

HABITUAL USE OF LOCAL LANGUAGE: FACTOR AFFECTING DIFFICULTY IN ACCEPTING ENGLISH AMONG STUDENTS

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Abstract - This study investigated the relationship between habitual use of local language and students' difficulty accepting English. The research was conducted using a qualitative study. The data is collected through survey questionnaires, observation, and focus group discussions. The participants in this study are 78 students from four study programs at Universitas Muhadi Setiabudi. These are Indonesian Language and Literature Education, Primary School Teacher Education, Pharmacy, and Nutrition Study Program at the undergraduate level. The results showed that habitual use of local language significantly affected students' difficulty in accepting and adopting English. The researcher has found that the frequent use of the local language can create a linguistic comfort zone, making it challenging to learn and accept a foreign language like learning English. Ultimately, the success of learning English depends on a variety of factors, including the student's motivation, learning style, and exposure to the language. Furthermore, the student's motivation, learning style, and exposure to the language were also important factors contributing to the resistance towards learning English.

Keywords: Accepting English, Foreign Language, Local Language, Native Language, Students

I. INTRODUCTION

Language is an essential component which plays a crucial role as a part of human communication tool. In today's globalization world, the ability to speak foreign language is becoming important aspect. Baker and Jones (2018) argue that multilingualism is beneficial in a globalized and can lead to increased cultural diversity, better job prospects and improved intellectual abilities. However, despite the advantages of learning English, many students find it challenging. In Universitas Muhadi Setiabudi, the researcher discovered some students believe that learning English is challenging to learn, accept, and understand because it is not their native tongue. They feel more comfortable and pleased of their native tongue. As a result, students frequently reject to learn and to use English which prefer to stick their familiar local language in both academic communication and daily life. According

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to Horwitz and Young (2021), creating a welcoming and inclusive learning atmosphere in learning process have a significant impact on language acquisition because stress and motivation are influence it.

According to Steele (2018), language is not solely a means of communication but also a way to express cultural values, beliefs, and identity. Learning English as foreign language can challenge a student's sense of identity and belonging, especially if they associate the foreign language with a dominant culture, which can lead to resistance. Similarly, Pavlenko, A. (2017) stresses that language and cultural identity are deeply intertwined, and using a local language can generate pride and attachment to one's culture. When people are required to learn a foreign language, particularly if it is viewed as linked to a dominant culture, it can threaten their sense of identity and provoke resistance. Therefore, it is crucial to establish a supportive language learning environment that recognizes the importance of both local and foreign languages.

Previous studies have shown that the habitual use of local language can affect the acceptance and adoption of foreign language among students. For example, a study by Li and Wang (2016) investigated the impact of Chinese students' habitual use of their first language on their English writing performance. The result suggests who habitually use their local language in writing, leaning to difficulties in accepting and adopting the foreign language. Another study by Alshehri (2017) explored the cultural resistance to foreign language learning among Saudi female students. The study found that cultural attitudes and beliefs, as well as the habitual use of local language, can create resistance towards learning foreign languages, particularly English. These studies highlight the importance of understanding the role habitual use of local language in promoting the acceptance and adoption of foreign language among students.

This article explored the factors affecting the difficulty in accepting foreign language among students, with a particular focus on the habitual use of local language. This research is essential in identifying the factors that affect the difficulty in adopting foreign languages. Previous studies have shown that habitual use of local language can affect students' ability to learn foreign languages. Therefore,

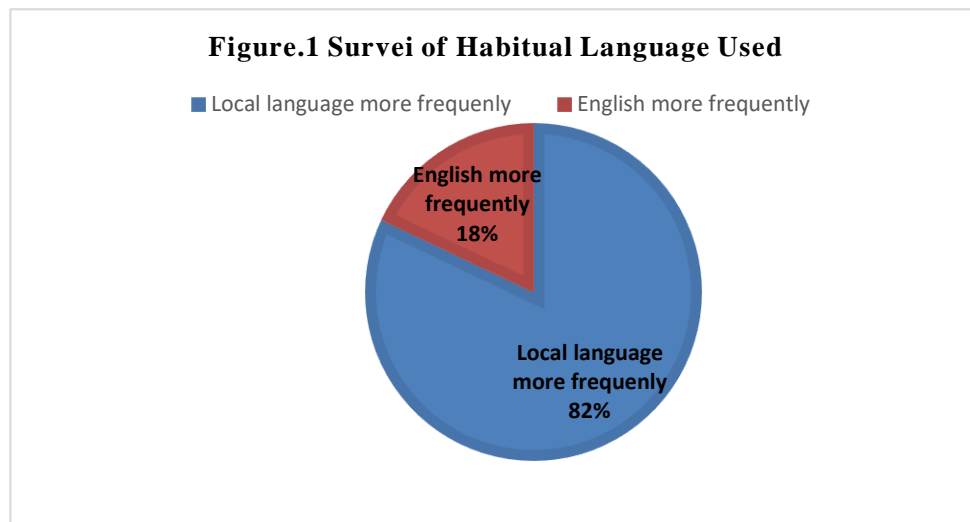
understanding the influence of habitual use of local language on the acceptance and adoption of foreign language is important to improve students' ability.

II. METHODS

In this study, the researcher used qualitative method to obtain a more complete and in-depth understanding. To obtain clear and supportive data, this study does a literature review on the research topic. The data collection is carried out through three methods, there are survey questionnaire, observation, and focus group discussions. Surveys questionnaire is used to know students' language usage habits and attitudes towards foreign language. There are 10 questions used adopted Mahboob and Lin (2016). Observation is conducted to observe the behavior and interactions of the students in their daily language use. Meanwhile, focus group discussion are used to know students' view and options on the local and foreign languages. The participants in this study are 78 students from four programs at Universitas Muhadi Setiabudi. Those are Indonesian Language and Literature Education, Primary School Teacher Education, Pharmacy, and Nutrition Study Program at the undergraduate level.

III. FINDING AND DISCUSSION

Based on the data in this study, the findings suggest that the habitual use of local language is a significant factor affecting the difficulty in accepting foreign language among students. Form 10 questions, the surveys result showed that the majority of the students reported using local language more frequently that foreign language in their daily communication. This indicates that local language has become the students' habitual language, and it may create a barrier in accepting foreign language. The table can be showed below.



The survey result showed that out of the 78 students who participated in the study, the majority (64 students or 82.05%) reported using local language more frequently than English in their daily communication. This indicates that local language is the habitual language of the students and may create a barrier in accepting and using foreign language. Only a minority of the students (14 students or 17.95%) reported using English more frequently than local language in their daily communication. The analysis also revealed that students who frequently use local languages tend to have a negative attitude toward foreign language. Therefore, the students resist learning and using English because they cannot understand the language easily.

There were 10 questions which the researcher distributed to the participant, namely 1. Do you enjoy to communicate in English? 2. How frequently do you use local language or English in your daily interactions? 3. On a scale of one to five, with one being “very difficult” and five being “very simple”, how would you rate the ease of using English in your daily interaction? 4. What are the main challenges that you face in use English as daily interactions? 5. Do you believe that the habitual use of your local language giving impacts your ability to use English? 6. How often do you translating phrases or sentences from your native language to English when you take communication in your daily situation? 7. What role do you think cultural factors play in influencing the difficulty of mastering English? 8. Are there specific situation or contexts where you feel more comfortable using English? 9. What recourses do you think would be helpful in encouraging your ability to use English

more frequently and confidently? 10. Have you experienced any positive changes in your personal or academic situation due to your mastering English ability?.

Based on those questions the researchers provided some conclusions, there are;

1. Most of the students answered that they did not enjoy to use English in daily interaction, because English was difficult and the students' environments were not used English to communicate.
2. The majority of the students use their local language frequently in daily interactions with friends and family.
3. The students' responses to rating one until three of using English which indicated that English was difficult.
4. The survey revealed common challenges faced by the students, such as vocabulary limitations, grammar roles, and lack of exposure to English.
5. Habitual used of the local language give impact on the students' English ability. It gave an impact, like lack motivation, comprehension challenges in the complex English structure and idiomatic expressions, and language interference.
6. The students like to translate phrase and sentence while speaking and writing to validate them.
7. The students' responses that cultural factors influence the difficulty of accepting English, like the context and situation.
8. The students argued that academic settings and online situation are the specific situation which make them felt more comfortable to use English.
9. The students suggested that the potential resources like extracurricular program, language exchange program, and the environment on campus.
10. The students shared their experiences like easily to access the information on many sources in the internet, improved confidence, and open up job opportunities.

The observational data collected in this study revealed that students who habitually use local language tend to speak in English even when communicating with peers who are proficient in English. This behavior indicates a strong attachment to the students' local language and a lack of confidence in using English. Furthermore, the observation data also showed that the students who habitually use local language tend to create groups with the same language speakers and communicate with each other in their native language using Javanese or Sundanese. This can lead the students in limiting exposure to English and reduced opportunities for practicing. Overall, the observation data collection summaries that the habitual use of local language is a significant factor affecting the difficulty in accepting

English among students. The lack of exposure and practice with English, reinforces the students' perception that they are facing difficulty to learn English.

The last data collection is focus group discussion (FGD). It used to reveal the students who habitually use local language which feel more comfortable and confident in using it. This can be due to the fact that local language is their mother tongue and they have been using that language since childhood. In contrast, English, as a foreign language, is seen as difficult and challenging to acquire it. This perception is reinforced by the lack of exposure to English in their daily life and the limited opportunity to practice using foreign language. The students in FGD stated that they mainly use local language that is Javanese or Sundanese when communicating with family, friends, at class, and at campus due to in the social or academic context. This study suggest that the students habitual use of local language is deeply integrated in their social cultural context. The students also stated that they rarely use English outside the classroom, and even then, it is usually only in academic with pushed the lecturer. Furthermore, the students expressed their difficulties in using English, such as struggling with grammar, pronunciation, and vocabulary. They also mentioned feeling nervous or embarrassed when speaking English, fearing that the students may make mistakes or be judge by others. In line with the study from Umisara, et al (2021), which focused on evaluating the influence of anxiety on students' English learning at SMP Brebes, it was found that the students' language learning experience was significantly affected by their anxiety levels. The research revealed that high levels of anxiety hindered their language proficiency development, making it more challenging for students to overcome their language difficulties. Understanding the impact of the students' anxiety on language learning can be crucial in designing effective interventions and support systems to help students improve their English language skills. It can boost the students' self-confidence to communicate in English. Overall, FGD revealed that the students' habitual use of local language and limited exposure to English in their daily life may create a barrier in accepting and mastering English.

Based on the data analysis, the researchers find that the factors contribute to resistance towards learning English among students, there are cultural attitudes, lack of exposure to foreign language, and inadequate language instruction. 1. Cultural

attitudes play a significant role in determining the level of acceptance and acquire English. In some cultures, there is a perception that speaking one's native language is easily than learning foreign language (Getie, 2020). This can lead to a lack of interest in foreign language and resistance to learning it. 2. Another factor that contributes to resistance toward English is lack an exposure. Many students may have never been exposed to foreign language. Therefore, the students have not developed an interesting to learning that language. 3. Inadequate language instruction in the learning process contributes to resistance towards foreign language. Poorly trained or unqualified language lecturers, outdate teaching method, and inadequate resources can make learning a foreign language challenging to student. To overcome these challenges problems, the researcher promotes the acceptance and adoption of English among students, there are several potential solutions, like creating a more culturally diverse and inclusive learning environment. This can be done by the introducing foreign language and culture programs that reflect the diversity of the student's population and culture. This can be done through language immersion programs, study abroad programs, and the use of technology to provide access to foreign language media and recourses. Improving the quality of language instruction is also essential aspect too. Providing professional development opportunities for language lecturers, adopting modern teaching methods, and inverting in language resources and technology can all help to improve the quality of language instruction and make it more effective and engaging for students learning the target language (Zhang, 2022).

The theory that various factors such as cultural attitudes, lack of exposure to foreign languages, and inadequate language instruction can contribute to resistance towards foreign language learning is a widely recognized concept in the field of second language acquisition. This theory has been studied extensively in disciplines such as sociology, psychology, applied linguistics, and language education. In part of sociology, the theory of sociolinguistics is particularly relevant for analyzing the impact of culture on resistance to learning a foreign language. According to Holmes (2013), this theory acknowledges that language not only functions as a means of communication but also represent people's social and culture identity. When the

students are faced with a foreign language that is different from their native language and culture.

Based on the data analysis, the students find difficulty to understand the cultural values which embedded in the language target. Therefore, sociolinguists believe that foreign language teaching should involve an approach that takes into social and cultural factors (Salihovna, et al, 2022). The theory of language teaching is relevant in examine the influence of teaching methods and learning strategies on resistance towards foreign language acquisition in learning process. According to Richards and Schmidt (2013), language teaching should be focus on learner-centered and effective learning activity, such as providing constructive feedback, engaging students in learning, and adapting learning materials to the students' needs. If students do not feel engaged in learning or the learning materials are not relevant to the students' needs, it will impact on the resistance toward foreign language learning may arise.

Then in the aspect of the psycholinguistics, the theory of language processing is relevant in examining the influence of psychological aspects toward foreign language learning. Julhijah (2017) argued that language teaching should take into account students' learning styles. This regard, the lecturers should understand that each student has a different learning style to acquisition a language. Therefore, it requires different strategies to learn a foreign language. Then in applied linguistics, the theory of curriculum is relevant in examining the influence of the curriculum and learning materials on resistance towards foreign language learning. According to Yanti (2017), language curriculum should be based on students' needs and goals. If the curriculum and leaning materials are not relevant the resistance towards foreign language learning may arise.

This research also highlights the importance of effective language instruction in stimulating interest in learning a foreign language. When language teaching fails to address aspects relevant to students' lives and needs, it can lead to disinterest and feelings of disempowerment in understanding and using the foreign language. Creating projects within the learning process can foster self-motivation, for example, implementing a task-based project where students explore their environment using the target language (Umisara, et al. 2022).

IV. CONCLUSION

Summing up, the habitual used of local language is a significant factor which affecting the student's difficulty in accepting English. The students' attitude towards English and the factor of lack exposure to use English in their daily communication may also contribute to the difficulty in accepting and understanding English as the target language. Therefore, it is important to promote and increase exposure to English for the students to encourage them learning and using English as part of their academic and personal development. The habitual use of local language or mother tongue becomes the factor that affect among students having difficulty accepting English. That is because language is not only used to communicate but also deeply intertwined with people's cultural identity. When the students are accustomed to speaking a particular language in their daily life, they develop a certain level of familiarity and comfort with that language which make it difficult for the students to adjust a foreign language. They find it challenging to adapt new pronunciation, grammar roles and vocabulary limitations. The researcher found in this study that the success of learning depends on a variety factors, such as the students' motivation, learning style, and exposure to the language.

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