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**LANGUAGE CHOICE AND ATTITUDE IN ENGLISH CLASSROOM: A STUDY ON
LANGUAGE AND SOCIAL IDENTITY**

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Abstract

The purpose of this study was: 1) To explore the language choice of the students when interacting with the teachers in English classroom. 2) To explore the language choice of the students when interacting with peers during English class. 3) To investigate the language choice of the students outside the classroom. 4) To investigate the students' language attitude towards English. This investigation was conducted at SMP AMI Denpasar. The methodology of this study was descriptive qualitative method with a case study research design. The participant consists of 77 students. The data were obtained by employed interview guide, questionnaire sheet, and observation sheet. The finding indicated that, 1) there was the highest score 71,4%. The students mostly used mixed Indonesian-English as a tool of communication when they interact with their teacher during English class. 2) there was 46,8%. the students who speak mixed Indonesian-English in the class. In the other hand, the students who still had lack to use English they will mix into Indonesian to avoid misunderstandings. 3) the highest score for language choice was Indonesian. One of the results was 76,6% for language use with the teacher outside the English class. 4) the highest score for students' attitude towards English-Indonesian was 72%. It reflected that students have positive attitudes regarding to English and Indonesian languages. Participants want to demonstrate it all when taking part in English-language activities. In conclusion, these days local languages are barely spoken among the younger generation. Since English is the most used language in daily life. Therefore, they chose to obtain acceptance from people in their surroundings.

Kata Kunci: Language Choice, Attitude, Social Identity

PENDAHULUAN

Language attitude in the context of language learning is described by Holmes and Wilson (2017: 404) as the way individuals view the language, the class, the people, and the language's culture. They argue that people develop attitudes toward languages that reflect their perceptions of the people who speak those languages as well as the context and purpose to which those languages are associated. It persists that learners' attitudes toward the languages they learn are an abundance of beliefs. In order to explain it, an attitude refers to how someone feels, thinks, and acts toward something. A learner's attitude toward language acquisition is called their attitude toward language learning.

Brown (2000: 163) indicates that positive and negative attitudes might influence how motivated learners are to study a second language. On the other hand, Brown emphasized the belief that unfavorable opinions can and should be modified. When someone is learning a language and has a positive attitude toward the language, this attitude will be followed by positive actions. It will suggest that the person will learn the language well. However, a negative attitude toward the language will be followed by negative behavior obstructing the acquisition. In addition, Padwick (2010) stated that the type of learning depends on the learners' attitude toward the



language and their intellectual capability. The prominence of a language in a particular culture affects both speakers and non-speakers. This demonstrates how language attitudes can be used to identify the components influencing language choice. Language choice reflects how speakers feel about a language. A positive language attitude will stimulate language use, and the opposite similarly holds.

Hundreds of small and major regional languages are spoken for regional purposes by members of the local language community in Indonesia, a multilingual nation where Indonesian is the official language. Members of the community typically speak two or more languages, either fully or partially, depending on the necessities of the situation, especially in Denpasar city, which has continuously been an urban multicultural centre. In line with Triyuni et al. (2019), numerous ethnic groups have moved to Denpasar over the years for various reasons, including commerce, trade, labour, politics, and education fields. The population in Denpasar has been increasing due to these factors. They are indicating that a large number of migrants settle in Bali.

The studies come from Fitriati (2020) studies consider their research's purpose was to examine Yogyakarta students' language choices. Their attitudes towards English, local languages, and colloquial Indonesian are also examined in the research because Yogyakarta is a multicultural city. Due to this circumstance, the local population has a great opportunity to interact with people of diverse ethnicities, cultural backgrounds, and linguistic backgrounds. The findings indicated that students appreciate local languages, English and colloquial Indonesian. The study of language choice reveals that students prefer to communicate in Indonesian rather than local languages. It means that Indonesian was spoken more frequently and is the language choice for most students in Universitas Sanata Dharma. The other studies by Sukanto et al. (2021) showed that most first and second-group

students felt more comfortable speaking and writing in English than in their mother tongue. However, the other group found that speaking their native tongue improved their communication ability. They had a generally positive attitude towards their native tongue. Regarding the students' identity, the results of this study show that even though they were more proficient in English, they still had a strong sense of belonging with their native nation.

Furthermore, considering that language attitudes and choice of language with different cultures are the main areas of attention in this present study, it aligns with the prior studies mentioned above. This research is intended to provide evidence of phenomena focusing on language choice and attitude in the English classroom. This research will be considered on the secondary level because the preliminary studies have only been at the high school to university level. Consequently, studies have not been conducted at the junior high school level. It means, the research must be studied further, especially on the secondary school level.

Method

This present study was implemented a case study, which means the researcher investigates a specific population in order to examine phenomena that the research participants experienced. The researcher was employed the descriptive qualitative method. The data gained has taken place at SMP Adhi Mekar Indonesia in Denpasar including of 77 participants. Furthermore, the researcher collects the data by using the following techniques and procedures. The researcher was distributing the questionnaire to students in language classes to obtain data or information related to the language choice and attitude of students of various ethnicities. Afterwards, the researcher was interviewing students related to their attitudes towards English. By interviewing the participants, the researcher intends to gather the required data. Following the distribution of the questionnaire and the participant interview,



observation was the final step. For the analyzing data, the researcher utilizes descriptive qualitative to examine the data. The stages in analyzing data were: (1) the researcher collects the data, which were obtained by questionnaire, interview, and observation. Following that, the researcher selects, identifies, and focuses on the data by formulating the objective of the current research. (2) Following the chosen data, the researcher arranges it into coherent sentences. (3) Afterwards, these two steps are done, and the conclusion described. Additionally, a questionnaire was used to support the interview to ensure the data's authenticity.

Result and Discussion

Result

This present study included several main objectives: 1) To explore the language choice of the students when interacting with the teachers in an English classroom. 2) To explore the language choice of the students when interacting with peers during English class. 3) To investigate the language choice of the students outside the classroom. 4) To investigate the students' language attitude towards English.

1.1. The language choice of the students when interacting with the teachers in an English classroom

The data of language choice was obtained through a questionnaire by providing several choices of languages. The data was obtained can be seen in the table below.

Table 3.1 Language choice during English class

No	Language choice	Procedure text	Asking and giving opinion	Report text	Label	Active-passive voice	Future tense	Descriptive text	Narrative text
1	English	6,5%	77,9%	1,3%	1,3%	1,3%	1,3%	10,4%	1,3%
2	Indonesian	7,8%	72,7%	5,2%	3,9%	-	1,3%	5,2%	3,9%
3	Balinese	6,5%	45,3%	36,4%	-	-	1,3%	5,2%	5,2%

According to Table 4.1, there was 71,4% of the students communicate a combination of Indonesian and English. In addition, 20,8% of

students indicated they would rather communicate with the teacher in Indonesian during English class. Additionally, 7,8% of students prefer English when speaking with the teacher in English class. However, the students didn't choose several languages when communicating with the teacher in English class, such as Balinese, mixed Balinese-English, or mixed Indonesian-Balinese. In summary, data implies that when students communicate with their teachers, they employ mixed Indonesian and English more frequently.

Additionally, the researcher examined the students' answers from the structured interview in order to verify and ensure the outcome of the questionnaire. It has been found that most of the students prefer mixing their language into Indonesian-English when interacting with their teacher, "Most of the time, I use English to communicate with my English teacher, but sometimes I communicate in Indonesian when I don't know the word to articulate something or just accidentally use Indonesian". In other words, the students show positive attitudes towards English even though they had difficulty communicating in English, but they try to use it; however, sometimes they automatically switch their language to English.

Based on the questionnaire, the researcher has provided several topics that may be discussed by the participants in each particular language choice during English class. The following table show the data gained.

Table 3.2 Language choice for particular topics during English class

No	Target	Indonesian	English	Balinese	Mixed Indonesian-English	Mixed Balinese-English	Mixed Indonesian-Balinese
1	Language use with teachers	20,8%	7,8%	-	71,4%	-	-

Based on Table 3.2 indicates the language used by the student when interacting with the teacher on several topics in English class. According to the data, students rated the topic of asking and giving opinions as their highest score (77.9%) for the usage of English. It



demonstrates how enthusiastic students were in using English because more students choose to utilize English while conversing and interacting with their teachers about asking and giving opinions. According to the research, 10.4% of students utilize English while talking about their descriptive text. Aside from that, 6.5% of students discovered that the topic they discussed was procedure text. Other topics, including report text, label, future tense, active-passive voice and narrative text, only received at 1.3% score. The second set of data shows that 72.7% of students actively participate in the class by conversing with their teachers in Indonesian when discussing asking and giving opinion in English class. This active participation is engaging, as it shows that students are not only comfortable using Indonesian but also eager to discuss their opinions. The topic of procedure text received a score of 7.8%, and 5.2% was assigned to the category of report text and descriptive text. Furthermore, 3.9% of respondents chose label and narrative text. Active-passive voice received no responses, and future tense only 1.3%.

The third data shows the usage of Balinese during English class. In this data, 45.5% of students chose the asking and giving opinion topic to discuss with their teacher. Furthermore, on the topic of the report text, there was a score of 36.4% of students. It showed students talking with their teacher regarding this topic regarding report text. Then, on the topic of procedure text, there was a score of 6.5%. Moreover, future tense was used by 1.3% of students. Furthermore, 5.2% of students chose descriptive text and narrative text. None of the label and active-passive voice sections had any students at all. In summary, the students' use of English, Indonesian, and Balinese, among other languages listed on the questionnaire, to communicate with teachers about a particular topic, reflects their respect for linguistic diversity. The students' positive attitudes towards English and Indonesian, both

of which have almost the same high value, are appreciable. The conversation topics related to asking and giving opinions receive the greatest score, indicating the students' respect for these languages. Moreover, the data acquisition rate for Indonesian and English reflects the students' appreciation for these languages.

1.2. The language choice of the students when interacting with peers during English class

The following table below show the language choice of the participants while communicating with their peers during English classroom.

Table 3.3 Language choice during English class

No	Target	Indonesian	English	Balinese	Mixed Indonesian-English	Mixed Balinese-English	Mixed Indonesian-Balinese
1	Language use with friends	45,5%	1,3%	1,3%	46,8%	-	5,2%

Based on Table 3.3 states the language used with friends during English class. The students chose a combination of Indonesian and English in the English class. Apart from that, there are 45.5% of students who use Indonesian in English classes. Then, only 5.2% of students chose the combination of Indonesian and Balinese. There was the same data, 1.3% when using English and Balinese. However, only some people chose Balinese and English. According to the data collected, students prefer mixed Indonesian-English when conversing with their peers in English class. The information gathered from the questionnaire was demonstrated. For some reason, the students in English class preferred to mix languages with their peers. There were 46,8% of students in English classes who used Indonesian-English. The students confirmed this through interviews. They claimed, "Because some of our classmates can't speak English. For them to understand, sometimes I have to use the Indonesian language." This also indicated that some of the students were capable of speaking English; however, they



mixed it up because Indonesian was commonly used around them.

Moreover, it was discovered that the value was very close to the previous choices, 45,5% of students. The students chose Indonesian to communicate with their peers during English classes. They mentioned, "Of course, when I talk to my friends, I use Indonesian because it's easier and less complicated. Even though I sometimes use Balinese, Indonesian was still dominant". From this statement, it can be concluded that some of them use their mother tongue even though Indonesian is dominantly chosen. Therefore, it was their official language and was straightforward to use. The participants made a statement that argued, "When we're in English class, we try to speak as much English as possible, but of course, we can't let go of our mother language when in a casual conversation." According to this opinion, it is encouraging that they remember to speak in their mother tongue during informal interactions with their peers. It showed that they have a positive attitude towards their mother tongue.

The following table concerns the participants' language choice with particular topics in the English classroom.

Table 3.4. Language choice for particular topics during English class

No	Language choice	Procedure text	Asking and giving opinion	Report text	Label	Active-passive voice	Future tense	Descriptive text	Narrative text
1	English	6,5%	45,5%	-	2,6%	11,7%	7,8%	18,2%	7,8%
2	Indonesian	16,9%	33,8%	1,3%	3,9%	3,9%	2,6%	16,9%	20,8%
3	Balinese	13%	37,7%	22,1%	1,3%	5,2%	1,3%	2,6%	16,9%

Table 3.4 states the choice of topics based on the students' language choice when communicating with their friends during English class. The data above states that 45.5% of students use English when discussing with their friends regarding asking and giving opinions. Then, on the topic of descriptive text, 18.2% of students chose it. Furthermore, on the

active-passive voice topic they discussed, 11.7% of students chose it. Apart from that, the topics of future tense and narrative text posts have the same value, namely 7.8%. They also discussed procedures text in English, which was 6.5%. Moreover, the label only got 2.6%, and the report text had no score. Furthermore, students use Indonesian when interacting with their classmates in several contexts, as follows. The highest score on the topic they often talk about in English class was asking and giving an opinion, 33.8%. Furthermore, on the topic of narrative text, there were 20.8%. Apart from that, in the context where students often discuss procedure text and descriptive text, they have the same value, namely 16.9%. A small number of students also discussed label and active-passive voice, and there were 3.9%. Then, on the topic of future tense, there was only 2.6%, and the report text was 1.3%.

Lastly, using the local language, Balinese, during English classes with classmates. The asking and giving opinion topic most students chose when interacting during English class was 37.7%. Then, in the report text, there were 22.1% of students chose. Furthermore, the narrative text they use in this language was 16.9%. Apart from that, on the topic of procedure text, 13% of students chose it. On the topic of active-passive voice, there was 5.2%; descriptive text, there was 2.6%; and future tense and label were 1.3%. In short, the language students choose to use in their conversations with classmates in English class indicates that they were interested in speaking Indonesian and mixed Indonesian-English. Other than that, the answers to the questionnaire's other sections indicated that students talk to their friends about education more frequently in English.

1.3. The language choice of the students outside the classroom

In this section, the researcher investigated the language choice that might be used by the participant to their teacher, parents,



siblings, and relatives. Thus, this the following table that show the data obtained.

Table 3.5. Language choice outside English class

No	Target	Indonesian	English	Balinese	Mixed Indonesian-English	Mixed Balinese-English	Mixed Indonesian-Balinese
1	Language use with teacher	76,6%	2,6%	-	18,2%	1,3%	1,3%
2	Language use with friends	63,6%	-	-	24,7%	-	11,7%
3	Language use with parents	51,9%	2,6%	-	23,4%	-	22,1%
4	Language use with siblings	61%	3,9%	-	23,4%	2,6%	9,1%
5	Language use with family	54,5%	5,2%	-	18,2%	1,3%	20,8%

Table 4.5 shows the students' language choices outside the classroom. The students frequently used the following chosen languages while interacting with their parents, siblings, and other family outside the classroom.

Firstly, from the data obtained, the language used with the teacher has the highest score, 76.6%, when students interact with their teachers outside the classroom using Indonesian. Meanwhile, the lowest score was 1.3%, where students used a mix of Balinese-English and Indonesian-Balinese. The students dominantly chose Indonesian as an informal situation. The interview confirmed it, "I use mostly Indonesian because I don't really like my accent when speaking English. I'm not that confident. My family also doesn't know much about English, so I prefer using Indonesian". Furthermore, according to the data, 76,6% of students selected Indonesian when speaking with the teacher outside the English classroom. "Because I use Indonesian with teachers, friends, parents, older siblings, outside of English". Besides that, other students revealed that "I mostly use Indonesian when communicating because Indonesian was the language, I use every day". Based on their opinion, it can be concluded that since it was

used so often, Indonesian was utilized more than any other language. They felt more confident speaking in the official language as a consequence.

Secondly, the language choice of students when interacting with friends outside the classroom was Indonesian, namely 63.6%. In the Indonesian-English mix, 24.7% of students use it when interacting with friends. Then, the smallest was 11.7%, where they used the Indonesian-Balinese mix. The research revealed that 63,6% of students chose Indonesian as a tool for communication. "I usually talk in Indonesian at school to avoid any misunderstanding". Furthermore, some students admitted in the interview, "Because some of my family can't speak English mostly, we use Indonesian or Javanese, but with my friends, we mostly mix English and Indonesian". In short, to prevent misunderstandings during the conversation, they decided to speak in a familiar language, Indonesian, to a person comfortable with. Thirdly, the language choice they use most often with their parents was Indonesian, 51.9% of students. Apart from that, 23.4% for mixed Indonesian-English and 22.1% for mixed Indonesian-Balinese. The smallest value was 2.6% of students who chose to use English with their parents. Furthermore, the students chose Indonesian when they communicated with their parents. They mentioned, "Because my mother and father don't know English, so I speak to them using Indonesian language". Meaning that this was also an effect of factors in their social surroundings where they were not used to using English.

Fourth, the students interact with their siblings; they prefer to use Indonesian, which data shows was 61% of students. It was claimed by the students "because it is more comfortable to use Indonesian". Then, 23.9% of the data from students used mixed Indonesian English. Apart from that, 9.1% for mixed Indonesian-Balinese, 3.9% for the English language option, and 2.6% for mixed Balinese-English when



interacting with siblings. Moreover, the research shows that 61% of students who speak with their siblings are employed by Indonesian. "My parents can't speak English, so I only speak Indonesian to them. Meanwhile, both of my sisters can speak English, so sometimes I communicate with them in English". Lastly, the data show the students' language choices with their families. There was 54.5% of students who interact with their families often use Indonesian. It was claimed by the students, "Because I use Indonesian with teachers, friends, parents, older siblings, outside of English". Furthermore, 20.8% of students use mixed Indonesian-Balinese. Students also use mixed Indonesian-English with their families 18.2%. Then, 5.2% for the English language option and 1.3% for mixed Balinese-English.

To sum up, the student indicated the topic most commonly discussed when using Balinese outside the English classes. The greatest of the students did not speak Balinese; however, when they used it, they just addressed the assignment to the Balinese teacher about the assignment. The participants mentioned that they use Balinese with friends just for fun, which means that they just use it in informal situations. On the other hand, many participants in this setting did not speak Balinese. However, few of them talk in Balinese about activities during the day. Although a few of the participants in this case spoke Balinese to their siblings about their hobbies, many of them did not speak Balinese when discussing activities during the day. In the end, some of them talked about ceremony and schooling, while others did not speak Balinese to their relatives.

1.4. The student's language attitude towards English

The following results of the questionnaire that answered by students regarding their attitude towards language were listed below.

Table 3.6 Questionnaire of Language Attitude

No	Components	Strongly Agree		Agree		Uncertain		Disagree		Strongly Disagree	
		F	%	F	%	F	%	F	%	F	%
1	Positive towards English	102	19%	159	29%	142	26%	87	16%	49	10%
2	Positive towards Indonesian	79	34%	74	32%	49	21%	15	7%	14	6%
3	Positive towards English and negative towards Indonesian	84	22%	97	25%	124	32%	61	16%	19	5%
4	Positive towards Indonesian and negative towards English	65	21%	104	34%	87	28%	41	13%	11	4%
5	Positive towards English and Indonesian	242	45%	146	27%	92	17%	31	6%	28	5%

Regarding Table 4.6 questionnaire on language attitude, there were five components included to assess the student's language attitude. The first component was about the students' positive attitude towards English. The highest data showed that 48% of students agree towards English. Furthermore, there was 26% of the students disagreed and 26% for uncertain answers. According to the data, meaning that the students had a positive attitude towards English. The second component was related to students' attitudes toward Indonesians. According to the results, 66% of students agreed of the statements provided. In the meantime, 13% of students said they disagreed with the statements. Furthermore, 21% of students selected an uncertain response. Based on the data the students showed their positive attitude towards Indonesian.

The third was positive towards English and negative towards Indonesian. There was 47% of students chose to agree. Moreover, there was 21% of students chose to disagree. Additionally, there was 32% of students chose uncertain. This was indicated that the students had positive towards English. The fourth component stated positive attitude towards Indonesian and negative towards English. The



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data result reveals 55% of the students chose to agree. Nevertheless, 17% of students disagree with the statements. Moreover, for uncertain answers, only got 28%. This means the students had a positive attitude towards Indonesian and a negative attitude towards English. The last component related to positive attitudes toward English and Indonesian. The data show that 72% of students chose to agree. Furthermore, 11% of the participants disagreed with the statements. In addition, only 17% felt uncertain. In conclusion, it can be said that the participants had a positive attitude towards English and Indonesian.

In conclusion, it indicates that the students had positive attitudes towards both languages Indonesian and English, in line with the students' language choice, who mostly chose to mix their language into Indonesian-English. It can be said that although in several situations, the students were mixing their language and used to speak Indonesian. However, they had an awareness towards the importance of using English, especially in educational settings. Additionally, the students also show that because they have been using English on every occasion, they feel more confident. They did this in order to use it to gain acceptance among the people around them. The students believe that communicating in English has validated their identities.

Discussion

The research findings, including these results, have been carefully examined and described. This session provides a starting point for a discussion about the research questions. Several significant points might be emphasized in light of the previous findings. Considering the goal of offering explanations and perspectives on the study topics, the discussion was the main emphasis of the following sections. The data which was gained indicated that the situation of language used showed that the phenomenon of language choice occurred. The students mostly used mixed Indonesian-English as a communication tool when

interacting with their teacher during English class. Nevertheless, they used to speak English as much as possible to train their ability especially for their English skills. Additionally, Saragih (2021) revealed that the students had a high sense of pride when using Indonesian. Moreover, proficiency in English was seen as higher-level, confident, and intellectually stimulating. Students think that being able to communicate in two languages made easier for them to get employment and form relationships abroad. For both formal and casual communication, Indonesian was still extensively used.

Besides that, the students who speak English in the class would often speak Indonesian to their peers in order to prevent misunderstandings. However, those who could converse in English during class occasionally felt more confident using English. On the other hand, the students who still had a lack of English accidentally mixed into Indonesian to avoid misunderstandings with friends who were proficient in this language. Meyerhoff (2006) raises attention to the relationship between ethnolinguistic enthusiasm and language choice. According to him, in multilingual communities, various languages could be more crucial in different domains, and the choice of language could influence the interactional force and convey information about the speakers or the people around them. Additionally, the participants also mixed all those three languages as casual communication with their relatives, friends, and their parents. The familiar language they frequently used was Indonesian as their official language. In addition, sometimes some of them mixed Indonesian-English to train their ability at home. On the other hand, one of some languages the quite frequently used was Balinese as the local language. It was demonstrated that they still respect their mother tongue by continuing to use that language around their environment. In line with Sukamto et al. (2021), indicated that the study, even



though the participants were more competent in English, they still had a great sense of belonging with their native language. In addition, the willingness of the foreigners to talk in their mother tongue enhanced their communication skills. They were often rather satisfied with their mother tongue.

On the other hand, Balinese had no place at all despite the fact that students preferred speaking English-Indonesian when interacting inside or outside of the English classroom. Given this, Balinese eventually became extinct as the younger generation hardly spoke this local language. In other words, the Balinese will be abandoned later on. In accordance with Rosmawaty (2022), local languages in Indonesia are slowly disappearing, which tends to reduce the nation's diversity in culture and language while fostering nationalism. For the students' attitude, it was indicated that there was a tendency among students to have a positive attitude towards both English and Indonesian. The participants wanted to demonstrate it all when taking part in English-language activities, regardless of how well they spoke the language, the discussion or arguments with their peers. Besides that, sometimes they use Indonesian as communication in order to make sure the instructions were. Thus, the students mix their languages. Moreover, they understand the importance of being proficient in English in academic settings, especially when it comes to tasks, lessons, and other assignments. It can enhance their skills in English, especially for productive and receptive skills. According to Dewi and Setiadi (2018), learning English increase your chances of finding employment because it is a universal language. In addition, the purpose of lectures and English language exposure in a classroom. It is expected that students will receive a framework for developing an effective English learning process that inspires them to use the language.

Regarding the social identities that emerged as a consequence of the student's increased self-assurance when speaking

English in a particular circumstance, whether communicating in English or a combined Indonesian-English language with their classmates. It proved that students might demonstrate their proficiency in a foreign language in front of their peers. Using this global language can also promote themselves to demonstrate in public how employing this language could increase their social status in society. In line with this, Esteron (2020) considers English as the official language of the nation and possibly due to the belief that English is the universal language. The development of the learners' ethnic, national, and global identities, respectively, is interpreted in this study. Beside of that the majority of students in this school may feel that the local language is completely unnecessary to be learnt because they rarely use it among themselves. In light of this, the native tongue would eventually become extinct.

Conclusion

The researcher wants to highlight or draw focus on certain points. The first term concerns language choice. The most common language spoken by students in an academic setting was English and Indonesian. The majority of the students like to communicate by using English while talking to their peers, friends, and family, especially in English language classrooms. The participants had high enthusiasm for using English. Even though the common language spoken by students outside of the classroom was Indonesian. The students keep on practicing speaking English as a common language outside of the classroom. The second term focuses on the students' language attitudes. Subsequently, the data gained show that the students' attitudes towards the language; both English and Indonesian were positive. In accordance with the language choices of the students, who decided to combine their language with Indonesian and English. The fact that occasionally, most of the participants still mixed English and Indonesian, they constantly attempt to use English as much



as possible. Lastly, considering that the most common language in daily life was English. Regarding to other aspect in which show that the majority of the students were felt embracing to use English because it can promote themselves in society. Moreover, local languages were hardly spoken by the younger generation nowadays. As a result, they made the decision to reach out acceptance from others around their environment.

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