

CHAPTER I

INTRODUCTION

In this chapter, the writer provides five points. The first is background of the study. the second is research question. The third is objective of the study. The fourth is significance of the study. The last is scope and limitation of the study.

1.1 Background of the Study

Language attitudes describe how individuals evaluate and respond to a language, encompassing beliefs, perceptions, and judgments toward the language or its speakers (Garrett, 2010). This topic is interesting to be analyzed because language attitudes play a crucial role in shaping how languages are used, maintained, or even shifted in multilingual societies. These attitudes influence language behavior and preferences in various social contexts. Baker (1992) explains that language attitudes consist of three components: cognitive, affective, and conative, which reflect individuals' beliefs, emotions, and behavioral tendencies toward language use. In addition, Ronald Wardhaugh (2010) argues that speakers possess knowledge of linguistic norms and use language according to socially shared rules, which guide appropriate language behavior within a community.

Indonesia is home to considerable linguistic diversity, with many citizens proficient in more than two languages (Putra, I. K.; Tustiawati, 2024). However, studies on multilingual university settings in Indonesia remain limited, particularly those focusing on students' attitudes toward local, national, and global languages. In such multilingual contexts, language attitudes become an important area of investigation, as they reflect how individuals adapt culturally and evaluate languages in terms of usefulness, identity, and social status.

One region that strongly reflects a multilingual environment is Bangkalan, Madura, where Universitas Trunodjoyo Madura (UTM) is located. Students at UTM come from diverse linguistic and cultural backgrounds, particularly Javanese and

Madurese. Within the campus environment, Madurese, Indonesian, and English are used in different communicative domains such as academic activities and daily social interactions. This coexistence of local, national, and global languages represents the multilingual reality of higher education in Indonesia.

In this study, Javanese students refer to students of Javanese ethnic background who study and interact in a Madurese-dominant environment at Universitas Trunodjoyo Madura. As members of a non-local ethnic group, these students interact daily with Madurese peers, use Indonesian as the primary academic language, and engage with English as a global language of education. This condition requires them to continuously adjust their language choices and develop attitudes toward each language.

Previous studies, such as those conducted by Wati & Zulaikha (2019), Misnadin and Yuliawati (2023), and Kurniasari and Mbato (2018), mostly focus on dominant ethnic groups or general multilingual contexts. However, only a few studies specifically discuss how Javanese students perceive and respond to multiple languages in a Madurese academic environment. Therefore, this study aims to investigate the language attitudes of Javanese students at Universitas Trunodjoyo Madura toward Madurese, Indonesian, and English, as well as the factors influencing these attitudes.

In a multilingual academic environment, language attitudes not only reflect individual preferences but also influence how languages are used in daily interaction. Students' attitudes toward local, national, and global languages can affect language choice in academic settings, social relationships, and identity formation. Positive attitudes may support language maintenance and intercultural communication, while negative attitudes can lead to language avoidance or shift. Therefore, examining language attitudes is important to understand how multilingualism works in higher education contexts.

1.2 Research Questions

Based on the background of this research, the following two research questions are formulated:

1. What are the attitudinal components of Javanese students at Universitas Trunodjoyo Madura have toward Madurese, Indonesian, and English?
2. What are factors influencing the language attitudes of javanese students toward Madurese, Indonesian and English?

1.2 Objectives of the Study

Based on the research question above, the objective of this study is:

1. To explain the attitudinal components of Javanese students at Universitas Trunodjoyo Madura toward Madurese, Indonesian, and English.
2. To explain the factors that influence the language attitudes of javanese students toward Madurese, Indonesian, and English.

1.3 Significance of the Study

The theoretical significance of this research is to contribute to the field of sociolinguistics, particularly in the study of language attitudes. It focuses on how Javanese students at Universitas Trunodjoyo Madura perceive, evaluate, and respond to the use of Madurese, Indonesian, and English, which ultimately influences their language preference and maintenance. By examining the factors that shape these attitudes, this study aims to enrich existing theoretical frameworks in sociolinguistics and provide deeper insights into language behavior and identity within multilingual academic settings.

The practical significance of this study is to serve as a reference for future researchers interested in exploring language attitudes and multilingualism among university students. Moreover, it is expected to increase readers' awareness of the importance of developing positive attitudes toward different languages. Through this, students and educators can better appreciate the role of local and national languages such as Madurese and Indonesian, while also recognizing the global importance of English in academic and professional contexts.

1.4 Scope and Limitation of the Study

This study adopts a sociolinguistic approach, with a particular focus on language attitudes as proposed by Baker (1992). Baker (1992) conceptualizes language attitude as a multidimensional construct consisting of three main components: cognitive, affective, and conative. The cognitive component refers to individuals' beliefs or perceptions about a language's function, value, and importance. The affective component involves emotional responses toward the language, such as pride, confidence, or anxiety. Meanwhile, the conative component reflects behavioral intentions or actual practices, such as the willingness to use or maintain a language. Together, these three components provide a comprehensive framework to analyze how individuals think, feel, and behave toward different languages.

The scope of this study is limited to exploring the language attitudes of Javanese students toward Madurese, Indonesian, and English, focusing specifically on the three attitudinal components proposed by Baker (1992): cognitive, affective, and conative. This study does not address other linguistic phenomena such as language acquisition or code-switching. This research involved 10 informants aged 20–23 years who were born and raised in a multilingual environment where Madurese, Indonesian, and English are used in both academic and daily communication. The limitation of this study lies in its specific focus on Javanese students at Universitas Trunodjoyo Madura, which means the findings cannot be generalized to all student populations. Within this sociolinguistic context, this study aims to explain the attitudinal components cognitive, affective, and conative of Javanese students toward these three languages Madurese, Indonesian, and English. In addition, this study analyzes the factors that influence their language attitudes, such as language ability, educational background, and cultural experience.