LANGUAGE ATTITUDE AND LANGUAGE CHOICE IN BILINGUAL ACADEMIC LEARNIG ENVIRONTMENT

SKRIPSI

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LEMBAR PENGESAHAN SKRIPSI

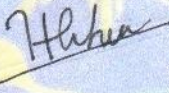بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

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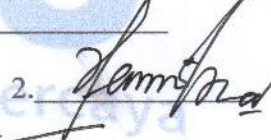
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ABSTRACT

GUSRIANTI. NPM. 1502050082, "Langguage Attitude and Language Choice in Bilingual Academic Learning Environment Skripsi : English Education Program. Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara. Medan. 2019.

The objectives of this research were to observe the language attitude andfactors determining language choice of English Department students of Muhammadiyah Universityof North sumatera . The observation carried out by exploring the motivation, language choice, and language practice of the English Department students. The data were collected through a questionnaire, which was designed to capture the students' motivation in studying English, language choice, and practice. The result of this research shows that the English department students hold the positive attitude toward English, which are shown through the statement of the majority of the students who argue that English is an international language and offers more career opportunities. The two main factors determining the use of English are the role of the lectures and the English language exposure in the academic environment. This result is expected to provide a context to design an effective English learning process to encourage students in practicing the language.

Keyword : Language Attitude, Language Choice, Bilingual Academic Environment.

ACKNOWLEDGEMENTS

بسم الله الرحمن الرحيم

Assalamualaikum Wr. Wb

In the name of Allah, the most Gracious and the Merciful

Firstly of all, the researcher would like to thank the Almighty Allah SWT the Most Beneficient and the Most Merciful for giving her favors, ideas, and inspirations in accomplishing this research. Secondly, the reseacher would like to express her thanks to the prophet Muhammad SAW, who has brought human being from the darknees into the brightness era. That is why the researcher has enough ability in writing this research.

In writing this research entitled ""**Langguage Attitude and Language Choice in Bilingual Academic Learning Environment** with the purpose for submitting in partial fulfillment of the requirement for the Sarjana Pendidikan degree in English Department, there were so many obstacles faced the researcher and certainly without help for many people, especially the following people, it might be impossible for her to finish it. Thus, the reseracher would like to express her thanks first to her beloved parents, Mrs. Khasnida for their pray, advise, courage, moral, and material support from her born until forever. Especialy thanks to my six sisters and one brother , Winda Asrina, Windi Asriani, Siti May Sara, Siti Syari Fani, Sabila Ramadhani dan Muhammad Al

Ridho.May Allah Always Bless tham. Then the reseracher also would like thank to :

their names one by one, thank you for all the joys and sorrows, experiences and times we've been through together.

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Hopefully the findings of this research are expected to be useful for those who read this research and interested to the topics.

Finally, the researcher realize that this research is still far from being perfect in spite of the fact she has done her best completing this work. Therefore, constructive criticism, comments, suggestions are welcomed for further improvement of this research.

Wassalamualaikum Wr, Wb

Medan,   2019

Researcher,

Gusrianti

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CHAPTER I

INTRODUCTION

A.   The Background of the Study

Moreno (1998: 179) suggests a broader definition of language attitudes: The attitude of language is a manifestation of individual social attitudes, distinguished by specific focus and reference for both languages and their use in society; and when discussing 'languages' all types of languages included. According to this definition, language attitude does not fully refer to the public. Although most language attitude studies focus on the perceptions of native speakers of language and variations in language, the perceptions of non-native speakers are also believed to be important in sociolinguistics.

In particular, research that investigates student attitudes toward language mastery contributes to sociolinguistic theory because they increase awareness that language learners must deal with their own feelings, stereotypes, prejudices and expectations and linguistic features of language (Friedrich, 2000: 222; McKenzie, 2008a: 66) Language choice is defined as language, variation or code used by certain speech communities for specific purposes or functions in verbal interactions (Fishman, 1972). In multilingual communities, individuals constantly have to choose which language to use for which situations and this depends on the interlocutor who is also constrained by their own linguistic repertoire. Some people see this as a problem because it can cause obstacles and difficulties in

communication. Even so implementing choices in the use of language in different contexts can be a complex task.

This is due to the fact that the speaker often has to decide constantly which language is suitable for what purpose, and the decision is often instant. In addition, the speaker may be influenced by the characteristics of the interlocutor, such as ethnicity, age, gender, level of education, level of proficiency and the domain in which certain communicative events occur. Deciding which language to use in everyday communication is not uncommon especially when the person lives in a multilingual society.

According to Jaspal (2009), language does not only serve the role as an instrument of communication but it also constitutes an important marker of social identity at various levels of human interdependence, e.g., subcultural or national . Therefore the attitudes and values of users or non-users will influence language use and language choice. Crawford, Pablo, and Lengeling (2016) elaborates the individual attitudes towards a language will impact, for example, on the value places on the language, invariably, and how much of it may be used by first language speakers or learned by second language speakers. In other words, the status of the language in a particular society also influences the attitudes of speakers as well as non-speakers. It shows that language attitudes provide an explanation to determine the factor influencing language choice. Language choice is a reflection of speakers attitude toward a language Positive language attitude will promote encouragement to the language use and the other way around.

Muhammadiyah University Of North Sumatra as the famouse university In north Sumatra that every years produced Students from English Education Department, English Education Department as the bilingual education have problem in Speaking English the condition where students do not use English outside or inside the classroom thats why many students at UMSU can t speaking and error pronounciation. For that reason, observation of students language attitude and Language choice in the bilingual academic environment is important to provide a context in designing an effective learning process to encourage students in practicing English.

Muhammadiyah University of North Sumatra Teacher Training and Education Faculty (FKIP) Study Program MEDAN, KOMPAS.com - The deans and rector of the FKIP Muhammadiyah University of North Sumatra (UMSU), Medan, will impose certain requirements for new students of the English Language Study Program, in Medan, Friday (12/6). the students of the English Language Study Program at the FKIP Muhammadiyah University of North Sumatra (UMSU), Medan, are currently not fluent in English because of their lack of courage to use it in their daily interactions.

For that reason, observation of students   language attitude and Language choice in the bilingual academic environment is important to provide a context in designing an effective learning process to encourage students in practicing English.Based on the descriptive above, the researcher was interested in conduct the research with the title   Language Atttitude and Language Choice In Bilingual Academic learning Environment

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B. The Identification of the Study

1. The attitude and values of students in using english will influence language attitude and choice.

2. Lack awareness of the importance the role of language choice in motivating students to improve their english language skills.

C. The Scope and Limitation

Based on the problem identified previously, the scope focused on Language attitude and Language Choice and ws limited in Bilingual.

D. Formulation of the Study

1. What language attitude do English students use?

2. What factors influence the choice of English language students?

   .

E. The Objective of the Study

The objective of this research was to investigate the significant of The Language Attitude and Language Choice in Academic Bilingual learning Environment.

F. The Significance of the Study

In this study, many contributions were given by researchers both theoretically and practically. Theoretically, the findings are how the influence of

language attitudes and language selection in the educational environment, the relationship between language use inside and outside the classroom and helps to provide context in designing effective learning processes to encourage students to practice English.Practically, this research is for writers, teachers and other researchers. First, for the author, his assistance is to become a reference for teachers in designing effective learning processes to encourage students to practice English. Second, for the teacher, helps design the learning process in the classroom. Third, for researchers, they can refer to deeper research, especially in language attitudes and language choice in the educational bilingual environment.

CHAPTER II

THEORETICAL FRAMEWORK

A. Theoretical Framework

1. Bilingual Academic

Bilingual education involves teaching academic content in two languages, in a native and secondary language with varying amounts of each language used in accordance with the program model.Bilingual education refers to the utilization of two languages as means of instruction for students and considered part of or the entire school curriculum.Bilingual higher education simply refers to the use of English alongside Indonesian as a medium of instruction for pedagogical purposes either inside or outside classroom contexts.

More importantly, the lack of international language competence can prevent many Indonesians from participating fully in globalization. Using English in Indonesian can help students become part of the global community of English. More importantly, the lack of international language competence can prevent many Indonesians from participating fully in globalization. Using English in Indonesian can help students become part of the global community of English.

In addition, failure to be competent in international lang-uages has had an impact in terms of lack of information about Indonesia's academic activities globally. Because of the lack of international language mastery, -many local initiatives that represent good practices in language and education are less well known in the global context.

However, while implementing bilingual higher education can be beneficial for students on the one hand, on the other hand it can be very challenging for educators.

The use of English with Indonesian can be beneficial for students academically, socially and culturally. Academically, the addition of English as a medium of teaching can lead students to master the content of English sources, which in turn will improve mastery of their subjects. Increased mastery can lead to higher student academic achievement. Students in bilingual programs can also obtain new literacy skills. These literacy skills and new technologies cannot be learned without mastering English as an international language because they are written in English. As a result, mastering English is very important in order to use advanced technology.Socially, students who master additional languages have wider network ties; an example of a student who has the ability to speak English shows that they have friends in many countries because they are involved with students from other countries through English language activities, describing his experience in helping a Canadian student to develop an understanding of Indonesian culture.

In return, he had the opportunity to practice his English and learn from his friends about Canadian culture and some stories about indigenous people. They become friends culturally, students will learn other cultures through bilingual education, because using and learning other languages involves studying other cultures. Through correct understanding of English-language culture, students can use language effectively. In my study, students imagined that a bilingual program would change the desires and expectations of students to become graduates who are competently cross-cultural. bilingual education policies can be the right choice for universities in Indonesia because students can maintain their local and national identity on the one hand, and learn other cultures and languages on the other. If this policy will be adopted effectively, lecturers need to attend intercultural training, improve their English language proficiency, and share the common goals of bilingual education. More importantly, strong support from administrative staff, leaders, communities, parents and the government can strengthen the implementation of bilingual higher education.

2. Benefits of Bilingual Education

a. Cognitive benefits of a bilingual education

A bilingual education can strengthen the executive function of the brain. Research shows that because bilingual students are able to use two languages at the same time, switching consistently, it develops skills for functions such as inhibition, switching attention, and working memory.

As such, students who are being educated bilingually, often perform better on tasks which require multi-tasking, decision making and problem solving, even though they have nothing to do with the language.

More options for further education One of the major benefits of bilingual education is that kids are not only raised to be bilingual, but also to be biliterate. This can give your child more choices when it comes to choosing further education. They will be free to choose which university they want to go apply for, in which country, depending on the languages they speak.

It will also be easier for them to participate in semesters abroad, or an exchange program where they can study in another country immersed in the culture of their second language assisting in their proficiency.

b.   A bilingual education broadens career opportunities

Being fluent in an extra language can make a candidate stand out among prospective employers. It also open doors to extra opportunities that those without these skills may miss out on.

In today s growing global economy, many international companies are increasingly searching for employees who are bilingual. Those with a bilingual education have the advantage. Candidates who are educated bilingually stand out from other potential employees.

c.   Children with a bilingual education are more adaptable

Language isn t just about learning sets of words and grammar, it is also learning about another culture and another way of life. The advantage of bilingual education gives children a broader outlook and brings them closer to different races and nationalities.

In a world that is constantly changing, communication is becoming increasingly important. Children who are able to communicate with a variety of cultures are the ones that will have more advantages in life.

d.   A bilingual education creates more cultural opportunities

A major advantage of attending a bilingual school is that you get to meet with people from different backgrounds. Learning about other cultures is important for children and helps them to understand the world around them. It helps them to grow up more open minded and accept differences.

3.   Learning Environment

Learning environment refers to the diverse physical locations, contexts, and cultures in which students learn. Since students may learn in a wide variety of settings, such as outside-of-school locations and outdoor environments, the term is often used as a more accurate or preferred alternative to classroom, which has more limited and traditional connotations a room with rows of desks and a chalkboard, for example.

The term also encompasses the culture of a school or class its presiding ethos and characteristics, including how individuals interact with and treat one another as well as the ways in which teachers may organize an educational setting to facilitate learning e.g., by conducting classes in relevant natural ecosystems, grouping desks in specific ways, decorating the walls with learning materials, or utilizing audio, visual, and digital technologies. And because the qualities and characteristics of a learning environment are determined by a wide variety of factors, school policies, governance structures, and other features may also be considered elements of a   learning environment.

Educators may also argue that learning environments have both a direct and indirect influence on student learning, including their engagement in what is being taught, their motivation to learn, and their sense of well-being, belonging, and personal safety. For example, learning environments filled with sunlight and stimulating educational materials would likely be considered more conducive to learning than drab spaces without windows or decoration, as would schools with fewer incidences of misbehavior, disorder, bullying, and illegal activity. How adults interact with students and how students interact with one another may also be considered aspects of a learning environment, and phrases such as   positive learning environment   or   negative learning environment   are commonly used in reference to the social and emotional dimensions of a school or class.

Components of an effective learning environment Developing a total learning environment for students in a particular course or program may be the most creative part of teaching. Although there is a tendency to focus on physical institutional learning environments (such as classrooms, lecture halls and laboratories), or on the technology used to create an online personal learning environment (PLE), the learning environment is broader than just this physical component. They will also include:

1. characteristics of students;

2. goals for teaching and learning;

3. activities that will support the best learning;

4. the best assessment strategies will measure and encourage learning

5. culture that instills a learning environment
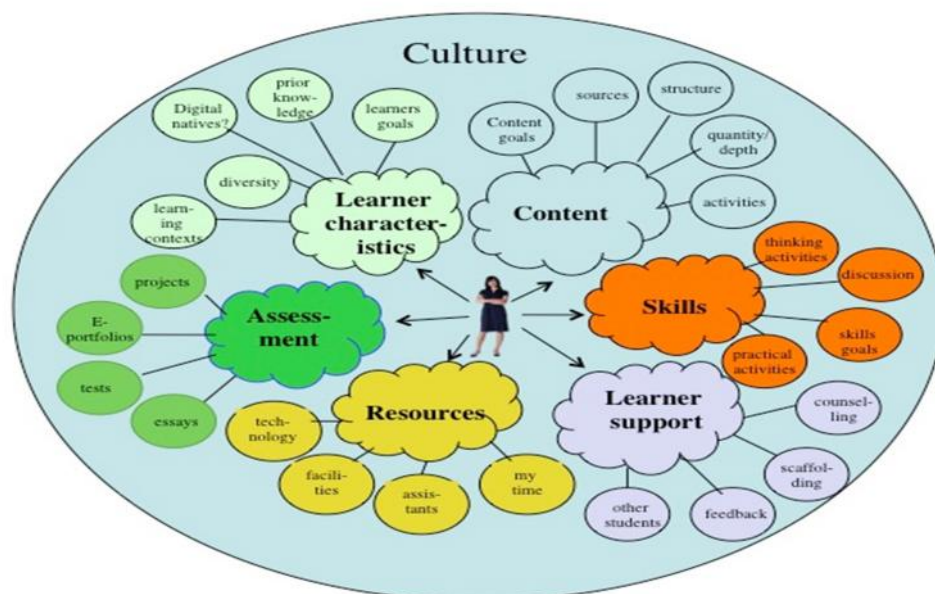
Figure 3.2.1 learning environment from a teacher s perspective

Figure 3.2.1 illustrates a learning environment that is possible from the perspective of a teacher or instructor. A teacher may have little or no control over several components, such as student characteristics or resources, but may have full control over other components such as choice of content and how students will be supported. Within each of the main components there is a set of sub-components that need to be considered. In fact, it is in sub-components (content structure, practical activities, feedback, use of technology, assessment methods, etc.) where real decisions need to be made.

4.   Attitudes and Related Terms

Attitudes have been and indeed continue to be the focus of a great deal of research throughout the social sciences. In particular, attitude has been a central explanatory variable in the field of social psychology more than in any other academic discipline. Despite some fluctuations in its popularity, research on attitudes has been conducted by social psychologists from the 1920s and this research has undergone extensive theoretical and empirical developments since then. Indeed, Edwards (1999: 101), describes the importance of perception (i.e., attitude) as the most pervasive theme in modern social psychology.

Attitudes have been defined from different angles according to different theories, which has resulted in semantic disagreements and differences about the generality and specificity of the term (see below). The working definition preferred for the purposes of this study, is that an attitude is   a summary evaluation of an object or thought   (Bohner and Wanke, 2002: 5). In terms of this definition, an attitude is a hypothetical construct, that it to say, it is not directly

observable but can be inferred from observable responses (Eagly and Chaiken, 1993: 2). Furthermore, attitudes are considered to be sufficiently stable to allow for identification and for measurement. In the language of social psychology, entities which are evaluated are known as attitudinal objects and encompass attitudes towards objects, individuals, institutions, events and abstract ideas.

A particular problem with the definition of attitude concerns the overlap with other concepts in social psychology such as belief , opinion , value , habit , trait , motive and ideology . Shaw and Wright (1967), however, demonstrated that it is indeed possible to distinguish between attitude and related terms. Precise definitions of related terminology are likely to help the researcher to avoid ambiguity, despite the tendency for the terms to become blurred in everyday usage outside the field of social psychology reactions, beliefs essentially account for only one component of attitude. A distinction can be made between descriptive beliefs, which involve perceptions or hypotheses about the world, e.g., that a vegetarian diet is essentially healthy and prescriptive beliefs, which contain should or ought to statements, e.g., that pregnant women should not smoke.

Opinions can be defined as overt beliefs and are verbalisable, whereas attitudes may be latent (i.e., dormant) and con veyed by both verbal and non-verbal processes. Moreover, attitudes contain affective reactions and opinions do not (Baker, 1992: 13 14). Values can be considered as higher ideals, which individuals strive to achieve. Values are also considered to be more abstract than attitudes since they transcend specific actions and situations (e.g., Schwartz, 2007: 170 171). Individuals have dozens of values but hold a great many more attitudes.

For instance, the value of freedom may include a number of attitudes towards censorship, public smok-ing and political correctness (Perloff, 2003: 44). In a language context, a value such as equality could encompass any number of underlying attitudes, such as attitudes to language variation, language preference, minority languages or learning foreign languages. In order to highlight the differences between atti-tudes and a number of related terms, Oppenheim (1992: 177) classified different levels of attitudes. The most superficial level is labelled opinions , the next attitudes , at a deeper level values and at the deepest level personality . These vague distinctions between levels can also be considered, from top to bottom, in terms of superficial versus deep, changeable versus stable and specific versus general.

4.1. Functions of Attitudes

Attitudes are functionally important to individuals for a number of reasons. One function of an attitude is to contribute to knowledge organisation and to guide approach and avoidance strategies (Perloff, 2003: 74). This knowledge function refers to the essential and perhaps automatic process of categorising stimuli in the environment. The categorisation of stimuli is dependent upon context factors and individuals often classify stimuli into dimensions such as good/bad or friendly/hostile. Attitudes are therefore believed to be important because they supply a cognitive schema, i.e., attitudes provide a simple structure for the individual to categorise and cope with an otherwise complex and ambiguous environment.

Attitudes, therefore, can fulfil a knowledge function because they allow the individual to impose order on the world, make it predictable or to feel that he/she functions effectively (Erwin, 2001: 11). Atti-tudes may also provide a utilitarian function (or instrumental function), where individuals can maximise their rewards and/or effectively avoid punishment. Knowledge itself can help to fulfil the utilitarian function, where the ability to identify whether an object or situation is good or bad (e.g., whether a particular species of snake is poisonous) can be useful in the decision of whether to approach or avoid it. An example of attitudes which serve a utilitarian function are those attitudes based on self interest, e.g., non-smokers who support stricter smoking regulations (Bohner and Wanke, 2002: 7 8).

An attitude may also serve an individual s higher psychological needs. Prejudicial attitudes, for example, are thought to be examples of attitudes which serve an ego-defensive function. Prejudicial attitudes often allow individuals to feel better about themselves and are thought to protect them from the harshrealities of the world. The prejudiced individual creates targets (e.g., a minority group) and these prejudices are likely to be intensified on occasions where there is a perceived threat to the self. For instance, an individual recently fired from a job is likely to feel more prejudiced immediately after the event than before the event. Although there may be no relationship between a particular minority group and dismissal from the job, the group may be used as a scapegoat to support both the individual s ego and self-esteem (Erwin, 2001: 9). Attitudes may also serve a social identity function (or value-expressive function), where the expression of an attitude may affirm the central values of the individual, aid the maintenance of social relationships, maintain self-esteem, reduce inner fear and conflict or cope with threats to the self.

For instance, a teenager s attitude towards music or style of dress may help to support the self-image and aid group membership amongst peers. These same attitudes, however, may also empha-sise distinctness and indicate non-membership of other groups, e.g., to emphasise independence of the teenager from his/her parents (Erwin, 2001: 10).An important attribute of an attitude is its intensity. The intensity of an attitude refers to the level of vehemence with which it is held by the individual (Oppenheim, 1992: 176).

For example, some individuals in Japan may feel strongly that it is important to learn foreign languages and this may propel them to study in the evenings at a language school. For others, however, although they may be favourable towards foreign language learning, it may be less important to them and they may be less likely to enrol on a foreign language course. Both sets of individuals are likely to respond positively to a series of statements in favour of foreign language study. The former group would, however, be expected to agree more strongly to these statements than the latter group. There is, therefore, likely to be a distinction between the intensity with which the two sets of individuals hold the same attitudes towards foreign language learning. Perloff (2003: 56) maintains that attitude intensity is particularly important because strong attitudes are more likely to:

1. affect judgements

2. guide behavior

3. persist

4. be resistant to change

Hence, in any attitude study it is vital to not only identify the individual s attitude towards an object but also to measure the intensity with which it is held.

4.2 Language Attitude

Moreno (1998:179) suggested a wider definition of language attitudes: Language attitude is a manifestation of the social attitude of the individuals, distinguished by focus and specific reference to both language and its use in society; and when discussing language any type of linguistic variety is included. According to this definition, language attitudes do not strictly refer to general

4.3 Language Attitude Study

However, the term 'language attitude' is a general term, which includes a variety of possible empirical studies, which relate to a number of specific attitudes. Baker (1992: 29 30) identifies the following main areas:

(i) attitude towards variations in language, dialect and style of speech

(ii) attitudes towards new language learning

(iii) attitudes towards certain minority languages

(iv) attitudes towards language groups, communities and minorities

(v) attitude towards language learning

(vi) parents' attitude towards language learning

(vii) attitude towards the use of certain languages

(viii) attitude towards language preference

This study will try to measure attitudes towards the use of English and towards English language learning in the educational environment. For this reason, the fifth and seventh categories of the above categories will be the main focus of research.

4.4 Importance of Language Attitude Studies in Sociolinguistics

Although the majority of research on language attitudes has been carried out in the field of social psychology, the problem of how individuals are.

evaluating languages and varieties of languages is also a central area in sociolinguistics. Indeed, Joseph (2004b: 7) suggested that early language attitude research was very helpful in the formation of sociolinguistics as a different field of study in the 1960s. One reason that the study of language attitudes continues to be a key dimension in building sociolinguistic theory is because of the explanation of the sociolinguistic phenomena most likely to be in a sociopsychological process (Garrett et al., 1999: 322). A further reason for the importance of the study of language attitudes in explaining sociolinguistic phenomena, is that regardless of the complexity of relationships and the wider influence of social contexts (McKenzie, 2008a: 64), attitudes are considered to be the main determinant. behavior (see Section 2.1.2). Carranza (1982: 63), for example, believes that language attitudes influence language behavior in several ways, and states that language attitudes can contribute to sound change, define speech communities, reflect communication between groups and help determine teacher perceptions of students. ability. As a result of the influence of language attitudes

on behavior, language attitude research can provide a basis for an explanation of central problems in sociolinguistics, such as variations and changes in language (Labov, 1984: 33). This is especially the case where language attitude research is longitudinal or where follow-up studies are conducted that use the same research methodology and samples as original studies, which will allow for speculation whether attitudinal changes have occurred. It has also been argued that attitudes towards language and language variations tend to support a number of other short-term and long-term behavioral outcomes that are considered important in sociolinguistics, and which can have important experiential consequences (Garrett et al., 2003: 12-13). Attitudes towards language variations, for example, can influence the extent to which certain groups (such as regional dialect speakers or minority languages) participate in higher education or influence employment opportunities.

In addition, language attitude can determine whether and to what extent language or dialect spreads or decays. In the case of international languages such as English, a positive attitude towards (varieties) of course is one important factor and may even be the main determinant of its spread throughout the world. Indeed, in the case of the more general distribution of languages, it is estimated that it can be measured not only through the level of language use but also through the investigation of individual attitudes towards its use (Fishman and Rubal-Lopez, 1992: 310).

Although most language attitude studies focus on the perceptions of native speakers of languages and varieties of languages, the perceptions of non-native speakers are also believed to be important in sociolinguistics. In particular, research investigating student attitudes toward language acquisition contributes to sociolinguistic theory because they increase awareness that language learners must deal with their own feelings, stereotypes, prejudices and expectations and linguistic features of language (Friedrich, 2000: 222; McKenzie, 2008a: 66). Therefore, the sociolinguistic study of students must investigate not only what these students know about the target language and its variety but also how this knowledge is categorized in the minds of students and used to reflect and improve group preferences and priorities (see Section 2.1.3). The attitude held by language learners to variations in English is also believed to be valuable. Friedrich (ibid.: 216) argues that language educators and policy makers must be aware of their students' language attitudes to variations of English to fulfill their needs fully and deal with mixed feelings that English, as an provoking international language. Starks and Paltridge (1996: 218) state that the choice of the English model for teaching and learning is influenced by students' attitudes toward English and that it is important to find what the second language learners and students of foreign languages want as the ideal language.

More generally, they also emphasized the need for language attitude studies involving non-native speakers as informants to divide samples based on variables such as gender and age, which gave an indication of attitudinal changes among various parts of the population learning different languages.

Although, to date, there have been insufficient amounts of research conducted, research on attitudinal change is likely to be valuable for sociologists who are interested in the spread of language, language maintenance and damage to language and / or sociolinguistics involved in planning foreign languages and languages. Policy. The importance of the study of language attitudes in developing socio-linguistic theories can be specifically characterized when studying the situation of using English in the learning process in the educational environment, this can show significantly the influence of attitudes and selection of English can have a major impact on improving students' English proficiency educational environment both outside and inside the classroom. For example, English education students will understand English in theory but do not guarantee that students can communicate well in English. from this case study it can be concluded that language will be easy to learn if it directly falls into reality and actualizes it.

5. Language Choice

Language choice is defined as the language, variety or code utilized by ah interaction (Fishman, 1972). In a multilingual society, individuals constantly have to make a choice of which language to use for which situation and this depends on the interlocutors who are also constrained by their own linguistic repertoires. Some people view this as a problem since it could cause barriers and difficulties in communication. Nonetheless exercising a choice in language use in different contexts can be a complex task. This is due to the fact that the speaker often has to decide constantly which languages are appropriate to use for what purposes, and

the decision is often instantaneous. Besides, the speaker might be influenced by the characteristics of the interlocutor, such as ethnicity, age, gender, educational level, proficiency level and domains in which the particular communicative event takes place.Deciding the language to use in everyday communication is not uncommon especially when the person lives in a multilingual society.

Such decision would be simple by someone who lives in a monolingual society. However, people who live in a bilingual or multilingual country inevitably face more decision makings in choosing what language to use as all of the people speak more than one language. It is also common that all of them do not speak the same language. Thus, domain analysis which is proposed by Joshua Fishman (1972) is crucial to provide a good understanding of the Flourishing Creativity & Literacy ALLS 7(1):21-32, 2016 22 linguistic situation for a bilingual or multilingual country. Which language an individual choses to use may depend on who is the interlocutor, and the situation in which the conversation takes place.

B. Conceptual Framework

Attitudes towards global languages such as English tend to be strong (also attitudes towards ethnic groups, celebrities or favorite products) and are characterized by relationships learned between language and evaluation, which can be activated automatically from memory (Perloff, 2003: 68).Indonesia is considered the right object for conducting observations using cross-context English because it provides a clear picture of non-English speaking countries,

where English has become more popular in recent years. Lauder (1998) notes that based on its function for educational purposes, English is positioned in third place after Indonesian as the main language and regional language. Many people take English coursesand join or register in the English department to learn English. The problem faced by many bilingual schools and English language courses in Indonesia is a condition where students do not use English outside or in class. For this reason, observing the attitudes and language choices of students in a bilingual academic environment is important to provide context in designing effective learning processes to encourage students to practice English, it is important to examine the relationship between students' language attitudes and how they affect their language in and outside class. As mentioned by Padwick (2010), the nature of learning depends not only on intellectual abilities but also on students' attitudes towards language. Attitudes, in this case, refer to what Gardner (1985) defines as one's values and beliefs, which encourage or hinder the choice of the language they make.In other words, the status of language in certain societies also influences the attitudes of speakers and non-speakers. This shows that language attitudes provide an explanation for determining factors that influence language choice. Language choice is a reflection of the speaker's attitude towards a language.

A positive language attitude will encourage enthusiasm for language use and vice versa.To help educators in regulating the context in the teaching and learning process of English as well as examining the relationship between students' language attitudes and how it affects their language in and outside the class of

English education students.The purpose of observing the language attitudes and choices of students in the bilingual academic environment knows the use of English in English language education students in using English outside and in the classroom both in the community and family education environment

CHAPTER III

METHOD OF RESEARCH

A. The Research Design

This study used descriptive methods to describe and interpret data. This mainly used a qualitative approach in analyzing data by considering the purpose of this study which authentically captured the phenomenon of linguistic experience using two languages used in the educational environment of English education students.

B. The Source of Data

Sources of research are active English language education students studying. The data of this study will be collected through a questionnaire. The questionnaire was distributed to 100 students of the English Language Department at Muhammadiyah University of North Sumatra.

C. The Technique of Collecting Data

The data of this study was collected through a questionnaire. The questionnaire was distributed to 100 students of the English Language Department at Muhammadiyah University of North Sumatera. The students were asked to fill out specific questions related to the practice of their language and attitude. Questions are structured to see whether the learning environment and their motivation to learn English affect their language practices, in this case the use of English.

D. Technique of Analyzing the Data

1. Data analysis techniques used in this study are increase the questionnaire to find out the language practices and their attitudes in using English in a bilingual education environment

2. Increase the questionnaire to find out whether the bilingual learning environment influences and motivates them to learn English.

3. Analyzing the results of language attitudes whether the environment of bilingual education can motivate them to learn English to influence their language practice, in the use of English.

4. Conclude the results of the language attitude whether the environment of bilingual education can motivate them to learn English to influence their language practice, in the use of English.

CHAPTER IV

DATA ANALYSIS AND FINDINGS

A. Data Collection

The data of this research were focused on the language attitude and factors determining language choice of English Department students of Muhammadiyah of North umatera utara University. The observation carried out by exploring the motivation, language choice, and language practice of the English Department students. The data were collected through a questionnaire, which was designed to capture the students   motivation in studying English, language choice, and practice. The data of this research will be collected through the questionnaire. The questionnaires are distributed to 100 English Department students of Muhammadiyah Sumatra utara University . The students are asked to fill specific questions related to their language practice and language attitude. The questions are structured to see whether the learning environment and their motivation of learning English affect their language practice, in this case the use of English.

B. Data Analysis

After collecting and analyzing 100 quessionaires that had been given to 100 random students. respondents, the researcher classified the research give the form, which contains questions related to their language choice, practice, and ask the respondents to give their opinion about it., which contains questions related to their language choice, practice, and ask the respondents to give their opinion.

Tabel 4.1.Why Do You Learn English?

No	Reasons	N
1	International Language	30
2	Personal Interest	22
3	Career Opportunity	20
4	Reading Sources	10
5	Improving English Skill	8
6	Communicative Purpose	4
7	Early Background	4
8	Irrelevant Answer	2

Table 1 shows that the number one reason is the assumption that English is considered as the international language. Therefore 30% of the students consider that learning English is important to be part of an internationalized and globalized world. Another prominent finding in Table 1 is a positive attitude toward the English language, which shows through 20 students who study English for the career opportunity reason. The students assume that studying English is a guarantee to get a good job once they graduated.

Table 4.2 The Language Choice Of English Department Students.

Language Choice	Reading	Speaking	Writing
English	66	44	62
Indonesia	30	50	32
Both	2	6	4
No Answer	2	0	2

The second part of the questionnaire focuses on the language chosen by the students for different purposes.The result in Table 4.2 compares the language choice used by students for different purposes; reading, speaking and writing. The numbers in Table 2 indicate the percentage of 100 students as the participants. For speaking purpose, the majority of the students (66) prefer to use English instead of Indonesian or other languages. Similarly, for writing, 62 of the 100 students prefer English. The distinctive finding shows in the language choice of speaking, 50 of the students think that they feel more comfortable to speak in Indonesian compared to English and other languages.

Table 4.3 Language Choice for Delivery and the Reasons.

Language Choice	N	Indonesia
English	84	Seek Improvement (35)
		Mandatory Use (24)
		Language Exposure (20)
		Reason not provided (4)
		Out of Comfort (1)
Indonesia	8	Out of Comfort (4)
		Mandatory Use (1)
Both	8	Situational Use (1)
		Reason not provided (2)

Despite the fact that all classroom delivery must be in English, the finding in Table 4.3 shows that if the students can choose the language delivery, there are 8 students prefer mixed Indonesian and English for classroom delivery and 8 of the students only prefer Indonesian as language delivery. Meanwhile, the 84 of the students still prefer English as the classroom delivery. Most of the reasons stated by the students are related to seek improvement, mandatory use, and language exposure. The data shows that English is the most favored language chosen by the students as the language of classroom delivery.

The third part of the questionnaire focuses on the frequency of language that is used by the lecturers that are observed by the students. The findings are divided into three main concerns; the first is the observation of languages used by the

lecturers, second is the use of English based on the participant, and the third is the use of English based on the setting. It can be seen in Table 4.4

Table 4.4 Language Used By Lecturers

Language used by lecturers	N
English	86
Indonesia	10
Indonesia – English	4

Table 4.4 shows the result of the language used by the lecturers in class delivery based on the students observation. The data shows that 86 of the students state that their lecturers always use English in the class for the delivery. There are still 10 of the students who think that the lecturers mostly use Indonesian. The other two think that the lecturers use mixed English-Indonesian as classroom delivery.

Table 4.5 Language Use Based On Participants.

Participants	N
Lectures	48
Friends	26
Everyone	14
Parents	6
Friends and family	2
Online pals	2

Table 4.5 shows that 48 of the students only use English when they talk to the lecturers. Only 16 of them that are used English to talk to everyone. Table 5 also implies that the strongest English exposure to the students come from the lecturers and friends.

Table 4.6 Language Use Based On Settings

Setting	N
In class only	32
At campus (inside and outside classroom)	22
Everywhere	18
At home	16
Internet forum/ online pals	8
Mosque	2
Only when it is needed	2

The data in Table 4.6 indicates that there are 54 students only use English in the class and at the campus. Even though, there are 18 of students get English exposure everywhere.

C. Research Findings

The finding shows that there are three positive attitudes shown by the students toward English. The majority of the students study English because of the three main reasons; (1) English as an international language; (2) personal interest; and (3) career opportunities. The positive attitudes become motivations for the students to learn English.

As it is observed by reaserchers, positive language attitudes will encourage learners to have a positive orientation towards the second language. In the process of second language learning and foreign language learning, positive attitude and high motivation are one of the facilities, which should be acknowledged by the students and lecturers.Based on that perspective, the positive attitudes that are shown by English Department students of Muhammadiyah University of north Sumatera are an excellent foreground in designing and choosing the kind of learning method or exposure for the students. The three reasons mentioned by the majority of students are considered as the starting point to create an environment where the students get the language exposure.

The assumptions of English as an international language and career opportunities are clearly related with the idea of English as a commodity in the

globalized world. By possessing the commodity, in this case, English as the economic benefit will be gained. The benefit the English offers have motivated the students to learn the language. This means that the value of language is measured based on the way it serves the economic demand from society. The students assume that mastering English will give them the opportunity to get a good job and access to the global community. As it is described by Heller (2010), English has increasingly become the potential world languages. This shapes the language choice of the people in favor of economically powerful languages and all the lifestyle associated with them. Therefore, through the ideology that English is a global language, which brings economic benefit, the language choice of the students is observed in relation to their language ideology.Block (2010) has framed that the object of language in the globalized context related to its function as the international language but it switches from grammatical consideration to the communicative purpose.

The competence developed in learners is expanded from the traditional language learning. The concern is focused more on the communicative purpose and not limited on the lexical, syntactical, morphological, and phonological level. Therefore to achieve successful language learning, language exposure around the learning environment must be examined.

Based on the context of language attitude revealed in the part of the questionnaire, the frequency, language choice, and language used by the students are discussed further to find out whether their attitude is coherence with the language use pattern and the exposure of the environment to use English. Based

on the observation of the language choice from the students, the majority of the students prefer to use English for writing and reading.

On the other hand, the majority of them prefer Indonesian for speaking. This finding leads into an interesting discussion when the researchers put it on the context of English as an international language concept framed by Block (2010). The main concern in language teaching in the global context is to shift the main concern for the communicative purpose. The fact that the students prefer to use Indonesian in term of speaking proves that the students are still lack of oral communication skill in English.The majority of the students choose English as the language delivery in the classroom. The three major reasons are to seek improvement, mandatory, and language exposure. The three reasons indicate the students realize that the frequent use of English will improve their English and academic environment, such as classroom as the best place to get the exposure.

Despite their choice of English as language delivery, they are still lacking speaking skill. Therefore, the factors affecting the lack of communicative skill are observed through the following part of the questionnaire where the students are asked about the frequency of English used based on the setting and the participants. The finding indicates several important points related to factors affecting the language choice by students. Based on the setting, English is frequently chosen in the academic environment. 32 of the students use English in the class, and 22 of the students use English inside and outside of class in the campus. Based on the participants, English is used by the students most of the

time when they talk to the lecturers (48) and their friends (24). 86 of the students mention that their lecturers always use English in the class; thus they have a chance to speak English when they are in the classroom.

Different social contexts influence the outcomes of researches related to attitudes towards language learning. The effects of attitude might be much stronger in a context where there is much more opportunity for contact between learners and target language speakers than in a foreign language context, where learners are not in close contact with the target cultures and beliefs. From the discussion, in the Indonesian context, the two main factors of English used by English Department students are the role of the lecturer and the academic environment. These two factors are forming the students contact with the target language, in this case English. Thus, the language attitude and language choice of the students are heavily depending on the language used by the lecturers and the academic environments.

The finding and the discussion point out that the role of the lecturers is very crucial in determining the language choice of the students. The rule that is made in the English Department, which requires all of the lecturers and the students useEnglish in class has successfully regulated the frequent use of English. There are still small numbers of the students (4) who claim that most of the lecturers still use mix Indonesian-English and the other ten claim that most of the lecturers even use Indonesian in-class delivery. The reason for the mix is the explanatory concept part of the lecture.

The students who claim their lecturers still use mix or Indonesian mention that they switch their language from English to Indonesian or mix it with Indonesian to explain the core concept of the topic within the subject. The students explain that some lecturers unconsciously switch the language to Indonesian when they try to explain things that are considered complicated to be explained in English. This habit forms an attitude that Indonesian is considered a simpler language.

It affects the language choice of the students where they prefer to use Indonesian for the communicative purpose. In another research, Chalak and Kassaian (2010) figure out that the attitude is highly affected on the success of language acquisition. Thus, the attitude implied from lectures language choice has a great impact on the process of language learning, especially on the language choice of the students. To achieve successful language learning, the lecturers must have more awareness of their language choice. The use of the language other than English must be avoided in the classroom to provide an example to the students that in term of oral communication.

Another factor affecting the language choice of the students is the setting of English use. The finding underlines the fact that students only use English in the academic setting. The majority of the students mention that the only exposure they get to speak English is in the university environment. 32% of the students only use English in the class, and 22% use English inside and outside the

classroom. Only 18% of the students use English everywhere. This shows another reason why students do not choose English when they are speaking.

This is an important finding for designing language learning strategy. As stated by Rahimi, Riazi, and Saif (2008), in many cases, the pattern of language exposure in the EFL context affects the degree and nature of the proficiency level also the motivation of the learner. Further, the learning of new language varieties and its social association in school are highly dependent on lecturer attitudes toward language diversity. Therefore, the problem faced by the students, related to the lack of language exposure, is the same problem with the most English students in multilingual society, where English is only considered as the foreign language.

In Indonesia context, English is not even considered as the second language.The first language of most students in the English department of Muhammadiyah University of North Sumatera is Indonesian and their second language is their local language. Therefore, there is almost no exposure to English use outside the academic environment. The data shows 16 of them use English at home and none of them use English in public places. It shows that the academic environment plays the most important role in creating English exposure for the students to improve their skill in communicating orally in English.

CHAPTER V

CONCLUSION AND SUGGESTION

8. Conclusion

Based on the research questions, there are two significant findings previously discussed in the previous chapter. The two research questions being observed are the attitude of English Department students of Muhammadiyah of North Sumatera University hold toward the use of the English language and the factors determining the language choice of English Department students. The finding emphasizes two important points; (1) the students hold the positive attitude toward English, and (2) the factors affecting the students   language choice are the role of the lecturers and language exposure in the academic environment.

The positive attitude is shown through the statement of the majority of the students who argue that English is an international language and they also state that the language offers more career opportunities. The factors affecting the language choice are the role of the lecturers and language exposure in the academic environment.

9. Suggestion

Based on the conclusions, the suggestions of this research are:

1. English education students are more active in practicing speaking English both within the educational environment and outside of class room.

2. Students should be motivated again to develop their abilities to improve their quality and realize how important the environment is in practicing language skills

3. Readers / researchers, input from this research can be a source of information for conducting the same research from different points of view.

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Name :

Class:

Why Do You Learn English?

NO	Reasons	Choice
1	International Language	
2	Personal Interest	
3	Career Opportunity	
4	Reading Sources	
5	Improving English Skill	
6	Communicative Purpose	
7	Early Background	
8	Irrelevant Answer	

Language Choice of English Department Students :

NO	Language Choice	Reading	Speaking	Writing
1	English			
2	Indonesia			
3	Both			
4	No Answer			

Language Choice for Classroom Delivery and the Reasons:

Reasons	English	Indonesia	Both
Seek Improvement			
Mandatory Use			
Language Exposure			
Reason not provided			
Out of Comfort			
Situational Use			

Language Used By Lecturers:

Language used by lecturers	Chose
English	
Indonesia	
Indonesia - English	

Language Use Based On Participants:

NO	Participants	Choice
1	Lecturers	
2	Friends	
3	Everyone	
4	Parents	
5	Friends and Family	
6	Online Pals	

Language Use Based On Settings:

NO	Setting	Choice
	In class only	
	At campus (inside and outside classroom)	
	Everywhere	
	At home	
	Internet forum/ online pals	
	Mosque	
	Only when it is needed	

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PERMOHONAN PERSETUJUAN JUDUL SKRIPSI
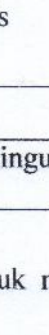
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Pro. Studi	:	Pendidikan Bahasa Inggris

Judul	Diterima
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Dosen Pembimbing

Habib Syukri, Nst, S.Pd, M.Hum

Medan, 1 Maret 2019
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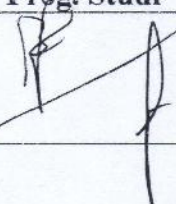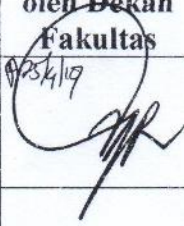Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

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Kredit Kumulatif   : 136 SKS   IPK= 3,60

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	Language Attitude and Language Choice in Bilingual Academic Environment	
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	The Increase Listening Skill by Using Hero Voice Mobile Legend Game	

    Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

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                   - Untuk Ketua/Sekretaris Program Studi
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Pro. Studi	:	Pendidikan Bahasa Inggris

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Sekaligus saya mengusulkan/menunjuk Bapak/Ibu :

Habib Syukri, Nst, S.Pd, M.Hum Acc

Sebagai Dosen Pembimbing Proposal/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

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Gusrianti

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- Triplikat Mahasiswa yang bersangkutan

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H a l   : Pengesahan Proyek Proposal
               Dan Dosen Pembimbing

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Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :.

Nama   : Gusrianti
N P M   : 1502050082
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian : Language Attitude and Language Choice In Bilingual Academic Environment.

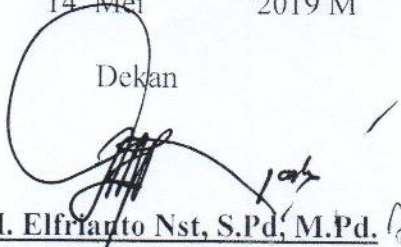Pembimbing   : Habib Syukri Nst, S.Pd, M.Hum

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1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 14 Mei 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dikeluarkan pada Tanggal :
Medan, 09 Ramadhan 1440 H
        14 Mei   2019 M

Dekan

Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN : 0115057302

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3. Pembimbing
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WAJIB MENGIKUTI SEMINAR

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

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Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap   : Gusrianti

N.P.M   : 1502050082

Program Studi   : Pendidikan Bahasa Inggris

Judul Proposal   : Language Attitude and Language Choice in Bilingual Academic Environment

Sudah layak diseminarkan.

Medan,   Mei 2019

Disetujui oleh
Pembimbing

Habib Syukri Nasution, S.Pd, M.Hum

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Selasa. Tanggal 21. Bulan Mei. Tahun 2019 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap	: Gusrianti
N.P.M	: 1502050082
Program Studi	: Pendidikan Bahasa Inggris
Judul Proposal	: Language Attitude and Language Choice in Bilingual Academic Environment

No	Masukan dan Saran
Judul	
Bab I	Background of the study, problem, Reality focused on the problem language choice and language attitude in bilingual.
Bab II	More elaborate about the topic
Bab III	
Lainnya	
Kesimpulan	[ ] Disetujui [ ] Ditolak [✓] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Mandra Saragih, S.Pd., M.Hum)

Dosen Pembimbing

(Habib Syukri Nasution, S.Pd, M.Hum)

Panitia Pelaksana

Ketua

(Mandra Saragih, S.Pd., M.Hum.)

Sekretaris

(Pirman Ginting, S.Pd., M.Hum.)

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menerangkan nama di bawah ini.

Nama Lengkap : Gusrianti

N.P.M : 1502050082

Prog. Studi : Pendidikan Bahasa Inggris

Judul Proposal : Language Attitude and Language Choice in Bilingual Academic Environment

Benar telah melakukan seminar proposal skripsi pada hari Jum'at, tanggal 24 bulan Mei, tahun 2019.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin dari fakultas.

Atas kesediaan dan kerja sama yang baik, kami ucapkan terima kasih.

Medan,   Juli 2019
Ketua Program Studi

Mandra Saragih, S.Pd, M.Hum

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminar oleh mahasiswa di bawah ini:

Nama Lengkap   : Gusrianti
N.P.M   : 1502050082
Program Studi   : Pendidikan Bahasa Inggris
Judul Proposal   : Language Attitude and Language Choice in Bilingual Academic Environment

Pada hari ………… tanggal ….. bulan …………… tahun 2019 sudah layak menjadi proposal skripsi.

Medan,   Mei 2019

Disetujui oleh:

Dosen Pembahas

(Mandra Saragih, S.pd. M.Hum)

Dosen Pembimbing

(Habib Syukri Nasution, S.Pd, M.Hum)

Diketahui oleh
Ketua Program Studi,

(Mandra Saragih, S.Pd., M.Hum)

SURAT PERNYATAAN

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Saya yang bertanda tangan dibawah ini :

Nama Lengkap	:	Gusrianti
N.P.M	:	1502050082
Prog. Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	Language Attitude and Language Choice in Bilingual Academic Environment

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul diatas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.
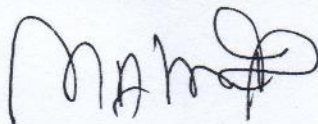
Medan,   Juli 2019
Hormat saya
Yang membuat pernyataan,

Gusrianti

Diketahui oleh
Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

MAJELIS PENDIDIKAN TINGGI

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400
Website : http//fkip.umsu.ac.id   Email : fkip@umsu.ac.id

Unggul, Cerdas & Terpercaya

Bila menjawab surat ini agar disebutkan
nomor dan tanggalnya

Nomor   : 904 /II.3/UMSU-02/F/2019   Medan. 27 Dzulqaidah 1440 H
Lamp   : ---   30 Juli   2019 M
H a l   : Mohon Izin Riset

Kepada Yth. Bapak Dekan
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Muhammadiyah Sum. Utara
di-
Tempat
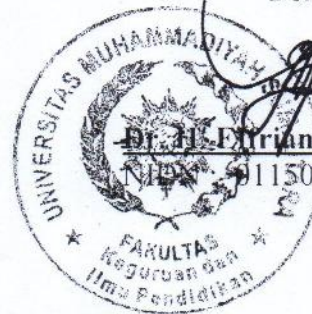
Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, schubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Fakultas Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama   : Gusrianti
N P M   : 1502050082
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian : Language Attitude and Language Choice in Bilingual Academic
                    Environment.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dekan

Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN : 0115057302

** Pertinggal **

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Mukhtar Basri No. 3Telp. (061) 6619056 Medan 20238
Webside : http://www.fkip umsu.ac.id E-mail:fkip@umsu.ac.id

BERITA ACARA BIMBINGAN SKRIPSI

PerguruanTinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Nama Lengkap : Gusrianti
N.P.M : 1502050082
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Language Attitude and Language Choice in Bilingual Academic
Learning Environtment

Tanggal	Materi Bimbingan Skripsi	Paraf	Keterangan
20/09/2019	- abstact, Content		
	- Chapter I, II, III		
21/09 2019	Abstract, Content, acknowled		
	Chapter I, II, III		
	Chapter IV, V		
	Rerference		
	Appendics		

Medan, September 2019

Diketahui oleh :
Ketua Program Studi

Dosen Pembimbing

Mandra Saragih, S.Pd., M.Hum.

Habib Syukri Nst, S.Pd, M.Hum

SURAT KETERANGAN
Nomor: 2775./KET/II.9-AU/UMSU-P/M/2019

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan hasil pemeriksaan data pada Sistem Perpustakaan, maka Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama	:	Gusrianti
NPM	:	1502050082
Fakultas	:	Keguruan dan Ilmu Pendidikan
Jurusan/ P.Studi	:	Pendidikan Bahasa Inggris

telah menyelesaikan segala urusan yang berhubungan dengan Perpustakaan Universitas Muhammadiyah Sumatera Utara Medan.

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, <u>5 Muharram 1441 H</u>
05 September 2019 M
Kepala UPT Perpustakaan,

Muhammad Arifin, S.Pd, M.Pd

DAFTAR RIWAYAT HIDUP

A. DATA PRIBADI

Nama : Gusrianti

Tempat tanggal lahir : Medan 04 Agustus 1995

Jenis kelamin : Perempuan

Agama : Islam

Setatus : Belum Menikah / Mahasiswa

Alamat : Jl. Kiwi 9 No: 991 P. Mandala

No. Phone : 085364650692

B. DATA PENDIDIKAN

1. Pendidikan Formal

a. 2002/2008 : SDN Tanah Tinggi 84

b. 2008/2011 : SMP N 29 MEDAN

c. 2011/2015 : SMK N 3 MEDAN

d. 2015/2019 : UMSU

2. Pendidikan Tambahan

Les bahasa inggris

C. PENGALAMAN KERJA

➢ 2016/2017 : Guru DRA Islamic School

➢ 2017/2018 : Guru Hikmatul Fadhillah

➢ 2018/2019 : Guru Hikmatul Fadhillah

D. HOBBY

Demikian daftar riwayat hidup ini saya buat sebenar- benarnya dan dapat

dipertanggung jawabkan.

Medan Oktober ,2019

Gusrianti