LANGUAGE CHOICE PREFERRED BY ENGLISH DEPARTMENT STUDENTS OF STATE UNIVERSITY OF PADANG IN CAMPUS SETTING

THESIS

Submitted as a Partial Fulfillment of the Requirement for the Strata One (SI) Degree

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HALAMAN PERSETUJUAN SKRIPSI

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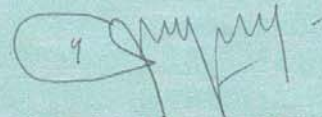|	
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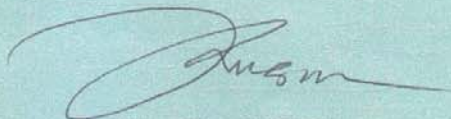
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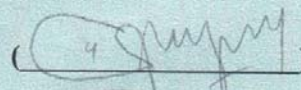
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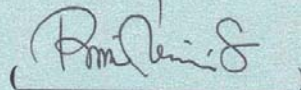
ABSTRAK

Santi Puspita Dewi. 2010. "Language Choice Preferred by English Department Students of State University of Padang in Campus Setting." *Skripsi*. Padang. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Penelitian ini bertujuan untuk mendapatkan informasi tentang bahasa yang lebih sering digunakan atau dipilih oleh mahasiswa jurusan Bahasa Inggris UNP dalam percakapan sehari-hari (*in informal language event*) mereka di lingkungan kampus FBS UNP. Kemudian penelitian ini juga bertujuan untuk menemukan alasan-alasan mereka dalam memilih suatu bahasa pada situasi atau kondisi tertentu di lingkungan kampus UNP ini.

Data dari penelitian ini adalah bahasa yang digunakan oleh mahasiswa Bahasa Inggris UNP dalam situasi tidak resmi di lingkungan kampus. Sumber data dari penelitian ini adalah mahasiswa Bahasa Inggris itu sendiri dan juga karyawan dan dosen dari jurusan Bahasa Inggris UNP. Penelitian ini dilakukan dalam bentuk penelitian desktiptif-kualitatif, dengan tehnik pengumpulan datanya adalah melalui wawancara dan observasi (*participant observation*).

Berdasarkan hasil penelitian, ditemukan bahwa mahasiswa Bahasa Inggris UNP ini memilih bahasa yang berbeda jika lawan bicaranya berbeda pula. Ketika berbicara dengan teman-teman pada situasi tidak resmi di lingkungan kampus, secara umum mereka menggunakan Bahasa Minangkabau. Kemudian, ketika berbicara dengan karyawan atau dosen dari jurusan Bahasa Inggris, secara umum mereka menggunakan Bahasa Indonesia. Namun, secara keseluruhan, bahasa yang sering dipakai oleh mahasiswa Bahasa Inggris ini pada situasi tidak resmi di lingkungan kampusnya adalah Bahasa Minangkabau, kemudian disusul oleh penggunaan Bahasa Indonesia, Bahasa campuran dan terakhir Bahasa Inggris. Selain itu, juga ditemukan bahwa dalam situasi tidak resmi di lingkungan kampus, secara umum variabel topik tidak terlalu mempengaruhi mahasiswa Bahasa Inggris UNP dalam memilih bahasa. Tapi, berdasarkan temuan yang didapat, faktor yang sangat mempengaruhi pemilihan bahasa itu adalah kepada atau dengan siapa mereka berbicara.

Adapun alasan mahasiswa Bahasa Inggris ini menggunakan Bahasa Minangkabau diantaranya adalah karena mereka merasa lebih nyaman menggunakan bahasa ini, dan dengan menggunakan bahasa ibunya ini, membuat mereka merasa lebih dekat dengan lawan bicara mereka. Kemudian, alasan mahasiswa Bahasa Inggris UNP ini menggunakan Bahasa Indonesia pada situasi tidak resmi di lingkungan kampus diantaranya adalah karena bahasa ini terasa lebih bosan dan lebih menghormati orang lain. Setelah itu, alas an mereka menggunakan Bahasa campuran pada suasana tidak resmi di lingkungan kampus diantaranya adalah selain sudah menjadi kebiasaan, juga untuk membuat percakapan menjadi lebih santai, lebih ringan, dan juga untuk menyesuaikan diri dengan kelompok tutur yang lain. Dan alasan mereka menggunakan Bahasa Inggris diantaranya adalah untuk melatih dan mempraktekkan kemampuan Bahasa Inggris mereka.

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The researcher

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CHAPTER I

INTRODUCTION

A. Background of the Problem

There are thousands of languages which are spoken all over the world. In one country, there can be more than one language which is spoken. People of such this country could speak at least two languages, their national or official language and their mother language. In this case, the term bilingualism is used. Generally, bilingualism is defined as the phenomenon where two languages are spoken, while the people who are able to speak two languages are known as bilingual. In Indonesia for instance, since there are so many ethnics and cultures living together in this country, the languages are also various. Each of the cultures or ethnic groups in societies has their own mother language that is spoken in their daily life and one national language that is also to be their official language; Indonesian language.

Because of language contact, it is not impossible for the society or the people to master other languages such as other local or mother languages and also foreign languages, especially for them who are educated. Note that here, in case we are talking about two languages, but in many situations more than those two languages are involved. The phenomenon where more than two languages are spoken is called multilingualism. It is a term used for the ability to speak more than one or two languages with a fair degree of proficiency. It appears as the consequence that the society in which they live is a multilingual society (Trudgill

in Gunawan, 2007).

In multilingual society, the speakers often face a situation where they have to choose one of languages they have that is appropriate to be spoken in that particular time or situation of language event. Different setting or context can influence someone in choosing what language is going to be used. For instance, a business man whose mother tongue is the Minangkabau language uses English on a telephone or an email when dealing with a large foreign company. Then he speaks Indonesian when he has a meeting or presentation in his office with his employees. At home, he uses the Minangkabau language when he communicates with his wife, and sometime both Indonesian and the Minangkabau language or the mixture of them when he speaks to his children. Another example, mostly in modern market such as plaza or mall in Padang, we find that most of the staffs or employees speak Indonesian with the customers when they have a transaction. On the other hand, at home or outside that building they use the Minangkabau language when they speak with their friends or families. Those examples are indications of multilingualism.

These multilingualism phenomena are also seen in university students, especially English Department students of State University of Padang, the Faculty of Languages and Arts (FBS-UNP). It is presumed that English Department students are multilingual speakers. Beside they have their mother language (based on the pre-research most of them are Minangkabaunese, so it can be relatively said that their mother tongue or first language is the Minangkabau language) and national language, they can also speak the English language. This is strengthened

by the fact that they have been learning English since they were in junior high school, even in the elementary school, and until these days.

In addition, as young educated and intelligent people who always interact with multilingual society, they are always up to date to the age development, especially for language development. Beside they have those languages; their mother language, the Indonesian language, and the English language, they also pay attention to a new trend of language that grows fast in teenager's environment in their age. Based on the pre-research, the mixing between the Minangkabau language and the Indonesian language with Jakarta dialect becomes a new trend in their daily communication. But, if we let this phenomenon to be continued times after times, there will be a possibility that one language may shift and even change including the Minangkabau language, or the goal of English Department to make the students speak in English language fluently would not be reached.

Thus, a research about language choice needs to be done. There are two main reasons why this research is important to be studied. First, the researcher is interested in studying language choice considering the fact that how often this language phenomenon is applied by multilingual speakers, especially by English Department students in their spoken language. The choice of language which is done by English Department students may reflect their language attitude and even their language loyalty toward their mother language.

The second reason is as students of English Department, they are expected to use or practice their English in campus setting (FBS-UNP) whenever it is possible; however, it is in informal situation of language event. But, as

multilingual speakers, they have many languages to be preferred and spoken in that situation, and they cannot speak them in the same time. Because of some factors such as in certain topic, interlocutor, setting including situation (as Fishman says in Fasold (1984:183)), they will prefer to use or choose one appropriate language, and in other situations are the others.

This research saw and answered what language they most often use in such different context and found their psychological reasons to do language choice. So, based on the description above, it was important to conduct a research about language choice preferred by multilingual speakers, especially by English Department students of State University of Padang as one of multilingualism phenomena.

B. Identification of the Problem

This research is identified as a sociolinguistics research because in this research, researcher explains about languages that are used by English Department students in their social life in campus setting. It is just like what Coupland and Jaworski (1997:1) say that sociolinguistics is the study of language in its social context and the study of social life through linguistics. However, in this research, the researcher also reveals English Department student's psychological reasons in using a particular language to speak, it would not be investigated in psycholinguistics point of view because in this research the researcher would not explain how language is acquired, produced, comprehended, and remembered by English Department students.

There are many possible problems dealing with language in multilingual society that can be investigated based on sociolinguistic study such as, language and identity, language maintenance and shift, code switching and code mixing, pidgins and creoles, and there are still many others. However, there is also situation in which multilingual speakers use or choose one of the languages they have that is appropriate to be spoken in a particular context or setting where the conversation takes place named language choice.

Based on the background above, there are many language choice phenomena happening in many places in multilingual societies. One of them is in university students in campus setting, particularly on English Department students in the Faculty of Languages and Arts of State University of Padang (FBS-UNP). Therefore, this research concerns more with the study of language choice in multilingual speakers especially by the English Department students of State University of Padang.

C. Limitation of the Problem

The study of language choice in English Department of State University of Padang is still a broad study. Thus, this research is limited on language choice preferred by English Department students of State University of Padang in campus setting especially in English Department area and just in informal situation of language event.

D. Formulation of the Problem

The problem of the research is formulated as follows: what is the language choice preferred by the English Department students of State University of Padang in campus setting?

E. Research Questions

The formulation of the research problem above is elaborated in the following research questions:

1. What language is mostly used by English Department students of State University of Padang in informal situation of language event in campus setting?
2. What are their psychological reasons to choose a particular language to speak in different context of informal language event in campus setting?

F. Purposes of the Research

Based on the research questions above, this research has purposes as follow, they are:

1. To find out the language that is mostly used by English Department students of State University of Padang in campus setting in informal situation of language event.
2. To find out the students' psychological reasons to choose a particular language to speak in different context of informal language event in campus setting

G. Significances of the Study

This research is hoped to be significant:

1. For the researcher, she wants to know and comprehend the phenomenon of language choice in her community, particularly in English Department community (FBS-UNP).

2. Especially for English Department students, it is hoped that this research can be useful for them, make them realize who and where they are, and what language that they should use in campus setting as students of English Department.

3. This research hopefully can help the readers to understand about the phenomenon of language choice and know what language choice is. It is also hoped that this research can help readers in order to be aware about the development of languages which can threaten the existence of one language, particularly their mother language.

4. It is hoped to be a useful and supportive reference for the next language research, especially the research about language choice in bilingual or multilingual society, and also for another linguistic study, particularly in sociolinguistic field.

5. Finally, it is expected to be a contribution for language inventory in Indonesia, especially the language inventory in West Sumatra, particularly in Padang.

H. Definitions of the Key Terms

To avoid any confusion of the readers in understanding the topic discussed, the researcher tries to define some key terms involved:

1. Language choice is not the same as a code choice. Language choice is a strong liking to choose one of the languages that speakers have. In other words, it can be said that language choice is the choosing of languages alternatively in language use, usually done by multilingual speakers based on the context or situation of language event. Speakers have decided or chosen one language that is going to be used before speaking.

2. Campus setting means campus area of the Faculty of Languages and Arts of State University of Padang especially for English Department area such as classroom, office, library, canteen, park, mosque and other places which belong to FBS-UNP area.

3. Informal language event is an event of language use which is not formal. This is like their daily communication in campus, but outside the formal class, for instance when they talk to their friends, employees, or lectures in campus's park or canteen, which does not require the use of a formal language.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Multilingualism

a. The Concept of Multilingualism

It is the same as human beings and their culture, language also develops times after times. Language never keeps static. It is dynamic because language always comes into contact as human beings use it in their interaction. The contact of languages may lead to bilingualism and also multilingualism.

Multilingualism is a common phenomenon found in a country which has more than one ethnic group who live together. Societies of that country can speak many languages because they always interact in doing many things to fulfill their life needs by using those languages. In many occasions, those multilingual speakers can use, select or choose one of the languages easily based on the situation or context of language event. A multilingual speaker does not need to be completely fluent as the native of those languages. They do not need to use the languages regularly. As Sridhar 1996 (in Wardaugh: 2006: 96) states:

> "Multilingualism is involving balanced, native-like command of all the languages in the repertoire is rather uncommon. Typically, multilingual have varying degrees of command of different repertoires. The differences in competence in the various languages might range from command of a few lexical items, formulated expressions such as greetings, and rudimentary conversational skills all the way to excellent command of the grammar and vocabulary and specialized register and styles".

Valdes (2006) gives a broad definition of multilingualism. In his article, he defines that multilingualism is a common condition that makes it possible for an individual to function at some levels in more than one language. More briefly, Judit (2006) explains that multilingualism as the use of at least two languages either by individual or by a group of speakers, such as the inhabitants of a particular region or a nation. This definition also prevails for bilingualism.

Thus, based on the definitions above, it can be concluded that multilingualism is a term that is used to describe the phenomenon whenever two or more languages are spoken in one particular speech community. In other words, in multilingualism, the speakers have ability to speak not only in one language; it can be two, three, or four languages. It can be also said that multilingualism refers to the state of knowing two or more languages.

b. Causing factors of multilingualism

There are so many factors that cause multilingualism. According to Fasold (1984:8), there are four historical patterns that create multilingual society. These historical patterns are migration, imperialism, role of federation and border area. According to him, migration is divided into two types. The first one is a migration that occurs because of a large group territorial expansion to small sociocultural groups and then it takes control over them. The second one is a migration that occurs when a small number of ethnic groups move into a territory which is already under the control of another nationality. Both immigrants of two different migrations types, of course, add

or give contribution to each linguistics field of nation or country where they come into.

The second historical pattern that causes multilingualism is imperialism. Imperialism differs from large group migrations. In imperialist processes, the control of a country or nation is taken by relatively few people from the controlling nationality that makes a residence in the new area. While in migration, the control is taken by large groups who move into contiguous area. Colonialism and annexation are both types of imperialism. The absorption of the Baltic republics into the Soviet Union after the Second World War may be a modern example of annexation. Then, what had been happened to Indonesia, South America and other countries in the world are the examples of colonialism.

The third one is the role of federation. Federations unify diverse ethnic groups or nationalities under the political control of one state. For example, Switzerland, it is a kind of country which consists of several union states. It has four languages with official status; they are German, French, Italian, and Rome. Another example is Singapore. Singapore has four official languages also; they are English, the Mandarin variety of Chinese, Tamil, and Malay. In those countries, multilingualism is a kind of usual or regular phenomenon in the inhabitants' daily life because most of them are multilingual speakers.

The last historical pattern that creates multilingualism according to Fasold is border area. Every state has to have a clear geographical border for obvious practical reasons. However, near the border areas there are sometimes

groups of people that are citizens of a country but belong to a socio-cultural group in the other country. This border area's people can speak both languages; their official and the neighbor country language. It is also possible 0for them to master other languages. This thing happens because those people have a contact or interaction to both countries; their country and the neighbor country, and other countries.

In addition, Wardaugh (2006: 96) explains that there are several reasons why people are fluent to speak in several languages. First is because they are not the native to the culture; they are likely immigrant, visitor or mixed marriage children. The second reason is because the normal requirements of live, such as business of living like live in different environment or place, trading, or have contact with the outside world of wider social and political organization.

Therefore, based on several factors that lead to multilingualism above, migration is the main factor that causes multilingualism in Padang community, especially the community in State University of Padang, the Faculty of Language and Art. As the capital city of West Sumatera, Padang is not only a center of government administration; it is also the center of health, entertainment, information, and education. So, it is natural if there are so many people from inside and outside of West Sumatera come to Padang. Thus, there are many possibilities that multilingual speaker created since there have been many ethnics and cultures live together in this area.

2. Language Choice

In communication, a message is only possible delivered successfully if the participants of speech event share the same language or familiar with the language that we speak. If our addressee does not know the language, he or she will not understand what we are saying, and the aim of communication will not be reached. Sometimes when we speak with others ethnic groups, they may not understand with our mother tongue. In this case we have to use our national language to reach a successful communication. Another example, when we present or discuss a topic deals with mutual cooperation in a meeting with a leader of a foreign company, it is impossible for us to speak in our mother language, or the language that we use in our daily communication. In this case we have to choose an appropriate or suitable language to be used, that is our official language or English language as international language.

Language choice is not the same as code choice, however; sometimes in language choice the phenomena of code choice or code mixing may appear in our language use. When we do language choice, before we talk or do a conversation with someone or a group of participants in a conversation, from the beginning we have decided the language that we are going to choose or speak. On the other hand, in code choice, we switch or mix the code suddenly during a conversation takes place.

To clarify the problem of language choice definition, Buda (1991) suggests that language choice is subject to two categories of factors: preferences and constraints. In his explanation, Buda gives examples of why language choice

is considered as preference and constraint. First, in a Japanese Department Store, a stranger approaches one of the shop assistants and asks for something in Japanese. However, the foreigner can speak Japanese well; the shop assistant replies it in English. For several minutes the conversation continues in two languages, the customer speaking in Japanese, and the assistant persisting in using English.

The second example is on an international flight. Two oriental ladies are discussing something in Japanese. Their conversation is interrupted when a cabin attendant comes along and asks them, in English, whether they would care for some light refreshment. Both of them answer in American English fluently. After the cabin attendant has gone to attend their order, they speak back in Japanese. The first and the second example is a phenomenon why we call language choice as preference and constraint.

In addition, Fishman in Haberland (2005) says that language choice within such multilingual groups is a proper usage dictates that only one of appropriate languages or varieties will be chosen by particular classes of interlocutors on particular kinds of occasions to discuss particular topic. When speakers of one language speak with different people, on different topic, and in different place or setting, particularly for bilingual or multilingual speakers, sometimes they have to choose one language to be used or what language which is appropriate to be spoken in such kind of situation.

Our choice of language depends on an institutional context called as domain that is the constellations of factors such as location, topic and participant (Fishman in Fasold (1984:183)). Then, in Appel and Muysken (1988: 23),

Fishman adds some factors that influence language choice. Beside location (setting), topic, and participant, situation of language event is also one of crucial factors that influence a multilingual or bilingual speaker in choosing a language.

Furthermore, Ola in Saunir (2007) explains and divides each of the factors in to two categories. First, he divides the topic into modern and traditional topic. Traditional topic involves all human being's habit and has traditional character. Modern topic involves all modern discourse such as science and technology. Second, he divides situation variable into formal and informal situation. Formal situation is understood as a controversy of carelessness and intimacy. Beside that, formal situation also describes politeness and seriousness in a situation. While, informal situation tends to show intimacy or closeness. Third, Participant is also divided into two categories, they are familiar and less or unfamiliar. Familiar participant usually shows unseriousness, joke, and color of region. While, less or unfamiliar participant usually shows seriousness. Finally is setting. Setting is also divides into two categories; they are inside and outside the house. Setting which is inside the house involves interaction among nuclear family (father, mother, and children) and between the big families.

To sum up, it can be relatively said that language choice is a strong liking to choose one of the languages that speakers have which is appropriate to be spoken in particular context of language event. Language choice is usually done by multilingual speakers based on the institutional context called as domain such as topic, setting, participant, and also situation. The speakers have decided or chosen one language that is going to be used before speaking.

- **Diglossia**

In multilingual community, the notion of diglossia also has to be studied. Since there are so many languages that are used by multilingual speakers in one community, the speakers may choose one of the languages that is appropriate to speak in one particular time or situation. They will not use the whole languages because each of the languages has different functions, roles and prestige in a community. These different functions, roles and prestiges of languages are included to the study of diglossia. There is no language choice study without the intervention of diglossia.

The notion of diglossia takes the characteristics of the languages that are involved as its point of departure. It is not only possible to look at multilingual speech behavior from the point of view of the situation. It is also important to focus on the languages that are involved. In early definition, this diglossia study is introduced by Ferguson in Wardaugh (2006: 89). According to him, diglossia is:

> "A relatively stable language situation in which, in addition to the primary dialects of the language (which may include a standard or regional standards), there is a very divergent, highly codified (often grammatically more complex) superposed variety, the vehicle of a large and respected body of written literature, either of an earlier period or in another speech community, which is learned largely by formal education and is used for most written and formal spoken purposes but is not used in any sector of the community for the ordinary conversation".

In his definition, in diglossia situation there are two distinct varieties of one language; one is used only on formal and public occasions while the other is used by everybody under normal, everyday circumstances. A formal variety

is termed H (high), and a vernacular or popular form is termed L (low) variety. Each variety has its own function in the speech community, ranging from political speeches in H to informal conversation with friends in the L variety.

In addition, the characteristic of the formal type of speech has a much higher prestige as well. The H variety is standardized, often internationally, and relatively stable. It is not acquired by children as a first language, but later on in life such as in their education. In other words, the H variety is the prestige variety; the L variety lacks prestige. In fact, there can be so little prestige attached to the L variety that people may even deny that they know it although they use it more frequently rather than the H variety. Related to this prestige to H variety, Ferguson says that there is a strong feeling that the prestige is deserved because the H variety is more beautiful, logical, and expressive than the L variety.

Furthermore, Ferguson also claims that the H variety tends to be grammatically more complex than the L variety; it tends to have more obligatorily marked grammatical distinctions, a more complex morphophonemic system, less symmetrical inflection and less regular case marking. Finally, diglossia also reinforces social distinction. It is used to assert social position and to keep people in their place, particularly people who are not at the upper end of the social hierarchy.

It will be noticed that the definition of diglossia given by Ferguson is quite specific on several points. He requires that the high and low varieties should belong to the same language. However, some writers have extended the

term to cover situations which do not strictly count as diglossic according to this definition. Joshua Fishman (1971:74) refers to Paraguay as an example of a diglossic community, although Indian language totally unrelated to Spanish (in Hudson, 1980:55). Since we have argued that there is no real distinction between varieties of one language and of different language, this relaxation seems quite reasonable.

Fishman extends the term diglossia to include any society in which two or more varieties are used under distinct circumstances (in Hudson, 1980:55). According to Fishman, diglossia refers to the distribution of more than one language variety to serve different communicational tasks in a society (Fasold, 1984:40). Fishman modified Ferguson's original proposal into two crucial ways. First, he places less emphasis on the important of situations with only two language varieties by giving a code to the prestige language is (H), and the other is (L). Second, Fishman ease the restriction about diglossia definition giving by Ferguson. He endorses the view, which he attributes to John Gumperz, that: diglossia exists not only in societies that utilize vernacular and classical varieties, but also in societies which employ separate dialect, register, or functionally differentiated language. Fishman's use the term diglossia can refer to any degree of linguistic difference from the most subtle stylistic differences within a single language to the use of two totally unrelated languages.

Based on the definition above, it can be concluded that the two studies of diglossia have raised several important issues in the definition and concept

of the phenomenon. Fishman has nothing to say about regional dialects, but it is clear that his concept of diglossia does include whole language diglossia. Fishman mentions the possibility that more than two language varieties can be reserved for a specific function in a society, although he does not discuss such cases as diglossia. Ferguson's view of diglossia is limited to two language varieties. The greatest agreement between the two scholars in the area of functional distribution in society; both have the same concept of H varieties being use for formal purposes and L varieties being reserved for less formal, more personal uses.

3. Language Attitude

Language is a universal characteristic of human cultures. A group of people in a society usually distinguishes itself by its language and its culture (norms and values transmitted through language). As Trudgill (in Wray, Trott, Bloomer, Reay, Butler, 1998: 88) states that language has function in establishing social relationship and language also plays an important role in conveying information about the speakers. In addition, Wray *et al* (1998:88) explain that the way speakers speak may let people know who they are, where they come from, what sort of social class or background that they have. So, to convey information of themselves, people usually have a special or different attitude toward each of the language that they have.

Gynan (1998) defines language attitudes as feelings or opinions people have about their own language or the languages of others. For instance, if a mother tongue speaker feels secure about his own language; he will speak that

language whenever it is possible and he will feel pride of using it. It means that the mother tongue speaker has a positive attitude toward his mother language. But, when he feels that it is not comfortable to use his mother language, he will choose to speak in other languages that he thinks friendlier. It means that the mother tongue speaker has a negative attitude toward his mother language.

As additional knowledge about language attitude, Gynan (1998) also quotes from Fishman about three subcomponents of language attitudes. The first one is cognitive; what people know about language. The second one is affective; what people feel about language. And the third one is behavioral (conative); people's linguistic behavior or behavior toward language. In this research, we will deal with the attitude towards the language and also the attitude towards speakers of language varieties.

In investigating language attitude, there are two competing theories about the nature of attitude that have to be understood; mentalist and behaviorist viewpoints. But, most of language attitude work is based on mentalist point of view. According to the mentalist view, attitudes are a mental and neutral state of readiness which cannot be observed directly, but must be inferred from the subject's introspection. Difficulties arising from this viewpoint are if an attitude is an internal state of readiness, rather than an observable response, we must depend on the person's reports of what their attitudes are, or infer attitude indirectly from behavior patterns. So, it is difficult for us in gathering the data; from what data can attitudes be derived, and in what way are they quantifiable—(Fasold, 1984:148).

According to behaviorist view, attitude is a dependent variable that can be statistically determined by observing actual behavior in social situations. In other words, attitude is a simple response that people make to social situation. This viewpoint does not require self report or indirect inferences of the speakers. Thus, it makes this research easier to undertake. However, the more straightforward behaviorist approach, in which attitudes are just one kind of response to a stimulus, certainly cannot be ruled out — (Fasold, 1984:148).

Furthermore, in his writing, Fasold (1984:148) also explains that some language-attitudes studies are strictly limited to attitudes toward the language itself. However, most often the concept of language attitudes includes attitudes towards speakers of a particular language. If the definition is even further broadened, it can allow all kinds of behavior concerning language to be treated (e.g. attitudes toward language maintenance and planning efforts).

In addition to this, Holmes in Mukhuba (2001) divides three attitudes toward language. The first is attitude towards a social or ethnic group. The second is attitude towards the language of that group, and the third is attitude towards individual speakers of that language. He explains that each social or ethnic-groups have certain attitude to each other and languages they use reflect attitudes toward individual members of the groups.

In sociolinguistic environments with two or more languages, the study of language attitude becomes even more important. Attitude towards a language may explain certain behaviors such as language choice and use. As the fact, in New Zealand for instance, there is a conflict on immigrants from Telugu (one of state

in Indian) between linguistic identities and utility of the language. Young generation of Telugu's speakers feel that it is useless and wasting time to learn Telugu in New Zealand because they use most English in their daily communication. They think that English is more prestigious than Telugu's language, and it is an advantage to speak English. In this case, the Telugu language has been shifted by English language. If all bilingual or multilingual speakers act like this, as one possible impact is one language may shift, then it changes— (Kuncha and Bathula: 2004).

To sum up, if we want to analyze language choice in one particular society, language attitude is an important thing to be considered because language attitude affects or determine someone's choice of language. Attitudes toward a language are often the reflection of attitudes towards the users and the uses of that language. It can be seen from how the speakers behave toward their and other languages. If mother tongue speakers may feel secure about their language and take pride in using their language, it means that they have a positive attitude toward their native language. But, when they are proud of using or speaking other language which is more prestigious, it means that they have a negative attitude or feeling about their own mother language.

B. Relevant Studies

The research about language choice in bilingual or multilingual society and other related studies have ever been conducted before, especially language

choice in State University of Padang's community. One of the newest researches about language choice is a research on bilingual speakers conducted by Saunir (2007) entitled "*Profil Kedwibahasaan Mahasiswa Jurusan Bahasa Inggris Universitas Negeri Padang*". In this research, Saunir focused more about the profile of bilingualism of Padang State University English students who were registered in the odd semester of 2006/ 2007, both inside and outside campus area. Saunir found that the tendency order of English students' language use were: Indonesian language (49, 33 %), mother language (45, 05%), English language (3, 15%), and other languages (2, 48%). Beside, in this research Saunir also found that types of sociolinguistic sub-variables could determine respondent's language choice tendency, eventhough the differences were not very significant in general.

After that, in 2008 Indra did a research entitled *Pengaruh Pasar Modern Terhadap Perilaku Berbahasa Masyarkat Kota Padang*. This research also discussed about the language choice preferred by Padang society in modern market such as *Plaza Andalas*, *Minang Plaza*, and *Matahari*. In addition, code switching is also become an important research problem here. As the result of his study, first, Indra found that Padang's society; both staffs and customers in modern market prefer to use the Minangkabau language in communicating with the people whom they know or familiar with them to maintain their close relationship, while Indonesia language is only used in formal situation when they communicate with the people who is unfamiliar with them such as their boss or their customers whom they do not know. Second, if it is viewed from the customer's age group, teenagers are the age group who often do code switching in

modern market in Padang rather than adult or children. At home, teenagers often use both Indonesian and the Minangkabau language or the mixing of them, and in outside they tend to use Indonesian language rather than the Minangkabau language.
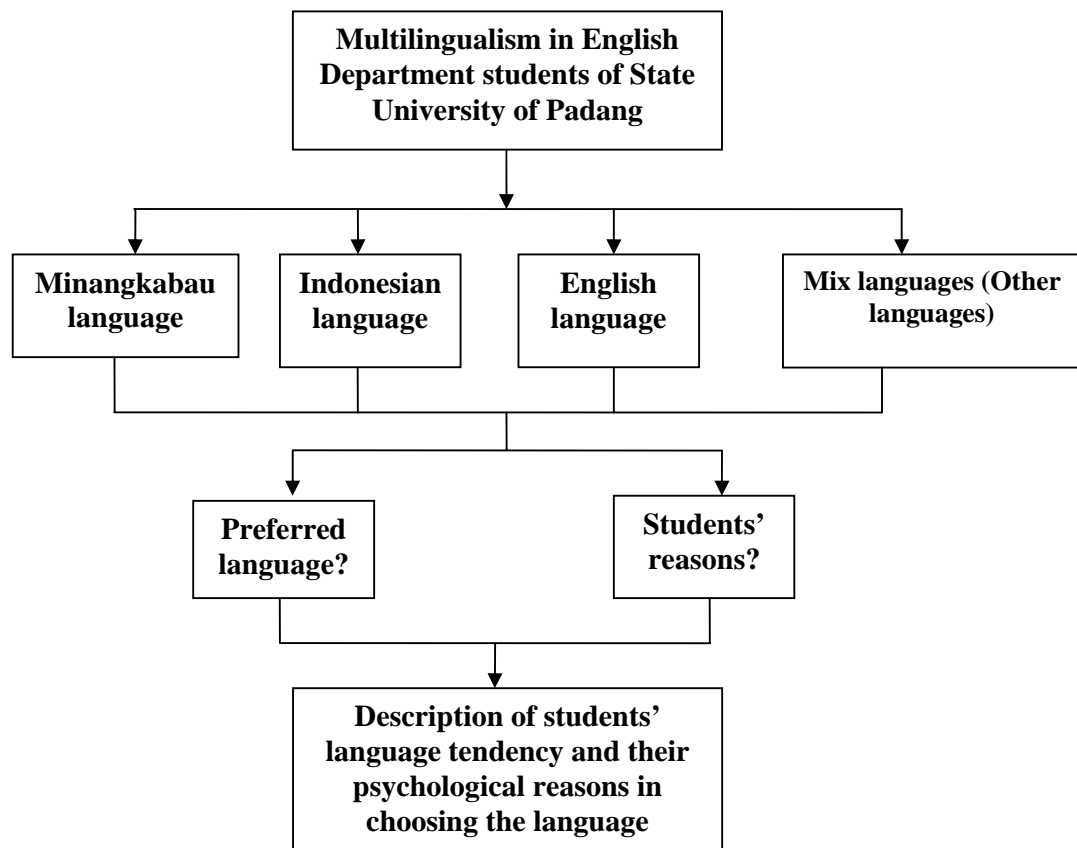
Both of the researches above discussed about language choice in bilingual society. Especially for Saunir's research, it is almost similar with this research; the main problem is still about language choice in multilingual speakers. The object of the study is the same; that is English department students of State University of Padang. The thing that makes it different is Saunir did not come up with the causes or the reasons why such kind of these phenomena happened. He just tried to reveal clearly about the form or the profile of bilingualism of State University of Padang English students. Therefore, the focus or the main purpose of this research is to find out the students' reasons why they do language choice. So it can relatively be said that this research is the continuation of Saunirs'.

C. Conceptual Framework

Multilingualism is the ability to speak in more than two languages. People who are able to communicate not only in one single language, but in two languages or more are called as multilingual speakers. In multilingual community there are many linguistic phenomenon happened in the field, one of them is language choice. English Department students of State University of Padang for instance, as multilingual speakers and as part of society who master not only their mother language (the Minangkabau language), but also Indonesian as the second

or national language, English as foreign language, and other languages; they have many choices of language to speak. In one situation, particularly in informal situation of language event, they are freer to choose one of those languages which is appropriate to be spoken in that particular situation in campus setting.

Based on the description above, the researcher wants to know and comprehend what language that is mostly used by English department students in informal situation in campus setting, and try to find out the students' psychological reasons in choosing a particular language in one particular language event. The conceptual framework of the analysis is figured as follows:

```
┌─────────────────────────────┐
│  Multilingualism in English │
│  Department students of State│
│    University of Padang      │
└─────────────────────────────┘
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| Minangkabau language | Indonesian language | English language | Mix languages (Other languages) |

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┌──────────────┐        ┌──────────────┐
│  Preferred   │        │  Students'   │
│  language?   │        │  reasons?    │
└──────────────┘        └──────────────┘
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┌─────────────────────────────┐
│  Description of students'    │
│  language tendency and their │
│  psychological reasons in    │
│  choosing the language       │
└─────────────────────────────┘
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Figure I. Conceptual Framework

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis and findings, some conclusions can be drawn as follows:

1. Language Choice Preferred By English Department Students In Informal Language Event In Campus Setting

   a. There are three interlocutors of English Department students in their social intercourse in informal language event in campus setting; they are friends, staffs, and lectures. In communicating with friends, English Department students often use the Minangkabau language. Then, with their lecturers and the staffs, these students use Indonesian language more often.

   b. There is a strong tendency that the Minangkabau language that is used by English Department students is not the standard Minangkabau language. It has been contaminated by Indonesian language. And Indonesian language itself is also not the standard or a correct Indonesian language just like in the Indonesian dictionary. Indonesian language that is used by English Department students is Indonesian language with Jakarta dialect, just like Indonesian language that is used by many artists in television and other mass media.

   c. Based on the interview and observation, there is also a new language that grows fast in university students environment, especially English Department students. The mixing between the Minangkabau language and

Indonesian language with Jakarta dialect has become a new trend in their informal communication in campus setting.

d. In choosing a language in informal language event in campus setting, topic variable does not too influence English Department students in choosing a language. But, interlocutors or participant relationship do influence them in choosing a language. In addition, it is not only participant relationship that influences English Department students, but participant language attitude or participant language behavior gives a significant influence for English Department students in choosing a language in informal language event in campus setting.

2. Students' Psychological Reasons in Choosing a Particular Language to Speak in Informal Language Event in Campus Setting

a. English Department students' reasons in choosing Indonesian language:

a) They feel that that this language is more polite or more respectful.

b) It has become their habitual to speak in Indonesian language.

c) It is a national language, so they can communicate and adapt with people who are from other ethnic groups or provinces.

d) This language is more formal; when they use this language they feel that they are more educated and academic people; it is an intelligentsia language.

e) They feel comfortable in using this language. It is more relax; easier to understand just like the textbook language.

b. English Department students' reasons in choosing the Minangkabau language:

   a) They speak this language to show their identity as Minangkabaunese people. This language is their mother language.

   b) It has become their habitual to speak in the Minangkabau language since they were young; they use to use it.

   c) They feel more comfortable in using it. They feel that the conversation be lighter and more relax, and they also freer to express their ideas when they speak in the Minangkabau language.

   d) They feel that it is more connected if they speak in the Minangkabau language; it is easier for them to deliver the message and the listener is also easier to receive the message; this language is easier to understand.

   e) By using the Minangkabau language, they feel that they are more familiar or closer with their interlocutors. They use this language to break the social distance between them and their interlocutors. So, they can speak flexibly. They are not tied in a formal situation because it is not a formal language.

   f) Feeling shrink from someone, for instance people who come from the same village, or the same Minangkabaunese people. It feels awkward if they do not speak this language with the same Minangkabaunese people.

   g) Influencing by emotions. There is no other word or language that can express or reveal their feeling except their mother language.

c. English Department students' reasons in choosing English language:

   a) To practice their English or their ability to speak in English language.

b) To show their ability to speak in English. They feel proud in using it because this language has higher prestige than other languages and not many people can speak or understand this international language.

c) It depends on mood. They speak it without any serious purposes.

d) To tell a secret, or something that they do not want other people know about it.

d. English Department students' reasons in choosing the mix language:

a) They feel that the conversation is more relax, lighter, and easier.

b) It becomes their habit to speak in this language; they have been used to use it.

c) Influence by friends; follow their friends or to adapt themselves with their interlocutors in order the conversation be more connected.

d) It is also depends on their mood to speak this mix language.

B. Suggestions

Based on the finding of this research, researcher would like to give some suggestions related to language choice preferred by English Department students of State University of Padang in informal situation of language event in campus setting. They are:

1. It is the Minangkabau language which gets the highest choice in English Department students's informal language event in campus setting. But, this language has been contaminated by Indonesian language. In order to maintain the existence of Minangkabau language, it is hoped to the students in order to love and have positive feeling toward their own

mother language. If speakers of this language let it happened, there is a big possibility that the Minangkabau language may shift by other language. Because, the development of mix language grows fast in teenager's environment, particularly students or university students just like English Department students. And if there is an input from other language, it is hoped to the students in order to filter and adapt a new language into the Minangkabau language, it is just like assimilation process.

2. Considering that English language becomes the lowest choice in informal language event in campus setting, it is suggested to the lectures or to the committee that manage to English Department perspective and mission, in order to do something that can improve English Department students ability to speak in English language.

3. Finally, since there are still many weaknesses in this research, it is recommended for further researcher to probe more thoughtful or deeper about language choice in multilingual society, and add another instrument to make the data more complete such as questionnaire.

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