



# Literature Review: Teachers' and Students' Language Attitude Towards the Use of Indonesian Language in the Japanese-Speaking Classroom

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## Info Artikel

*Sejarah Artikel:*

Diterima Desember 2022

Disetujui Februari 2023

Dipublikasikan Juni

*Keywords:* first language, foreign language, language attitude, positive attitudes, students, teachers

## Abstract

*This study aims to discover the variety and research trends for L1 language use in the L2 classroom. This study used library research or literature review to collect and process the data. The data originated from national and international articles, journals, and documents. Many sources have shown the result of the study stating that using a first language in learning a foreign language, especially in the speaking classroom, has made teachers and students get several positive attitudes. According to some research, the three characteristics of positive attitudes toward using the Indonesian language in the speaking classroom-language involve loyalty, language pride, and language awareness of norms that both teachers and students highlight. The two methodologies most commonly used in linguistic attitude studies are direct and indirect measures. The results of a survey of linguistic attitudes indicate whether or not students are effective at learning a language. Attitude is known, not innate. Students can improve their favourable language attitudes toward other languages through specific educational activities.*

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E-ISSN 2685-6662

P-ISSN 2252-6250

## INTRODUCTION

Language is an essential communication tool that also becomes a nation's identity. Everyone uses language to communicate, share knowledge and make arguments with others daily (Sitti Rabiah, 2020). If there is no language for communication in a country, there will be no interaction among humans, or there will be called a citizen. The role of language in human life is tremendous since almost all activity carried out by people needs language. Language can also help gain information, increase knowledge, and, once again, help communicate what lies inside humans' minds. Suppose its significance was considered in greater detail. In that case, it might make us wiser in recognizing and handling all situations where language and attitudes or behaviours of groups of language users are connected (Alwi, 2004, cited in Sitti Rabiah, 2020).

In the 1945 Constitution of the Republic of Indonesia, it is stated that the national language of Indonesia is Indonesian. The use of the Indonesian language as the language of instruction in education is regulated in Article 33 of the Constitution No 20/2003 of the National Education System (Sistem Pendidikan Nasional). The constitution stated:

*“Bahasa Indonesia sebagai bahasa negara menjadi bahasa pengantar dalam pendidikan nasional. Bahasa daerah dapat digunakan sebagai bahasa pengantar dalam tahap awal pendidikan apabila diperlukan dalam penyampaian pengetahuan dan/atau keterampilan tertentu. Bahasa asing dapat digunakan sebagai bahasa pengantar pada satuan pendidikan tertentu untuk mendukung kemampuan berbahasa asing peserta didik”.*

It means “Indonesian language as the national language becomes the language of instruction in national education. Vernacular or local language can be used as the language of instruction in the beginning step of education if needed in the knowledge or information delivery and specific skills. A foreign language can be used as the language of instruction in specific

education units to support the foreign language skill of the students.”

It has been a long since the education curriculum in Indonesia put the foreign language course into the subject in school, especially in higher education such as the university where foreign language becomes one of the courses students can take. There are many reasons why the minister puts the foreign language into the subjects at the school. Foreign language belongs to the local content in the school curriculum structure, which is considered good enough to contribute to the government, primarily related to the countermeasure of the alums joining the workforce. Besides, foreign languages today can become the saviour for the user to be included when entering the education or working world globally or internationally. Knowing a foreign language allows one to easily access information on the Internet in that language, interact with coworkers abroad, and read scientific publications on topics of interest in their original language (Sabitovich & Tashkent, 2020).

Many foreign languages have been put in the subject at schools in Indonesia, starting from English, Japanese, Germany, Dutch, Mandarin, etc. Those languages can be found in the local content at several schools up to the unique course in the university, both with the appendage of education or literature. The following background serves as the foundation for the execution of foreign language instruction at different educational levels. First, most science and technology in every field is written in English or another foreign language. Being fluent in these languages will help the Indonesian people acquire or disseminate new scientific knowledge throughout the country. Second, thanks to technological advancements, information, and transportation, today's modern society has evolved into a global community no longer separated by time or distance (Santoso, 2014). Public society evolves into a worldwide, limitless society. Foreign language proficiency will open the door for Indonesia to participate in global culture. This aspect of globalisation is

why English and other foreign languages must be taught in school.

Related to the use of foreign languages, there are terms of language attitudes that should be studied by educators and users of these foreign languages, especially the Japanese language. Numerous kinds of research have been conducted in the area of language attitudes, and they show that attitude is one of the essential success elements in language learning (Ghazali et al., 2009). Researchers in psychology and education consider several definitions of attitude from various contexts and perspectives, particularly in language teaching and learning. According to (Montano, 2008), behavioural beliefs- individual ideas about the results or qualities of engaging in a behaviour- weighted by the assessment of effects or qualities- determine attitudes. As a result, someone with a firm conviction that the result or quality is beneficial will see the behaviour favourably or have a positive attitude toward the behaviour. An evaluation of various languages is referred to as a linguistic attitude. They represent social categorisation and preconceptions, at least in part, two consecutive cognitive processes. First, listeners infer the speaker's social group membership through language clues (such as accent). Second, they attribute the speaker's stereotyped characteristics to the implied group membership based on the classification. Two evaluative variables are used to categorize language attitudes: status and solidarity.

Language attitudes can be ingrained in pupils through various factors, including teachers, peers, families, and the media. Language attitudes are malleable by nature because they are taught. Language attitudes are naturally subject to shift because they are learned. Language attitudes can alter in reaction to changes in intergroup relations and government language policies and more rapidly depending on the comparative social context in which they are evoked (Dragojevic et al., 2017). Once elicited, language attitudes can have a wide range of behavioral effects. Negative attitudes are usually conducive to prejudice,

discrimination, and unsatisfactory social interactions. Language attitudes are more dynamic due to the comparative social context in which they arise and can change in response to intergroup relations and governmental language policy changes. When language attitudes become active, they can have various behavioural effects, with unfavourable views usually generating prejudice, discrimination, and awkward social encounters.

Major & Crystal (1992) state that attitudes are people's feelings toward their tongue or other languages. As a result, attitude toward language is a theory that helps to describe specific linguistic behaviour. Regarding language in general, their language, and the language of others, people have attitudes, feelings, and beliefs. They might believe that a language that is not written is not a "native" language. When other people hear their language, they could feel ashamed. Some might think they can only study and master one language at a time. They can believe that speaking their native tongue is the best way to show their support for their country, the best way to get a job, and the best way to improve the future of their children.

According to (Kara, 2009), language attitudes are perceptions that speakers of various languages or languages have about one another's languages. Expressions of positive or negative attitudes toward a language can be read as indicators of that language's perceived level of social standing, ease of learning, and linguistic complexity or difficulty, among other things. As a result, opinions of a language might provide insight into what people think of its speakers. It might also affect a person's acquisition of a second or foreign language.

This article will focus on the language attitude of the lecturers and students towards the use of the Indonesian language in Japanese-speaking classrooms. It is because research about it is still rare and needs to research deeply.

## **METHOD**

The literature review is the process of comprehensively reviewing previous research on a topic (Ramdhani et al., 2014). Searching for

previous research is done by searching for online articles related to teachers' and students' language attitudes toward using Indonesian in Japanese-speaking classrooms. The papers used are a combination of international articles and national articles. A search for international articles using keywords is carried out on several databases of reputable journals; meanwhile, investigations are carried out in accredited journals for national articles.

After searching for articles according to related keywords, a screening process is carried out. There were articles about teachers' and students' language attitudes toward using Indonesian in Japanese-speaking classrooms with various contexts. The next stage is to identify important information from each article and then integrate and identify the conclusions of each article.

## RESULT AND DISCUSSION

Languages from nations other than Indonesia are referred to as foreign languages in linguistics. Numerous foreign language classes are available, including English, Japanese, Mandarin, and Korean. These foreign languages are consciously studied to prepare Indonesian workers who travel overseas. Furthermore, being fluent in another language can make it simpler for someone to communicate on social media. A particular phenomenon toward the Indonesian language has emerged due to the more straightforward and open cross-country communication. Due to this phenomenon, the use of the Indonesian language is declining, particularly among young people or students. The notion that intelligent individuals speak other languages well supports this. It is Japanese in this instance.

According to studies by Oshima and Harvey from New Zealand, fewer Japanese students are enrolling in secondary schools and universities. The decrease in Japanese students attending schools or universities is due to the difficulty of learning Japanese, particularly in academic courses. Furthermore, learning Japanese outside a formal classroom is easier to manage than in a conventional classroom

(Oshima & Harvey, 2017). It was discovered that many Indonesian students were eager to study Japanese. Behind this circumstance, it is known that Indonesian students still face several challenges in their attempts to study Japanese. These are:

1. an unbalanced ratio of students to instructors,
2. a dearth of proficiency in the Japanese language, and
3. a need for opportunities for students to speak Japanese.

Other issues include more Japanese language instruction, textbooks, infrastructure, and awareness of Japanese culture.

The unfavourable state of the linguistic environment presents another challenge for those learning to speak Japanese. On campus, students rarely spoke Japanese with one another. This situation indicates that it is challenging for pupils to use Japanese daily. Language education cannot be divorced from the language even though the language is a part of the culture, rooted in culture, and both languages and cultures (Atamna, 2008, as cited in Rismorlita et al., 2021). According to Li & Umemoto (2010), once we learn a language, we are inextricably linked to the language's culture. Despite learning Japanese, they only sometimes utilize it. This is because Japanese is a foreign language not regularly used for communication. As a result, it affected the aptitude of Japanese students. Students still need to work on formally speaking Japanese.

Speaking, one of the four language abilities is essential for communication. Speaking is the act of actively conveying ideas or messages. The information must be simple enough for others to understand for efficient communication. Takamizawa (cited in Rismorlita et al., 2020) lists the following as the three skills that are most important for communicating in a foreign language:

1. Competence (which includes knowledge of grammar, vocabulary, and discourse composition)

2. Performance (which includes the ability to understand, pronounce, operate, and choose nonverbal cues)
3. Strategy (which includes adjustment and persuasion)

In other words, the ability to verbally transmit ideas and concepts can be understood as a speaking ability. Communication skills must be reinforced for this skill to be valid. Communication abilities go beyond simply conversing verbally in the target language. A proficient communicative aptitude includes "Understanding how language works, what it means, and having the confidence to use it when and how others want to hear it" (Nadila, 2020, p.42). Speech, vocabulary, sentence structure, and cultural awareness are all language aspects that significantly impact one's ability to speak Japanese.

Many students are attempting to learn English as a result. This impacts the existence of the Indonesian language. Over time, it is highly conceivable that a foreign language rarely uses and suppresses Indonesian. As a result, a study is required to prepare for this.

According to Gardner (1985, cited in Lai, 2013), attitudes are a factor in language learning motivation. He claims that "motivation" is a combination of effort, a desire to succeed in the goal of language learning, and favorable views about the process. He asserts that a learner's attitudes toward foreigners generally, the target group and language in particular, their learning objectives, and general attitudes are all elements that affect their motivation to learn a foreign language.

According to Jain (2014), the ABC model suggests that attitudes are made up of three parts: First, attitudes frequently include cognitive elements. This could consist of thoughts or viewpoints on the elements or situations related to the attitude. Second, an appraisal is a component of attitudes. This suggests that the objects or situations related to the attitude may cause like or dislike. Third, some attitudes include a behavioural component, which might affect how learners act

when learning. The challenges, educational implications, and new directions in language learning beliefs, including social, cultural, contextual, cognitive, affective, and personal variables, where attitudes play a crucial role, are covered in Bernat and Gvozdenko's essay from 2005.

The relationship between attitudes and motivation Williams et al., (2002), the relationship between attitudes and learning strategies (Gan, 2004), the relationship between attitudes and level of achievement (Graham, 2004), the beliefs and attitudes about target language use, first language use, and anxiety (Levine, 2003), the attitudes to language and language learning, and other aspects of language attitudes have also been studied.

Despite significant methodological heterogeneity, direct and indirect measures are the two most frequently employed methodologies in linguistic attitude studies. The direct approach is only explored in terms of how it compares to the indirect approach because the current study uses indirect measurements, and the indirect approach is covered in more detail.

The cognitive aspect of attitudes can be tangentially linked to the direct technique. "A straightforward approach would call for individuals to provide answers to a questionnaire or interview questions that merely seek their opinions about one or another language" (Wood, 2000, p.42). According to Speelman et al. (2013), these studies "usually measure consciously and purposefully developed and expressed views." According to Garrett (2010, as cited in Romero, 2016), "if one looks across the larger spectrum of language attitudes research, the direct approach has undoubtedly been the most prominent paradigm" (p. 159). As Walters (2007, cited in Rubio, 2008) noted, the opposite is true: "many find questionnaire-based studies suspicious, saying that their findings are best regarded as evidence of overt or imagined standards rather than actual behaviour."

In other words, metalinguistic inquiries require metalinguistic responses, and people addressing questions at this level may have



completely distinct mental processes from those used in more commonplace encounters. Language users frequently "cannot (and occasionally cannot) report accurately their attitudes and behaviours or those of others," according to Walters (2007, cited in Rubio, 2008), and their responses are "vulnerable to social desirability or self-flattering tactics" (Speelman et al., 2013, p.42). This does not imply that results from studies using a direct approach are insignificant. Instead, these accounts are seen as proof of the solid structuring influence of linguistic ideology (Walters, 2007), cited in (Rubio, 2008). This research is an excellent way to learn people's conscious linguistic thoughts.

However, the indirect approach is frequently employed to access the unconscious level and examine how people feel about various language types. The indirect technique frequently involves an examination of emotion or the subconscious because the direct method links to the cognitive component of attitudes. "A completely covert approach would be used so the subject would not be aware that her linguistic attitudes were being examined" (Fasold, 1984, as cited in Wardhaugh, 2022). One of the most popular techniques for inadvertently determining language attitudes is the matched guise technique (MGT), which Lambert first introduced in 1960.

In their study, Sobara & Ardiyani (2013) describe the language attitudes of both male and female students, highlighting three traits: (1) language loyalty, (2) language pride, and (3) language awareness of norms. (Consciousness of the norm).

Language attitude is a relatively long-term belief system or way of thinking about language that causes someone to have the propensity to respond in a way they find pleasing (Anderson in Paradewari & Mbato, 1998). According to Kridalaksana (2001, as cited in Riana & Setiadi (2015), language attitude is a mental attitude toward one's native language or the languages of others. Positive and negative attitudes toward languages are distinguished. Three traits make

up a positive attitude toward languages: 1) loyalty to the language, 2) pride in the language, and 3) awareness of the norm (Garvin and Mathiot in Ginting, 2018). Language loyalty denotes the advocacy of a language community to keep its language. In this scenario, it can be in the form of the prevention of various foreign languages. Pride in language encourages someone to cultivate their language and use it as an identity and communal unit. People are encouraged to use their language carefully and nicely when aware of the rules.

The three positive attitudes are the antithesis of the language's negative attitude. That is, someone would rather speak a language except Indonesian. Many people started speaking English and other languages. This demonstrates the negative language attitude they have. Similar situations arise when someone loses pride in the Indonesian language. Teenagers who prefer to communicate in English are especially prone to this phenomenon. They no longer have the passion or motivation to preserve the language, resulting in negative views. Politics, race, ethnicity, and prestige are only a few elements that contribute to language loss (Lukman, 2019).

Experience leads to the development of attitudes, which can affect a person's language behavior (Agheyisi and Fishman, 1970, as cited in Masruddin, 2013). An attitude is a hypothetical construct that, in its broadest meaning, aims to explain the direction and consistency of human conduct (Baker, 1992, as cited in Ianos, 2015). Thus, a person's linguistic attitude is his propensity to react favorably or unfavorably to a language and its users. For instance, domains and diglossia (Fishman, 1972), as cited in Wardhaugh (2022), give us vivid instances of cultures that have these characteristics and demonstrate how the speaker is given additional options to ensure that each society can establish its particular language situation to meet its communicative demands. These circumstances may also be passed down from earlier generations or explicitly created to fit new circumstances as the world changes.

Language attitude studies have been conducted for at least two generally defined purposes: to identify value judgments, primarily of high versus low variations or of pidgins and creoles, or to comprehend the importance or detrimental impact of a language variety on society.

The language people use to communicate is seen as a crucial part of their identity in multilingual settings; by doing so, they declare their allegiance to one or more speech communities (Fasold, 1984), as cited in Wardhaugh (2022). Language so becomes a significant ethnic value.

Positive attitudes toward the taught language have been discovered in numerous studies on language attitudes (Ahmed, 2015) with various scenarios. Positive language attitudes from Vietnamese students were observed in Lasagabaster's (Lasagabaster, 2017) research, and it was clear that these attitudes were unrelated to students' ages, genders, or socioeconomic positions (Berowa et al., 2018). The belief that the first language is communicative and understandable led to Korean university students' positive language attitudes (Lee & Green, 2016, as cited in Ratnadewi et al., 2020). Another instance demonstrated the inside-outside classroom phenomena of Spanish pupils studying English with sophisticated and dynamic positive language attitudes. The exact amount of effort was put into learning the target language outside of the classroom for status and group unity (Carrie, 2017).

In contrast, EFL students in secondary schools in Libya demonstrated unfavorable attitudes toward English in the classroom (Ahmed, 2015). Lasagabaster (2017) discovered that positive language attitudes emerged when the target language was taught with local languages rather than exclusively. When language attitude and self-confidence were compared, it became clear that the two variables had a mutually beneficial relationship (Studer & Konstantinidou, 2015). When self-confidence was high, the language attitude was also high—according to a study of Indonesian foreign

language teachers, both male and female teachers had a positive attitude toward language learning (Rosenberg & Hovland, 1960, as cited in Rana et al., 2020).

In contrast, teachers and families were found to have the most significant influence on students' positive attitudes toward learning the target language (Daggol, 2017). The gap examined language attitudes in an Indonesian Islamic boarding school with a distinctive foreign language curriculum. This study explores language attitude in terms of its cognitive, affective, and conative elements and examines positive and negative language attitudes and their intensity.

A study of linguistic attitudes has shown whether students are successful or unsuccessful in learning a language. Not innate, but taught, is attitude. Students can develop and enhance their positive attitudes toward other languages through specific educational activities.

According to a study by Ratnadewi et al. (2020), students' views toward language are good on all three levels: cognitive, emotional, and conative. In terms of cognition, students already understand the value of foreign languages such as English in the age of globalization, think learning English will provide them with knowledge, and are interested in learning more English in the future. Effectively, kids also take pride in learning English and experience excitement, confidence, and enjoyment. Overall, most respondents believe they can communicate in English because they are used to following norms, paying attention when English teachers explain the lesson, and enjoying using the language in the same ways as native speakers do.

According to West (2003), as cited in Levine's (2003) study, participants' social characteristics and aspects of target language learning were linked to their attitudes regarding the first language. There was some association between the desire to learn the first language and the preferred language instructor and attitudes regarding the first language. The degree of first

language use in Japanese exposure also demonstrated significance to variations in rating.

The English language has now spread throughout the world. They are utilized as a primary language for international and domestic communication in many parts of the world. Japanese students must cultivate more favorable attitudes toward Japanese English as English develops into autonomous variants worldwide.

The perceptions and justifications of teachers for using their first language in their foreign lessons have been the subject of numerous types of research. According to Krieger (2005, as cited in Khan, 2013), there are better ways to interact in a multilingual setting than speaking in the first language. In addition, he said that rather than promoting target language acquisition, it gives pupils the impression that they may rely on their native tongue for communication. He believed that even when their teachers forbid it, children still speak in their first language. Additionally, he thought that educators should try their hardest to guide pupils in deciding when to use their first language and when to avoid it.

Lin (2005) touched on how teachers' usage of the student's native tongue affects their attitudes. He concluded that an "English-only" rule is more crucial in classrooms with English majors than in classes with non-major students. The first language will be used with non-major pupils, and almost all teachers agreed. This research showed that the teachers utilized their first language in various ways (as single words and complete sentences). The study also showed that student levels affected how much teachers used the first language. Younger students than those who were comparatively more advanced, like university students, employed the students' first language more frequently.

In 2009, Kim and Petraki surveyed instructors' opinions regarding using the first language. A mixed technique of data collecting, including questionnaires, interviews, and classroom observations, was used for the research conducted in Vietnam. Native and non-native English teachers were the two categories

that were looked at. The study found that native English speakers used students' first language less frequently than non-native speakers. However, teachers and students acknowledged that it is possible to manage classrooms and provide new vocabulary and phrases while using the student's first language.

A study on the use of the Indonesian language was done in 2012 by Hidayati. The study aimed to identify the relationship between first language usage and students' engagement and comprehension in target language lessons. About 30–49% of the class time was spent using the first language by the study's professors. The research revealed a link between student interactions and time spent utilizing the first language. The level of interactions increased when teachers used the first language extensively and vice versa. The study uncovered no novel explanations for why students use their first language. The outcomes matched those of earlier studies. Teachers employed the first language to clarify grammar concepts, introduce new vocabulary, and promote social interactions with and among pupils.

The study results by Galali & Cinkara (2017) favor using the first language only sparingly to increase learners' exposure to a target language. A more balanced approach to the first language is required to recognize and make the most of the first language as a valuable teaching tool. Both monolingual and bilingual approaches need to be more adequate. In low-level learners who lack target language proficiency, learners' first language may be permitted. However, when students increasingly gain greater comfort using the target language, this use might be restricted.

Koucka (2007, as cited in Galali & Cinkara, 2017) evaluated teacher trainers' usage of the first language in a different setting. Her research suggested that teacher trainers overused the first language. She also found that the teacher trainers employed the first language in 14 contexts, from introducing lessons to giving feedback. The study also showed that the first language was used more than any other



condition while giving instructions and translating new words.

A study on the teaching of German as a foreign language in Canada was undertaken by De La Campa & Nassaji (2009) in a distinct environment involving foreign languages. Both audio and video recordings were made of two classes taught by two distinct teachers. The recordings intended to pinpoint instances where the two teachers used their first language (English). The German-to-English translation was the most frequent scenario. Another instance involved comparing the two languages and checking the definitions of new words.

The first language was used for education delivery, classroom management, and teacher-student interactions. The study demonstrated that student culture also impacted first language usage. The lecturers spoke in the students' first language while discussing their culture. Additionally, the study found that an experienced instructor used the first language less frequently than a new teacher did.

It can often be expected that what a person thinks about a language variety reflects or forecasts how they will feel or act when they hear it. However, it cannot always be assumed that each aspect of attitudes at least partially signals what kind of attitude a person might have. For instance, an Inner Circle speaker may claim to have no problems with "foreign" accented English, but when interacting with someone with a foreign accent, they soon become dissatisfied. They may even become angry, blaming the accent in particular. The opposite is also conceivable, such as when someone asserts that they vehemently detest foreign accents yet do not appear to be adversely impacted or react poorly toward someone with one.

It is impossible to anticipate which one a person would act on when intellect and affect are at odds. The context may be what affects the result. In contrast, "whether the cognitive or emotive response wins out often determines behaviours, for example, in determining whether a speaker of [a] stigmatized variety is

employable," when all other factors are equal (Walters, 2007, cited in Rubio, 2008). This is an example of how choosing between thoughts and feelings can have life-changing effects in the context of linguistic attitudes.

## CONCLUSION

Learning a new language is difficult because many things can affect how well one learns a language. Motivation is a factor that teachers can cultivate to enhance student's learning experience and achievement through the methodical development of teaching tactics and procedures, given its ability to be strengthened and sustained. The findings of this study demonstrate that attitudes about teachers are related to learning motivation, and learning motivation is related to success. A greater understanding of the relationship between teachers' attitudes and teaching methods, student motivation, and academic accomplishment in the classroom is hoped to result from these findings. This study has various limitations that should be considered in future investigations.

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