

## Language Choices and Language Attitudes of Indonesian College Students: A Case Study at Universitas Dian Nuswantoro Semarang

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### ARTICLE INFO

#### **Article history:**

Received 03 June 2023

Received in revised form 02 July 2023

Accepted 19 August 2023

Available online 01 December 2023

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#### **Keywords:**

Sociolinguistics, language choice and attitude, javanese, students.

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### ABSTRACT

This study aims to discover language choices of third year English students at Udinus in following domains: settings, participants, and topics as well as to examine those students' attitudes to Javanese. The study used descriptive qualitative method since it focused on examining the respondents to gain profound information from them. The data were collected through the questionnaire consisting of questions about the respondents' backgrounds, language choice and language attitudes to Javanese language. Language attitudes are measured with likert scale composed answers from strongly disagree, disagree, neutral, agree, and strongly agree. The questionnaire was distributed to 20 English students of third year of Udinus who are able to speak Javanese or were born and live in one of the cities in Javanese-speaking provinces. The data were analyzed using descriptive method. It was meant to describe and interpret the data descriptively. The findings revealed the use of mix of Javanese and Indonesian and Indonesian itself are more popular in the most parts of domains due to factors of social dimensions; however, overall the respondents show favorable attitudes to Javanese. It can become input and output for related institutions to make sure its sustainability and its rising by producing program.

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## INTRODUCTION

Indonesia is an archipelagic country in Southeast Asia. It is renowned for its overflow nature resource and diverse cultures. The cultures comprise traditional dishes, dances, folk songs, languages, etc. All the resources have to do with heterogeneous ethnic groups and their languages. In 2018, according to the Ministry of Culture and Education, it is recorded that around 652 languages were spoken in Indonesia, while according to Summer Institute of Linguistics, there are more than 700 languages.

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Indonesian as the official and national language typically serves as the second language for most people along with a local language as a mother tongue. Hence, Indonesian people are considered bilingual. This circumstance brings up language choice within each individual. The choice is dependent on a domain which determines which language to use. Different domains need different languages. Domains can be defined as the circumstances or context where a variety of language is used (Wardhaugh & Fuller, 2015). A local language is used typically in social interactions in a family, neighbors, or friends while the official as well as national one is employed in formal situations such as education, business, and formal meetings.

In the context of education, the Indonesian language is usually used in the learning and teaching process and formal interactions. In Central Java, where most people speak Javanese, the Indonesian language is also used in such interactions. The Indonesian language thus apparently becomes a choice among other languages in the Faculty of Humanities, Universitas Dian Nuswantoro (henceforth UDINUS) especially in the classroom. The university is located in Semarang, Central Java. Despite having foreign language departments namely English and Japanese, the students and staff use not only these two languages but also Indonesian and local languages. This setting can be considered multilingual since it has students whose ethnic and language backgrounds are diverse, ranging from Javanese, Sundanese, to Papuan. The interactions get them to potentially acquire more than two languages. Hence, this kind of situation makes the students face a circumstance about what language to choose since it is considered as multilingual group.

The situation whether members of certain ethnic groups speak their own language or other languages when talking to others is referred to as language choice. This also deals with which language is used by an individual or a group in particular domain. This research will examine the code choice of English major students of UDINUS. It focuses on the languages UDINUS English major students choose in their interaction and their attitudes towards Javanese language.

## **LITERATURE REVIEW**

In the past, the diversity of languages and cultures and the vast area of Indonesia became a challenge to those who were willing to communicate to different speakers from different areas or ethnic groups. However, with the *Sumpah Pemuda* (the Youth's Pledge) in 1928, the Indonesian language started to become the national and official language of Indonesia. To become official and national language, it has been a long way to come through language planning. According to Kaplan & Baldauf (1997), language planning is a deliberate effort to implement a policy, rules meant to make a change in speech community. The reason is elaborated from the idea to maintain language in a community to ineligible idea that a community does not like how a language sounds.

The history of language planning in Indonesia, dated back from the colonial era as Dutch, Javanese, and Melayu became the choice (Paauw, 2009). They did not choose Dutch since it did not represent people and culture in Indonesia. The choice fell to Javanese and Malay. Javanese seemed to be great idea to be the national language in that the Javanese established most population in Indonesia. Commonly more powerful speech community can compel their language over the less one (Romaine, 2000). For instance, Welsh should learn English, while the English do not have to learn Welsh. Nonetheless, it does not happen in Indonesia as Javanese does not become the national language since it is complicated to understand for non-Javanese speakers and it has variations (ngoko and krama). Eventually, the option came to Malay as official and national language. It is considered easy to be understood and it was the language of trade affairs. Since then, as Garrett (2010) suggested standardization will go through codification. It is codified in grammar book and dictionary and educational system.

Holmes (2013) argued that there are four social dimensions which influence language choice along with domains. They are social distance, status, formality, and function. One of the concepts in relation to language choice is language attitude of speaker. Garrett (2010) suggested that attitude refers to a view or belief about an object in the world or the world itself. In this sense, how one views a language can be included. Attitudes are not concrete. It cannot be measured precisely but it can likely be observed and seen through people's certain behavior (Baker, 1992). For instance, people spending much time watching and enjoying Korean dramas can likely be seen as to signify positive attitudes to that kind of films.

People who use a language over another may be influenced by their attitudes towards the language. Attitudes do not just appear from within. As Garrett (2010, p. 22) proposed, they are not innate, determined at birth; instead people pick them up by social environment and experiences. The environment people live plays role like family or society because the neighborhood in which people live will shape them to be what they should be or do with the social norms society expect them to. Thus, when people stick to certain values experience anything in their life, it will establish attitudes within them. It has been focus for many studies, not only in psychology but also in sociolinguistics.

Meanwhile, some studies in relation to attitudes of language and code choices have been conducted previously. The earlier study by (Gusrianti, 2019) was done on the students of English of Muhammadiyah University of North Sumatra with the objectives of to find out the use of English language in certain domains and attitude to learning English. They have positive attitude toward English as they reckon English as international language, have personal interest, and consider it to offer good career opportunities. On the other hand, the result of their English test shows that most of them write and read in English but prefer speaking in Indonesian. It likely is due to lack of oral communication practice. Most of them speak English as talking to lectures, and in class.

In addition to that, another study focusing on language choice and attitudes to languages of students in Yogyakarta conducted by (Fitriati & Wardani, 2020) revealed that most students use Indonesian in certain domains despite only 27% uses Indonesianas their mother tongue. Moreover, they demonstrate positive attitudes towards English since it offers good prospect of future and is prestigious. A similar attitude is also shown to the Indonesian language since the students find it more comfortable and are easily able to speak to ethnically-different people. At the same time, they still consider Javanese as a medium for daily life communication.

While those studies focuseson attitude towards English, this research will examine the code choice of English major students of UDINUS, by involving certain domains like settings, interlocutors, topics and focuses on discovering their attitudes specifically to Javanese.

## **RESEARCH METHOD**

This research involved qualitative and quantitative methods as the data give different kinds of information. Qualitative deals with the openended data and quantitative with closed-ended data(Creswell & Creswell, 2018). This research attemptedto discoverand describe the speakers' language choices in certain domains and their attitudes to Javanese. In order to gain the data from the respondents, a questionnaire was distributed by the researchers. The questionnaire covered open and closed questions as in (Handayani, 2020). The closed questions restricted the respondents with limited options, so the checklist box model was utilized for language choices questions and the Likert scale was used for questions about language attitudes with the options covering strongly agree, agree, neutral, disagree, and strongly disagree. However, the open questions were given to provide the respondents elaborations of the answers in the questionnaire.

The questionnaire was divided into three sections. The first partwas intended to collect the profiles of the respondents. The second had three questions about language choices and was designed to discover language choices of the respondents in three domains namely settings, interlocutors, and topics. The third part consist of questions about attitudes towards Javanese which was aimed to revealthe respondents' attitudes towards Javanese language.

The questionnaire was distributed to the respondents who are able to speak Javanese or were born, raised, or live in Javanese speaking areas. The respondents of this study were 20 students of the English Department students of UDINUS who were in the third year of their study. The data were then analyzed using descriptive method.

FINDINGS AND DUSCUSSION

After the data were collected and analyzed, the information of ages and genders distribution of the respondents taking part the questionnaire can be categorized. It is provided in Figure 1 and Figure 2.

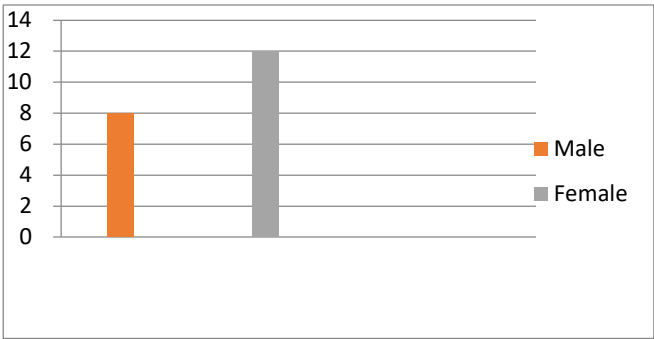


Figure 1 Respondents Distribution According to Gender

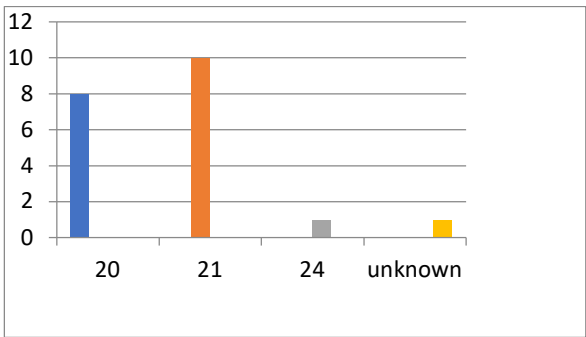


Figure 2 Respondents Distribution According to Age

Meanwhile, the ethnic and linguistic backgrounds of the respondents are provided in Table 1.

Table 1 Respondents’ Background Identities

Type of Background	Description	Quantities	Percentages
Ethnicity	Javanese	18	90%
	Javanese and Sundanese	2	10%
TOTAL		20	100%
Mother Tongue	Javanese	3	15%
	Javanese and Indonesian	8	40%
	Indonesian	8	40%
	Sundanese	1	5%
TOTAL		20	100%
Acquired Language	Javanese	16	80%
	Indonesian	20	100
	English	13	65%
	Sundanese	1	5%
TOTAL		20	100%

The backgrounds were categorized into three, namely ethnicity, mother tongue, and the languages the respondents acquire. Based on the ethnicity, the Javanese respondents make up the majority of 90% and the rest are mixed of Javanese and Sundanese which cover 10%. Based on the mother tongue, Javanese and Indonesian make up 40%. This value is similar with Indonesian which comprises of 40%. It is worth noting that although Javanese dominate the ethnicity, the Javanese language does not become the respondents' main mother tongue with only 15% out of the total. Sundanese comes later with 5%, so it becomes the least number of all. From the result, Javanese and Indonesian dominate the mother tongue which the respondents use as their first language.

When it comes to languages the respondents have acquired, Indonesian comes first with 100%. It is followed by Javanese which establishes 80% of the respondents. Then, English comes later with 65% of the respondents and the least number again gets Sundanese with 5% or only one respondent is able to use it.

Furthermore, Table 2 and Table 3 provide the information in terms of the respondents' family's ethnicity and linguistic background.

Table 2 Parents' Ethnicities

Father's	Quantities	Percentages
Javanese	17	85%
Sundanese	2	10%
Javanese and Chinese	1	5%
TOTAL	20	100%
Mother's	Quantities	Percentages
Javanese	18	90%
Javanese and Sundanese	1	5%
Javanese and Caucasian	1	5%
TOTAL	20	100%

Table 3 Parents' Mother Tongues

Father's	Quantities	Percentages
Javanese	8	40%
Javanese and Indonesian	9	45%
Indonesian	1	5%
Sundanese	1	5%
Unknown	1	5%
TOTAL	20	100%
Mother's	Quantities	Percentages
Javanese	7	35%
Javanese and Indonesian	9	45%
Indonesian	3	15%
Unknown	1	5%
TOTAL	20	100%

From Table 2, it can be seen that in terms of father's ethnicities, Javanese dominates over others as it comes up with 85% for fathers' ethnicities. Then, Sundanese establishes 10% in the fathers' ethnicity and is followed by Javanese and Chinese with 5%. Moreover, from mother's ethnicities, it is the same as previous as Javanese for mothers' comes first with 90%. It is followed by identical percentage of Javanese and Sundanese with 5% and Javanese and Caucasian with 5%.

In addition, fathers' mother tongue consist of Javanese, Javanese mixed Indonesian, Indonesian, and Sundanese. Each of them establishes percentage; however Javanese mixed Indonesian comes first with 45%. Javanese comes after 5% lesser than the first one with 40%. It is all followed by Indonesian and Sundanese as they comprise similar percentage of 5% for both.

In terms of the mother tongue, it has quite similar composition but a little different as the data in the table show Javanese and Indonesian, Javanese, and Indonesian and it Sundanese was not found. Mothers' mother tongue reveals nearly similar percentage to mother tongue of fathers as Javanese and Indonesian have highest percentage with 45% and Javanese comprises of 35% following and Indonesian makes up 15% of whole percentage.

Based on the data, most respondents' ethnicities are Javanese who come from Javanese family, and the rest are Javanese and Sundanese who were born to Sundanese and Javanese families. In family, the mother tongue the respondents speak mostly is Javanese and Indonesian; while Javanese and Indonesian come after as mother tongue and there is only one respondent with Sundanese as the mother tongue. The use of Indonesian and Javanese as mother tongue among the respondents is likely aligned with the mother tongue of the parents. Mainly in this study Javanese and Indonesian are mostly found in parents' mother tongue. Thus, it may indirectly influence the first language to speak in the family. Furthermore, cross-ethnic marriage between parents is also found, which may cause the use of one language, depending on the language the parents used to speak as a child.



### ***Language Use Based on Settings***

Table 5 presents the languages the respondents use based on some domains of settings which are divided into six categories.

Table 3 Language Use Based on Settings

Languages	At Home		Neighborhood		Social Media		Inside Class		Outside Class		At Shop	
Javanese	7	35%	5	25%	-	-	1	5%	2	10%	-	-
Indonesia	4	20%	7	35%	8	40%	7	35%	7	35%	15	75%
Others	1	5%	-	-	-	-	-	-	-	-	-	-
Jav and Indo	7	35%	8	40%	5	25%	7	35%	7	35%	3	15%
Jav and Oth	-	-	-	-	-	-	-	-	-	-	-	-
Indo and Oth	-	-	-	-	5	25%	2	10%	2	10%	2	10%
Jav Indo and Oth	1	5%	-	-	2	10%	3	15%	1	5%	-	-

As Table 5 shows, 35% respondents use Javanese at home. There are 20% respondents who speak Indonesian, 5% use other, in the house and only 5% respondent use Javanese, Indonesian, and other.

Here the use of Javanese and Indonesian Javanese gains the same percentage since that fact has to do with the ethnicity of most respondents who are Javanese. They are raised by parents that way, so they speak either Javanese or Indonesian. Moreover, 20% respondents who speak Indonesian are likely to be influenced by parents who got married interracially, so to make it easier to communicate Indonesian is used. In addition to that, there is only 5% of respondents who speak other language out of the list, Sundanese. It is because the family of the respondent use Sundanese much more than any other languages for so long. Furthermore, another respondent who uses three languages (Javanese, Indonesian, and Sundanese) said that s/he to adjust with the family at home.

Meanwhile, it was also found that when the respondents get along in the neighborhood, most of them (40%) speak Javanese and Indonesian interchangeably and some of them speak only Indonesian. Based on the reasons the respondents provided, it has to do with the neighbors as not all of them are Javanese so they speak Javanese in the neighborhood since their neighbors are Javanese.

The place or settings refer to not only at home or neighborhood but also social media. In this study, no respondent uses Javanese only. Forty percent of the respondents use Indonesian, while 25% respondents use Javanese and Indonesian. It can be seen that they do not use only one language on social media since this kind of place is worldwide. Everyone coming from especially diverse language backgrounds gets together to share favorable things, so in order to make each other understand, various languages are used simultaneously or interchangeably for different objectives such as chatting, sharing or posting, commenting, etc.

Furthermore, either in-classroom or out-classroom, 35% respondents are found to use Indonesian. It is somewhat the same as 35% respondents use Indonesian and Javanese. It happens reasonably since universities commonly consist of students from various language and ethnic backgrounds.

In the setting of shop, 75% respondents use only Indonesian, 15% respondents use both Javanese and Indonesian, and 10% respondents use both Indonesian and other languages. It likely happens since the shop attendances at modern shops like supermarkets, minimarkets, or chain stores commonly serve their customers in Indonesian.

### ***Language Use Based on Interlocutors***

Here are the data of languages the respondents use based on the interlocutors.

Table 4 Language Use Based on Interlocutors

Languages	Father		Mother		Male Friends		Female Friends		Elders		Lectures		Strangers	
Javanese	6	30%	7	35%	4	20%	1	5%	4	20%	-	-	-	-
Indonesian	7	35%	6	30%	4	20%	7	35%	12	60%	12	60%	13	65%
Others	1	5%	1	5%	-	-	-	-	-	-	3	15%	-	-
Jav and Indo	5	25%	6	30%	12	60%	10	50%	4	20%	2	10%	5	25%
Jav and Oth	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Indo and Oth	-	-	-	-	-	-	-	-	-	-	2	10%	1	5%
Jav Indo and Oth	1	5%	-	-	-	-	2	10%	-	-	1	5%	1	5%

Interlocutors are classified into eight types as shown on Table 6. From the data, it can be seen the use of Indonesian and Javanese for the interlocutors that 30% talk in Javanese to their father, and 35% Indonesian. Meanwhile, 35% respondents speak Javanese to their mother and 30% respondents use Indonesian when talking to their mother. It can be inferred that the use of Javanese in the family, especially to the parents is considered frequent enough. However, there is implicitly one who talks in different ways to their mother and father. Whereas, the use of Indonesian and Javanese gains 25% on the father and 30% on the mother in the family, it seems that those 25% and 30% respondents were raised with Javanese and Indonesian simultaneously. It is nearly aligned to the previous one, settings in which 25% respondents use Indonesian when talking to the family.

The use of Indonesian and Javanese when talking to male and female friends can also be seen in Table 6. It is much more than the rest in which 60% and 50% respondents use it. It is likely influenced by the intense use of both languages by some respondents so that they bring that behavior. Furthermore, it is interesting that 20% respondents use Javanese when talking to male friends and only 5% respondent use Javanese to talk to female friends.

In addition to that, there are 60% respondents who speak Indonesian to elders or lecturers. The use of Indonesian is massive in this section. Indonesian is official and national language so that it is polite to talk to those older in Indonesian let alone lecturers at campus especially in formal situation which makes the most of respondents seem to prefer to use Indonesian. Also, there are 20% respondents who usually talk to elders in Javanese and Indonesian, while 10% respondents speak to lecturers in Javanese and Indonesian. Here, the use of other language seems to be English since the respondents are English majors.

In the last two parts, the findings show that when 60% respondents meet and talk to strangers, they tend to use Indonesian since they do not know each other. Meanwhile, 25% respondents use mixed Indonesian and Javanese to talk to them. Meantime, Indonesian is still used by 45% respondents to talk to their neighbors and followed by the use of Javanese and Indonesian 35% by the respondents.

### ***Language Use Based on Topics***

Table 7 shows languages the respondents use based on some domains of topics.

Table 5 Language Use Based on Topics

Languages	Casual/Gossiping		Hobby		School Subjects/Lecturers	
Javanese	2	10%	1	5%	-	-
Indonesian	7	35%	10	50%	11	55%
Others	-	-	-	-	-	-
Jav Indo	10	50%	6	30%	4	20%
Jav Oth	-	-	-	-	-	-
Indo Oth	-	-	3	15%	3	15%
Jav Indo Oth	1	5%	-	-	2	10%

As shown in Table 7, 50% respondents use mixed Javanese and Indonesian. Meantime, 35% respondents use Indonesian when gossiping. Only 10% respondents speak Javanese only. These data are identical as 55% respondents speak Indonesian in lectures, whilst 20% respondents speak in Javanese and Indonesian, 15% respondents speak in Indonesian and other, and 10% respondents employ Javanese, Indonesian, and other when talking about lectures; on the other hand it contrasts with hobby. Based on the data 50% respondents speak Indonesian and 30% respondents employ Javanese and Indonesian, whilst there are 15% respondents who utilize Indonesian and other and 5% respondent speak Javanese when talking about hobby.

The choices of language are influenced by not only what domains, which (Wardhaugh & Fuller, 2015, p. 91) described as a language or its variety, is used in particular situation but there are also social dimensions that play role (Holmes, 2013, pp. 25-26). These include social distance, status, formality, and function. Social distance deals with how individuals know each other. This is in line with the result of this research, for instance the respondents will speak Indonesian when meeting strangers since they do not know each other, so the safest shortcut the respondents can go through is to use Indonesian.

Furthermore, the status of individuals also brings impacts to the code choice. It deals with the status of individuals in relation to their position in society. When students who are close friends meet and have a talk, they will likely speak to each other in informal way and use informal variation of language. However, when a student talks with a lecturer, s/he will use formal Indonesian instead of Javanese.

A big consideration when talking is the function why an individual wants to deliver a message. Whether an individual is willing to have chitchat with friend or wants to write a letter of permission for absence to a teacher, both situations will use different kind of languages. The first one will be less formal languages, whilst the second one will be the standard variation.

The code an individual chooses to use is dependent on social dimensions, social distance, function, formality, and status. These, according to (Holmes, 2013), are influential factors that determine the code or language an individual chooses to use. Different situations, different people, different rankings and statues will influence the use of different languages. *Language attitudes towards Javanese*

Table 8 The Respondents' Attitude towards Javanese

No.	Statements	SD	D	N	A	SA					
1.	Javanese is important language.	1	5%	-	-	4	20%	10	50%	5	25%
2.	People should speak in Javanese when talking to Javanese	1	5%	3	15%	7	35%	8	40%	1	5%
3.	Each parent should teach their children Javanese	1	5%	1	5%	5	25%	10	50%	3	15%
4.	Teenagers should speak Javanese	-		1	5%	17	75%	2	10%	-	-
5.	I like speaking Javanese	-		-	-	3	15%	13	65%	4	20%
6.	If I have children I want them to speak Javanese	-		-	-	7	35%	11	55%	2	10%
7.	I should maintain Javanese	-	-	-	-	3	15%	13	65%	4	20%
8.	I need speak Javanese for preservation	-	-	1	5%	3	15%	15	75%	1	5%
9.	Javanese is my identity	-	-	-	-	5	25%	11	55%	4	20%
10.	I feel pleased when people speak to me in Javanese	-	-	-	-	10	50%	8	40%	2	10%
11.	I am more comfortable to speak in Javanese	-	-	1	5%	13	65%	2	10%	1	5%
12.	Speaking Javanese is considered archaic	9	45%	10	50%	1	5%	-	-	-	-
13.	Speaking Javanese is important to keep my relationship with neighbors	-	-	1	5%	2	10%	12	60%	2	10%
14.	Speaking Javanese is important because my friends speak Javanese	-	-	1	5%	9	45%	8	40%	2	10%
15.	Speaking Javanese is important is important because I live in Java	-	-	-	-	4	20%	10	50%	6	30%
16.	Speaking Javanese is important for preservation	-	-	-	-	2	10%	12	60%	6	30%
17.	Speaking Javanese is unimportant because it is archaic	12	60%	7	35%	1	5%	-	-	-	-
18.	Speaking Javanese is unimportant because it is not relevant to this modern world	5	25%	12	60%	3	15%	-		-	
19.	Javanese is unimportant because it has no selling value in the	7	35%	9	45%	2	10%	2	10%	-	

	future								
20.	Javanese is unimportant because there has been Bahasa Indonesia	3	15%	15	75%	2	10%	-	-
21.	Javanese is unimportant because it is not cool	9	45%	10	50%	1	5%	-	-

It can be seen that overall reactions to the questionnaire can be said positive. The respondents show favorable attitude to Javanese. The respondents think that in general this language is still necessary and 85% respondents agree they like speaking in Javanese. They personally even care about the existence of Javanese among society as 85% respondents agree on maintaining Javanese since it is needed to be preserved, and one of the ways is by speaking the language. The care for the future explicitly is shown by 65% respondents who show approval to sustainability since they consider Javanese is valuable as a part of culture as well as identity and to make it sustainable is to pass it to children.

Furthermore, the positive attitudes are also revealed as it 70% respondents plus 80% agree on the idea that they need to speak Javanese because they live with Javanese in the Java island, so to adjust and socialize with them speaking Javanese is necessary since speaking in dominant language will make people get into them and make them close to each other.

Additionally, the favorable attitudes appear for example 95% respondents disagree on an utterances which say Javanese is unimportant. However, Indonesian and Javanese can be used interchangeably based on the situation and interlocutors, so none of them should replace each other and both are useful. Most of them still consider Javanese is important not only for language and culture maintenance but also relationship with others. At the same time, 85% respondents also disagree on the notion that Javanese has no selling value since there are many Javanese songs which are prominent nationally and listened by them. Javanese is also not considered old fashioned/outdated, which is marked by 95% respondents who give positive attitudes.

On the other hand, when they are proposed with the notion of the language use among teenagers generally, 85% respondents go neutral with fifty-fifty and 10% respondents shows disagreement inasmuch as it is dependent on situation and preference of individual. Moreover, the notion of a Javanese person talking in Javanese to another Javanese person comes with almost identical responds from the respondents as 35% of them are neutral and 40% show approval. These last two notions are a little bit in contrast to the previous discussion in which

most of them shows approval. It is probably because this notion too general which depends on the preference of individual and the situation.

Although there are still neutral attitudes, the favorable attitudes to Javanese in fact are still indicated by the respondents. Thus, it can be an attention for related institutions to maintain Javanese more and more inasmuch as attitude is able to be as input and output (Garett, 2010, p. 21). (Baker, 1992, p. 12) adds attitude can be necessary as influential factors for input to language learning and its common rising. A related institution should produce programs for Javanese sustainability and rising. Therefore, the use of Javanese among youths will be more and more prominent and gain more prestige especially in educational field since this language gained positive attitudes from the respondents.

## **CONCLUSION AND RECOMMENDATION**

Based on the result, it can be inferred that the use of mixed Javanese-Indonesian and Indonesian get most parts in those three domains, namely settings, interlocutors, and topics. The choices of languages in specific domains do not come up without any reasons. Social dimensions play role here. Those are social distance, formality, status, and function. However, overall the respondents show positive attitudes to Javanese although the uses of Javanese Indonesian and Indonesian on its own are used more by most respondents. It can be an indication to the related institution to make Javanese language used more among youths.

In addition to that, since this research only focused on the language choice and attitudes of English majors of UDINUS, it is suggested that future studies also observe language choice and attitudes by involving various parameters and larger scope of respondents.

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