

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer presents the background of the research, question of the research, and so on. In this chapter, the writer has been investigating language attitude of Thai students towards Indonesia language in understand how Thai students think of Indonesia language. Thus, the writer discusses some theories in sociolinguistics which related to the study. There are definitions of Sociolinguistics, language attitude, three aspects and sojourners.

2.1

Sociolinguistics

Sociolinguistics is a branch of connection between language and society (Trask, 2007). In this case, language and society are cannot separate both of them should be together. It means people in society use the language to be part of life because it uses the language to communicate with each other in a community. According to Trudgill (1978:32) mention that sociolinguistics is a part of linguistics which is concerned with language as social and cultural phenomena. The study of the way people in society talk is determined by social context in which their speaking in that place.

Moreover, Wardhaugh (2006) stated that sociolinguistic is concerned with investigation the relationship between language and society with the goal of a better understanding of the structure of language and the languages in communication. In addition, Wardhaugh, (2006) also noted that sociolinguistics is an attempt to discover a correlation between social structure and linguistics and to find or to recognize any changes occurs. While Holmes (1992:6) argues that "Sociolinguistics is the study of relationship between language, and society between language and the way it is used to convey social meaning". It means sociolinguistics is study of what kind of the language used in social context.

Based on above, many researchers explanation about sociolinguistics is the study of the relationship between language and society and how the language function in a community, and how humans in society used the language of that own way. It can reflect of the user by using the language in a community. And this study to know sociolinguistics is a significant role in society, as it used by people to communicate in social life.

2.2

Language Attitude

Language attitude is very important to study because it can explore how people react or feeling to language interaction and how they evaluate other languages. A language is a communication tool of human, to exploring their feeling, ideas thought and so on. Language also related to pride and identify people who have used the language. Moreover, Language attitudes are opinions, ideas, and prejudices that speakers have to with respect to a language. Based on language learning, there are many experts have mentioned attitude from a different perspective.

Firstly, In the Dictionary of Applied Linguistics conducted by Richards (2002:199) mentioned that "language attitude is defined as follows:

“The attitude which speaker of different languages or language varieties have towards each others' language or their own language. expression of positive or negative feeling towards a language may reflect the impression of linguistic difficulty or simplicity ease or difficulty of learning language, degree of importance, elegance, social status, etc. Attitude towards a language may also show what people feel about the speakers of the language”

From aboved, it means the students or learners can show their feeling towards language learning. The learners might be positive and negative towards the language. Such as when the students who feel second language or foreign language is very difficult to learn. They might be do not want to speak or silent. Those reason can showed the negative towards the language. In other hand, if the student who feel relax when they have learn another language. They may feel positive to study language.

Secondly, as stated by Garner (cited in Melhim&Rahman, 2009:3) An attitude can express some important aspects of an individual's personality, such as to express who people are and what people believe in. It means the feeling of someone can expressing what are they thinking, feelings and actions towards something or language learning. Besides, the attitude towards language has positive and negative of people can affect them on their language. Olson and Moro (2003), stated that positive attitudes are the evaluate of favorable belief, behave and feelis toward an object. While, negative attitude also appear when the people have expressed unfavorable towards object.

Based on the experts' statement above, it can conclude that the attitude is the tendency to act with respect to a particular object. All of senses in the above can be taken a sense of attitude, which is the personality of an attitude toward something. And the expression of senses can show a positive response, it manes love, like and negative response, hate, dislike.

2.3.1 Component of Language Attitude

According to Garrett et al, (2003:3) an attitude consists with three components affective, cognitive and behavioral components. According to him "it obtains further importance because of its close association with the cognitive component. And he also depicted that albeit beliefs (i.e. cognitive component) are particularly free from affective content, they may be based on or even lead to affective reactions. Therefore, attitude researchers should bear in mind both people's beliefs (cognitive component) and their feelings (affective component) towards attitude objects".

2.3.1.1 Cognitive Aspect

Cognitive aspect is individual' perception, belief and stereotype regarding an object (Mann, 1969) cited in Azwar (2016:24). In addition, jain stated that cognitive aspect is an evaluation of individual's belief is not always accurate. If the student never know the benefit and the important the langauge. So, it can concluded as the students have negative belief towards the langauge.and the students also not believed that learning langauge is important for future.

2.3.1.2

Behavior Aspect

Behaviour aspect is a behavior or tendency of behaved towards an object attitude whether it is a verbal or non-verbal action, Jain (2014:6). This consist of actions or responses of an object. The responses can be favorable or unfavorable to do something regaerding the object. It means if the students who dislikes learning langauge. They will not always show an action that student will leave the class, does pay attention to the teacher and just copy the homeworks from the their freinds. Those actions are already showed a negative attitdue in term behavioral aspect. Or, a student might possess a positive attitude towareds language learning because of positive behavioral experinces that student gets from the teacher or friends.

2.3.1.3

Affective Aspect

Affective aspect is the emotional responses towards an attitude abject Jain (2016:6). This aspect is very important because the deppest of attitude componet is the emotional aspect. In this aspect to know the students attitude which like or dislike the language learningg. Such as, the student feel proud or anxiety when they using the langauge, and they can show the emotion.

2.4 Sojourners

As we know that the thai stdent as Sojourner” who spend time to live in another country, (Indonesia country). According to Guirdham (1999:272) mention that an individual’s ability to survive culture shock is affected by “knowledge of the culture and its language, stereotypes of and attitudes towards people in the other culture, being able to suspend evaluation of other people’s behavior and understanding the self as a cultural being”. It means people who have to face many of the problems while living another country, they have to learn about the culture and language of that country.

Moreover, According to Wannar (2009) stated that language attitudes can profoundly influence individual motivation to learn and use a second language. It means if the sojourners feel a positive attitude towards the native speakers it can give the motivation to learn second or foreign languages as well. For example, a positive feeling towards the host language and new environment may inspire the students or sojourners to interact with foreign language and practice the language in the community.

In other hands, people who have negative feeling about the language or host culture may additionally turn out to be less inclined to use their second language or foreign language

and initiate intercultural interactions (Isabelli-Gercia 2006; Jacson 2018). It means, as sojourner, who have living in another country. when they face many negative experiences may less willing and less motivation to learn the language of that country.

2.5 Review of Previous Study

In the process of doing this study, the researcher has found three interesting of researches that related to language attitude and this study too. The first from previous study is by Wati (2018), entitle “Langauge attitude of Indonesian undergraduate students towards English at English Education Department”. This research describes the language attitude of undergraduate students of English Education Department of Surakarta Muhammadiyah University towards English in terms of attitude. There are behavioral, cognitive, and affective aspects and investigate the differences in language attitude of undergraduate students towards English across gender and length of the study. She uses a mixed-method research design to collect, analyze and to mix both quantitative and qualitative data in the study. She obtains the data by questionnaire and making interview. The researcher uses theory in a quantitative study to provide an explanation about the relationship among variables in the study. Thus, it is essential to have a grounding in the qualitative study. The results of the study are as follows. The undergraduate students have different language attitudes, in terms of cognitive, behavioral, and affective aspects of language attitudes towards English. There is a statistic difference in the undergraduate students’ language attitudes towards English across gender. The attitudes of male undergraduate students towards English are higher than that of female ones indicating more positive attitudes towards English. It means that there is a rejection of the null hypothesis because there is a significant difference between male and female undergraduate students’ attitudes towards English. By the way, the researcher uses to find out the attitude of Thai students towards Indonesian language.

The second study is written by Diden Benhawan (2012) under the title “Attitude and English Language Learning Behaviors of Low English Proficient students”. This study aims to investigate lw English proficient of students. The sample of this study was 322 students and 11 teachers who were teaching English Subject. He uses quantitative research design. The data were obtained from student questionnaires and interview with the students and teachers. Percentages, means, standard deviations and correlation coefficient were employed in the data analysis. It was used instrumental and integrative of attitude. It may be positive or negative of the student. The result of this research was shown 1). The students’ integrative attitude towards English was positive. It different from the researcher was uses three aspects

of attitude. 2). The students' instrumental attitude towards English was positive, especially benefit related to future work and study. But different with the research uses three aspects of attitude. And also uses mixed-method to describe the language attitude towards Indonesian language.

The third previous is conducted by Monika Din (2017). Entitled, "Indonesia students' language Attitudes towards Indonesia and English through education and working frame". Her study focuses on exploring language attitudes of Indonesian EFL learners towards English and Indonesian and studied the relationship of language attitudes in terms of educational background and study programs by using the participants 256 Indonesian people, randomly selected from five universities in Indonesia, and using two-part of questionnaire (Language Background Questionnaire and General Language Attitudes Survey). The analyses of the data expose that the participants alleged to the positive attitudes towards English as they were stimulated to learn the language, and appreciated their English skill as a means to attain better study or work opportunities, meanwhile in view of their native language-Indonesian superior to English. As a result, was shown that that the participants had a positive attitude of Indonesian identity with the positive reception of the importance of the English language. English is significant not only as an international language but also considered as an important language along with Indonesian language in education and profession. This differs from the researcher because it is more pacific knowing of Thai students attitude when they are studying Indonesian language by using three aspects of language attitude. There is behavioral, cognitive, and affective attitude. Moreover, it is used thirty questions of questionnaire is adapted from Boorangsri, Chuamankhong, Reryindee, Eshghinejad, and vongchittpinto (2004) khan (2018)

This method of this study is very different from the writer because the researchers used Sicam and Lucas (2016) as a replication study. An addition of this study also looked into the relationship between the variables using T-test and ANOVA analyses. Due to the researcher uses program SPSS 17 to collect the data in this study. The research focuses on Thai students 28 participants who were studying at Muhammadiyah of Surabaya. To investigating their attitude in using Indonesian language.

After looking at all previous study, it gives new knowledge and inputs the writer who is going to analyze the same thing. The author of all previous study stated above also gives the writer inspiration and contribution to understand more about language attitude though it uses

by the difference of attitude towards language as a positive and negative attitude. Nethless, the researcher realize that this research is worth to study under new aspect of language attitude used by the different method and more specifically on social distance too, The researcher also did not find any language attitude of Thai student towards Indonesian language in Indonesia any previous study.

