

INDONESIAN STUDENTS' LANGUAGE ATTITUDES TOWARDS INDONESIAN AND ENGLISH THROUGH EDUCATION AND WORKING FRAME

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Abstract

This research aimed to explore 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. A total of 256 Indonesian participants, randomly selected from five universities (two public, three private), answered a two-part 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, the study infers that the participants had a positive attitude of Indonesian identity with a 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 study is a part of a major research project written by a team of researchers from Sanata Dharma University, Yogyakarta Indonesia. The first article investigated relationship the students' language attitudes, gender and socio-economic status (Paradewari&Mbato, 2018). The second article looks into language attitudes and language orientation (Kharismawan & Mbato, in press). A similarity will be found across the three articles in terms of data on students' language attitudes.

Keywords: language learning, language attitudes, educational background

Introduction

English has grown to be a global language and functioned as lingua franca in many parts of the world and in various walks of life. English becomes an important language in formal settings as well as in education and workplace (Tollefson, 1991; Kam, 2002; Kachru, 2006; Crystal, 2012; Kirkpatrick, 2014; Pennycook, 2017). As English has become a significant component in education and work, there is an increasing need to learn English. English is considered as a fundamental language to have for non-English study programs including in the Indonesian context where English is learnt as Foreign Language (EFL) rather than as a second language.

According to Holmes (2017, p. 9) the role of language in a variety of social contexts, considering to the users of language and identifies with its uses in the social setting and purpose of the communication. Holmes additionally clarified that Indonesian is a notable case of a language which started as a language of the commercial-centre, yet which ventured into all spaces, and is presently the national language of Indonesia (Holmes, 2017, p. 72). In multilingual nations, the regime frequently proclaims a specific dialect to be the national dialect for political reasons. The presentation might be a stage during the time spent stating the nationhood of a recently autonomous or set up country, for example, as on account of Swahili in Tanzania, Hebrew in Israel, Malay in Malaysia and Indonesian in Indonesia. Moreover, Holmes clarified that where this national language cannot provide all the interior and outside elements of government business, notwithstanding, it has then been important to distinguish at least one or more official languages (p. 103).

Accordingly, knowing about Indonesian adults' attitudes towards English and their first language is critical in understanding their thoughts regarding their identity and in embracing suitable language policies in education in the future. For this reason, this study plans to depict the language attitudes towards English and Indonesian among university students. Dörnyei (1990, p. 67) asserted that attitudes and motivations frequently collaborate with each other and assume a vital part in language learning. Moreover, Liu (2009, p. 104) affirmed that uplifting attitudes towards a language regularly prompt higher inspiration to learn and higher capability in the language. Richards (1998, p. 308) argued, "students' attitudes towards their language learning and their teacher can significantly influence their passion to learn and their classroom cooperation; their dispositions towards the language itself can shape their purposes behind learning and the techniques they utilize." Furthermore, Mukhuba (2005, p. 275) asserted that students, their parents, and teachers perceive English as the instructive language around the world, which may clarify why English was more positively regarded in the school setting.

In Indonesia, the government did not select the language of the political and social elite, e.g. the Javanese vernacular, as the national language. Rather they standardized and institutionalized an assortment of Malay which was generally utilized as a part of Indonesia in national language. In addition, Holmes depicted that since Javanese has a complex semantically checked neighbourliness system in light of assessments of relative status, this was a conspicuously sensible decision. Undoubtedly, the productive spread of Indonesian owes a great plan to how it is a great degree accommodating unprejudiced semantic choice all things considered (2017, p. 107). Lamb (2004, p. 15) argues that if students are found to relate to familiar Indonesian users of English, at that point Indonesian models of English should supplement local speaker models. It is hypothesized that adjustments in people's inspiration to take in the language may in this way be somewhat disclosed by reference to on-going procedures of recognizable proof. As further expounded by Mukhuba (2005, p. 270), a cluster in a people as a rule separates itself by its language and its social standards and qualities are transmitted through language.

Gardner and Lambert (1959) were the first authors to show a critical connection amongst inspiration and uplifting attitudes towards the language and its speakers. Independently from the refinement that alludes to language learning motivation, the researchers additionally need to show a qualification with respect to educational necessities and language use. While students may have outer or inner thought processes in taking in a language, they can likewise have diverse purposes behind utilizing the language. Multilingual people are equipped for inclining toward the language and changing the language to their needs. Based on this undertaking, this study aimed to investigate Indonesian university students' attitudes towards English and Indonesian.

This study focused on the relationship between educational backgrounds, profession and language attitudes of Indonesian adults and is replicated from Sicam and Lucas' (2016) study on the language attitudes of adolescent Filipino bilingual learners towards English and Filipino. Sicam and Lucas (2016, p. 12) reported that language attitudes among different groups – age, gender, and SES. The intention of this replication study was to explore 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.

There are three questions postulated in this study:

1. Is there a significant relationship between the learners' language attitudes and university origins?
2. Is there a significant relationship between the learners' language attitudes and university majors?
3. Is there a significant relationship between the learners' language attitudes and profession variables?

Based on those research questions, the researchers formulated the following six null hypotheses:

1. Language attitudes based on Private and Public University
 - a. H0a: There is no significant difference between private university and public university in language attitudes towards English and Indonesian.
 - b. H1a: There is a significant difference between private university and public university in language attitudes towards English and Indonesian.
2. Language attitudes based on Majors Background
 - a. H0b: There is no significant difference in language attitudes towards English and Indonesian among university majors.
 - b. H1b: There is a significant difference in language attitudes towards English and Indonesian among university majors.
3. Language attitudes based on workplaces
 - a. H0c: There is no significant difference in language attitudes towards English and Indonesian in workplaces.
 - b. H1c: There is a significant difference in language attitudes towards English and Indonesian in workplaces.

Literature Review

Relations among Language Attitudes, Education Background, and Profession

Language attitude investigation in multilingual and multicultural community is a popular study for researchers to investigate. Based on Dégi (2012), speakers use their primary language to express their social character and utilize another language just as an instrument to convey and to understand each other. Contemplating this hypothesis, Hoffman (2000, p. 3) argues that the expanding interest for English as an international, prestigious language ought not be dealt with as a risk to multilingual diversity, however it ought to be considered as an improvement towards an alleged "multilingualism with English".

Moreover, Dörnyei (2005) assumed about self-idea of students, i.e. the 'perfect' self and the 'should' self. The 'perfect' self and the 'should' self-involve the etymological self-idea and was considered by Dörnyei as expressly related. The 'perfect' self addresses the (language) student's desires and needs that s/he might want to achieve in the near the future for his/her individual change and pleasure. This kind of motivational establishment is significantly subordinate on the student's perspectives towards the target language and its native speakers. The 'should' self is related with instrumental motivation in writing. Lamb (2011) additionally expresses that among the typical instrumental motivations are better compensation, better occupation, and, some outside learning inspirations, for example, those associated with linguistic prestige – state language, and universal language. Reddy (2016, p. 181) contends that English is fundamental for landing a decent position and better compensations. Apart from the distinction that refers to language learning motivation, the researchers also need to indicate a distinction regarding linguistic needs and language use. While learners might have external or internal motives for learning a language, they can also have different reasons for using the language. Multilingual persons are capable of preferring a language and changing the language to suit their needs.

Framing Indonesia' language attitudes

Indonesia is the place where for more than 700 indigenous vernacular and dialects are spoken. The national language in Indonesia is Indonesian, which is known as Bahasa Indonesia. Indonesian is utilized for every official reason such as in media, educations and administrative systems, and as a means of communication among Indonesians coming from different language backgrounds. English has been a popular language since 1966 beginning in the New Regime order. Numerous Indonesian Elites began to inspire opportunities using of English in international business (Dewi, 2016). According to Sheddon (2003, p. 175), this condition was because English was for high society, those who could obtain a great instruction and travel abroad, the capacity to talk English carried high prestige like the capacity to talk Dutch at colonial time.

As Martin (2017, October 28) argues that the concept of Indonesian-ness relies heavily on the use of Indonesian as a national language. In her writing, Martin elaborates that Indonesians talking other languages may discover this issue to being addressed on their patriotism. The language inclination for many Indonesians is a space to influence a connection among language use, identity and nationalism. She additionally points of interest that Indonesian these days

continues to develop their official language. The government supports the service of standard Indonesian or “the good and proper” of Indonesian through the Bureau of Language Development and Maintenance and the education and culture ministry. As expressed by Silvestein (1996, p. 290), the process of standardization effects on the individuals extra linguistic properties and attitudes. Subsequently, it becomes vital to see how the standardization process and the institutional ideology create effects on Indonesian people’s attitude toward the use of Indonesian and English.

Indonesian university students have varied beliefs and attitudes about English language learning. Inside and outside components may influence their perception about a language and thus their whole EFL learning. Language attitude is one significant factor which may affect language learning. Language attitude may be related to a learner’s SES, age, and gender, and educational backgrounds. These factors have not been investigated together in a language attitude study, particularly in Indonesian educational context. In spite of the fact that, these factors are accepted to be critical in the advancement of various language attitudes among students, their connection with language attitude is still unnoticed

Method

As a replication study of Sicam and Lucas (2016), this study was a descriptive study which used quantitative approach. This study employed a survey questionnaire method using two questionnaires about language attitude: Language Background Questionnaire and General Language Attitudes Survey. The researchers utilized the Google Form to distribute the questionnaire. This study also looked into the relationship between the variables using t-test and Anova analyses.

Participants

A total of 256 Indonesian ELF learners participated in the survey. The participants were randomly selected from five universities (two public, three private) in Yogyakarta. These three universities are the three biggest universities in Yogyakarta. The students are from different origin, tribes and ethnicity. On average, the respondents’ ages are between 16 – 25 years.

Table 1. Demographic background of the surveyed participants

Component	Category	%
Gender	Male	29.2
	Female	70.8
Education background	Undergraduate (S1)	84.5
	Graduate (S2)	9.7
	Others	5.8
Current activities	University students	68.1
	Private company employee	13.7
	Teachers	13.1
	Civil servant	5.1
Age (years old)	16 – 20	80.5
	21 – 25	11.5
	26 – 30	3
	31 – 35	3
	36 – 40	2

Instruments

The first section of the survey was a Language Background Questionnaire adapted from Baker (1992) with minor modifications on language labels (i.e. ‘Filipino’ to ‘Indonesian’) to suit the present study. The Language Background Questionnaire seeks information on the respondents’ age, sex, language use, and exposure.

The second section of the survey was a modified questionnaire used by Sicam and Lucas (2016). This section survey is about the language attitudes, through which respondents were presented with twenty-six statements.

The researchers used Indonesian language in the questionnaire to avoid misconception when the participants filled the questionnaire. The participants were instructed to respond to the items on a 5-point Likert Scale (1 = strongly agree to 5 = strongly disagree).

Procedures

As mentioned above, this study was a replication and an elaboration of Sicam and Lucas’ study (2016) and was conducted in 5 (five) steps, namely:

1. Adapting and customizing the questionnaire based on the Indonesian setting.
2. Forming the instrument into Google Forms.
3. Distributing the questionnaire through e-mails, messages, social media, and friends.
4. Grouping the data based on the education background and profession using Microsoft Excel.
5. Transferring and computing the data using SPSS version 23.

Findings and Discussion

In this section, the researchers discussed the results of this study. It is divided into three parts in accordance with the research questions. The first part focused on the correlation between learners’ language attitude towards Indonesian and English in terms of university origins. The second part focused on relationship between the learners’ language attitudes and university majors. The third part focused on the relationship between the learners’ language attitudes and profession variables.

Indonesians’ Language Attitude towards Indonesian and English in terms of University Origin, Educational Majors and Profession

In this section, the researchers described the participants’ university origin, education background and current profession as shown in Table 4.

Table 4. Detailed Demographic background of the surveyed participants

Component	Category	%
University Origin	Private University (199 respondents)	77.7
	Public University (57 respondents)	22.3
Education Majors	Education/Teaching (110 respondents)	42.9
	Economics/Accounting (71 respondents)	27.7

Component	Category	%
Profession	Engineering (28 respondents)	10.9
	Social Politics (27 respondents)	10.5
	Health/Medical (15 respondents)	5.8
	Other (5 respondents)	2.2
	Student (168 respondents)	65.6
	Company Employee (33 respondents)	13.0
	Educator (29 respondents)	11.3
	Civil Servant (12 respondents)	4.7
	Freelancer (7 respondents)	2.7
	Other (7 respondents)	2.7

In order to avoid extraneous variables due to variances in courses as well as experience in higher education, this research was conducted by focusing on university students in Yogyakarta. A total of 256 (two hundred fifty six) students across Yogyakarta took part in this study. The participants were all Indonesian.

English is seen as a prominent language in Education

With the intention of finding out the differences in language attitudes, the researchers used T-test and Anova calculation using SPSS 23. In this case, language attitudes towards English and Indonesian is seen through *Language attitudes based on Private and Public University* (see Table 5, 6.1, and 6.2), *Language attitudes based on Majors Background* (see Table 7, 8.1, and 8.2), *Language attitudes based on the workplace* (see Table 9, 10.1, and 10.2).

Language attitudes based on Public and Private University

This section discusses the language attitudes based on the university origin of the participants. The participants' origins were from five universities (two public, three private) in Yogyakarta. Furthermore, based on twenty three (23) items about language attitude, there were five (5) statements which gain influential high ratings. Among those five statements, three statements referred to the positive attitudes towards English and Indonesia. The detailed attitudes based on the participants' university origins are shown in Table 5.

Table 5. High Rating Statements of Participants' Perspectives

No.	Statement	Public Univ. Mean	Private Univ. Mean	Overall Mean	Overall SD
1.	Speaking in English and Indonesian helps someone to get a job.	4.16	4.30	4.27	0.91
2.	When an Indonesian citizen attends an international conference, he feels confident of being able to access the facility with the	3.96	4.21	4.16	0.89

No.	Statement	Public Univ. Mean	Private Univ. Mean	Overall Mean	Overall SD
	use of English rather than Indonesian.				
3.	To be an effective government official, one must be proficient in Bahasa Indonesia and English.	3.86	4.18	4.11	0.92
4.	Studying Indonesian and English helps someone to get promoted in their work.	3.81	4.10	4.04	0.93
5.	Development and progress can be better achieved through the use of English.	3.72	4.12	4.03	0.98

In Table 5, it could be seen that there is a similarity of attitudes between students from state and private universities with private university having slightly higher attitudes mean than public university in all statement. For example, the participants strongly agree with the statement that *English and Indonesia language can help them to get a job* by having the highest overall mean of 4.27 (Number 1). This statement of the importance of English and Indonesian is showed by the participants from Public and Private University with the highest mean of 4.16 and 4.30 respectively. The second highest statement rating relates to *the importance English as international language that is used globally*. In this statement the overall mean is 4.16 (Number 2). The constancy of the second highest statement rating is also shown from mean of 3.96 of Public University participants and overall mean of 4.21 of Private University participants.

The third is highest statement rating is related to *the Indonesian and English proficiency in formal sectors*. In this statement the overall mean is 4.11 (Number 3). The consistency of the second highest statement rating is also shown from mean of 3.86 of Public University participants and mean of 4.18 of Private University participants. Following is the fourth highest statement rating, which describes *the significance of studying Indonesian and English helps someone to get promoted in their work*. In this statement the overall mean is 4.04 (Number 4). The consistency of the second highest statement rating is also shown from mean of 3.81 of Public University participants and mean of 4.10 of Private University participants. The fifth highest statement rating defines that *attainment can be better achieved through the use of English* (Number 5). In this statement the overall mean is 4.03. The consistency of the fifth highest statement rating is also shown from mean of 3.72 of Public University participants and mean of 4.12 of Private University participants.

As shown from the explanation above, the tendency of language attitudes based on university origin refers to the importance of English in higher education. Moreover, from the average of means, the participants' perspectives from Private Universities tend to have higher attitudes towards the participants' perspectives from Public Universities. It is understood that Indonesian learners considered English as significant skill in education. It was supported by Reddy (2016) mentioning, "English assumes an essential part in our regular day to day existence; there is incredible utility of English in present day world." (p. 181).

To see the overall language attitudes based on the university origin, the next explanation is to explain the difference between private university and public university in language attitudes towards English and Indonesian as presented in Table 6.1.and Table 6.2.

Table 6.1.Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Language_Attributes	Public University	23	3.668	.44583	.09296
	Private University	23	3.483	.45272	.09440

For homogeneity test, from *Levene's Test for Equality of variances* obtained $F = .018$ with $p = 0.895$. The homogeneity test rule is that when $p < 0.050$ means the data does not meet the prerequisite homogeneity or comes from different populations. If $p > 0.050$ means the data satisfies the homogeneity or originates from the same population. Based on the rule, it can be concluded that the data variable of Language Attitudes come from the same population or they are homogeneous data since the obtained $p = 0.895 > 0.050$ which can be concluded that the data satisfies the homogeneity or originates from the same population.

From Table 6.1., it can be seen that in the Public University, the result of the participants' perspective in language attitudes with 23 numbers of questions has the mean (average) of 3.3363. While the Private University's result, of participants' perspectives in language attitudes, has an average of 3.4830 with 23 numbers of questions.

Table 6.2.Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Language_Attributes	Equal variances assumed	.018	.895	1.398	44	.169	.18522	.13249	-.08179	.45223
	Equal variances not assumed			1.398	43.990	.169	.18522	.13249	-.08180	.45223

For Independent samples t-test, $t = 1.398$ with $p = .169$ (because the homogeneous data is seen in *Equal Variances Assumed*). The rule for Independent samples t-test is that if $p < 0.050$ it means there is a significant difference between the comparable groups; if $p > 0.050$ it means there is no significant difference between the groups being compared. Based on Table 6.2, it can be concluded there is no significant difference of participants' perspectives in language attitudes between the Public University and Private University since $p = .169$. Participants'

perspectives in language attitudes of Public University had a higher tendency (Mean = 3.6683) compared to participants' perspectives in language attitudes of Private University (Mean = 3.4830). Based on this result, the researchers accepted null hypothesis (H0a) and rejected the alternative hypothesis (H1a). This result indicated that there was no significant difference between private university and public university in language attitudes towards English and Indonesia.

Language attitudes based on University Major

From the responses given by the participants, the first point that can be captured related to the attitudes of the participants towards English and Indonesian is the importance of English. In this section, the focus is the attitudes of Indonesian towards English and Indonesian described through their university major as shown in Table 7.

Table 7. High Rating Statements Participants' Perspectives based on Education Major

No.	Statement	Education Mean	Accounting/Economic Mean	Engineering Mean	Social Politic Mean	Health/Med. Mean	Other Mean	Overall Mean	Overall SD
1.	Speaking in English and Indonesian helps someone to get a job.	4.25	4.11	4.39	4.21	4.67	4.20	4.27	0.91
2.	When an Indonesian citizen attends an international conference, he feels confident of being able to access the facility with the use of English rather than Indonesian.	4.25	3.89	4.18	4.15	4.33	4.20	4.16	0.89
3.	To be an effective government official, one must be proficient in Bahasa Indonesia and English.	4.07	3.80	4.39	4.06	4.53	4.40	4.11	0.92
4.	Studying Indonesian and English helps someone to get promoted in their work.	4.04	3.70	4.21	3.99	4.53	4.00	4.04	0.93
5.	Development and progress can be better achieved through the use of English.	3.95	3.82	4.14	4.04	4.27	4.00	4.03	0.98

Table 7 shows that it could be seen that there is different attitudes among students based on university majors. For example, the participants strongly agree with the statement that *English and Indonesian language can help them to get a job* by having the highest overall mean of 4.27 (Number 1). This statement of the importance of English and Indonesian is showed by the participants from Health/Medical Major which is showed by the highest mean of 4.67. The lowest mean was from Accounting/Economic Major with mean of 4.11. As the second

highest statement rating relates to *the importance English as international language that is used globally*. In this statement the overall mean is 4.16 (Number 2). The second highest statement rating is also shown from mean of 4.33 of Health/medical education background participants and mean of 3.89 of Accounting/Economic Major participants.

The third highest statement rating recounted to *the Indonesian and English proficiency in formal sectors*. In this statement the overall mean is 4.11 (Number 3). The consistency of the second highest statement rating is also shown from mean of 4.53 of Health/Medical Major participants and mean of 3.80 of Accounting/Economic Major participants. Following is the fourth highest statement rating describes *the significance of studying Indonesian and English helps someone to get promoted in their work*. In this statement the overall mean is 4.04 (Number 4). The second highest statement rating is also shown from mean of 4.53 of Health/Medical Major participants and mean of 3.70 of Accounting/Economic Major participants. The fifth highest statement rating defines that *attainment can be better achieved through the use of English*. In this statement the overall mean is 4.03 (Number 5). The consistency of the fifth highest statement rating is also shown from mean of 4.27 of Health/Medical Major and mean of 3.82 of Accounting/Economic Major participants.

Based on this data, the tendency of language attitudes based on Majors shows that the participants from Health/Medical Major had the highest tendency of language attitudes towards English and Indonesian. Moreover, from the average of means, the participants' perspectives from Accounting/Economic Major tend to have the lowest attitudes towards English and Indonesian.

To see the overall language attitudes based on the Education Major, the next explanation is to explain the difference between private university and public university in language attitudes towards English and Indonesia as presented in Table 8.1. and 8.2.

Table 8.1. Test of Homogeneity of Variances in Education Majors

Levene Statistic	df1	df2	Sig.
2.170	5	132	.061

For homogeneity test, in Table 8.1., from *Levene's Test for Equality of variances* obtained $F = 2.170$ with $p = .061$. The homogeneity test rule is when $p < 0.050$ means the data does not meet the prerequisite homogeneity or comes from different populations, if $p > 0.050$ means the data satisfies the homogeneity or originating from the same population. Based on the rule means data variable of Language Attitudes variables not come from the same population or they are heterogeneous data since the obtained $p = p = .061 > 0.050$ which can be concluded that the data do not come from the same population or they are heterogeneous data.

Table 8.2. ANOVA of Language Attitudes based on Education Major

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.920	5	.184	.670	.647
Within Groups	36.246	132	.275		
Total	37.166	137			

The rule for the F test is if $p < 0.05$ means there is a difference that the dependent variable is significant among the groups, if $p \geq 0.05$ means there is no difference of the dependent variable on the groups being analyzed. From the Anova table 8.2., the result obtained $F = .670$, with $p = .647$. So, based on the rule, it can be concluded there is a no significant difference of participants' perspectives based on different Education Majors in language attitudes. Consequently, the researchers accepted null hypothesis (H0b) and rejected the alternative hypothesis (H1b). This result indicated that there was no significant difference on the participants' perspectives based on Education Majors in language attitudes towards English and Indonesia.

Language attitudes based on Profession

The researchers also focus on language attitudes based profession. In this section, the focus is the attitudes of participants towards English and Indonesian described through their profession as shown in Table 9.

Table 9. High Rating Statements Participants' Perspectives based on Profession

No.	Statement	Student Mean	Company Employee Mean	Educator Mean	Civil Servant Mean	Freelancer Mean	Others Mean	Overall Mean	Overall SD
1.	Speaking in English and Indonesian helps someone to get a job.	4.22	4.33	4.41	4.33	3.86	4.71	4.27	0.91
2.	When an Indonesian citizen attends an international conference, he feels confident of being able to access the facility with the use of English rather than Indonesian.	4.08	4.27	4.34	4.33	4.14	4.43	4.16	0.89
3.	To be an effective government official, one must be proficient in	4.16	4.09	4.07	4.00	3.57	3.86	4.11	0.92

	Bahasa Indonesia and English.								
4.	Studying Indonesian and English helps someone to get promoted in their work.	4.07	3.97	4.03	3.67	3.86	4.29	4.04	0.93
5.	Development and progress can be better achieved through the use of English.	4.02	3.85	4.45	3.92	3.29	4.29	4.03	0.98

Table 9 shows that it could be seen that there is different attitudes among students based on profession. For example, the participants strongly agree with the statement that *English and Indonesia language can help them to get a job* by having the highest overall mean of 4.27 (Number 1). This statement of the importance of English and Indonesian is consistent showed by the participants whose professions are students which obtained the highest mean of 4.71. The lowest mean was from the participants, whose professions are Freelancers, which is showed mean of 3.86.

As the second highest statement rating relates to *the importance English as international language that is used globally*. In this statement the overall mean is 4.16 (Number 2). The consistency of the second highest statement rating is also shown from mean of 4.43 of the participants whose professions are in the Other profession (such as veterinarian, full time mother and not working) and the lowest mean was mean of 4.08 of the participants whose professions are Students.

The third highest statement rating recounted to *the Indonesian and English proficiency in formal sectors*. In this statement the overall mean is 4.11 (Number 3). The consistency of the second highest statement rating is also shown from mean of 4.16 of the participants whose professions are Students and the lowest mean was mean of 3.57 of from the participants, whose professions are Freelancers.

Following is the fourth highest statement rating describes *the significance of studying Indonesian and English helps someone to get promoted in their work*. In this statement the overall mean is 4.04 (Number 4). The consistency of the second highest statement rating is also shown from mean of 4.29 of the participants, whose professions are from other profession, and the lowest mean was mean of 3.67 of the participants, whose professions are civil servants.

The fifth highest statement rating defines that *attainment can be better achieved through the use of English*. In this statement the overall mean is 4.03 (Number 5). The consistency of the fifth highest statement rating is also shown from mean of 4.45 of the participants whose professions are Educators and the

lowest mean was mean of 3.29 of the participants, whose professions are Freelancers.

Based on this data, the tendency of language attitudes based on Majors shows that there was a variety of the language attitudes in English and Indonesian. Moreover, the researchers concluded that the participants whose professions as Other Professions, that is not described in the table, agree about the importance of English as their perception to be in the highest Mean of the first, second and fourth statements of *English and Indonesia language can help them to get a job* (M = 4.71), *the importance English as international language that is used globally* and *the Indonesian* (M = 4.43) and *the significance of studying Indonesian and English helps someone to get promoted in their work* (M = 4.29).

Somehow, the participants whose professions as Freelancers argue about the importance of English as their perception to be in the lowest Mean of the first and third statements of *English and Indonesia language can help them to get a job* (M = 3.86) and *the Indonesian and English proficiency in formal sectors* (M = 3.57), and *attainment can be better achieved through the use of English* (M = 3.29).

To see the overall language attitudes based on Profession, the next explanation is about the difference between private university and public university in language attitudes towards English and Indonesian as presented in Table 10.1. and Table 10.2.

Table 10.1. Test of Homogeneity of Variances in Professions

Levene Statistic	df1	df2	Sig.
2.496	5	132	.034

Table 10.1 1presents homogeneity test from *Levene's Test for Equality of variances* which obtained $F = 2.496$ with $p = .034$. The homogeneity test rule states that when $p < 0.050$ it means the data does not meet the prerequisite homogeneity or comes from different populations; if $p > 0.050$ it means the data satisfies the homogeneity or originates from the same population. Based on this rule, data variable of Language Attitudes in Profession variables do not meet the prerequisite homogeneity or comes from different populations.

Table 10.2. ANOVA of Language Attitudes based on Professions

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.348	5	.670	2.196	.058
Within Groups	40.244	132	.305		
Total	43.592	137			

The rule for the F test is that if $p < 0.05$ it means there is a difference, that is, the dependent variable is significant among the groups; if $p \geq 0.05$ it means

there is no difference of the dependent variable on the groups being analyzed. From the Anova table 10.2, the result obtained $F = 2.670$, with $p = .058$. So, based on the rule, it can be concluded there is a no significant difference of participants' perspectives based on professions in language attitudes. Consequently, the researchers accepted null hypothesis (H0c) and rejected the alternative hypothesis (H1c). This result indicated that there was no significant difference on the participants' perspectives based on Profession in language attitudes towards English and Indonesian.

As this study aim to investigate the language attitudes toward English and Indonesian, it intended to find out the general perspectives about language attitudes towards English and Indonesian and relationship between the learners' language attitudes towards university origin, educational background and profession variables.

The results showed that the participants values both English and Indonesian as important languages for them. This result is aligned with the previous studies (Reddy, 2016; Marcellino, 2015; Kirkpatrick, 2014; Ke & Cahyani, 2014; Lauder, 2010; Kacru, 2006; Kam, 2002), that is English language is essential by reason of its international use. This result demonstrates the assent of English is widely used not only as an international language but also considered as an important language along with Indonesian.

From the first research question about the relationship of language attitudes based on Private and Public University, the null hypothesis (H0a) which states that *there is no significant difference between private university and public university in language attitudes towards English and Indonesian* is accepted. Furthermore, the alternative hypothesis (H1a) which states that *there is a significant difference between private university and public university in language attitudes towards English and Indonesian* is rejected.

From the second research question about the relationship of language attitudes based on Majors Background, the null hypothesis (H0b) which states that *there is no significant difference in language attitudes towards English and Indonesian among university majors* is accepted. Furthermore, the alternative hypothesis (H1b) which states that *there is a significant difference in language attitudes towards English and Indonesian among university majors* is rejected.

From the third research question about the relationship of language attitudes based on workplaces, the null hypothesis (H0c) which states *there is no significant difference in language attitudes towards English and Indonesian in workplaces* is accepted. Furthermore, the alternative hypothesis (H1c) which states that *there is a significant difference in language attitudes towards English and Indonesian in workplaces* is rejected.

As described above, from the 3 (three) sections about the *relationship between the learners' language attitudes towards university origin, university majors and profession variables* indicated that all of the null hypothesis of H0a, H0b, and H0c were all accepted it means that there were no significant differences on the participants' perspectives based university origin (H0a), educational background (H0b) and profession variables (H0c). As there was no significant difference on the participants' perspectives in language attitudes towards

university origins, university majors and profession variables, these results supported the previous studies regarding the widespread importance of English in university studies (Reddy,2016; Smith, 2015; Marcellino, 2015; Ke&Cahyani; 2014; Larson, 2014; Lamb &Budiyanto, 2013; Renandya, 2004), in business and in getting a job (Reddy,2016; Siregar, 2010).

These results clearly supported our hypothesis that there were no significant differences on the participants' perspectives in language attitudes towards English and Indonesian based on university origins, university majors and profession variables. It meant that Indonesian EFL learners held positive attitudes towards English as they were enthused to learn the language, and esteemed their English ability as a way to acquire better study or work opportunities, meanwhile in view of their native language – Indonesian was superior to English. As a result, this study infers that the participants had a prudence of Indonesian identity with an appreciation of the value of the English language.

Conclusion

Overall, Indonesians' language attitudes toward English and Indonesian are shaped by their education and working background. In this research, it is found that the belief system toward the importance of English is affected by their education and profession. English is seen as a prominent language related to the education and work needs. Furthermore, English language is getting more boundless through the improvement of technology innovation, which makes English turns into a significant language. That English is viewed as a prestigious language is highly identified to the history of English in Indonesia which was the restricted access in the past made English less accessible for every person. In spite of the fact that the circumstance has effectively changed today i.e., English is currently available for most people. The ideology about English as prestigious language to learn remains. Another reason why the participants viewed English as important language is because they relate English with intellectuality.

In conclusion, the importance English was shown by the findings of this research. Moreover, the attitude of Indonesian was seen positively in the area of education and working areas which see English as a language which must be mastered. In short, Indonesians' attitudes toward the employment of English and Indonesian language based on education background and profession may be connected to linguistic prestige – an international language and a national language.

Regardless of the positive results discussed formerly, we understood that there were few limitations in this study. Primary, it was difficult to attain the equivalent number of students from the five universities. Having an equivalent number of participants from each university students may have made the finding of the language attitudes based on university origins to have stronger implication. The next limitation was that the researchers could not conduct interviews to support the finding and result of this study. Even with its limitation, the researchers believe that this study can be a suitable reference for researchers who are keen on studying Indonesian language attitudes toward English essentially in the EFL/ELF learning contexts. In addition, the researchers expect that the results

of this study can propel both educators and learners' concern about the significance of English in education and the workplace.

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