the two languages in Voisa?

b) Cognitive component (questions related to opinions, beliefs, and stereotypes towards language)

1. What do you think about local language and English?
2. Do you have any common views or stereotypes about this?
3. In your opinion, what are the advantages and disadvantages of using local in Voisa?
4. What are the advantages and disadvantages of using English in Voisa?
5. Which language do you think looks more modern & cool to use in Voisa?

c) Conative component (questions related to behavioral tendencies of language use)

1. Which language do you use more often during voice calls in Voisa? Why?
2. Do you want to improve your English skills?
3. In what conditions do you tend to use the local language, and in which conditions do you prefer English?
4. Are you still motivated to use and maintain your local language

1st Respondent : Yahya, 25, Male, Sundanese, English Editor at International magazine, TOEFL 520

Cognitive Attitude

1. What do you think about local language and English?

Answer : Nurutkeun urang, basa Sunda crucial buat njaga budaya urang. But English oge penting for global communication. Dua-duanya aya kaleuwihanana.

2. Do you have any common views or stereotypes about this?

Answer : there is a stereotype that someone who can speak English mean smarter. But I would say those who can speak both local and English are even cooler because they can communicate with a lot of people.

3. How does using English compare to using your local language in terms of emotional expression?

Answer : sometimes hard ngungkapin perasaan seakurat kalo pake basa Sunda.

4. do you think using the local language in Voisa can causes confusion or misunderstanding? How do you deal with it?

Answer : uhm..ya sometimes there is misunderstanding, so I have to explain again to make sure we understand each other.

5. Which language do you think looks more modern & cool to use in Voisa?

Answer : Both of them are cool.

Affective Attitude

1. What language do you feel most comfortable using when using Voisa?

Why?

Answer: I'm more comfy used Sunda atuh di Voisa teh. Soalna kan urang asli Bandung, so I used to communicate in Sunda ti leuleutik. But sometimes I used bahasa inggris, biar lebih gampang dimengerti sareung temen-temen dari luar.

2. How do you feel when communicating using the local language or English in Voisa?

Answer: Perasaan urang mah lebih santai kalo pake basa Sunda, rasana teh kaya ngobrol jeung babaturan sorangan. Tapi kalo pake bahasa Inggris, kadang-kadang ngerasa agak tegang, soalnya takut salah ngomong. But ya it still fun, also I can more practice my English.

3. Do you feel proud or uncomfortable when using one of them?

Answer: Sajujurna, I'm happy to talk in Sunda. Soalna kan ieu warisan budaya urang, jadi kudu dijaga. Tapi kalo pake bahasa Inggris, sometimes I feel insecure, still proud tiasa talk in these two.

4. Which language do you find easier to understand the meaning of when using Voisa? Why?

Answer : Pasti leuwih gampang ngarti basa Sunda atuh. Soalna udah biasa dipake sehari-hari, jadi udah ngarasa natural aja. Kalo bahasa Inggris sometimes I still need to think first, tapi ya makin lama makin lancar juga sih.

5. How confident you felt when you used the two languages in Voisa?

Answer : When using Sunda mah, urang ngerasa confident. Tapi kalo English, sometimes I still like ragu-ragu, and I still willing to try. Pokoknya mah yang penting mah ngomong wae, biar makin jago.

Conative Attitude

1. Which language do you use more often during voice calls in Voisa?

Why?

Answer : I often use English in voisa, cause kebanyakan ketemu orang luar jadi lebih enak aja ngobrolnya.

2. Do you want to improve your English skills?

Answer : Of course, I wanna improve my English skill. Because it's important for the future.”

3. In what conditions do you tend to use the local language, and in which conditions do you prefer English?

Answer: Sometimes, kalo ketemu yang satu suku, urang lebih milih pake basa Sunda. But if ngobrol sama yang beda daerah atau lagi bahas topik yang lebih formal, urang pake bahasa Indonesia atau Inggris.

4. Are you still motivated to use and maintain your local language?

Answer : of course, masih termotivasi banget buat pake dan jaga basa Sunda. Ini kan warisan budaya urang, masa mau dibiarin ilang gitu aja. but I still balance it sama belajar bahasa lain juga

**2nd Respondent : Adam, 23, Male, Melayunese, Freelancer
(English required environment), TOEFL 480**

Cognitive Attitude

1. What do you think about local language and English?

Answer : Bahasa Melayu tu basa kite la. English is useful for work and stuff.

2. Do you have any common views or stereotypes about this?

Answer : Ade orang cakap English lagi pandai, tapi I don't really believe that la. It's just a language.

3. How does using English compare to using your local language in terms of emotional expression?

Answer : Tak rasa bangga sangat, tapi tak rasa tak selesa pun. It's just normal for me to use both.

4. do you think using the local language in Voisa can causes confusion or misunderstanding? How do you deal with it?

Answer : Melayu lagi senang nak faham la. English sometimes confusing sikit, especially slang and idioms.

5. Which language do you think looks more modern & cool to use in Voisa?

Answer : Honestly, I think mixing both languages looks the coolest. It's just how we talk normally anyway .

Affective Attitude

1. What language do you feel most comfortable using when using Voisa?

Why?

Answer: Aku lebih comfortable pakai bahasa Melayu la bila guna Voisa.

It's just what I'm used to, you know? Tapi English pun okay jugak.

2. How do you feel when communicating using the local language or English in Voisa?

Answer: Rasa macam biasa je bila cakap Melayu. With English, sometimes I feel a bit nervous, tapi okay la.

3. Do you feel proud or uncomfortable when using one of them?

Answer: Tak rasa bangga sangat, tapi tak rasa tak selesa pun. It's just normal for me to use both.

4. Which language do you find easier to understand the meaning of when using Voisa? Why?

Answer : Melayu lagi senang nak faham la. English sometimes confusing sikit, especially slang and idioms.

5. How confident you felt when you used the two languages in Voisa?

Answer : Confidence level tu tergantung hari la. Some days I feel great in both, some days not so much.

Conative Attitude

1. Which language do you use more often during voice calls in Voisa?

Why?

Answer : I use more Melayu for sure. It's just easier and feels more natural.

2. Do you want to improve your English skills?

Answer : Yeah, I want to improve my English. It's good for job prospects and stuff.

3. In what conditions do you tend to use the local language, and in which conditions do you prefer English?

Answer: I use Melayu with friends and family. English more for work and foreign la.

4. Are you still motivated to use Malay?

Answer : Yeah, I still use Melayu a lot. It's not something I really think about, it's just natural.

3rd Respondent : Audrey, 21, Female, Betawi, English literature student, TOEFL 547

Cognitive Attitude

1. What do you think about local language and English?

Answer : English is like, super important for global communication. Local language is nice for cultural stuff, but English is where it's at.

2. Do you have any common views or stereotypes about this?

Answer :. There's this view that English speakers are more educated or worldly. I kinda agree, to be honest. It opens up more opportunities

3. What are the challenges you face when using local language in Voisa?

Answer : Using local language in Voisa can be fun for jokes and stuff, but it's pretty limiting in terms of who you can talk to.”?

4. What are the advantage and disadvantage of using English in Voisa?

Answer : The advantage of English in Voisa is you can connect with anyone, anywhere. The disadvantage? Maybe some nuances get lost, but it's minor.

5. Which language do you think looks more modern & cool to use in Voisa?

Answer : English definitely looks more modern and cool to use in Voisa. It's just the language of the Internet, you know?.

Affective Attitude

1. What language do you feel most comfortable using when using Voisa?

Why?

Answer: Honestly, I'm most comfortable using English di Voisa. It just feels more natural buat gue, you know.

2. How do you feel when communicating using the local language or English in Voisa?

Answer: When I'm communicating in English, I feel more confident and expressive. Kalo pake bahasa lokal, sometimes it feels a bit restrictive.

3. Do you feel proud or uncomfortable when using one of them?

Answer: I'm definitely more proud using English. Bukan berarti gue gak suka bahasa lokal, but English just feels cooler, gitu

4. Which language do you find easier to understand the meaning of when using Voisa? Why?

Answer : English is way easier for me to understand di Voisa. The meaning comes across more clearly, especially for complex topics.

5. How confident you feel when you used the two languages in Voisa?

Answer : My confidence level is definitely higher when I'm using English. It's like, my thoughts flow more smoothly gitu

Conative Attitude

1. Which language do you use more often during voice calls in Voisa?

Why?

Answer : I use English way more often during voice calls. It just feels more natural and professional.

2. Do you want to improve your English skills?

Answer : Of course, I'm always trying to improve my English skills. It's crucial for my career and personal growth

3. In what conditions do you tend to use the local language, and in which conditions do you prefer English?

Answer: I tend to use English in most conditions, honestly. I only switch to local language if someone really can't understand English.”

4. Are you still motivated to use and maintain your local language?

Answer : I'm not super motivated to maintain my local language. It's nice to know, but English is more practical for my daily life and future.

4th Respondent : Azwar, 22, Male, Javanese, English literature student, TOEFL 497

Cognitive Attitude

1. What do you think about local language and English?

Answer : I think booth is have their own unique. English very useful for global, yo pas gawe bosu Inggris iku lebih global and I think when it comes to Javanese language useful pas aku ketemuan with Javanese people in this app

2. Do you have any common views or stereotypes about this?

Answer :. Nothing, just netral yo koyok sing tak omong maeng

3. What are the challenges you face when using local language in Voisa?

Answer : I think yes, ketemuan karo Javanese people more easy to communicate. Tapi angede pas ketemu seng ngga ngerti bosu jowo it's become hard

4. What are the advantage and disadvantage of using English in Voisa?

Answer : Same, koyok ndek question sebelumnya.

5. Which language do you think looks more modern & cool to use in Voisa?

Answer : Of course English, because it can reach global

Affective Attitude

1. What language do you feel most comfortable using when using Voisa?

Why?

Answer: Loro karone comfortable in their own way. Tapi jujurly, lebih nyaman nganggo English karena so far user Voisa iki kakean international people.

2. How do you feel when communicating using the local language or English in Voisa?

Answer: Biasa ae sih, sama sama comfort kok ndek loro karone

3. Do you feel proud or uncomfortable when using one of them?

Answer:.. Pas nggae bahasa Inggris, I feel like I'm proud of myself, yo karena nggak kabeh uwong use it.

4. Which language do you find easier to understand the meaning of when using Voisa? Why?

Answer : Of course Javanese seh. Karena aku paling suwe using this language than English. Dan biasane emang bahasa Jawa digae bahasa sehari-hariku.

5. How confident you feel when you used the two languages in Voisa?

Answer : More confident when use Javanese language and sometimes emang nggae bahasa Inggris sek lupa-lupa ingat. But, it's okay karena yo digae belajar ae.

Conative Attitude

1. Which language do you use more often during voice calls in Voisa? Why?

Answer : I often use English language, because there are much of foreign send tak temoni ndek voisa iki.

2. Do you want to improve your English skills?

Answer : Of course yes

3. In what conditions do you tend to use the local language, and in which conditions do you prefer English?

Answer: Honestly aku sering nggae English ndek Voisa but sometimes I switch to the Javanese when I met with people who don't really understand English

4. Are you still motivated to use and maintain your local language?

Answer : Yes, of course but I cannot really stand it when I used this app.