

CHAPTER I

INTRODUCTION

This chapter presents some subchapters namely background of the study, statement of the research problems, objective of the study, significance of the study and scope and limitation of the study.

1.1 Background study

Language is one of the human characteristics that sets it apart of the other creatures. Human share their feelings, thoughts and ideas by using language while the other creatures do not able to express these things through any language. Languages contribute much to the process of human civilization in the world.

One language may influence the other language in term of its power and prestige of the language or even by the high educational expectation of the users. It is because the language takes more parts in the wider scope of the society. Consequently, the society wants to try to understand the language before they imitate or equalize themselves in the development of other aspects other than the language development. However, the new language being perceived by other language users will be their foreign language as part of their development when it is used in their office, institution, and educational institution.

However, the researcher is not going to focus only on the language discussion but also on the discussion about the social aspects of the language. This study has no to be focus only on language attitude that restrict it to attitude toward the language itself. But, however, this study should also deal with the environment of the speaker of whatever the language or the society of environment they live in.

What the point of view means is that it does not only restrict our concern on the people's attitude toward the international language they practice and on the process or the result of their attitude on the language but also this study has to concern on whatever language they use. Local language even language of nationality they use have to be the concern of the discussion. However, condition or the situation that rise people to perceive or to have tendency of using the language they face easily becomes other important things to discuss.

On the other hand, seeing the participation of people on the use of the international languages, people attempt to learn the language theoretically and practically as their foreign language. It also happens to Arabic language, where the speakers of Arabic language are Muslims. So, wherever the Muslims live, they accept it and use it in their part of their daily activities.

In Indonesia, it is found that two languages are influential for its society. The two languages are English language and Arabic language. As what has been known that English constitutes language of wider communication (Jerry, 2015), it is dealing with global communication in wider scope of society where English takes in part so much in. This view gives understanding that people need to understand English through speaking in communicating to each other in equalizing themselves to the global development of language use.

However, Arabic language constitutes language that is commonly used by Muslim. They recognize that Arabic is the language of Islam. Moreover, Arabic is one of the most commonly spoken in the world (Redkin & Bernikova, 2016). Arabic language is mostly used by Indonesian people where Muslims live in. As we

perceive that Indonesia is the biggest Muslim country in the world. We cannot deny that Arabic language takes in roles to Muslim society of Indonesia.

Consequently, many people are attempting to use Arabic language and English language by practicing it in their daily activities as the process of educating and learning of foreign languages. Some educational institutions use one of the two languages, English or Arabic, in their daily activities and some of them practice the two languages in the same time. The institution might be a course place, community and boarding school.

As what is happening in Banyuwanyar Islamic Boarding School, Palengaan, Pamekasan, four languages are used to communicate each other. The students come from many towns (areas) in which they have their own language. Some of the students come from Java and they speak Javanese and most of them come from Madura and they speak Madurese. However, in all activities, the students are going to have wider scope of communication among all the student. To communicate to each other, the students who come from Java have to understand Madurese language and vice versa. On the other hand, all of them speak and understand Indonesian language in order to make a simple talk among them.

In Banyuwanyar Islamic Boarding School, for example, the students apply four languages to be used in. The students are required to use Arabic and English language in their daily activities. Instead of Arabic language as the requirement of the student to use, Arabic language is dealt in the religious book studied by the students. The result is that students confront with the situation of using four languages. They who have different mother tongue language have to deal with the

use of Arabic language especially when they learn religious books to the priest. On this learning process, the religious Arabic books are translated into Madurese language. However, the student whose mother tongue language is not Madurese require to understand Madurese language, Consequently, students give a specific attitude toward Madurese language use. The same situation happens to the students in the use of English and Indonesian language. the students have to use English and Indonesian in their everyday communications. However, the students whose mother tongue language are Madurese and Javanese have a certain attitude on these languages.

As the students come in and begin to join some programs of some institutions provided by Banyuwang Islamic Boarding School, they are dealing with the boarding school's daily activities (Learning Arabic religious books "Kitab" and taking a special course of English language, etc.). The process of learning religious book (Kitab) which the teacher is explaining the classical book written in Arabic by translating it into Madurese, brings them to use Arabic language and in the process of learning English language requires the students to speak English. So, they have to understand and, however, practice Arabic and English. In a short time, they encourage themselves to understand the language of others by trying to habituate to listen other language (Madura) and vice versa.

In other process of communication, other than the learning process which involves the process of language use in, the students use Indonesian language as the media of communication that is understood whether by Madurese or Javanese students. When Madurese students want to talk with Javanese student or vice versa,

they are using Indonesian language. Indonesian language is the language which constitute the national language of students of Banyuanyar Islamic Boarding School.

Provisionally, this kind of condition brings the students into the process of perceiving other language. In some ways, some of them (Madurese students) are happy when they speak Javanese language and some of them (Javanese students) are proud to speak in Madurese language. This vice versa condition also happens toward the use of the Arabic and English language used in Banyuanyar Islamic Boarding School students whether the students who comes from Madura or the students who comes from Java.

However, the students, in actual condition, are giving their response on their use of languages in their daily activities in Banyuanyar Islamic Boarding School. They deal with one of language studies toward their language use namely language attitude in respond to what languages being proud, happy or even ashamed to be used, what comes to motivate them on using the languages in their daily talk. They give their attention to the language they count on by means that they sometimes acknowledge new language in a very good response. They show their attitude toward the four languages implemented in their daily activities. Their response toward those languages could be negatively and positively emerged.

By those kind of conditions, the writer is interested in analyzing the student's attitude toward the four languages (Madurese, Indonesian, Arabic and English) in their daily activities and the writer is attempting to touch the basic point of discussion about what are the attitude motivation of the students of Banyuanyar

Islamic Boarding School toward the use of Madurese, Indonesian, Arabic and English in their daily activities.

The writer wants to analyze the student's attitude of Banyuwanyar Islamic Boarding School toward the use of Madurese, Indonesian, Arabic and English in their daily activities because the condition of the students who deal with four language implementation in the same time and in one area or a group of society. It is to elaborate their response toward the four language implementation in their environments. Some points that might be the consideration on the possible motivations that stimulate them to have their attitude toward those languages used in Banyuwanyar Islamic Boarding School.

1.2 Statement of The Research Problems

Based on the background study above, the writer frames the problem of this study as follows:

1. What are the students' language attitude of Banyuwanyar Islamic Boarding School toward the use of Madurese, Indonesian, Arabic and English in their daily activities including male and female students' attitude?
2. What are the students' language attitude motivation toward the use of Madurese, Indonesian, Arabic and English in their daily activities?

1.3 Objective of Study

From the statement of research problems, the purpose of this study are:

1. To prove the students' language attitude type of Banyuwanyar Islamic Boarding School toward the use of Madurese, Indonesian, Arabic and

English in their daily activities including male and female students' attitude in indicating that different sex will have different attitude toward languages.

2. To explain the motivation on the students' language attitude of Banyuwanyar Islamic Boarding School toward the use of Madurese, Indonesian, Arabic and English in their daily activities.

1.4 Significance of Study

The findings of this study provides theoretical and practical benefits. Theoretically, this study contributes some explanations about students' language attitude in Banyuwanyar Islamic Boarding School as the reference for people who need information about language attitude. Practically, this study helps the readers to determine their type of language attitude and to guide them to use their languages positively by feeling proud of using the language or negatively by feeling to be ashamed on using their languages. This study can also help the reader to develop or not to use a language in which after determining their attitude toward the language.

1.5 Scope and Limitation

This study is specified on language attitude which include in sociolinguistic field. However, this study uses the theory of Garrent et al. (2003) and is limited only on the students' language attitudes of Banyuwanyar Islamic Boarding School toward the use of Madurese, Indonesian, Arabic and English in their daily activities.