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Language Attitude In Learning Interaction At SMK Negeri 1 Pinrang

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ABSTRACT

This study is a descriptive qualitative research that aims to determine the form of aspects and components of language attitudes, as well as the factors that influence them at SMK Negeri 1 Pinrang. Data were collected through observation, interviews, and documentation, then analyzed using the Miles, Huberman, and Saldana model through the stages of data reduction, data presentation, and conclusion drawing. The results showed that aspects of language attitude include: loyalty and pride of teachers and students who are classified as positive, while aspects of awareness are positive for teachers and negative for students. In the language attitude component, the cognitive component of teachers is positive, but students are negative. Affective and conative components, both teachers and students show negative attitudes. The factors that influence language attitudes consist of internal factors (personal experience, personality, identity, and social cognition) and external factors (family, social environment, mass media, and technology). These findings indicate the need to increase language awareness and strengthen positive attitudes in language use in the school environment.

1. Introduction

Language plays an important role in education, not only as a means of communication, but also as a means of building understanding, critical thinking, and creating social interaction between teachers and students. Effective language use has been proven to increase student participation and facilitate understanding of learning materials (Rahman et al., 2024). In this context, language attitude is crucial because it determines how communication takes place in the classroom.

Language attitude is a psychological aspect that reflects an individual's feelings, beliefs, and behavioral tendencies towards a language. This attitude affects the effectiveness of learning interactions, because through language, students and teachers construct meaning and convey ideas. Positive attitudes, such as the use of polite and clear language, can increase motivation and strengthen interpersonal

relationships (Nurdian et al., 2021). Conversely, negative attitudes towards the language of instruction can hinder the teaching-learning process.

The language diversity that occurs at SMK Negeri 1 Pinrang adds to the complexity of learning interactions. In this school, Indonesian is used as the main language of instruction, but local languages such as Bugis and foreign languages are also used in certain contexts. This situation can affect students' language attitudes, especially in terms of loyalty to the primary language and ability to communicate across languages (Mustari et al., 2022). Therefore, it is important to examine how teachers and students respond to this diversity in learning practices.

An understanding of language attitudes can be analyzed through Lambert's theory which includes cognitive, affective, and conative components; and Garvin and Mathiot's theory which highlights aspects of loyalty, pride, and awareness of language norms. This approach allows a thorough observation of how students and teachers understand, feel, and apply language in an educational context (Prasetyo et al., 2020). By applying these theories, this study can describe the dynamics of language attitudes as a whole in the learning process.

In addition to the academic approach, the religious background also strengthens the urgency of this research. The Qur'an in QS. Ibrahim (14:4) emphasizes the importance of language as a tool of da'wah and communication. Islamic principles encourage the use of polite language and full of wisdom in conveying knowledge (QS. An-Nahl: 125). Therefore, the attitude of language in learning should not only be assessed from the pedagogical side, but also from Islamic values that emphasize ethical communication and educate character.

Based on this background, this study aims to examine the form of aspects and components of language attitude in learning interactions at SMK Negeri 1 Pinrang, as well as identify internal and external factors that influence it. By integrating Lambert's theory and Garvin & Mathiot's theory, it is expected that the results of this study can make theoretical and practical contributions in shaping learning communication strategies that are more effective, inclusive, and in accordance with cultural and religious values in the vocational school environment.

2. Methodology

Type of Research

This research used a qualitative approach with a case study method to gain an in-depth understanding of language attitudes in learning interactions at SMK Negeri 1 Pinrang. This approach was chosen because it allows researchers to examine non-metric aspects such as students' and teachers' perceptions, experiences, and understanding of language use in the learning process. This study refers to Lambert's theory, which includes three components of language attitude: cognitive, affective, and conative, as well as Garvin and Mathiot's theory, which divides

language attitude into three main characteristics: language loyalty, language pride, and awareness of language norms.

Operational Definition of Variables

This study used a pre-experiment design, specifically a one-group pretest- posttest design model. In this design, there is only one experimental group, which is first given a pretest before being given treatment to obtain students' initial scores. Then, the treatment is given, followed by a posttest at the end of the process.

Data and Data Source

The data used consisted of primary and secondary data. Primary data was collected through in-depth interviews, classroom observations, and interaction notes. Secondary data came from education policy documents relevant to language use in vocational education. The data sources were teachers and students of SMK Negeri 1 Pinrang, who were chosen because they represent a diverse vocational education context and have good access to information.

Location and Time of Research

This research was conducted in March 2025 at SMK Negeri 1 Pinrang, a vocational high school with students from diverse socio-cultural backgrounds, which allowed the researcher to explore language attitudes in a rich context.

Data Collection Techniques

Data collection techniques included direct observation to monitor communication behavior in the classroom, semi-structured interviews to elicit in-depth understanding from teachers and students, and note-taking to systematically document field findings.

Data Analysis Technique

Data analysis followed the Miles and Huberman model, which consists of three stages: data reduction, data presentation, and conclusion drawing. Data reduction was done to filter relevant information, data display was organized in narrative form, and conclusion drawing to answer research questions and formulate research findings. To maintain validity, the researcher also conducted member checking with the participants.

3. Result and Discussion

This study examined the language attitudes of teachers and students in learning interactions at SMK Negeri 1 Pinrang. The aspects studied include language loyalty, language pride, and awareness of language norms, as developed by Mathiot and Garvin. This study also refers to the three components of language attitude according to Wallace Lambert, namely cognitive, affective, and conative

components. Data were obtained through observation and interviews with teachers and students.

Aspects of Language Attitude

Language attitude reflects a person's feelings, views, and values towards a language which are manifested through linguistic behavior in various communicative situations. According to Mathiot and Garvin, language attitude can be expressed in three main forms: language loyalty, language pride, and awareness of norms. These three dimensions are crucial to understanding the role of language in shaping identity, social relations, and communicative behavior.

Language Loyalty

Language fidelity reflects the commitment to maintain language use in accordance with cultural values and communicative norms. At SMK Negeri 1 Pinrang, this is demonstrated by how teachers and students strive to use Indonesian consistently during the learning process. Teacher AJ stated:

"I always try to use standard Indonesian when delivering technical materials to students, because I want them to clearly understand the concepts I am explaining. However, in some situations, such as group discussions or when giving more practical examples, I sometimes use Bugis language so that students feel closer and better understand what I mean..."

This statement shows that the use of local languages is not a sign of disloyalty to Indonesian, but a communicative strategy. Observations showed that teachers consistently used Indonesian in delivering the lesson material, although they were less assertive in correcting students who used local language. As in Figure 1 when the teacher explains the lesson.



Figure 1. The Teacher Explains the Lesson in Indonesian.

Students also show situational loyalty. Student SC said:

"I usually use Indonesian, especially when talking to the teacher, such as in discussions. But when talking to friends or in group discussions, I often use Bugis because it is more familiar and easier for us..." Observations show that although students generally use Indonesian consistently in class, they often switch to local languages during informal peer interactions.

Language Pride

Language pride is shown through appreciation and a sense of belonging to both Indonesian and local languages. Teacher NF stated:

"I feel proud to use Indonesian because Indonesian is the language of instruction in education and the means to convey information to students..."

Although teachers value Indonesian, observations show a lack of reinforcement or praise for students who use good and correct Indonesian, which can foster pride. Seen in the Figure 2.



Figure 2. The teacher confidently conveys the material in Indonesian. Among the students, pride was evident when they confidently asked questions or expressed opinions in class.

Student SR stated:

"I feel proud to use Indonesian in class. Although sometimes I feel more comfortable using Bugis when talking to friends..."

However, observations noted that students rarely showed visible pride through tone of voice, expression or active participation, which may indicate a lack of confidence in using Indonesian.

Awareness of Norms

Awareness of norms refers to one's ability to understand and intentionally apply good and correct Indonesian in various learning situations. Teacher MS shared:

"I usually give direct examples of using good and correct Indonesian when speaking in class, either when delivering lessons, giving instructions, or during discussions..."

Teachers show high awareness in choosing the right diction and sentence structure. However, the teacher does not actively correct students' language mistakes, although warnings about excessive use of local language are given in an educational and non-judgmental tone. In figure 3 the teacher assists students.



Figure 3. Teacher assists students in group discussion.

Students also show awareness. Student IK said:

"I know that Indonesian is very important in learning. Indonesian is the language of instruction at school, so all lessons and materials should be well understood through Indonesian. If we use local language, although it is more comfortable, some things will not be fully understood-especially technical terms..."

Although the students showed some restraint in using local language in formal situations, they still needed improvement in word choice and sentence structure.

Components of Language Attitude

In Wallace Lambert's language attitude theory, a person's attitude towards language is divided into three main components: cognitive, affective, and **conative**. These components do not function independently, but complement each other in shaping a person's mindset and linguistic behavior. In the context of classroom interaction at SMK Negeri 1 Pinrang, these three aspects are reflected in the interaction between teachers and students during the learning process.

The cognitive aspect relates to a rational understanding of the function and status of language. Teachers at SMK Negeri 1 Pinrang, as stated by Teacher MS, recognize that mastery of Indonesian is very important to deliver learning materials effectively. The teachers understand that Indonesian is not only a means of communication, but also a medium to shape students' academic thinking. In practice, teachers have demonstrated appropriate word choice and clear sentence

structure, although they have not been optimal in providing feedback on students' language errors. On the other hand, students show an understanding of the importance of using good and correct Indonesian. As admitted by student KM, she is aware of the importance of spelling, punctuation and grammar, but still often makes mistakes in practice. This suggests a gap between knowledge and applied skills, indicating the need for further guidance to develop consistent and logical language use.

Meanwhile, the affective aspect involves feelings, confidence, and motivation related to the use of Indonesian. Teacher MR stated that she feels more comfortable using formal Indonesian because the structure is clear and can be understood by all students. This attitude shows appreciation for Indonesian and its importance in creating an effective learning process. However, the observation shows that the teacher does not actively praise students who use good and correct language and using good and correct language, and did not create an environment that encouraged students' confidence. From the students' side, mixed feelings were evident in the interview with student AM, who felt that using Indonesian made the learning process more serious but was also burdensome for fear of making mistakes or being ridiculed. In contrast, local or colloquial language feels lighter and more familiar. This shows that psychological barriers such as anxiety and lack of self-confidence are challenges in building a positive affective attitude towards Indonesian among students.

The conative aspect reflects the willingness and real action in using the language actively. Teachers demonstrate this by modeling correct language use, giving writing assignments, and encouraging students to read and increase vocabulary. RD teachers, for example, try to encourage students to revise their assignments using good and correct Indonesian. However, teachers still lack consistency in providing constructive corrections or explaining the importance of using good and correct language in an educational context. Students also demonstrate conative behavior through self-learning habits such as reading, listening to podcasts, or revising their work after receiving feedback. This was seen with AJ students, who actively sought to improve their language skills outside of class. However, observations show that students have not shown concern to remind peers to use appropriate language, which suggests that their conative behavior is still personal and has not yet formed into a collective linguistic awareness.

Overall, this study shows that both teachers and students have a good understanding of the importance of Indonesian, although there is still a gap between knowledge and practical application. Teachers tend to show positive cognitive and affective attitudes, but have not fully instilled linguistic values in students. Meanwhile, students understand the importance of linguistic rules and are willing to learn, but are hindered by low self-confidence and inconsistent practical use. For this reason, habit formation, motivation, and the creation of a supportive environment are needed to encourage the consistent use of good and correct Indonesian.

Language Attitude Factor in Learning Interaction

Language attitude in learning is formed through a complex process and is influenced by various factors such as personal experience, communication habits, and perceptions of the function and value of language in the learning environment. Positive language attitudes from both teachers and students can create a classroom atmosphere that is more open, communicative, and conducive to the learning process. Conversely, negative attitudes can inhibit communication, reduce active participation, and decrease the effectiveness of material delivery.

Social Factors

Social factors refer to the influence of the social environment on language use. The RD teacher adopted a relaxed language style, using informal expressions or local greetings to make students feel more comfortable and engaged in the interaction. He stated that the more relaxed and familiar classroom atmosphere helps students feel more comfortable in asking questions and understanding the material. This was supported by student SR, who stated that she felt more confident when the teacher used less formal language. using language that is not too formal. SR claimed to be more active and did not hesitate to answer questions when the language used felt friendly and informal. Observations show that informal language used by teachers, including the use of local expressions and casual greetings, fosters social closeness with students. This increases students' comfort and encourages them to be more responsive. In conclusion, social factors in learning interactions at SMK Negeri 1 Pinrang show that the use of relaxed and informal language creates a sense of closeness and comfort between teachers and students, thus supporting more effective learning.

Educational Factors

Educational factors relate to the academic background of teachers and students, which affects the way they use language in the classroom. Teacher HJ recognizes the importance of adapting language to suit students' diverse abilities. She avoids terms that are too technical or academic, and prefers simpler language and analogies that relate to students' daily lives to ensure they remain engaged and not left behind.

This was confirmed by student AJ, who stated that he understood the material more easily when the teacher explained in simple and understandable language. Observations also show that teachers actively simplify the use of language, replacing complicated terms with clearer and more understandable explanations. As a result, students became more engaged, asked questions and followed the lesson more effectively. In conclusion, educational factors influence language attitudes in learning interactions through teachers' ability to simplify language to suit students' different academic backgrounds, leading to more effective teaching and learning.

Psychological Factors

Psychological factors relate to mental and emotional states that affect language attitudes. Teacher NF noted that although she tries to encourage students to speak,

most of them remain reluctant to participate due to nervousness or fear of speaking in front of the class. Student KM also stated that she actually understood the material, but was afraid of being laughed at because of her local accent when speaking. Observations supported this finding: students showed reluctance to speak even when given the opportunity by the teacher. Anxiety and fear of social judgment from peers undermine students' confidence in using Indonesian actively in the classroom.

Discussion

Based on the research findings, it can be concluded that the language attitudes of teachers and students at SMK Negeri 1 Pinrang have complex characteristics. In terms of language fidelity, both teachers and students show commitment to using Indonesian in formal situations. However, the lack of assertiveness of teachers in addressing language deviations committed by students indicates that the enforcement of language norms has not been fully implemented. Teachers tend to let students use local languages without clear direction or guidance. This has the potential to weaken the function of Indonesian as a formal communication tool in educational contexts.

Students show loyalty that depends on the social situation. When speaking with teachers, they tend to use Indonesian, but when with peers, they prefer local languages. This reflects language flexibility influenced by emotional closeness and local identity. However, without proper direction, this flexibility can hinder the establishment of Indonesian as the official and academic language in the school environment.

In the aspect of language pride, teachers recognize the importance of Indonesian but have not given sufficient reinforcement to students. In fact, giving praise for good language use can be a very effective pedagogical tool in fostering student confidence. Conversely, students who are afraid of making mistakes and lacking support tend to withdraw and choose socially safer languages such as colloquialisms or local languages.

Awareness of language norms also needs serious attention. Teachers have modeled the use of good Indonesian, but they do not actively correct students' language errors. Appropriate and educational correction is essential to develop students' awareness of appropriate language use. Without direct intervention from teachers, students tend to repeat the same mistakes, which in turn can lead to low language competence.

Overall, the cognitive component in both teachers and students is well developed. The teachers understand the importance of language as a medium for conceptual understanding, and the students realize its role as the primary language of instruction. However, there is still a gap between theoretical understanding and practical application, which suggests that knowledge alone does not automatically lead to skill development. The affective component, especially among students, has not developed optimally due to psychological pressure and limited support from

teachers and the classroom environment. Meanwhile, the conative component among students is starting to take shape, but still needs guidance so that they do not only focus on themselves, but also set an example and encourage their friends in using good and correct language.

External factors such as social conditions, educational background, and psychological conditions also greatly influence language attitudes. A communicative and relaxed classroom atmosphere facilitates student participation. The use of an informal or friendly language style by teachers can help students feel more comfortable, but this must be balanced with guidance on Indonesian language norms. On the other hand, students' fear of speaking for fear of being laughed at indicates that their psychological readiness has not been well managed in an educational context.

In general, a learning approach is needed that not only conveys material, but also fosters sustainable language attitudes. Teachers should be more proactive in providing examples of good and correct language use, reinforcing norms, providing constructive feedback, and creating a supportive classroom environment so that students feel safe and confident in using good and correct Indonesian.

4. Conclusion

Based on the research findings on language attitudes in classroom interaction at SMK Negeri 1 Pinrang, it was found that the manifestation of language attitudes, as seen through Garvin and Mathiot's theory, revealed different tendencies between teachers and students. In terms of language loyalty, teachers tend to show negative attitudes, while students show positive attitudes. In terms of pride in language, both teachers and students show a negative attitude. Meanwhile, in the aspect of awareness of language norms, teachers again show a negative attitude, while students show a positive attitude. Furthermore, according to Lambert's theory, which includes cognitive, affective, and conative components of attitudes, both teachers and students show negative tendencies in all three components. Factors that influence language attitudes in classroom interactions include social, educational and psychological aspects. Social factors relate to situational communication that reflects social and ethnolinguistic identity. Educational factors involve the teaching methods and strategies used. Psychological factors include low self-confidence and the emergence of language anxiety.

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