

# **WORKLOAD ASSESSMENT LANGUAGE IN SOCIETY**

ENGLISH LITERATURE STUDY PROGRAM  
FACULTY OF LANGUAGES AND ARTS  
UNIVERSITAS NEGERI SURABAYA

**WORKLOAD ASSESMENT**  
**Language in Society**  
**Academic Year 2019/2020**

**Coordinator:**

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## A. Lesson Plan and Course Assessment

 <b>UNESA</b> <small>Universitas Negeri Surabaya</small>		<b>Universitas Negeri Surabaya</b> <b>Faculty of Languages and Arts</b> <b>English Literature Study Program</b>					<b>Document Code</b>
<b>Lesson Plan</b>							
<b>COURSE</b>		<b>Code</b>	<b>Cluster</b>	<b>Credits</b>		<b>Semester</b>	<b>Compilation Date</b>
<b>Language in Society</b>		8820302125	Languages	<b>T=3</b>	<b>P=1</b>	...	2020
<b>AUTHORIZATION</b>		<b>Lesson Plan Developer</b>		<b>Coordinator</b>		<b>Head of Study Program</b>	
		Prof. Slamet Setiawan, M.A., Ph.D.		Prof. Slamet Setiawan, M.A., Ph.D.		<b>Pratiwi Retnaningdyah, Ph.D.</b>	
<b>Program Learning Outcome (PLO) &amp; Course Learning Outcome (CLO)</b>	<b>Program Learning Outcome PLO</b>						
	PLO 1	Being able to apply concepts and theories of foundational English Linguistics to respond to a variety of language phenomena.					
	PLO 3	Being able to apply concepts and theories of culture to analyze and respond to sociocultural phenomena in culturally-responsive manners.					
	PLO 6	Being able to create sound academic or non-academic works both oral and written for various audiences and purposes.					
	PLO 7	Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2.					
	PLO 8	Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, ethical decision making, or risk taking in thought, expression, or intellectual engagement.					
	<b>Course Learning Outcome (CLO)</b>						
	CLO 1	Being able to define the concepts/theories supported with language phenomena.					
	CLO 2	Being able to connect between concepts/theories and language phenomena in society.					
	CLO 3	Being able to write and present basic concepts related to linguistic phenomena in society.					
	CLO 4	Being able to write a paper on the preferred topic related to linguistic phenomena in society.					
	CLO 5	Being able to write a paper of 6.000-7.000 on the preferred topic related to linguistic phenomena in society following IMRAD patterns.					

<b>Course Description</b>	This subject describes the relationship between language, society, and history of language especially the English language in shaping new language communities and repertoires. This addresses language change, linguistics developments, language and socio-political history, urbanization, industrialization, social stratification, social dialect, register, code-switching, code-mixing, regional dialect, bilingualism/multilingualism, language variation, language shift and maintenance, and other language function as an individual or social identity as well as a means of inter-ethnic communication. To strengthen the understanding of concepts, local, national, regional, and international contexts are employed to accommodate the social practice of the language in question. The teaching-learning activities are conducted through presentation, discussion, question-answer, and assignment.	
<b>Learning Materials/ Topics</b>	language change, linguistics developments, language and socio-political history, urbanization, industrialization, social stratification, social dialect, register, code-switching, code-mixing, regional dialect, bilingualism/multilingualism, language variation, language shift and maintenance	
<b>References</b>	<b>Primary</b>	Holmes, Janet. 1992. <i>An Introduction to Sociolinguistics</i> . New York: Longman Group.
	<b>Supplementary</b>	[1] Auer, Peter and Li Wei (2007). <i>Handbook of Multilingualism and Multilingual Communication</i> . Berlin - New York: Mouton de Gruyter. [2] Cable, Thomas. (2002). <i>A Companion to Baugh and Cable's History of the English Language</i> . London and New York: Routledge. [3] Coulmas, Florian (Ed.) (1997). 'Introduction' to <i>The Handbook of Sociolinguistics</i> . Cambridge: Basil Blackwell Publishers Ltd. [4] Coupland, Nicolas and Adams Jaworski. (1997). <i>Sociolinguistics: A Reader and Coursebook</i> . London: Longman. [5] Li Wei (ed.). (2000). <i>The Bilingualism Reader</i> . London and New York: Routledge. [6] Wardhaugh, Ronald. (2006). <i>An Introduction to Sociolinguistics</i> (5 <sup>th</sup> ed.). Massachusetts: Blackwell Publishing. [7] Edwards, John. (1985). <i>Language, Society and Identity</i> . New York: Basil Blackwell [8] Fasold, Ralph W. (1984). <i>The Sociolinguistics of Society</i> . New York: Basil Blackwell Publishing Ltd. [9] Fasold, Ralph. (1990). <i>Sociolinguistics of Language</i> . Cambridge: Basil Blackwell. [10] Romaine, Suzanne. (1995). <i>Bilingualism</i> . Second Edition. Oxford: Cambridge: Blackwell Publishers. [11] Omoniyi, Tope and White, Goodith. (eds.). 2006. <i>The Sociolinguistics of Identity</i> . London: Continuum. [12] Wurm, S. A. (Ed.) 1996. <i>Atlas of the World's Languages in Danger of Disappearing</i> . Paris; Canberra: Unesco Publishing / Pacific Linguistics. [13] Momma, Haruko and Matto, Mickael. 2008. <i>A Companion to the History of the English Language</i> . West Sussex: Wiley-Blackwell.
<b>Lecturer(s)</b>	Prof. Slamet Setiawan, M.A. Ph.D. Adam Damanhuri, S.S., M. Hum.	
<b>Prerequisite</b>	Introduction to Linguistics	

# Week	Competence	Indicators	Materials	Learning Strategy	Source/ Media	Time Allotment	Learning Experience
1	To understand the area of language in society	<ul style="list-style-type: none"> <li>To explain the problem of variations</li> <li>To explain the relationship between language and society</li> <li>To distinguish between sociolinguistics and the sociology of language</li> </ul>	<ul style="list-style-type: none"> <li>Linguistic Variation</li> <li>Fundamental of Sociolinguistics</li> </ul>	Discussion Presentation, Question-Answer	4, 8	150'	<ul style="list-style-type: none"> <li>Observing problems of variations</li> <li>Observing phenomena of the relationship between language and society.</li> <li>Explaining the area sociolinguistics.</li> <li>Discussing each topic</li> </ul>
2	To understand the connection between language and social class	<ul style="list-style-type: none"> <li>To mention social factors of communication</li> <li>To explain the social dimension of language</li> <li>To explain the social distance scale</li> <li>To explain the status scale</li> <li>To explain the formality scale</li> <li>To explain referential and affective scales</li> </ul>	<ul style="list-style-type: none"> <li>Social factors</li> <li>Social dimension</li> <li>Social distance</li> <li>Status scale</li> <li>Formality scale</li> <li>Referential and affective scales</li> </ul>	Presentation, Discussion, Question-Answer	4,8	150'	<ul style="list-style-type: none"> <li>Presenting each topic in group</li> <li>Providing examples of each topic</li> <li>Relate the supporting theories for each topic with the contextual setting</li> <li>Discussing each topic</li> <li>Reflecting and concluding the topic(s) of the day</li> </ul>
3	To understand regional and social variation	<ul style="list-style-type: none"> <li>To explain regional dialect</li> <li>To provide examples of regional dialect</li> <li>To explain social dialect</li> <li>To provide examples of social dialect</li> </ul>	<ul style="list-style-type: none"> <li>Regional dialects</li> <li>Social variation</li> <li>Social dialects</li> </ul>	Presentation, Discussion, Question-Answer	4,8	150'	<ul style="list-style-type: none"> <li>Presenting each topic in group</li> <li>Providing examples of each topic</li> <li>Relate the supporting theories for each topic with the contextual setting</li> <li>Discussing each topic</li> <li>Reflecting and concluding the topic(s) of the day</li> </ul>
4	To understand language choice in multilingual	<ul style="list-style-type: none"> <li>To explain the situation of language choice</li> </ul>	<ul style="list-style-type: none"> <li>Language use</li> <li>Multilingual community</li> </ul>	Presentation, Discussion, Question-Answer	1,4,8,5	150'	<ul style="list-style-type: none"> <li>Presenting each topic in group</li> <li>Providing examples of each topic</li> </ul>

	communities in a certain domain	<ul style="list-style-type: none"> <li>To give examples of language choice in a multilingual community</li> <li>To identify language use in a certain domain</li> <li>To explain code-switching and mixing</li> <li>To give examples of code-switching and mixing</li> <li>To provide reasons for code-switching and mixing</li> </ul>	<ul style="list-style-type: none"> <li>Language domain</li> <li>Code-switching</li> <li>Code-mixing</li> </ul>				<ul style="list-style-type: none"> <li>Relate the supporting theories for each topic with the contextual setting</li> <li>Discussing each topic</li> <li>Reflecting and concluding the topic(s) of the day</li> </ul>
5	To understand language variation and change	<ul style="list-style-type: none"> <li>To explain language variation</li> <li>To examples of language variation</li> <li>To explain language change</li> <li>To examples of language change</li> <li>To explain language change induced by contact</li> </ul>	<ul style="list-style-type: none"> <li>Language variation</li> <li>Language change</li> <li>Borrowing versus Interference through the shift</li> <li>Genetic Relationship and the products of contact-induced language change</li> </ul>	Presentation, Discussion, Question-Answer Assignment	4,8,7,3	150'	<ul style="list-style-type: none"> <li>Presenting each topic in group</li> <li>Providing examples of each topic</li> <li>Relate the supporting theories for each topic with the contextual setting</li> <li>Discussing each topic</li> <li>Reflecting and concluding the topic(s) of the day</li> </ul>
6	To understand linguistic varieties in multilingual nations	<ul style="list-style-type: none"> <li>To define the vernacular language</li> <li>To define the standard language</li> <li>To explain Lingua franca, pidgins, and creole</li> </ul>	<ul style="list-style-type: none"> <li>Vernacular Language</li> <li>Standard language</li> <li>Lingua Franca</li> <li>Pidgins and Creoles</li> </ul>	Presentation, Discussion, Question-Answer Assignment	4,8	150'	<ul style="list-style-type: none"> <li>Presenting each topic in group</li> <li>Providing examples of each topic</li> <li>Relate the supporting theories for each topic with the contextual setting</li> <li>Discussing each topic</li> <li>Reflecting and concluding the topic(s) of the day</li> </ul>
7	To understand the connection between language contact and language change in	<ul style="list-style-type: none"> <li>To explain linguistic variations in English historical contexts</li> </ul>	<ul style="list-style-type: none"> <li>Language contact in prehistory of English Language, in The Old English</li> </ul>	Presentation, Discussion, Question-Answer	4,8,7,	150'	<ul style="list-style-type: none"> <li>Presenting each topic in group</li> <li>Providing examples of each topic</li> </ul>

	English History	<ul style="list-style-type: none"> <li>To identify language change of The Indo-European Tribes' languages</li> <li>To explain social stratification, multilingualism, and dialect variation in the old English and middle English periods</li> <li>To explain the myth of Middle English Creolization</li> <li>To explain multilingualism in Present-Day English</li> <li>To explain Language Variation in the United States</li> </ul>	Period, in Middle English, in Early Modern English, in Present Day				<ul style="list-style-type: none"> <li>Relate the supporting theories for each topic with the contextual setting</li> <li>Discussing each topic</li> <li>Reflecting and concluding the topic(s) of the day</li> </ul>
8	Mid-Term	•	•				•
9	To understand language maintenance and shift	<ul style="list-style-type: none"> <li>To define language maintenance</li> <li>To give examples of language maintenance</li> <li>To define language shift</li> <li>To give examples of language shift</li> <li>To provide a reason for language maintenance and shift</li> </ul>	<ul style="list-style-type: none"> <li>Language maintenance</li> <li>Language shift</li> <li>Language shift with the normal transmission</li> <li>Shift without normal transmission: Abrupt creolization</li> </ul>	Presentation, Discussion, Question-Answer	1,4,7,8	150'	<ul style="list-style-type: none"> <li>Presenting each topic in group</li> <li>Providing examples of each topic</li> <li>Relate the supporting theories for each topic with the contextual setting</li> <li>Discussing each topic</li> <li>Reflecting and concluding the topic(s) of the day</li> </ul>
10	To understand the relationship between language, sex, and age	<ul style="list-style-type: none"> <li>To explain the relationship between language and sex</li> <li>To give examples of the relationship between language and sex</li> <li>To explain the relationship between language and age</li> </ul>	<ul style="list-style-type: none"> <li>Language and sex</li> <li>Language and age</li> </ul>	Presentation, Discussion, Question-Answer	4,8	150'	<ul style="list-style-type: none"> <li>Presenting each topic in group</li> <li>Providing examples of each topic</li> <li>Relate the supporting theories for each topic with the contextual setting</li> <li>Discussing each topic</li> </ul>



		<ul style="list-style-type: none"> <li>To give examples of the relationship between language and age</li> </ul>					<ul style="list-style-type: none"> <li>Reflecting and concluding the topic(s) of the day</li> </ul>
11	To understand the relationship between language and gender	<ul style="list-style-type: none"> <li>To define gender</li> <li>To explain the relationship between language and gender</li> <li>To give examples of the relationship between language and gender</li> </ul>	<ul style="list-style-type: none"> <li>Language and gender</li> </ul>	Presentation, Discussion, Question-Answer	4,8	150'	<ul style="list-style-type: none"> <li>Presenting each topic in group</li> <li>Providing examples of each topic</li> <li>Relate the supporting theories for each topic with the contextual setting</li> <li>Discussing each topic</li> <li>Reflecting and concluding the topic(s) of the day</li> </ul>
12	To understand the relationship between language, politeness, and solidarity	<ul style="list-style-type: none"> <li>To define politeness</li> <li>To explain politeness in the context of language use</li> <li>To supply examples of politeness and solidarity in the context of language use.</li> </ul>	<ul style="list-style-type: none"> <li>Language and politeness</li> <li>solidarity</li> </ul>	Presentation, Discussion, Question-Answer	4,8	150'	<ul style="list-style-type: none"> <li>Presenting each topic in group</li> <li>Providing examples of each topic</li> <li>Relate the supporting theories for each topic with the contextual setting</li> <li>Discussing each topic</li> <li>Reflecting and concluding the topic(s) of the day</li> </ul>
13	To understand the style, context, and register	<ul style="list-style-type: none"> <li>To explain style in language use</li> <li>To give examples of the style in language use</li> <li>To explain the context in language use</li> <li>To give examples of context language use</li> <li>To explain register language use</li> <li>To give examples of the register in language use</li> <li>To explain the concept of accommodation theory</li> </ul>	<ul style="list-style-type: none"> <li>Style</li> <li>Context</li> <li>Register</li> <li>Context, Style and class</li> <li>Accommodation theory</li> </ul>	Presentation, Discussion, Question-Answer	1, 4	150'	<ul style="list-style-type: none"> <li>Presenting each topic in group</li> <li>Providing examples of each topic</li> <li>Relate the supporting theories for each topic with the contextual setting</li> <li>Discussing each topic</li> <li>Reflecting and concluding the topic(s) of the day</li> </ul>

		<ul style="list-style-type: none"> <li>• To provide examples of accommodation in terms of language use</li> <li>• To provide a reason for accommodation in the context of language use</li> </ul>					
14	To understand the concept of attitudes to language and language planning	<ul style="list-style-type: none"> <li>• To explain national language.</li> <li>• To give example the existence of national language</li> <li>• To explain language planning</li> <li>• To give an example of the existence of language planning</li> <li>• To explain the reasons for language planning</li> <li>• To define language attitudes</li> <li>• To give examples of language attitudes</li> <li>• To provide the role of attitudes towards language</li> </ul>	<ul style="list-style-type: none"> <li>• Language attitudes</li> <li>• National language</li> <li>• Language planning</li> <li>•</li> </ul>	Presentation, Discussion, Question-Answer	1,4,8	150'	<ul style="list-style-type: none"> <li>• Presenting each topic in group</li> <li>• Providing examples of each topic</li> <li>• Relate the supporting theories for each topic with the contextual setting</li> <li>• Discussing each topic</li> <li>• Reflecting and concluding the topic(s) of the day</li> <li>•</li> </ul>
15	To understand the relationship between language, youth, and style	<ul style="list-style-type: none"> <li>• To explain the relationship between language, youth, and their language style</li> <li>• Provide examples of the relationship between language, youth, and their language style</li> <li>To provide reason for the phenomena caused by the relationship between language, youth and their language style</li> </ul>	<ul style="list-style-type: none"> <li>• Language and youth</li> <li>• Youth and language style</li> </ul>	Presentation, Discussion, Question-Answer	1,4	150'	<ul style="list-style-type: none"> <li>• Presenting each topic in group</li> <li>• Providing examples of each topic</li> <li>• Relate the supporting theories for each topic with the contextual setting</li> <li>• Discussing each topic</li> <li>• Reflecting and concluding the topic(s) of the day</li> </ul>

## Assessment

### Assessment methods

- 1) Quiz:  
By writing short essay based on language phenomena found in society; **assessed through writing quiz rubric (quiz) (PLO1 & CLO 1)**
- 2) Mid-term test:  
By writing essay based on language phenomena found in society; **assessed through writing essay rubric (mid-term test) (PLO3 & CLO 2)**
- 3) Assignment:  
By writing ppt on the chosen topic and presenting before the class; **assessed through presentation rubrics (presentation) (PLO6 & CLO 4)**
- 4) Final-test:  
By writing a paper on the preferred topic related to linguistic phenomena in society; **assessed through paper rubrics final-term test (PLO7 & CLO 5)**  
By writing a paper of 6.000-7.000 on the preferred topic related to linguistic phenomena in society following IMRAD patterns; **assessed through paper organization rubric (final-term test) (PLO7 & CLO 5)**

## B. Course Evaluation and Development

### 1 Calculation of Student Workload

1.

Module/Course Title	Student Workload	Credits	Semester	Frequency	Duration
ELT Assessment	78.4	4.77 ECTS	Even	28 CU	14 Meetings

Credit Unit (CU)	ECTS	Meeting Hours	Structured Assignments	Independent Study
3 CU	3.18 ECTS	2100 minutes	2520 minutes	2520 minutes

### 2. Program Learning Outcome (PLO):

1. Being able to apply concepts and theories of foundational English Linguistics to respond to a variety of language phenomena. (PLO 1).
2. Being able to apply concepts and theories of culture to analyze and respond to sociocultural phenomena in culturally-responsive manners. (PLO 3).
3. Being able to create sound academic or non-academic works both oral and written for various audiences and purposes. (PLO 6).
4. Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2. (PLO 7)
5. Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, ethical decision making, or risk taking in thought, expression, or intellectual engagement (PLO 8).

### Course Learning Outcomes (CLO):

1. Being able to define the concepts/theories supported with language phenomena
2. Being able to connect between concepts/theories and language phenomena in society
3. Being able to write and present basic concepts related to linguistic phenomena in society
4. Being able to write a paper on the preferred topic related to linguistic phenomena in society
5. Being able to write a paper of 6.000-7.000 on the preferred topic related to linguistic phenomena in society following IMRAD patterns.

### 3. Assessment of PLO

<b>Course</b>	<b>: Language in Society</b>
<b>Credit</b>	<b>: 3</b>
<b>Study Program</b>	<b>: English Literature</b>
<b>Period</b>	<b>: 2019/2020</b>
<b>Class</b>	<b>: 2016A, 2016B</b>
<b>Participant</b>	<b>: 94</b>

#### **PROGRAM LEARNING OUTCOMES (PLO):**

- PLO 1 : Being able to apply concepts and theories of foundational English Linguistics to respond to a variety of language phenomena.
- PLO 3 : Being able to apply concepts and theories of culture to analyze and respond to sociocultural phenomena in culturally-responsive manners.
- PLO 6 : Being able to create sound academic or non-academic works both oral and written for various audiences and purposes.
- PLO 7 : Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2.
- PLO 8 : Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, ethical decision making, or risk taking in thought, expression, or intellectual engagement.

#### **Course Learning Outcome (CLO)**

- CLO 1 : Being able to define the concepts/theories supported with language phenomena.
- CLO 2 : Being able to connect between concepts/theories and language phenomena in society.
- CLO 3 : Being able to write and present basic concepts related to linguistic phenomena in society.
- CLO 4 : Being able to write a paper on the preferred topic related to linguistic phenomena in society.
- CLO 5 : Being able to write a paper of 6.000-7.000 on the preferred topic related to linguistic phenomena in society following IMRAD patterns.

## CLO-PLO CORRELATION

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08
CLO1	√							
CLO2			√					
CLO3						√		
CLO4								
CLO5							√	√

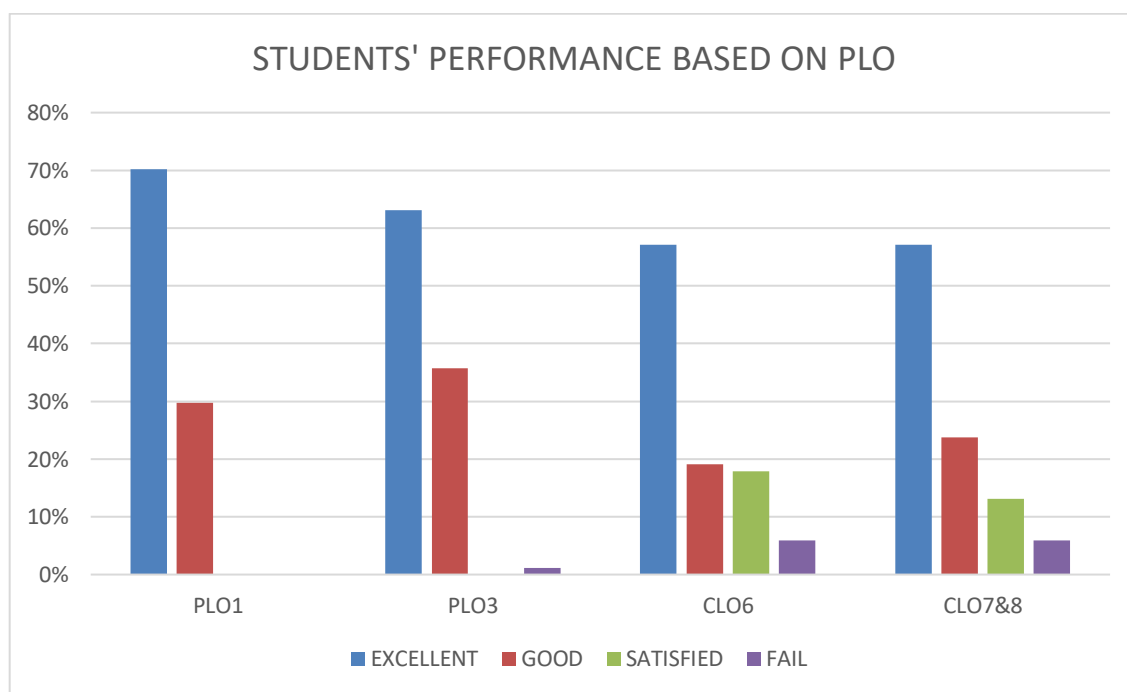
## ASSESSMENT PLAN

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08
CLO1	By writing short essay based on language phenomena found in society; <b>assessed through writing quiz rubric (quiz)</b>							
CLO2			By writing essay based on language phenomena found in society; <b>assessed through writing essay rubric (mid-term test)</b>					
CLO3						By writing ppt on the chosen topic and		

						presenting before the class; <b>assessed through presentation rubrics (presentation)</b>	
CLO4							By writing a paper on the preferred topic related to linguistic phenomena in society; <b>assessed through paper rubrics final-term test</b>
CLO5							By writing a paper of 6.000-7.000 on the preferred topic related to linguistic phenomena in society following IMRAD patterns; <b>assessed through paper organization rubric (final-term test)</b>

## STUDENTS' PERFORMANCE BASED ON PLO

Level of Performance	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
	QUIZ		MID-TERM			ASSIGNMENT	FINAL-TERM	
Excellent	70%		63%			57%		57%
Good	30%		36%			19%		24%
Satisfy						18%		13%
Fail			1%			6%		6%
<b>TOTAL</b>	<b>100%</b>		<b>100%</b>			<b>100%</b>		<b>100%</b>





## APPENDICES

### APPENDIX 1 ASSESSMENT RUBRIC

#### A. Course Assessment

##### Rubric for Quiz

Interval	Predicate
9 - 10	Very good
7 - 8	Good
5 - 6	Average
3 - 4	Poor

##### Rubric for Presentation (Assignment) and Class Participation

Skor	Rubrik
4 (80-100)	Presentasi dilakukan <ul style="list-style-type: none"><li>• secara runtut dengan bahasa yang berterima,</li><li>• menunjukkan pemahaman konsep yang baik,</li><li>• berbantuan media ppt atau bentuk lain sesuai kriteria media,</li><li>• jawaban untuk penanya benar,</li><li>• mampu memformulasikan saran untuk perbaikan</li></ul>
3 (66-79)	Presentasi dilakukan <ul style="list-style-type: none"><li>• secara runtut dengan bahasa yang berterima,</li><li>• kurang pemahaman pada beberapa konsep,</li><li>• berbantuan media ppt atau bentuk lain sesuai kriteria media,</li><li>• jawaban untuk penanya secara umum benar,</li><li>• mampu memformulasikan saran untuk perbaikan</li></ul>
2 (56-65)	Presentasi dilakukan <ul style="list-style-type: none"><li>• kurang runtut</li><li>• menunjukkan kekurangpahaman terhadap beberapa konsep,</li><li>• berbantuan media ppt atau bentuk lain namun tidak sesuai kriteria media,</li><li>• jawaban untuk penanya secara umum tidak benar,</li><li>• mampu memformulasikan saran untuk perbaikan</li></ul>
1 (40-55)	Presentasi dilakukan, <ul style="list-style-type: none"><li>• kurang runtut</li><li>• menunjukkan kekurangpahaman terhadap banyak konsep,</li><li>• tidak berbantuan media sama sekali,</li><li>• jawaban untuk penanya tidak benar,</li><li>• tidak mampu memformulasikan saran untuk perbaikan</li></ul>

## Rubrics for class participation

Untuk Kehadiran		Untuk Keaktifan	
hadir	Skor	keaktifan	skor
lebih dari 12	60	lebih dari 6	40
11,12	50	5,6	30
9,10	40	3,4	20
7,8	30	1,2	10
kurang dari	20	0	5

## Rubric for Preferred Topic (Mid-term Test)

### PAPER OUTLINE & RUBRIC

Detail	MAX SCORE	REAL SCORE
<b>TITLE</b> (not more than 15 words, do not use word "ANALYSIS" for the title)	2	2
<b>Abstract</b> (200 - 250 words covering short general information of 2 or 3 sentences, purposes, method, findings, and conclusion/recommendation)	4	2
<b>Key word</b> (not more than 5 words and/or phrases)	2	2
<b>1 Introduction</b>		
General background (to the point on the topic of the research)	4	3
Previous studies (local and overseas references, the more references the easier to find the research gap)	4	3
Research gap and novelty (What has not been done by previous researchers, what is the weakness of the previous researches, what makes the present research different)	4	2
Purposes of the study	4	2
<b>2 Theoretical Framework</b>	10	7
(Theories/references related to question #1)		
(Theories/references related to question #2)		
etc.		
<b>Total</b>	36	$(x/36)*100$

## Rubric for Project Paper (Final-term Test)

### PAPER OUTLINE & RUBRIC

Detail	MAX SCORE	REAL SCORE
<b>TITLE</b> (not more than 15 words, do not use word "ANALYSIS" for the title)	2	2
<b>Abstract</b> (200 - 250 words covering short general information of 2 or 3 sentences, purposes, method, findings, and conclusion/recommendation)	4	2
<b>Key word</b> (not more than 5 words and/or phrases)	2	2
<b>1 Introduction</b>		
General background (to the point on the topic of the research)	4	3
Previous studies (local and overseas references, the more references the easier to find the research gap)	4	3
Research gap and novelty (What has not been done by previous researchers, what is the weakness of the previous researches, what makes the present research different)	4	2
Purposes of the study	4	2
<b>2 Theoretical Framework</b>	10	7
(Theories/references related to question #1)		
(Theories/references related to question #2)		
etc.		
<b>3 Method</b> (One or two paragraphs that cover method, subject, setting, data collection technique, analysis technique)	3	2
<b>4 Results</b> (based on the data only)	20	15
4.1 .....		
4.2 .....		
<b>5 Discussion</b> (blend between data and theories)	20	10
5.1 .....		
5.2 .....		
<b>6 Conclusion</b>	4	3
<b>References</b> (list of relevant books and at least 20 relevant journal articles; use Mendeley)	5	4
<b>Other aspects:</b>		
Logical order/coherence (right connection from background, question, theory, method, discussion)	6	5
Content (originality of idea, worthiness, novelty)	5	4
Language use: Punctuation/Mechanic/Grammar (using Grammarly)	3	2
<b>Total</b>	<b>100</b>	<b>68</b>

## B. Universitas Negeri Surabaya's Grading System

University students are considered to be competent and pass if at least get 40% of the maximum End-term grade. The End-term grade (NA) is calculated based on the following weight:

<b>Assessment Components</b>	<b>Percentage</b>
Participation (including attitudes/affective)	20%
Assignment	30%
Mid-term test	20%
End-term test	30%

### Scoring Conversion

<b>Scoring Interval (out of 100)</b>	<b>Point</b>	<b>Grade</b>
$85 \leq NA \leq 100$	4.00	A
$80 \leq NA < 85$	3.75	A-
$75 \leq NA < 80$	3.50	B+
$70 \leq NA < 75$	3.00	B
$65 \leq NA < 70$	2.75	B-
$60 \leq NA < 65$	2.50	C+
$55 \leq NA < 60$	2.00	C
$40 \leq NA < 55$	1.00	D
$0 \leq NA < 40$	0	E

## APPENDIX 2 COURSE ACTIVITIES RECORDS

### a. Sample of Student Attendance

6/25/2021

SIAKAD : Absen



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
**UNIVERSITAS NEGERI SURABAYA**

Jl Lidah Wetan, Surabaya - 60213  
Telepon : +6231-99424932  
Faksimile : +6231-99424932  
e-mail : bakpk@unesa.ac.id

#### PRESENSI KULIAH Periode 2018/2019 Gasal

**Mata Kuliah** : Language in Society  
**Kelas** : 2016B  
**Profil** : S1 Sastra Inggris

**Dosen** : Prof. Slamet Setiawan, M.A., Ph.D.

































































No	NIM	Nama Mahasiswa	Pertemuan Ke															%	
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
			21 Aug 17	28 Aug 18	04 Sep 18	18 Sep 18	25 Sep 18	02 Oct 18	09 Oct 18	16 Oct 18	23 Oct 18	30 Oct 18	06 Nov 18	13 Nov 18	20 Nov 18	27 Nov 18	11 Sep 18		
1.	16020154044	MUHAMMAD IQBAL NURCAHYO REYNALDI	H	A	H	H	H	H	H	H	H	H	H	H	A	H	A	A	73.3 %
2.	16020154045	IRFAN JANUAR RAMADHAN	H	A	H	H	H	H	H	H	H	H	H	H	H	H	H	H	93.3 %
3.	16020154046	FEBRICA ARIEMBY FITRIANI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
4.	16020154047	DEWI PUSPITA SARI WIBOWO	H	H	H	H	S	H	H	H	H	H	H	H	H	H	H	H	100 %
5.	16020154048	MUHAMMAD RIFQI YUDISTIRA SAPUTRA	A	A	H	H	H	H	H	H	H	H	H	H	H	A	H	H	80 %
6.	16020154049	MUZAMMILAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
7.	16020154050	SHERLY SENSITA AGNES JANAH	A	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	93.3 %
8.	16020154051	RIZKY ARWIKAKSANA PUTRANUGRAHA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
9.	16020154052	HAMMAM AZKA FARAZ	H	H	H	A	H	H	H	H	H	H	H	H	H	H	H	H	93.3 %
10.	16020154053	NUR ROHMAH ISNAWATI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
11.	16020154054	HEGAR ADITTYA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
12.	16020154055	LILA AJENG RISKA DWIANI	H	A	H	H	H	H	H	H	H	H	H	H	H	A	H	H	86.7 %
13.	16020154056	SHAFIRA FARADIBA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
14.	16020154057	FARAH KAMILIA	H	H	H	A	A	H	H	H	H	H	H	H	H	H	H	H	86.7 %

15.	16020154058	ADILLAH DWI SAPUTRA	H	H	H	H	H	H	I	I	H	H	H	H	H	H	H	100 %
16.	16020154059	AHMAD YUSFI EL KARIM	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
17.	16020154060	AIMATUL AYU MAGHFIROH	I	I	H	H	H	H	H	H	S	H	H	H	H	H	100 %	
18.	16020154061	ELOK BUDI RAMADHANI	H	S	H	H	H	H	H	H	H	H	S	H	A	H	93.3 %	
19.	16020154062	RAHELITA LUKI YUVITASARI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
20.	16020154063	NURANGGRA WINDILISTA RAMADHANTY	H	A	H	H	H	H	H	H	H	H	H	H	H	H	93.3 %	
21.	16020154064	RIZKA SAFITRI	I	H	H	A	H	H	H	H	H	H	H	H	A	H	86.7 %	
22.	16020154065	AHMAD AL AMIN PUTRA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
23.	16020154066	MUHAMMAD NORMAN APRIZAL	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
24.	16020154067	BELLA KARINA ARVIYANTI	H	H	H	H	H	H	H	H	H	H	H	H	I	H	100 %	
25.	16020154068	ROSI FAJAR AFRIANTI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
26.	16020154070	YURI MAHIRTA SARI	H	H	H	A	I	H	H	H	H	H	H	H	I	H	93.3 %	
27.	16020154071	LUKITANING NUR JAYANTI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
28.	16020154072	FENA OKTAVIANI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
29.	16020154073	ADVAITA SINATRYA RULINSANTKA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
30.	16020154074	FEBRI QUINDADIARTO	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
31.	16020154075	SITI AISYAH	H	H	H	A	H	H	H	H	S	H	H	H	H	H	93.3 %	
32.	16020154076	ERZA DIAN RANA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
33.	16020154077	NURUL AINI	I	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
34.	16020154078	REZKY ARBIMA AKBAR	A	H	H	A	H	H	H	H	H	H	H	H	A	H	80 %	
35.	16020154079	NADYA KARINA ARIMBI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
36.	16020154080	RIA AJI ETERNA DEWI EVI AMIANTI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
37.	16020154081	MUHAMMAD REYNALDY HIDAYAT	H	H	H	A	H	H	H	H	H	H	H	H	A	H	86.7 %	
38.	16020154082	LALU ZULHI YAMAMIARTHA	I	H	H	A	H	H	H	H	H	H	I	H	H	H	93.3 %	
39.	16020154084	IZZATIA NABILA	H	H	H	A	H	H	H	H	H	H	H	H	I	H	93.3 %	
40.	16020154085	ABDILLA AH JABBAAR	H	H	H	H	H	H	H	H	H	H	I	H	H	H	100 %	
41.	16020154086	YULIA NURDIANIK	H	I	H	H	H	H	H	H	H	H	H	H	I	H	100 %	

## b. Sample of Course Log Book

Jika Peserta Perkuliahan masih 0 maka presensi belum di klik simpan, segera simpan presensi pada pertemuan tersebut.

Salin Jurnal dari kelas :  [Cetak Jurnal](#)

Pertemuan	Tanggal / Dosen	Topik	Status	Peserta	EDIT/SIMPAN	Peserta	Barcode
Ke 1	 21 Agustus, 2017 Dosen: SLAMET SETIAWAN	<ul style="list-style-type: none"> <li>Variation and Change</li> <li>Fundamental of Sociolinguistics</li> </ul>	Terjadwal	34			
Ke 2	 28 Agustus, 2018 Dosen: SLAMET SETIAWAN	<ul style="list-style-type: none"> <li>Social dimenalon</li> <li>Social factors</li> <li>Social distance</li> <li>Status scale</li> <li>Formality scale</li> <li>Referential and affective scales</li> </ul>	Terjadwal	33			
Ke 3	 4 September, 2018 Dosen: SLAMET SETIAWAN	<ul style="list-style-type: none"> <li>Regional dialects</li> <li>Social variation</li> <li>Social dialects</li> </ul>	Terjadwal	41			
Ke 4	 18 September, 2018 Dosen: SLAMET SETIAWAN	<ul style="list-style-type: none"> <li>Language use</li> <li>Multilingual community</li> <li>Language domain</li> <li>Code switching</li> <li>Code mixing</li> </ul>	Terjadwal	32			
Ke 5	 25 September, 2018 Dosen: SLAMET SETIAWAN	<ul style="list-style-type: none"> <li>Language variation</li> <li>Language change</li> <li>Borrowing versus interference through shift</li> <li>Genetic Relationship and the products of contact-induced language change</li> </ul>	Terjadwal	38			
Ke 6	 2 Oktober, 2018 Dosen: SLAMET SETIAWAN	<ul style="list-style-type: none"> <li>Vernacular Language</li> <li>Standard language</li> <li>Lingua Franca</li> <li>Pidgins and Creoles</li> </ul>	Terjadwal	41			
Ke 7	 9 Oktober, 2018 Dosen: SLAMET SETIAWAN	Language contact in prehistory of English Language, in The Old English Period, in Middle English, in Early Modern English, in Present Day	Terjadwal	40			
Ke 8	 16 Oktober, 2018 Dosen: SLAMET SETIAWAN	<ul style="list-style-type: none"> <li>Language maintenance</li> <li>Language shift</li> <li>Language shift with normal transmission</li> </ul>	Terjadwal	40			
Ke 8	 16 Oktober, 2018 Dosen: SLAMET SETIAWAN	<ul style="list-style-type: none"> <li>Language maintenance</li> <li>Language shift</li> <li>Language shift with normal transmission</li> <li>Shift without normal transmission: Abrupt creolization</li> </ul>	Terjadwal	40			
Ke 9	 23 Oktober, 2018 Dosen: SLAMET SETIAWAN	Students are given chance to make a paper based on topics in meeting 1-8.	Terjadwal	41			
Ke 10	 30 Oktober, 2018 Dosen: SLAMET SETIAWAN	Context, Style, and class Accommodation theoryLanguage, cognition and culture Attitudes and applications	Terjadwal	39			
Ke 11	 6 November, 2018 Dosen: SLAMET SETIAWAN	Individual consultation for final assignment	Terjadwal	41			
Ke 12	 13 November, 2018 Dosen: SLAMET SETIAWAN	Language and youth Youth and language styleBorrowing versus Interference through shift Genetic Relationship and the products of contact-induced language change	Terjadwal	37			
Ke 13	 20 November, 2018 Dosen: SLAMET SETIAWAN	libur, maulid nabi	Terjadwal	41			
Ke 14	 27 November, 2018 Dosen: SLAMET SETIAWAN	1. Language planning Regional variation and identity in Sunderland	Terjadwal	30			
Ke 15	 11 September, 2018 Dosen: SLAMET SETIAWAN	1. Children's language in a bilingual community Bilingual and diglossia	Terjadwal	40			

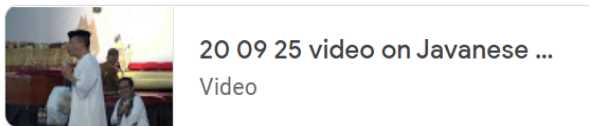
**c. Sample of Quiz:**

# ACCENT & DIALECT

Slamet Setiawan • Sep 26, 2020

10 points

Please watch the short video provided, then answer the question. How can one language have various accents/dialects? Provide factors and examples.



## Class comments

Return  10 points

Turned in Assigned Graded

All

Student	Score
<input type="checkbox"/> Moch. Ahmad "Good description but you do ..."	6
<input type="checkbox"/> Rivo Ardian	7
<input type="checkbox"/> Devicha Asriningtyas	9
<input type="checkbox"/> Adinda Cesilia	5

Grid of student submissions:

- Moch. Ahmad: LiS assignment Sahril... Graded
- Rivo Ardian: Rivo Jonh - 18020154... Graded
- Devicha Asriningtyas: Devicha Lidya (066) - ... Graded
- Adinda Cesilia: Adinda Nirmala LIS 20... Graded
- Syani Dwi Fitriana
- Riza Khattami
- Citra Malasari
- Syabilla Maylya



## ACCENT & DIALECT



Syani Dwi Fitriana

8/10



How can one language have various accents/dialects? Provide factors and examples.

I think it is because of various regional or social history that develop when people separated by geographic or social barriers. Besides, people do not have the ability to pick up an accent that they want, it's on their parents' duty to guide them so it's nurture that determines the particular accent/dialect in speaking of one language. From what I know, the factors of one language can have various accents/dialects are regionalism, nurture, and carrying of tradition. As I said in the beginning, there are many cities and regionals in one country, for example in Indonesia. Over 10 clans and 700 indigenous languages spread in Indonesia because of well history. There are millions of dialect spoken on daily basis and most of them consist of different tone. Let me take one example, in Indonesia there are three main dialects of Javanese. They are:

1. Western Javanese, spoken in the western parts of the isle of Java (similar to Sundanese). Western dialects are sometimes called *ngapak* dialects and rename it as Banyumasan dialect.
2. Central Javanese, it is the standard for the Javanese language based on the speech of the royal cities of Surakarta (Solo) and Yogyakarta.

3. Eastern Javanese, spoken east of Kertosono. The Brantas River forms the isogloss of the eastern dialects. There are only two: Surabaya-Maland-Pasuruan and Banyuwangi.

There are also Javanese dialects outside Java, but it consider the same or similar to the standard Javanese language of Solo-Yogya. Of course each dialect has a distinct vocabulary, but the differences are not wide. They are the same, Javanese people spoken in Javanese standard but some of them are actually has their own dialects based on their regionals.

Example:

Here is the example of people in Lamongan spoken Javanese with varies dialects.

“Wis ndang mbarus!”----- “Mbaruso!”

[ wes ndang mbaros! ] ----- [ **mbaruso!** ]

“Come in please!” ----- “Come in please!”

In other sentence:

“Wis nang mlebu!”-----“Melbuo!”

[ wes nang melbu! ] ----- [ **melbuo!** ]

“Come in please!” ----- “Come in please!”

Student's score: 8 from 10 scales

## d. Sample of Assignment: Topic Presentation

The screenshot shows a Beamer presentation slide with a dark blue background and a repeating pattern of colorful leaves. The slide title is "Language Maintenance, Language Shift, Language and Mixed Marriage Family". The authors listed are Widya Tri Krisna Ayu, Lailatul Fitriyah, and Danu Ilham Akbar. On the left, a navigation pane shows four slides, with the first slide selected. The bottom status bar indicates "Slide 1 of 15" and "English (Indonesia)".

The image shows two slides from the presentation. The first slide, titled "Language Maintenance", defines the term as "The situation where a speaker, a group of speakers, or a speech community continues to use their language in some or all spheres of life despite competition with the dominant or majority language to become the main language in these speakers." The second slide, titled "How can a minority language be maintained?", features a colorful graphic of three overlapping human profiles in blue, yellow, and red, and a black silhouette of a person with question marks around them, symbolizing inquiry or uncertainty.

**e. Sample of Mid-Term Test**



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
 UNIVERSITAS NEGERI SURABAYA  
 FAKULTAS BAHASA DAN SENI  
 JURUSAN BAHASA DAN SAstra INGGRIS  
 Kampus Lidah, Jalan Kampus Lidah Unesa, Surabaya 60213  
 Telepon: +6231-7522876, Faksimil: +6231- 7522876  
 Laman: <http://fbs.unesa.ac.id>, email: [fbs@unesa.ac.id](mailto:fbs@unesa.ac.id).

**MID-TERM TEST**

MATA KULIAH : LANGUAGE IN SOCIETY  
 HARI/TNGGAL : SELASA,  
 PRODI : SAstra INGGRIS  
 JENIS : PENUGASAN  
 RUANG : -  
 DOSEN : Prof. SLAMET SETIAWAN, M.A., Ph.D.

1. You may choose a topic from area of **language in society**. Make sure that you meet me to get your topic approved.
2. Find papers related to your topic from both national and international journals related to your topic to find research gap. Then, develop discussion of theoretical framework based on your topic.
4. Your work should meet the following segments:
  - a. PART 1: PREVIOUS STUDIES
  - b. PART 2: REVIEW OF RELATED LITERATURE
5. The detail format and assessment are in the table below.



**PAPER FORMAT AND SCORING RUBRIC**

Detail	Max Score	Real Score
<b>TOPIC</b> (not more than 15 words)	<b>2</b>	2
<b>1 PREVIOUS STUDIES</b>		
Previous studies (local and overseas researches)	4	2
Research gap	4	2
Questions/purposes of the study	4	2
<b>2 REVIEW OF RELATED LITERATURES</b>	10	7
2.1 Language .....		
2.2 Domain.....		
2.3 etc.		



## 5. Plagiarism

Assignments are expected to consist of your own written work. If you quote material written by someone else, you must reference it to the source. Assignments contain material that is copied from somewhere and not referenced will be given failing grade. The tolerant plagiarism level is 20% maximum.

## Sample of End-term Test



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS NEGERI SURABAYA  
FAKULTAS BAHASA DAN SENI  
JURUSAN BAHASA DAN SASTRA INGGRIS  
Kampus Lidah, Jalan Kampus Lidah Unesa, Surabaya 60213  
Telepon: +6231-7522876, Faksimil: +6231- 7522876  
Laman: <http://fbs.unesa.ac.id>, email: [fbs@unesa.ac.id](mailto:fbs@unesa.ac.id).

### UJIAN AKHIR SEMESTER GENAP

MATA KULIAH : LANGUAGE IN SOCIETY  
HARI/TGGAL :  
PRODI : SASTRA INGGRIS  
JENIS : PEMBUATAN PAPER  
RUANG : -  
DOSEN : Drs. SLAMET SETIAWAN, M.A., Ph.D.

1. You may choose a topic from area of sociolinguistics. Make sure that you meet me to get your topic approved.
2. All work is to be typed one and a half spaced, 7.000 – 8.000 words, a 12 point font of Times New Roman, and on A4 paper. Left margin is 4 cm and the other side margins are 2.5cm.
3. Your work should meet the following segments:
  - a. Introduction and Theoretical Framework
  - b. Method
  - c. Result
  - d. Discussion
  - e. Conclusion
  - f. Reference
4. The detail format and assessment are in the table below.



#### PAPER FORMAT AND SCORING RUBRIC

Detail	Max Score	Real Score
<b>TITLE</b> (not more than 15 words)	2	2
<b>Abstract</b> (150 - 200 words covering general information, purpose, method, findings and suggestion (if any))	4	4
<b>Key word</b> (not more than 5 words and/or phrases)	2	2
<b>1 Introduction</b>		
General background	4	3
Previous studies (local and overseas researches)	4	2
Research gap	4	2
Questions/purposes of the study	4	2

Paper Organization	4	2
<b>2 Theoretical Framework</b>	10	7
2.1 Language .....		
2.2 Domain.....		
2.3 etc.		
<b>3 Discussion</b> (blend between data and theories)	25	20
3.1 Factors.....		
3.2 Reasons .....		
3.3 etc.		
<b>4 Conclusion</b>	3	2
<b>References</b> (list of relevant books and at least 5-15 relevant journal articles)	5	4
<b>Other aspects:</b>		
Logical order/coherence (right connection from background, question, theory, method, discussion)	6	
Content (originality of idea, worthiness)	5	4
Punctuation/Mechanic/Grammar	3	3
<b>Total</b>	<b>85</b>	<b>59</b>

## 5. Plagiarism

Assignments are expected to consist of your own written work. If you quote material written by someone else, you must reference it to the source. Assignments contain material that is copied from somewhere and not referenced will be given failing grade. The tolerant plagiarism level is 20% maximum.

## f. Sample of Student's Answer to Mid-term Test

# Indonesian People's Attitude towards English Used by Indonesian Celebrities

Rahelita Luki Yuvitasari (16020154062)

*The State University of Surabaya*

[rahelitayuvitasari16020154062@mhs.unesa.ac.id](mailto:rahelitayuvitasari16020154062@mhs.unesa.ac.id)

## 1 Introduction

Language attitude toward a particular language will create the decision to the use of the language in people's lives. English for example, is an international language or lingua franca which has been used by most of the people around the world with various people's attitudes towards it. The previous study shows that the participants who became the correspondents showed the positive attitude or responses toward English as a lingua franca and the principles which associated with it (Curran & Chern, 2017). Also another study has shown how the English learners' attitudes toward classroom language choice, the motivation of learning language, and English proficiency has the relation on how the English language learners perceive English (Lee & Lo, 2017).

## 2 Review of Related Literature

Some other studies have also discussed about language attitudes toward English. The studies are investigating the effect of a learning-centred instruction on non-English major students' attitude toward English course (Kashef, Khorasani, & Zahabi, 2014), EFL Turkish university students' attitudes and motivation towards reading in English (Şentürk, 2015), a cross-sectional study of relationship between attitudes toward foreign language learning and academic motivation (Pourfeiz, 2016), is English a nuisance or an asset? Japanese youths' discursive construction of language attitudes (Saito, 2014) and teaching English as an international language in China: investigating university teachers' and students' attitudes towards China English (Wang, 2015).

However, among all those studies mentioned above, there is none that define people's or students negative attitude toward English. It has to be admitted that some people have different perspective toward English although English has been widely spoken and has been taught in a well-structured education program. This interesting phenomenon happens in Indonesia in which it is quite intriguing to learn deeply. Indonesia, as one of the countries which has more than 700 local languages, also use English and taught it since in early age through formal educations in order to give the attitude to the students that learning English is important, hence English has been used widely by a lot of people in Indonesia, not an exception

also used by Indonesian popular people or Celebrities. Some of Indonesian Celebrities have known and used English in some occasions and conversations. They usually use English because of several reasons such as: celebrities have worked abroad quite for a long time, celebrities realize that people who watch or see them are not only from Indonesia so they use English in order to be understandable, celebrities are from multicultural parents, and the last one is celebrities realize how important to know at least a bit about English and some of the words in English. In addition, it is very common to find Indonesian Celebrities using English. Although the reasons are obvious and understandable, people from Indonesia—whether they are fans or not of the celebrities—have many different opinions toward English that is used by the celebrities. Furthermore, they give their opinions and attitudes towards the English used by the celebrities through the comments on social media of the celebrities. Furthermore, they give their opinions and attitudes towards the English used by the celebrities through the comments on social media of the celebrities.

This paper is going to discuss about the language attitudes of Indonesian people toward the English used by Indonesian celebrities with these following research questions: 1) What is/are the language attitude(s) given by Indonesian people toward English used by Indonesian Celebrities? 2) What is/are Indonesian Celebrities reaction towards the attitudes given by Indonesian people in their social media? 3) What is/are the reason(s) shown by some Indonesian people who perceive negatively toward English used by Indonesian celebrities?



## g. Sample of Student's Answer to Final-term Test and Its' Review

# The Trend of Using English by Indonesian Celebrities: Language Attitude Study

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### Abstract

Language attitudes of Indonesian people toward English is needed to be taken care of. Because with language attitudes toward English, it will affect the way Indonesian people perceive about English and Indonesian people who try to learn and use English in their daily lives. This paper will convey the issues that discuss about: Indonesian people's attitude toward the English used by Indonesian celebrities, the responds being given by Indonesian celebrities to the comments regarding to their English, and the reason(s) that is/are given by Indonesian people about Indonesian celebrities who use English in their performance or daily lives. To discuss about those issues further, some studies and journals are used in order to strengthen the description of the issues. Also the method being used is a qualitative method because the discussion will be from the observation of the comments in social media randomly without counting the amount of the comments. The results show how Indonesian people give their attitudes toward Indonesian celebrities using English. The findings probably will indicate that some Indonesian people still have negative attitudes toward English and the Indonesian celebrities who use English. This kind of phenomenon is pretty much experienced by Indonesian people who are trying to apply and learn English in daily basis but being judged for doing so. If it is done time to time, it is not impossible that the amount of people are scared of being judged by using English increasing.

**Key words:** Language attitude, Indonesian celebrity, nationalism

### 3 Introduction

Language attitude toward a particular language will create the decision to the use of the language in people's lives. English for example, is an international language or lingua franca which has been used by most of the people around the world with various people's attitudes towards it. The previous study shows that the participants who became the correspondents showed the positive attitude or responses toward English as a lingua franca and the principles which associated with it (Curran & Chern, 2017). Also another study has shown how the English learners' attitudes toward classroom language choice, the motivation of learning language, and English proficiency has the relation on how the English language learners perceive English (Lee & Lo, 2017).

Some other studies have also discussed about language attitudes toward English. The studies are investigating the effect of a learning-centred instruction on non-English major students' attitude toward English course (Kashef, Khorasani, & Zahabi, 2014), EFL Turkish university students' attitudes and motivation towards reading in English (Şentürk, 2015), a cross-sectional study of relationship between

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However, among all those studies mentioned above, there is none that define people's or students negative attitude toward English. It has to be admitted that some people have different perspective toward English although English has been widely spoken and has been taught in a well-structured education program. This interesting phenomenon happens in Indonesia in which it is quite intriguing to learn deeply. Indonesia, as one of the countries which has more than 700 local languages, also use English and taught it since in early age through formal educations in order to give the attitude to the students that learning English is important, hence English has been used widely by a lot of people in Indonesia, not an exception also used by Indonesian popular people or Celebrities. Some of Indonesian Celebrities have known and used English in some occasions and conversations. They usually use English because of several reasons such as: celebrities have worked abroad quite for a long time, celebrities realize that people who watch or see them are not only from Indonesia so they use English in order to be understandable, celebrities are from multicultural parents, and the last one is celebrities realize how important to know at least a bit about English and some of the words in English. In addition, it is very common to find Indonesian Celebrities using English. Although the reasons are obvious and understandable, people from Indonesia—whether they are fans or not of the celebrities—have many different opinions toward English that is used by the celebrities. Furthermore, they give their opinions and attitudes towards the English used by the celebrities through the comments on social media of the celebrities. Furthermore, they give their opinions and attitudes towards the English used by the celebrities through the comments on social media of the celebrities.

This paper is going to discuss about the language attitudes of Indonesian people toward the English used by Indonesian celebrities with these following research questions: 1) What is/are the language attitude(s) given by Indonesian people toward English used by Indonesian Celebrities? 2) What is/are Indonesian Celebrities reaction towards the attitudes given by Indonesian people in their social media? 3) What is/are the reason(s) shown by some Indonesian people who perceive negatively toward English used by Indonesian celebrities?

## **2 Method**

In order to gain the answers of the research questions, it is needed the social media such as Instagram, Twitter, and YouTube to observe some of the Indonesian celebrities who ever or always use English language in their lives and shown through their social medias. The observation is done by looking through the comment sections of each social media provided and analyse the comments given by Indonesian people toward the English used by some Indonesian celebrities who become the objects for this observation.

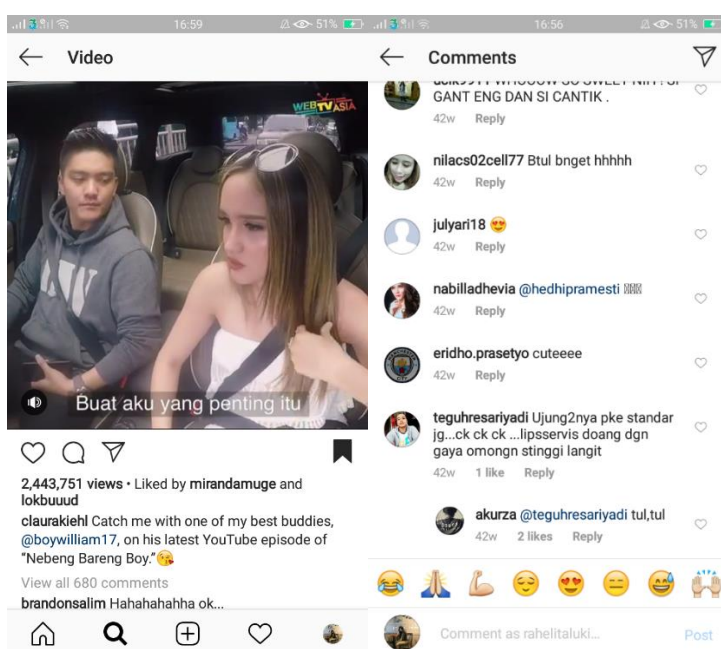
Therefore, qualitative method is required since the observation is using social media and not by using specific numbers to count the results.

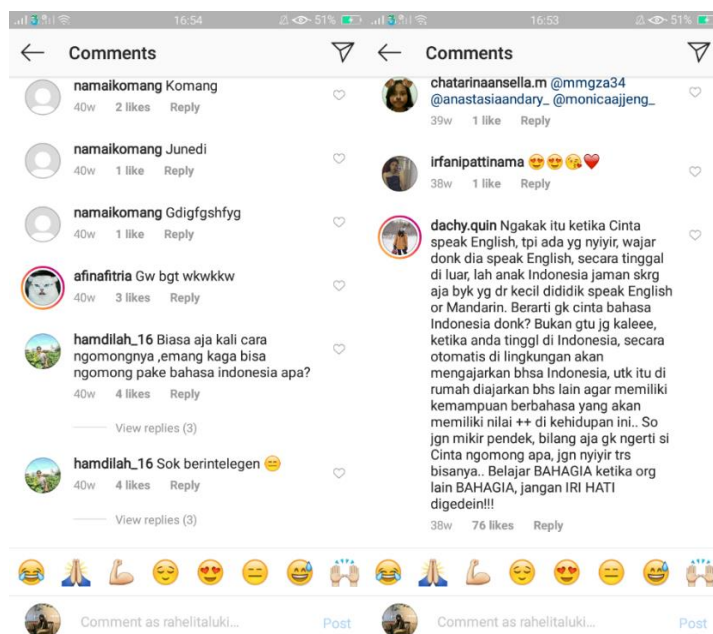
### 3 Results

#### 3.1 The language attitude given by Indonesian people toward English used by Indonesian Celebrities

For this purpose, I have decided to choose several Indonesian celebrities who speak or try to speak English in particular occasion in which they post themselves write or speak English in their social media such as Instagram, Twitter, and YouTube. Those celebrities that I chose for this observation are: Cinta Laura, Boy William, Agnes Monica, Maudy Ayunda, Sheryl Sheinafia, Skinny Indonesian24 (Jovialda Lopez and Andovi da Lopez), Ayu Ting-Ting, Wilda Oktaviana Situngkir (Miss Supranational Indonesia 2018 and Puteri Indonesia Pariwisata 2018), Nicholas Sean (Basuki Tjahaja Purnama (the former Governor of Jakarta) or Ahok's son), and Azka Corbuzier (Dedy Corbuzier's son).

In the case of Cinta Laura, she has grown up in multi-cultural family which are Germany and Indonesian cultures based on her parents' background. Since she has been living with a family that requires English as the lingua franca in her house and also she studied in International school in Indonesia and graduated from University of Columbia, America, she has used English language in daily basis more than Indonesian Language. For that reason, she gets used on using English language in every occasion and even posting something with English caption included. This triggers Indonesian netizens to give comments toward what she has posted, not an exception her decision on using English. Many different comments were given, either they are positive or negative. Since I concern about the negative comments toward the English used by the celebrities, I am going to focus on exposing the negative comments given by Indonesian netizens toward Cinta Laura's English:

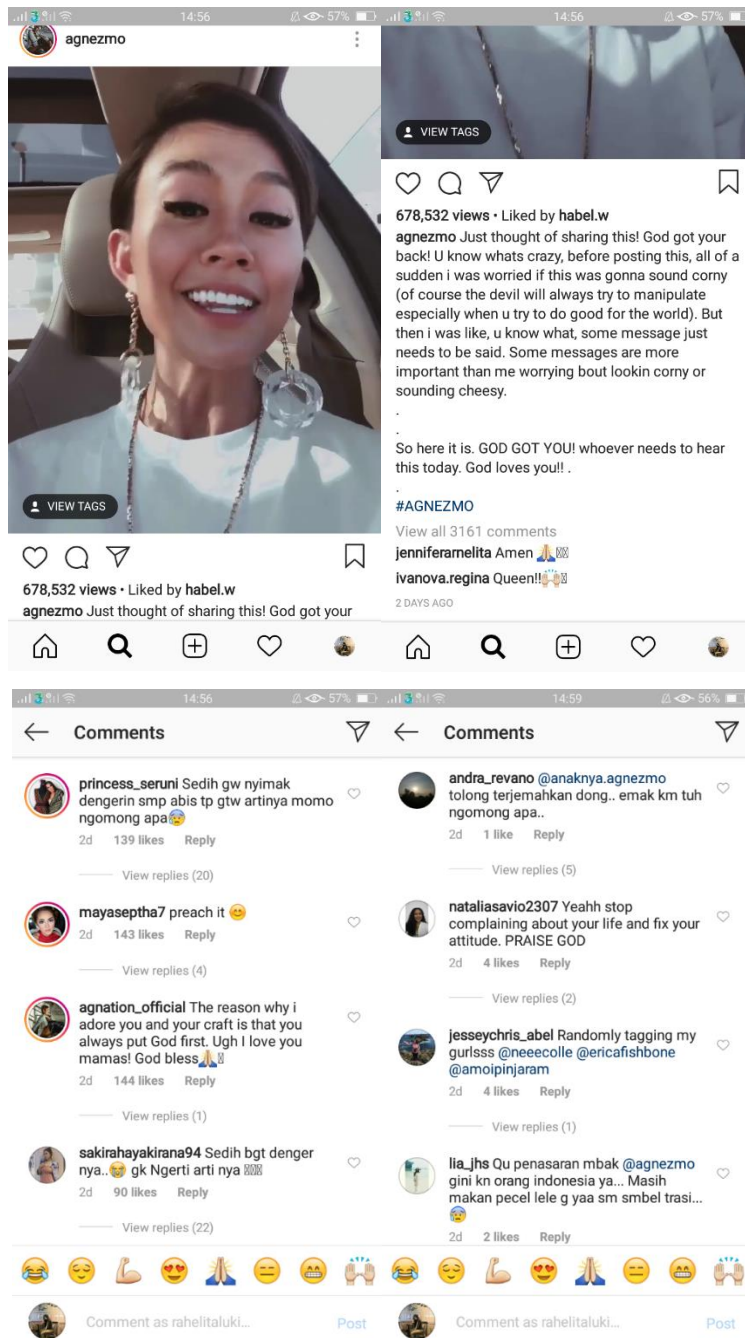




*Picture 1: Indonesian people's attitudes toward Cinta Laura's English*

In the comment section, it can be seen that several comments are directed to Cinta Laura's English. In the conversation with Boy William, she talked in English, thereby the subtitle is provided. Some of Indonesian people commented on her English. They stated that her English makes her look snobby. Because of that, there is one that defend Cinta Laura in her decision in using English. This person said that it is understandable that Cinta speaks that way using English because she has grown up in bilingual family. Also, since English is an international language, using English is no longer a questionable activity.

Agnes Monica or now is popular of being called Agnez Mo has received bunch of different comments from Indonesian netizens in her social media Instagram. She received many different comments either they are negative and positive due to her popularity as a singer in Hollywood, USA. Now that she is popular abroad, she has to use English in her daily conversations, activity, and also her songs. Because of this she decides to post her pictures and videos in Instagram talking in English and writing caption in English. These screenshots of her Instagram comment section will show the attitude toward the English used by Agnes Monica:



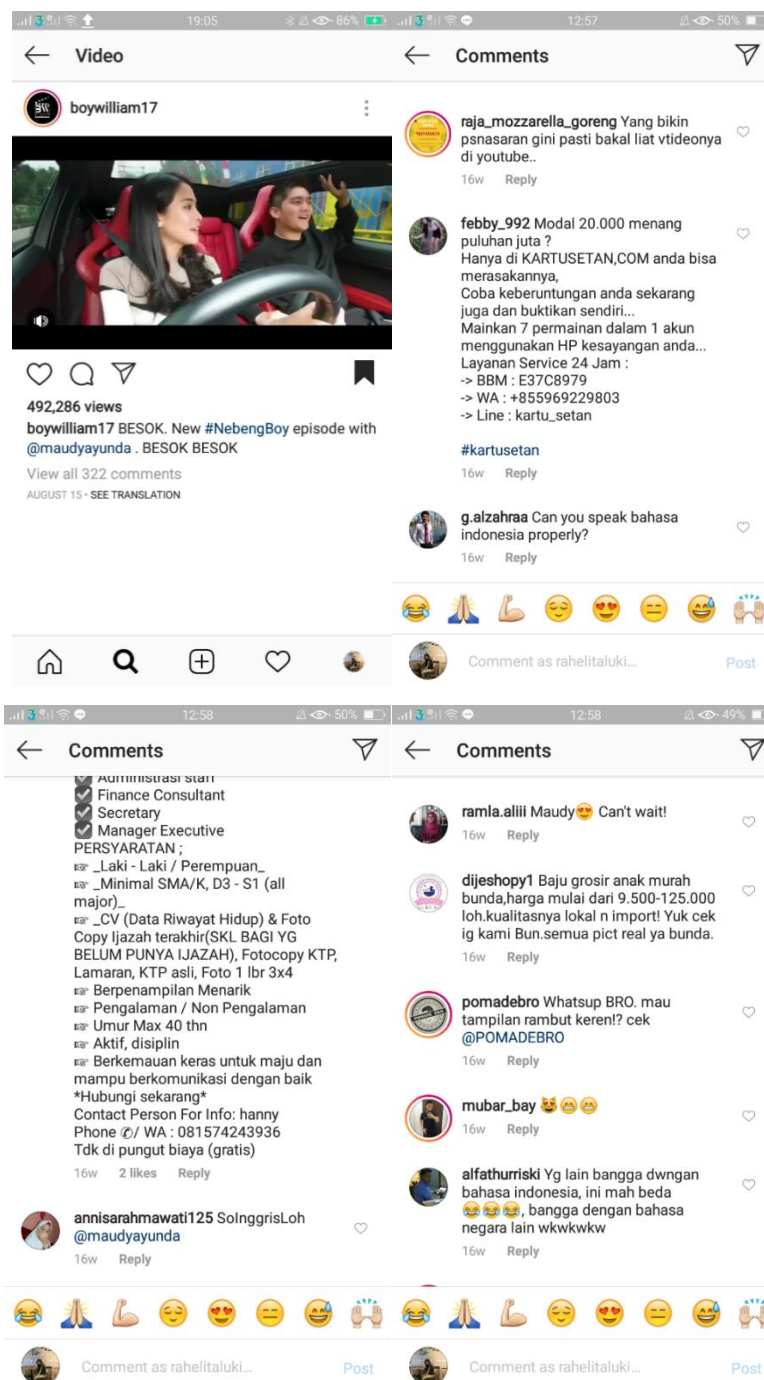
Picture 2: Indonesian people's attitudes toward Agnes Monica's English

From those comments, there are few comments given by Indonesian Instagram users dealing with Agnes Monica using English in her post. The comments being focused on in this case are the comments from Indonesian netizens saying that they are sad for not knowing what Agnes Monica said in the video posted by her. One of them even thinks that since Agnes Monica is Indonesian living in America and using English as her language now, this Instagram user wondered whether Agnes Monica would eat common Indonesian food or not. These comments show how the English language used by Agnes Monica triggers the attitude of Indonesian people toward her English that she is westernized and thus what she said is not really understandable for some Indonesian people.

Maudy Ayunda, one of Indonesian celebrities that is going to be talked about also uses English in



some particular occasions since she herself has been graduated from Oxford University in which required her to speak English in her daily conversation when she was still in London, United Kingdom. Although she has been graduated from Oxford and has already been back to Indonesia, she sometimes still uses English in her social media or in several occasions. These are the comments found when she was having a conversation with Boy William, one of Indonesian celebrities also:

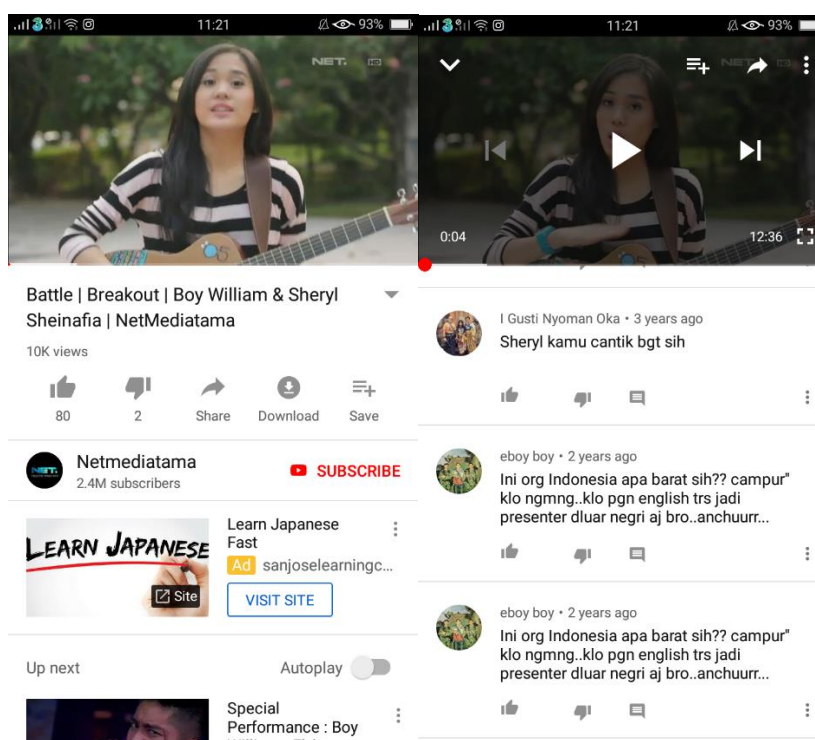


Picture 3: Indonesian people's attitudes toward Maudy Ayunda and Boy William's English

In this post is a video where Boy William had a conversation with Maudy Ayunda. Boy William in the video mostly used English in his conversation with Maudy Ayunda because Boy William himself is well-known for being an international VJ from Indonesian who always interview international actress from

abroad. Therefore, no wonder he used English in this conversation since he knew that Maudy Ayunda herself has been graduated from Oxford University. In the comment section, it shows how few Indonesian were disliking on the way Maudy and Boy talking in English. One of them said that usually Indonesians are proud with their language, unlike these two (Maudy and Boy) who are more proud to use language of another country (English). There is also one that said “So Inggris Lo” in which indicating that Maudy Ayunda decision on speaking English was only showing off of her ability in English.

Next is Sheryl Sheinafia. She is a co-host in one of Indonesian television program called Breakout with her partner, Boy William. Sheryl has been known quite well for being a host who often speaks in English in comparison with her speaking Indonesian language. Similar with Boy William, Sheryl Sheinafia is also considered cocky for using English by Indonesian people. It is shown by the comments from Indonesian viewers in YouTube.

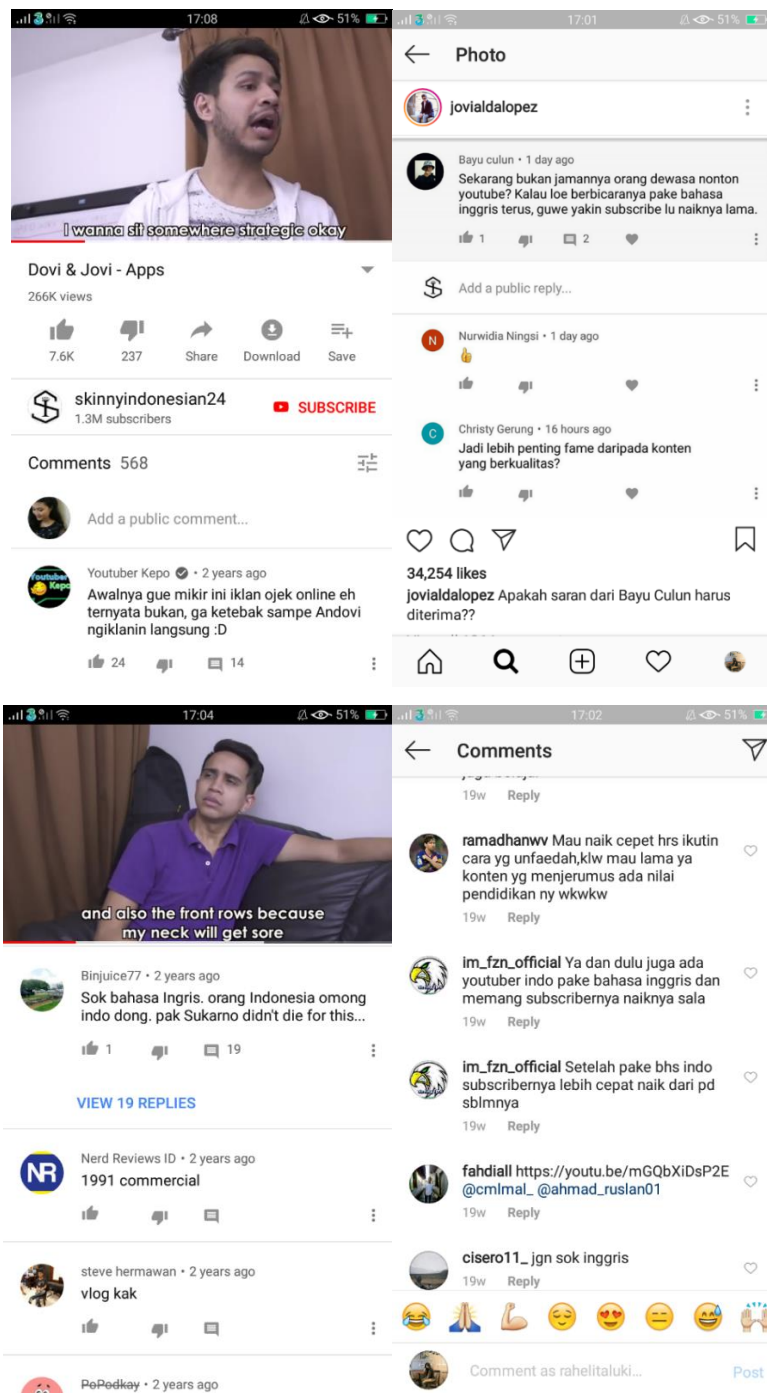


*Picture 4: Indonesian people’s attitudes toward Sheryl Sheinafia’s English*

In the video, Sheryl was mostly using English when she talked, so did Boy William. Hence, she got a comment directing on her speaking English. This person’s attitude shows that a person who speaks in English does not deserve to be a presenter in Indonesia. Furthermore, Sheryl in the video, she used mixed-languages (Indonesian and English). Hence, for Indonesian people talking like that is a disgrace for Indonesia. For the person who commented in the video, Sheryl was supposed to speak in proper Indonesian language, not mixing two languages which are English and Indonesian.

Other celebrities that I am going to analyse are the YouTubers Jovi and Dovi SkinnyIndonesian24. SkinnyIndonesian24 is a YouTube channel runs by Lopez Brothers, Jovialda Lopez and Andovi da Lopez. They have been a YouTube celebrities for couple of years. Their contents on YouTube are comedy in

which in the video that sometimes mix English and Indonesian and even provide English and Indonesian subtitle as well. Although they have provided the subtitle, some of Indonesian viewers seemed not liking on them using English in their video. Here are the comments directed to Jovi and Dovi dealing with their English:



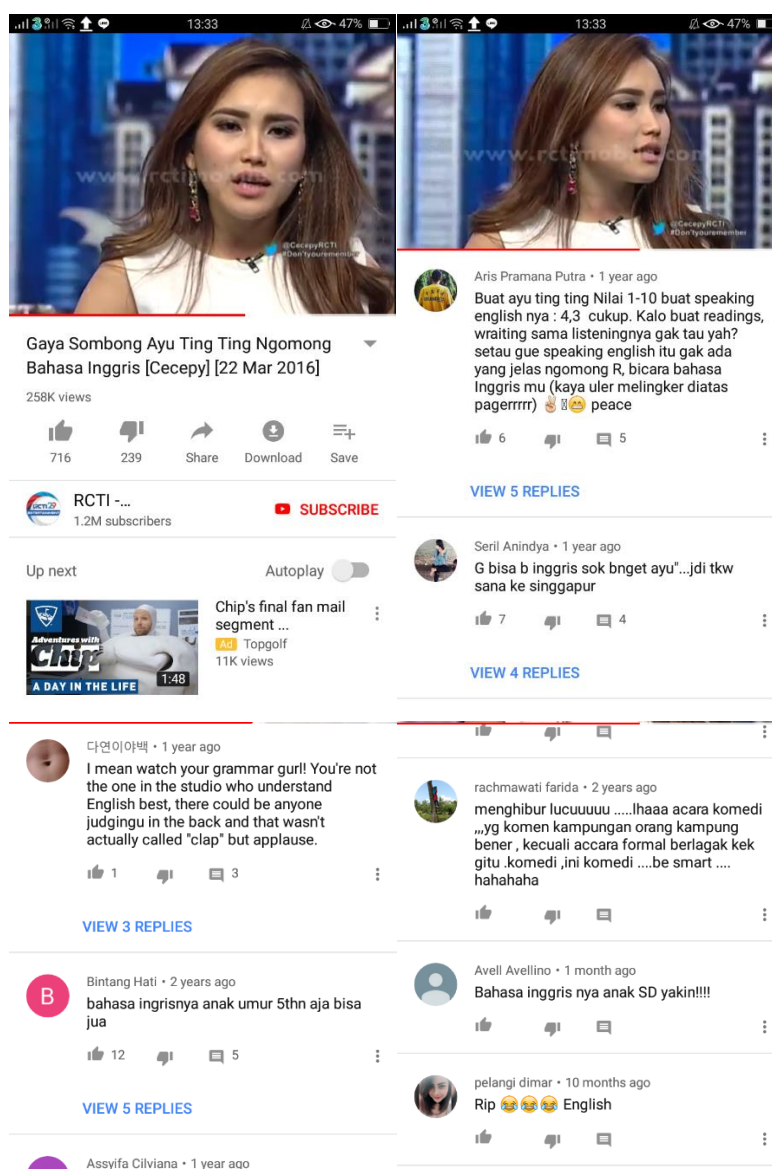
Picture 5: Indonesian people's attitudes toward YouTubers SkinnyIndonesian24

In the video, Jovi and Dovi were speaking in Indonesian and English. When they were speaking English, the subtitle changed into Indonesian and vice versa. Although the subtitles are provided with both languages, some still negatively commented on their video about their English. Some Indonesian considered that Jovi and Dovi were showing off their English skill by saying “sok bahasa Inggris. Orang



Indonesia omong indo dong. Pak Sukarno didn't die for this" in English means "what an English pretentious. If you are Indonesian people then speak Indonesian language. Mr Sukarno (Indonesia's first president) didn't die for this". It is pretty funny how this person tried to criticise Jovi and Dovi because of not being nationalist enough by using English yet this person used English in the end of her or his statement. Also for some, their attitudes toward Jovi and Dovi's English are pretty much similar which is they consider Jovi and Dovi as being cocky for using English.

The next celebrity that I am going to mention is Ayu Ting-Ting. She is an Indonesian *Dangdut* singer, presenter, and a comedian. In one of Indonesian television program that being posted on YouTube, she attempted to introduce herself using English. By the way she talked in English, some Indonesian people commented on her English. Unfortunately, the comments are mostly negative toward her English, and here is the post being mentioned:

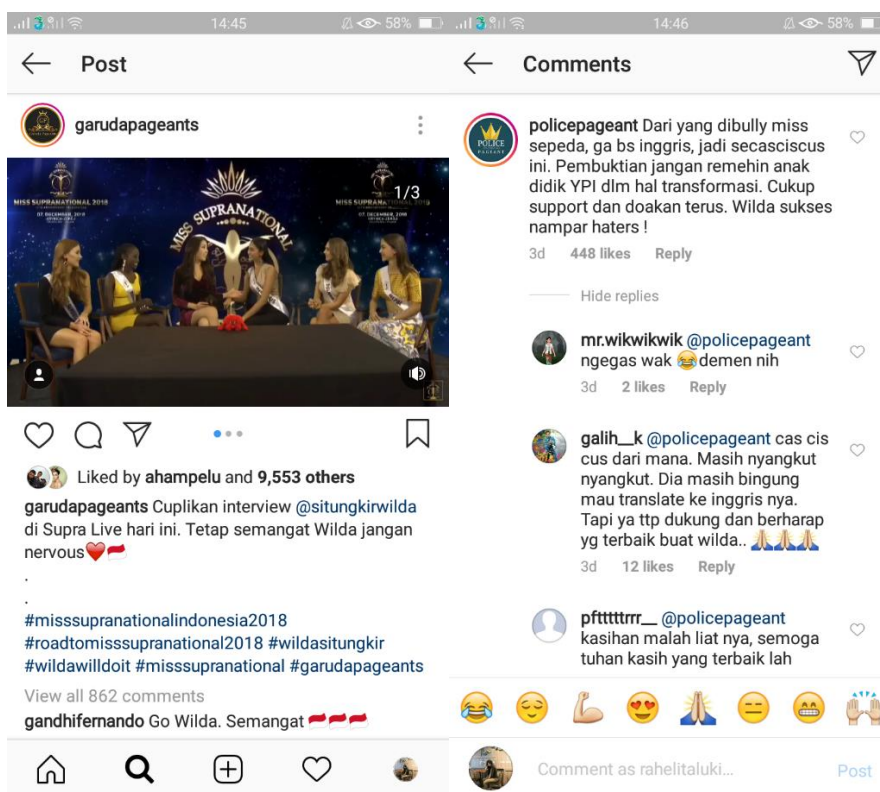


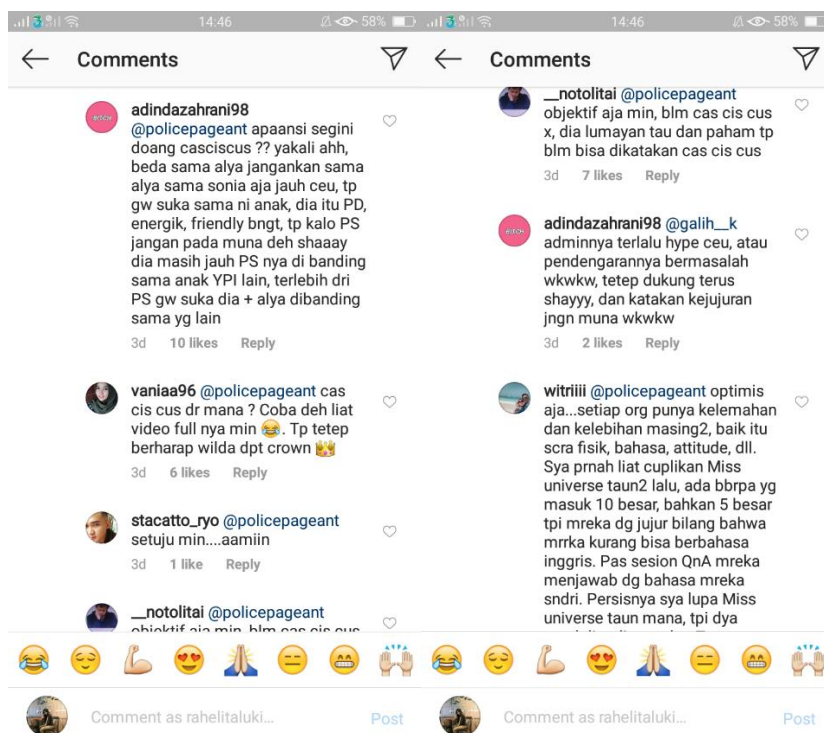
Picture 6: Indonesian people's attitudes toward Ayu Ting-Ting's English

The comments that were given to Ayu Ting-Ting are mostly because of her poor ability of speaking

in English. Because of this, the attitude given by Indonesian people toward her and her English occurred negatively. The attitude is not only about her, but also the language. Some considered her English is similar to elementary-school grader which indirectly shows that the English used by Ayu Ting-Ting is a resemblance of basic English.

Wilda Oktaviana Situngkir, who became the second runner-up in Puteri Indonesia 2018 has become the representative from Indonesia in Miss Supranational 2018 in Poland. Because of this, she ought to be able to speak in English in order to communicate with the contestants and also to have in-depth interview for the judging and question and answer session during the competition. Unfortunately, she is lacking the ability of speaking in English but she has tried her best to speak in English during the interview. Unlike the celebrities that I have mentioned above, the comments for Wilda is not about her showing off her English, but it is about commenting her English skill in which it is still considered as poor by the Indonesian pageant lovers. Here is the Instagram post of one of Indonesian portal pageant @Garudapageant posted the video where Wilda had the interview with some contestants and the reigning queen Miss Supranational 2017, Jenny Kim from Korea:

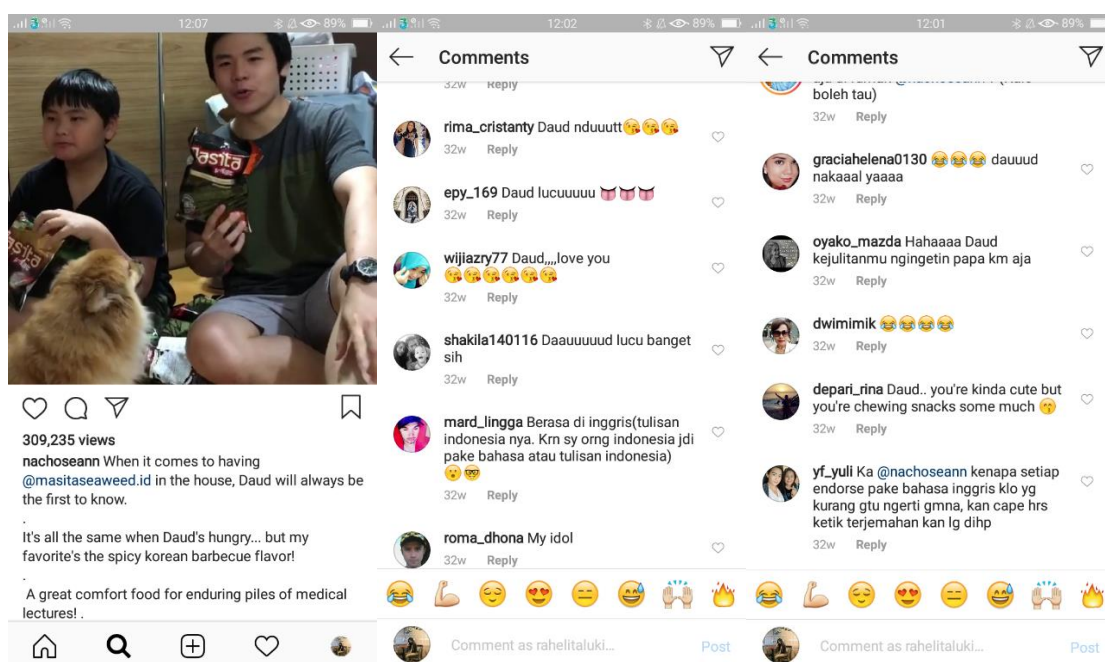




Picture 7: Indonesian people's attitudes toward Wilda Oktaviana Situngkir's English

In the video, Wilda had the difficulty to explain about herself and her country, Indonesia. She kept repeating the same words in which for some Indonesian her inability of speaking English fluently is intolerable since she is now in International competition in which requires her to speak English fluently. The Indonesian people's attitude toward English used by Wilda here is quite clear that because of the way she talked in English makes people think she could not speak English pretty well. Therefore the Indonesian people's attitude towards Wilda's English is someone who can not speak English pretty well is not supposed to join international beauty pageant.

Another celebrity that is also commented by Indonesian people because of using English in the daily basis is Nicholas Sean. Nicholas Sean, unlike the previous celebrities being mentioned, is Basuki Tjahaja Purnama or Ahok's son. Basuki Tjahaja Purnama is a former Governor of Jakarta. Therefore his son, Nicholas Sean is also popular among Indonesian people. Which means that Nicholas Sean is considered as celebrity as well. In his instagramm @nachoseann, Nicholas mostly uses English in his caption and even in the video that he posted. It is because Nicholas has been taught by his parents of using English daily although he is studying in one of Indonesian public universities, University of Indonesia majoring medical education. It does not stop him for using English since he gets used using it. But because of that, Nicholas is also receiving many comments dealing with his English. Here are the comments in his Instagram on one of his Instagram posts.

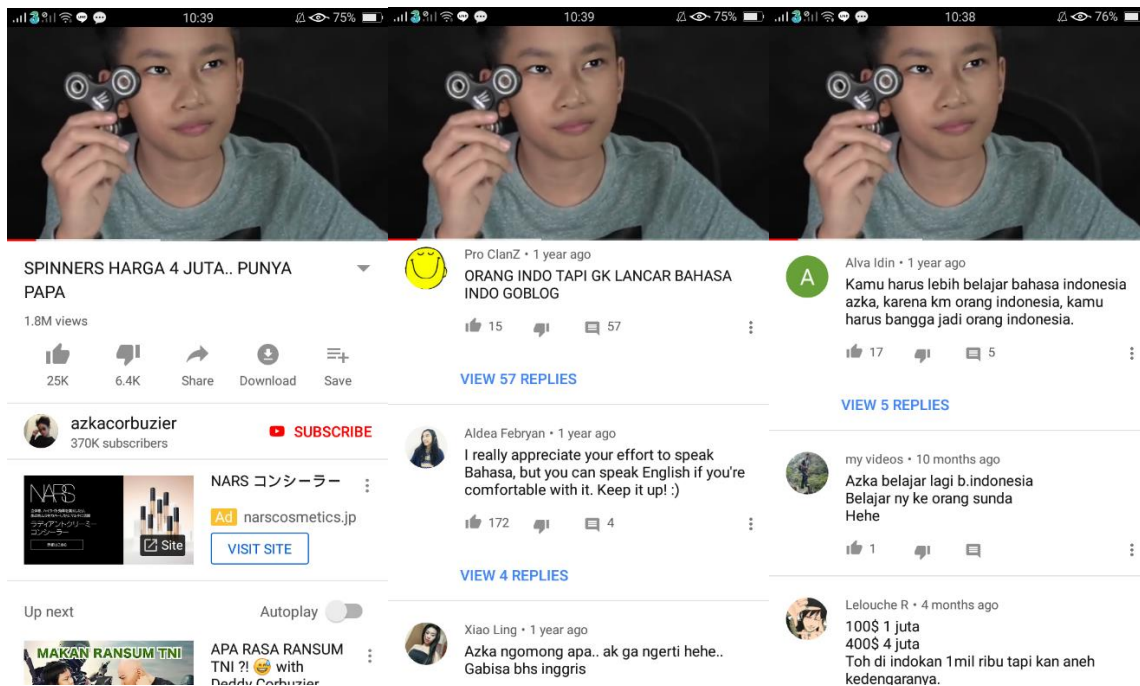


Picture 8: Indonesian people's attitudes toward Nicholas Sean's English

This video is about Nicholas and his brother, Daud, were promoting the endorsement that given to them. Nicholas, in the video was promoting the product using English as well as the caption. Since it was about promoting Indonesian product, Nicholas was criticized by Indonesian people that Nicholas was supposed to use Indonesian language to promote Indonesian product in order to persuade Indonesian people to buy it and to make Indonesian people understand what the product is. Another comment was given to Nicholas sarcastically. This person said it felt like this person was in another country—since Nicholas was using English. This person added that he speaks Indonesian because he is Indonesian. It is to criticise Nicholas who is Indonesian but using English a lot than Indonesian language.

The next is Azka Corbuzier. He is an Indonesian young YouTuber and also Dedy Corbuzier (Indonesian magician and TV host)'s son. He has been a YouTuber since in early age to express his mind as kid who suffers from dyslexia. His father gave him a platform like YouTube to express his mind and feeling through everything that he is interested in. In Azka's YouTube channel, he makes contents about game, toys, and martial arts. He uses English mixed with *Bahasa Indonesia* in every video that he made. His reason for using English is because of his inability to learn the complicated Indonesian words due to his illness which is dyslexia, so he chose English since he is sent by his parents in international school. Technically, his first language is English because he is not able to learn the complexion of *Bahasa Indonesia*.



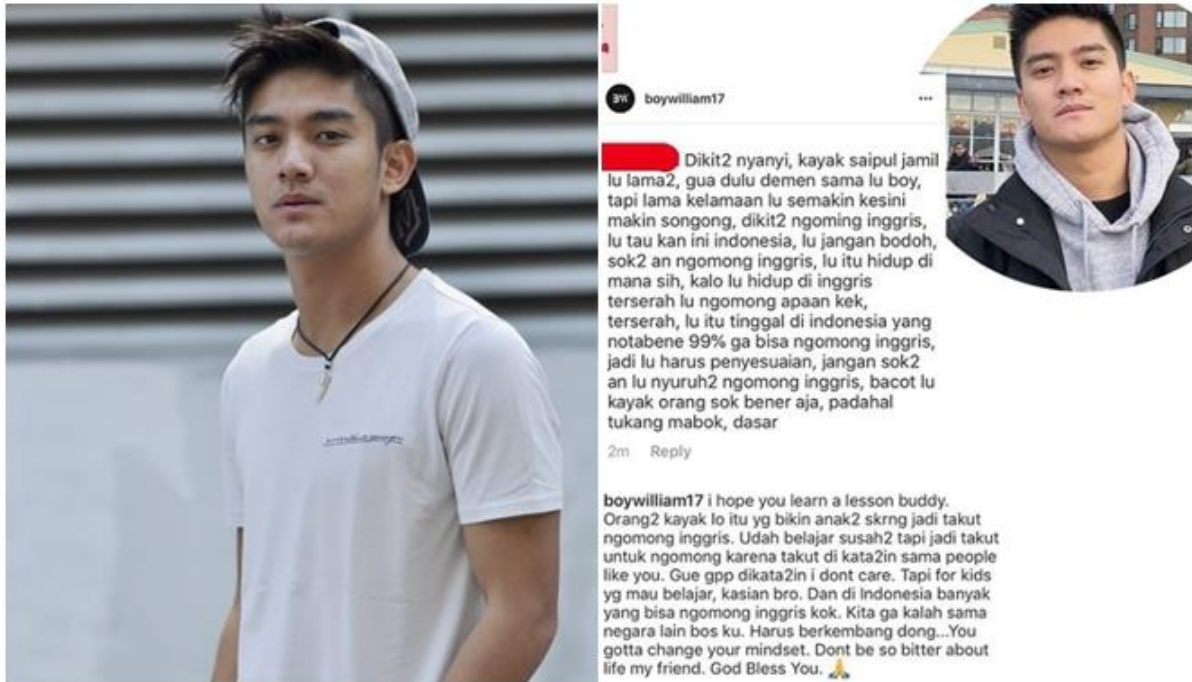


Picture 9: Indonesian people's attitudes toward Azka Corbuzier's English

In this video he tried to show his toy that his father has bought for him. He explained everything using English mixed with his minimum ability of speaking *Bahasa Indonesia*. As it can be seen in the comment section, he received some negative comments about the languages he used. Furthermore, some of Indonesian people who commented Azka's video were being mean by calling him with mean words regarding of his inability of speaking *Bahasa Indonesia* clearly and his fluency of speaking English. From the screenshot, there was one person said "kamu harus lebih belajar bahasa Indonesia Azka, karena kamu orang Indonesia, kamu harus bangga jadi orang Indonesia." Meaning in English "You have to learn Indonesian language more, Azka, because you are Indonesian yourself, you should be proud of being Indonesian." This attitude being given to him is a typical comment being given to most of the celebrities who use and speak English. Azka Corbuzier, by this kind of comment, is considered as someone who is not proud of his own country's language and instead using foreign language which is English.

### 3.2 Indonesian Celebrities reaction towards the attitudes given by Indonesian people in their social media

In the previous section I have mentioned about the comments that are given by Indonesian people to Indonesian celebrities who use English in their posts or performances. Although they have received bunch of negative comments and critics because of their decision of using English, they did not stop of using English. Furthermore, they have shown that by using their English skill, it leads them to be more successful. Not only that, they also show that using English is important by criticising those Indonesian people who have given negative comments. These following examples are from Indonesian celebrities who have received the negative comments dealing with their English:

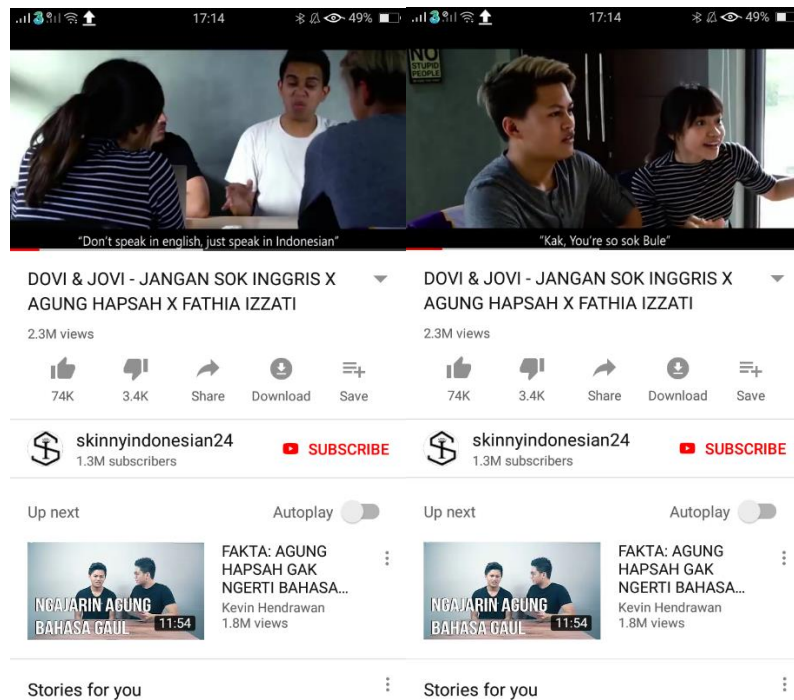


*Picture 10: Boy William's response towards Indonesian people's attitude*

One of the Indonesian people commented on his post. This person said he or she was irritated by Boy unlike used to this person adored him. This person's irritation is about Boy William uses English although he is an Indonesian. This person considered Boy as not nationalist. If he lived in England (or speaking English countries) this person would not mind if Boy William kept speaking English. But since Boy lives in Indonesia, in this person's point of view, Boy is supposed to use proper Indonesian English. Not forgetting to mention that this person's attitude towards Boy's English is this person considered Boy as snobby, Mr-know-all, and a drinker.

Interestingly, Boy William responded to that comment with a critics toward the person who sent that negative message to him. He said that because of a person like you (the Indonesian who negatively commented on Boy's English) many of the people who want to try to learn English become more unsure and afraid. People are afraid of being bullied, judged, or even insulted for using or speaking English. Boy also added that nowadays, many of Indonesian people are already able to speak English pretty well because they realise English is important. He also gave advice to the person who sent that negative comment to not be bitter with the fact that people choose to speak English.

The next celebrities that can stop the negative comments toward the English language are the Lopez brothers Skinny Indonesian 24, Jovi and Dovi. They made a satire video regarding on the judgements they received for speaking or using English in their video or in Instagram posts.



*Picture 11: Skinny Indonesian24 and friends make a satire video*

The video that is made by Skinny Indonesian 24 and friends is about how Indonesian people commented on them dealing with their English. Some Indonesian people called them ‘sok bule’, ‘sok Inggris’. The meaning of those statements are Skinny Indonesian 24 were considered as arrogant as if they are foreigners or native English speakers. Skinny Indonesian 24 and friends were incredibly tired for receiving those comments. There is this saying ‘Netizens gak pernah salah’ meaning that netizens are never wrong. Therefore, in the video they decided to not saying any English word at all, not even the very little thing. They spoke fully Indonesian in order to give the critics to Indonesian people who have given negative comments toward their English that we as Indonesian are always using English even without us realising it. For example, when we have an appointment with our friends to go somewhere we mostly used the acronym ‘OTW’, that means ‘On the Way’; when we want to say that we agree on our friends’ statements or to approve something we always say ‘OK’ in which ‘OK’ is not a word from Indonesian language; when we call our close friends, we usually use the word ‘Bro’ in which this is a shortened version of ‘Brother’ in English; and when we are about to buy food online or delivery service, we usually say ‘order’ instead of the proper Indonesian word ‘memesan’; when we want to eat something, we tend to eat western food or food from American fast food restaurant such as Pizza, chicken nugget, and hotdog in which those names of the food are from English and even borrowing word from another language. Jovi and Dovi also added that instead of them trying to describe the western food they want to eat, it is better for them to eat Indonesian food only in order to be called ‘nationalist’ to sarcastically tell the Indonesian people who judged them that if they feel like they are nationalists enough to judge Jovi and Dovi with their English, meaning that those people are not supposed to eat any western fast food because if people want to judge something toward others, they at least have to reflect on what they are doing like do Indonesian people who judge them

really never eat western fast food or not.

This means that in Indonesian people's life, we can not deny that we still use English in our daily talking although it is not a full English sentence. Jovi and Dovi, with this video, have done such a great job for fighting against the Indonesian people who keep commenting negatively toward them using English. This video also helps other celebrities who are also receiving such bad comments because of using or even trying to practice their English. Those celebrities even prove that by using English they are not automatically becoming a non-nationalists. In fact, with English, they can introduce Indonesia internationally because they know that English is an International language that is spoken by most of the people in the world. In addition, by using English in their YouTube videos, Instagram posts, and their performances Indonesian celebrities are also contributing on introducing Indonesia to the world, showing that Indonesia is beautiful with a lot of talented people in it, and giving Indonesia a good name in which make foreigners want to come to Indonesia for a visit or even for learning more about Indonesia, its local languages, cultures, and ethnicities.

The next one is pretty interesting because this celebrity has shown that she has done great and no matter how her English skill is it still can bring her to the big achievement for Indonesia. Wilda Oktaviana Situngkir, Puteri Indonesia Pariwisata 2018 and Miss Supranational Indonesia 2018 has become the 3<sup>rd</sup> runner up of Miss Supranational 2018. She has been criticised by most of Indonesian people because of her English skill is still considered minimum, she still needs to learn more. She has been told by a lot of Indonesian people that she would not be placed in Miss Supranational 2018 with her minimum ability of speaking English. But interestingly, she has proven that with her ability, confidence, and her minimum skill of English, she can bring Indonesia's name internationally very well by becoming the 3<sup>rd</sup> runner up of Miss Supranational 2018. She has made Indonesian people's negative attitudes toward her English end because of her great achievement for Indonesia.





Picture 12: Miss Supranational Indonesia 2018 fights the bullies with achievements

The last but not least is the response from Azka Corbuzier. As a young YouTuber who is insulted harshly by Indonesian people, he finally made a video to answer his reason why he speaks English more than Bahasa Indonesia and also to respond to hate comments he received regarding of his fluency of speaking English than Indonesian language.



Picture 13: Azka Corbuzier was responding to negative comments he received toward his English ability and Indonesian inability

### 3.3 The reason(s) shown by some Indonesian people who perceive negatively toward English used by Indonesian celebrities

From the cases being mentioned previously, we can see that there are many Indonesian people who think negatively toward Indonesian celebrities who decide to use English. In the comment section, most of the Indonesian people's attitudes toward celebrities using English are celebrities are considered as snobby or big-headed, only want to show-off the ability of speaking English, and celebrities are considered as lacking of English skill in which for some Indonesian people, it is better for the celebrities to improve more rather than to degrading Indonesia by their poor English speaking skill. Moreover, some of the Indonesian people think that Indonesian celebrities who speak English are not nationalists. For them, Indonesian celebrities are obliged to speak in proper Indonesian language since they are being celebrities in Indonesia and earning money in Indonesia. Moreover, if the Indonesian celebrities tend to mix their languages which are Indonesian language mixed with English language, Indonesian people will give them negative attitude toward them even more.

#### **4 Discussion**

This section will discuss the theory, findings, and studies that related to the cases being talked which are: (1) the language attitudes of Indonesian people toward Indonesian celebrities who use and speak English; (2) the way Indonesian celebrities show how English is very important no matter what the reason is; (3) Indonesian people's reason why they give negative attitudes toward celebrity using English and toward the English itself. The next parts being mentioned will discuss these cases further.

##### **4.1 Indonesian people and their attitudes toward Indonesian language and English**

English, with its popularity, is used by majority of the people around the world although it is also known as a lingua franca and native language for British. The use of English and the decision of it to be an international lingua franca were because of the colonization to several countries in this world by Britain. Historically, Indonesia was not colonized by Britain, but it does not mean Indonesia does not put English as a foreign language to be learned. In fact, Indonesia has used English and put it in the curriculum of study and taught it to the students since they are in elementary school or even in kindergarten. But English has not been a huge interest for Indonesian students due to the minimum usage of English in several crucial subjects such as science and social. Therefore, Indonesian students tend to avoid learning English because they are not familiar with English in the crucial subjects. They only know English based on the specific English subject (Mappiasse & Bin Sihes, 2014). It affects the thought for the Indonesian to feel Indonesian language or *Bahasa Indonesia* is enough for them to learn because it has been used as national language. Furthermore, the huge factor of the spread of Indonesian language as Indonesian's national language was because of Indonesian system of education and literacy development (Paauw, 2009). It is also explained that English has not been considered as one of the official language alongside with *Bahasa Indonesia* as the national language and it is also stated in that English is the first foreign language (Djardjowijojo, p 57 in Rini, 2014). Historically,

foreign languages including English and local languages were barely used in Indonesian news media such as newspaper, radio and television in order to avoid any foreign influence to Indonesia and its national language. Furthermore, there was also made the law about any form of advertisement, information and sign in public places which used English or any other foreign language is prohibited. Therefore, everyone including foreigners who wanted to work or travel in Indonesia they must use one and only the national language, *Bahasa Indonesia* (Rahmi, 2015). It can be seen that there is the fear of Indonesian people have toward the influence of foreign language, especially English, in Indonesia. It unconsciously contributes on the way people think and how their attitudes are, toward English.

#### **4.2 The importance of English shown by Indonesian celebrities as part of Indonesian people**

The problem about English in Indonesia has been mentioned before in the previous section. It can be seen that the major factor of Indonesian people perceive negatively towards English is in accordance to the history that the government and the laws back then had the fear of foreign languages including English to interfere the national language which is *Bahasa Indonesia*. This thought has been set in Indonesian people's mind hence negative language attitudes toward English occur. Despite the government's prohibition toward English in previous years, it does not affect the way several Indonesian people think about English. Although there are many different specification of English depending on the accent and the countries which use English the most, for common people in Indonesia, English is English in which it is somehow important. Indonesian people tend to concern on who speaks English and who does not instead of the varieties of English. Indonesian people tend to copy or imitate the particular English accents or dialects depending on which variety is being used the most and being listened and known the most. There are many access for Indonesian people to learn English besides the formal education for example they can get to know English by watching movie or International television programs. If one uses movie the most as the medium of learning English, this person will immediately imitate the accent and the dialect which is used in the movie (Rini, 2014). In the section that has been mentioned previously about Indonesian celebrities using English in particular occasions or even use it in their daily activity, it can be seen that Indonesian celebrities have the tendency to imitate the accent of native English countries, for example are America; Britain; Australia; etc. Take Cinta Laura as the example. She has been using English since she was little, furthermore that she is now living and working in the Los Angeles, United States of America. The environment she is at immediately affects the way she talks in English as well as her American accent. Another celebrity that tends to imitate the native English accent is Maudy Ayunda. For she has been studying in Oxford University, England, she also has the tendency to use English as if she is a British native speaker because she uses English language as well as the accent which is British accent. Boy William, on

the other hand, has not been living in America, but he imitates American accent when he was speaking in English. This is because his job as an international video jockey or music television host that requires him to speak with international singers hence he wants to use the accent that being used by English native speaker in order to be understood by the guests he has the interview with.

Nowadays, some people realise how important English is in their lives. The reason why it is considered as important is because some people believe by learning and knowing English they will be able to compete in international world not only in their own country. In Indonesia, the parents who realised this importance of English decided to send their children to the school which uses bilingual or mostly English as the language for delivering the subjects. There are many international schools that requires English as the main language in school. But those school are pretty much expensive. Although it is incredibly pricey, some parents do not mind as long as their children are able to learn and develop their English skills (Rini, 2014). This is what Cinta Laura's parents do to Cinta which is to send her in international school when she was kid in Jakarta International School. Now, many of Indonesian celebrities have sent their children to the international school despite the judgement they may receive from Indonesian people because they realise it is not the judgement that matter but the competition with the world and globalization. One of the Indonesian celebrities that send their children to International school is Dedy Corbuzier. In the video of Azka Corbuzier responding to hate comments toward his ability of speaking English and his inability of speaking Indonesian, Azka stated that his parents, mostly his father, Dedy Corbuzier, sent him to international school because he was not able to learn the complexity of Indonesian due to his mental illness which is dyslexia. Also Dedy Corbuzier wanted him to learn English since English is very useful in near future. Therefore, since in early age, Azka Corbuzier was sent to international school in order to learn and develop his English skill. It is pretty clear from the celebrities view toward English that people nowadays have realised about the importance of English although some might still consider speaking English meaning the person is not proud of using *Bahasa Indonesia*.

#### **4.3 The reason(s) behind Indonesian people's attitudes toward Indonesian celebrities using English**

As it has been mentioned in the part 4.1 that what influenced the most of Indonesian people's attitudes toward the usage of foreign languages, including English, was the law from the Indonesia's government back in the days (Rahmi, 2015). Even the usage of foreign language in the media that could reach a lot of people in Indonesia had to accept the fact that it was prohibited. They had no choice but to follow the rules. Because of the influence from the past Indonesian government, Indonesian people then have the same thoughts and attitudes toward the usage of English by

Indonesian people in Indonesia, not an exception is Indonesian celebrity. The attitude that Indonesian people should speak Indonesian as a form of nationalism is also the result of the past influences. Indonesian people will be considered as a non-nationalist if they mix the Indonesian language with other foreign languages or even only use English in daily conversation.

## 5 Conclusion

The aim of this paper being made is to deliver an issue which is very common for Indonesian people who use English either speaking or writing. Several cases being mentioned from the celebrities' experience in order to expose more that this issue is truly happening. Indonesian celebrities being chosen in this paper discussion because Indonesian celebrities have given many influences to their fans or followers in their social media. Therefore, many people can give comments related to the English used by Indonesian celebrities because they are given the platform which is the social media.

Some Indonesian people have their attitudes toward English and Indonesian people who are speaking or using English either in social media or in the television show for Indonesian celebrities. The attitudes that being exposed in this paper is mainly about the negative attitudes one. The negative attitudes being given by Indonesian people toward Indonesian celebrities using English can be seen through the comment section of the social media of Indonesian celebrities. That way it is obvious that some Indonesian people have the same thoughts and attitudes toward English and Indonesian celebrities who use English.

Several comments regarding to the English used by Indonesian celebrities are somehow related and most likely same to each other. Some thinks that for Indonesian celebrities, they are obliged to use the proper *Bahasa Indonesia* to show the nationalism. Therefore, Indonesian celebrities who do not use the proper *Bahasa Indonesia* will be considered as pretentious, cocky, and non-nationalists. In contrast, some of Indonesian people will comment badly toward Indonesian celebrities who do not speak English fluently but try to do their best to practice their English skill. Unfortunately, Indonesian people will still comment negatively toward those Indonesian celebrities who do not speak English pretty well.

If it is seen historically, Indonesian government in the past played a big role in the attitudes of Indonesian people who use English because back in the days, Indonesian government would ban everything that used English for advertisement, publication, news, etc. Indonesian government had the plan to not letting any foreign influence to Indonesia. Thereby this rule was applied and had to be followed by everyone—including foreign people who visit, live, or work in Indonesia. Because of this, some Indonesian people still think using foreign language is a part or not being nationalist enough.

The issues that are probably need to be analysed and discussed more are the factors of the negative Indonesian people's attitudes toward English occurrence, the way to make an awareness about the importance of using English for those who think using English is a damage for the national language, the factors that make some people realise how important English even for Indonesian people to face the

global situation.

The results, discussions, and the findings of this paper will hopefully be useful for any related study in the future in order to develop more the knowledge about language attitude. Also, it can be used to help the education system in Indonesia to develop the awareness of teaching English in a more fun and interesting way in order to be perceived very well by the students since in their early age. Therefore, when they grow up, they will have positive attitudes toward English, the people who use English, and everything that related to English use in society.

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**RUBRIC PAPER OF LANG. IN SOCIETY**

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**19**

<b>Detail</b>	<b>Max Score</b>	<b>Real Score</b>
<b>TITLE</b> (not more than 15 words)	2	3
<b>Abstract</b> (150 - 200 words covering general information, purpose, method, findings and suggestion (if any))	4	4
<b>Key word</b> (not more than 5 words and/or phrases)	2	2
<b>1 Introduction</b>		
General background	4	4
Previous studies (local and overseas references)	4	4
Research gap	4	4
Questions/purposes of the study	4	3
<b>Theoretical Framework</b>	10	7
Language .....		
Domain.....		
etc.		
<b>2 Method</b>	3	2
<b>3 Results</b>	20	18
3.1 .....		
3.2 .....		
3.3 etc.		
<b>4 Discussion</b> (blend between data and theories)	20	16
4.1 .....		
4.2 .....		
4.3 etc.		
<b>4 Conclusion</b>	4	3
<b>References</b> (list of relevant books and at least 5-15 relevant journal articles; use Mendeley)	5	4
<b>Other aspects:</b>		
Logical order/coherence (right connection from background, question, theory, method, discussion)	6	5
Content (originality of idea, worthiness)	5	4
Punctuation/Mechanic/Grammar	3	3
<b>Total</b>	<b>100</b>	<b>86</b>
<b>Score 86</b>		

Interesting topic.

Need to reorganize and improve the presentation, e.g. you do not need to present all screen shots from the

celebrities one by one. You can classify based on their reasons both, +, and -. Then, they are elaborated into smaller categories. Please read my dissertation in classifying the people's reasons on <https://scholar.google.co.id/citations?user=xKcaqHIAAAAJ&hl=en>.