

MADURESE LANGUAGE ATTITUDE IN LANGUAGE LEARNING THROUGH COVID 19: A CASE STUDY IN HIGHER EDUCATION

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Abstract:

The purpose of this study is to describe the madurese language attitude and its influence on language acquisition during COVID 19. This is a qualitative case study study. This study includes students from Madura University's English Department. The purposive sampling approach is used to choose a sample. During COVID 19, students were observed and interviewed to collect data on madurese language attitudes and their influence on language acquisition. The study's findings show that the COVID 19 outbreak has had an impact on madurese language attitudes, such as the empathy level of 28 (50.9%) students; they have insufficient exposure and adaptability, and 21 (38.2%) students feel that the main point of COVID 19 effect is the students' personalities. The COVID 19 pandemic has an impact on the empathy and personalities of university students. It makes pupils anxious when studying English and inactive when learning the language. It implies that, during COVID 19, teachers and academic society members should provide students with an appropriate language environment in order to create the right classroom conditions for students to receive meaningful input as well as social interaction in order to raise students' awareness of their society. Members of academic organizations are urged to be responsive in order to provide useful feedback to students and to interact in a natural manner on a regular basis.

Key words: *Madurese, Attitude, Learning, Higher Education, COVID 19*

Introduction

Many people are aware that Indonesia has a wide range of cultures, religions, ethnicities, local languages, tourism locations, regional dishes, and culinary traditions, yet the Indonesian people have remained together despite this diversity. It is consistent with the Indonesian theme of variety and togetherness. The presence of local wisdom, on the other hand, implies the presence of a community¹. When a community can promote and retain its local wisdom, it will be recognized as popular and exist. Third, it demonstrates communal solidarity in one group. It sends a message to others in other areas that they are in harmony.

One issue with teaching English in Indonesia is the difficulty in connecting learning principles with local cultural beliefs. According to the findings of a previous study, the majority of teachers in Indonesia struggle to connect the notion of teaching and local wisdom due to the legacy of prior educational systems in the field of language studies at the

¹ Lusya Eni Puspendari and Yazid Basthomi, "The Influence of Madurese Dialect on Students' English Word Stress," *Indonesian Journal of Applied Linguistics* 12, no. 1 (2022): 149-157.

secondary and higher levels of education ². It should, however, be taught combined in order to generate a new problem analysis. Theoretically, the concepts linked by the topic of local knowledge and belief will be easily understood by the students.

Madura, being one of the regional languages with distinct traits, impacts how people communicate in both Indonesian and English, their foreign language. Perceptions of cultural and language differences are thought to be critical in intercultural communication. The madurese speak English in a style that is impacted by their first language, madurese dialect, particularly in the placement of word emphasis ³. Because they prefer to protect the stress for the stem that was previously learned in their mother language, most madurese typically mistake the word stress with suffixes. Furthermore, madurese have a negative attitude toward English because they believe that it would not benefit them when they die and that it is difficult to acquire in particular during COVID 19.

The COVID19 epidemic is currently wreaking disaster on education especially for madurese students ⁴. It uses both physical and human resources to confront the epidemic. As universities collapse, many higher education institutions have turned to distant learning to make up for lost time in continuing education programs. Some institutions are primarily providing resources or materials on their websites and making more stuff available, but not necessarily online classes. Others are proposing that academic organizations purchase ready-made internet resources and provide online classes. Infrastructure and tool awareness appear to be driving the successes and challenges of offering learning.

The COVID 19 pandemic makes it difficult for higher education students to have a smooth academic year that is completely dedicated to education and exam preparation, as well as design activities that affect the schedule consist of generous procedures ⁵. Unexpected situations connected to COVID-19 force management to lock down facilities in order to save lives. In the current circumstances, the COVID-19 epidemic requires the authorities to close all universities and encourage all persons to isolate themselves from the increasing wave. This shutdown implies that students will only have access to higher education for a few days. This has been harmed by the loss of contact hours, mostly because the conditions do not have a clear learn plan for higher education to reduce the loss of contact hours.

Anger, anxiety, wrath, concern, sadness, insecurity, anxiousness, and boredom all have an impact on students' attitudes about learning a second language ⁶. Emotions are important to students' well-being and learning performance; hence, high levels of EI and its strong association with attitudes toward Foreign Language Learning are thought to help in language acquisition success. As a result, it is critical to explore the impact of COVID 19 on the madurese language attitude in language learning.

² Patrisius Istiarto Djiwandono, "How Language Teachers Perceive Information and Communication Technology," *Indonesian Journal of Applied Linguistics* 8, no. 3 (2019): 608–616.

³ Rafael Filiberto Forteza Fernández, "The Effects of L1 Overuse in L2 Learning: Evidence From Three Case Studies," *IJAEDU- International E-Journal of Advances in Education* 1, no. 3 (2015): 183.

⁴ Giovanni Busetta et al., "Effects of COVID-19 Lockdown on University Students' Anxiety Disorder in Italy," *Genus* 77, no. 1 (2021), <https://doi.org/10.1186/s41118-021-00135-5>.

⁵ Cassandra R. Davis et al., "Distance Learning and Parental Mental Health During COVID-19," *Educational Researcher* 50, no. 1 (2021): 61–64.

⁶ Evangelos Mourelatos, "How Personality Affects Reaction. A Mental Health Behavioral Insight Review during the Pandemic," *Current Psychology*, no. 0123456789 (2021), <https://doi.org/10.1007/s12144-021-02425-9>.

Research Method

The study is a qualitative research. The purpose of this study is to investigate the madurese language attitude and its impact on language acquisition during COVID 19. The case study method is being used in this investigation. This research involves a detailed examination of a specific example, such as an individual, group, institute, or community. The case in this regard is the role of madurese attitudes in language acquisition during COVID 19. The study's participants are English Department students from Madura University. Purposive sampling was utilized in this study to determine study participants. To collect data, major sources of information include observation and interviews, with documents acting as secondary sources. In this study, the observation method is used to collect information about the madurese language attitude toward language learning during the COVID 19 pandemic, and the interview method is used to collect information about the influences of their attitude during the COVID 19 pandemic on the students' learning. The goal of documentation is to find and record information regarding students' behaviors as they relate to the teaching and learning process. Coding, reducing, verifying, analyzing, and generating conclusions are used to analyze the information. In order to evaluate the data and assess its credibility, professionals are invited to submit comments and reactions.

Results and Discussion

Based on observations, interviews, and documentation, higher education students during COVID 19 faced a variety of scenarios in which they were unaware of empathy, were worried about a relaxing atmosphere, and used the environment to their disadvantage in language acquisition. Time and testing have an effect on their position. The madurese attitudinal factors in language acquisition during COVID 19 are depicted in Table 1 and figure 1.

Table 1. Madurese Language Attitude during COVID 19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Empathy	28	50.9	50.9	50.9
	Personality	27	49.1	49.1	100.0
	Total	55	100.0	100.0	

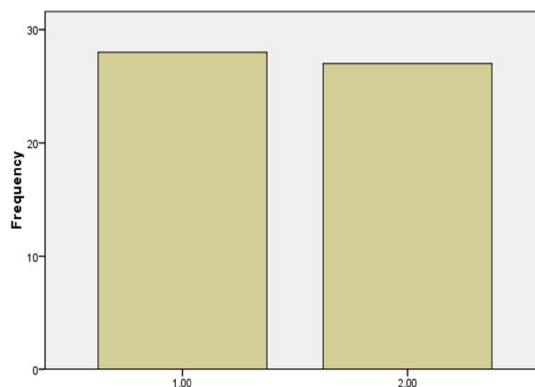


Figure 1. Madurese Language Attitude during COVID 19

According to the percentage criterion, the outbreak of COVID 19 has an impact on the empathy level of 28 (50.9%) students; they have insufficient exposure and adaptation, and 21 (38.2%) students feel that the primary point of COVID 19 affect is the students' personalities. Personality and motivation are inextricably linked. It is projected that a person who is self-assured or confident would be able to boost intake more effectively and will have a lower filter. Thus, self-confidence attributes (such as lack of worry, outgoing attitude, and self-esteem) are expected to be associated with second language learning. A person with strong self-esteem may stretch himself more freely, be less inhibited, and make the necessary mistakes in language learning with less ego injury because of his ego strength. The less confident individual may understand but not acquire input in the same manner that the self-conscious person filters (or avoids) in other areas.

Language attitude of madurese students are influenced by the situation of COVID 19 those are emotional state of students such as anxiety or nervousness in language learning in higher education. Students' attitudes, motivation, anxiety, and views regarding foreign language acquisition have all been recognized as elements that may influence target language accomplishment⁷. Language anxiety is one of the effective factors in second language learning. Anxiety is an ego function that reminds someone of the possibility of danger or something else other than hope⁸. Anxiety is a physiological reaction to a potentially dangerous circumstance. Anxiety has physical, emotional, cognitive, and behavioral components. Anxious pupils endure unpleasant feelings, distress, and humiliation. The anxiety that pupils experience influences their performance in English proficiency level⁹.

Students' emotional state, anxiety, and motivation help them achieve English competence¹⁰. Students with lower levels of anxiety may do better in English. Students' nervousness is exacerbated by poor language learning¹¹. The teachers' teaching-learning process takes into account the pupils' nervousness. Anxiety is harming students' performance in English classes, particularly in speaking¹². The pupils in the EFL lesson are quite anxious. They are apprehensive about communicating with their professors in English. When their professors ask them to speak English, they believe they are in danger.

When the instructor questions students in higher education, they get concerned. Some of their teachers ask them questions about past topics, putting pupils in risk, especially those who have not prepared. They are also quite cautious to give their papers in front of the class. Students frequently pause in the middle of generating words. Furthermore, because they are worrying about faults and consequences, the pupils have

⁷ Eva Istiyani, "Second Language Learners' Attitudes and Strategies in Learning English as a Foreign Language," *Jurnal Penelitian Humaniora* 15, no. 2 (2014): 99–110.

⁸ Nasser Oroujlou and Majid Vahedi, "Motivation, Attitude, and Language Learning," *Procedia - Social and Behavioral Sciences* 29 (2011): 994–1000, <http://dx.doi.org/10.1016/j.sbspro.2011.11.333>.

⁹ Angelina Arini Larasati and Masda Surti Simatupang, "Relationship Between English Language Attitude and Proficiency" 509, no. Icollite (2020): 63–68.

¹⁰ Syafrizal Syafrizal et al., "Correlational Study of Language Learning Attitude and Speaking In Indonesian Context (Case Study)," *Journal of English Language Studies* 3, no. 1 (2018): 63.

¹¹ Mulyanto Widodo, Farida Ariyani, and Ag. Bambang Setiyadi, "Attitude and Motivation in Learning a Local Language," *Theory and Practice in Language Studies* 8, no. 1 (2018): 105.

¹² Mariana Seni, "Students' Attitude on Learning English at Junior High Schools in Aru District," *MATAI International Journal of Language Education* 2, no. 1 (2019): 33–45.

difficulty putting their thoughts into words¹³. They constantly lose the concepts that kids wish to develop in order to express their perspectives and remarks to their professors and peers¹⁴.

Learning during COVID 19 generates some inspired moments, some furious moments, some enjoyable moments, and some frustrated times; it is highly improbable that it will replace the learning lost at university on average¹⁵. But the broader issue is that there will most certainly be significant differences amongst families in terms of how much they can assist their children learn. The amount of time available to dedicate to educating, the non-cognitive abilities of the parents, resources (for example, not everyone will have the gear to access the finest online content), and the quantity of knowledge are all significant disparities. It's difficult to teach kids what you don't understand yourself. As a result, this era is causing a rise in learning disparity¹⁶.

COVID 19 mandates the worldwide closure of schools, colleges, and universities, which not only interrupts instruction but also occurs during a key assessment period, with many tests postponed or cancelled. Internal evaluations may be considered as less important, and many have been canceled. Their purpose, however, is to offer information about the children's development. The absence of this information causes a delay in identifying both high potential and learning problems, which may have long-term detrimental consequences for the child. COVID 19 with online learning shows that they are frequently wrong, and that among high-achieving students, predicted grades for those from disadvantaged backgrounds are lower than those from more privileged backgrounds¹⁷. Another possibility is to substitute.

One of the students' issues in higher education, notably at Madura University's English department, is the amount and quality of contact in English in COVID 19. They are struggling to participate in an English exchange. This statement is more in accordance with¹⁸ claim that it is a challenge for the students. They are nervous to speak English since their anxiety increases when the teacher pushes them to do so¹⁹. Furthermore, they are troubled by architecture and flaws in English generation, which causes a breach with the academics.

In addition, some college students are illiterate in general. They are unable to grasp the teacher's preparation, even when presented clearly²⁰. It is typically because they no longer properly assess and evaluate the teacher's preparation. They may skip the

¹³ Puspandari and Basthomi, "The Influence of Madurese Dialect on Students' English Word Stress."

¹⁴ Setyo Wati, "Language Attitude of Undergraduate Students towards English at English Education Department," *LingTera* 5, no. 1 (2018): 10–18.

¹⁵ Mohammad Amiruddin et al., "The Effect of COVID 19 Pandemic on English Proficiency Level in Higher Education" 6, no. 1 (2021): 45–56.

¹⁶ Mohammad Amiruddin and Ukhti Raudhatul Jannah, "The Role of Speech Style between Teacher and Student in Learning English" 16, no. 1 (2022).

¹⁷ Mohammad Amiruddin and Ukhti Raudhatul Jannah, "The Effectiveness of Natural Approach on Language Learning in Higher Education," *Proceedings of the 2nd International Conference on Innovation in Education and Pedagogy (ICIEP 2020)* 619, no. Iciep 2020 (2022): 120–129.

¹⁸ Amiruddin et al., "The Effect of COVID 19 Pandemic on English Proficiency Level in Higher Education."

¹⁹ Ardesia Winanta, Dewi Rochsantiningsih, and Slamet Supriyadi, "Exploring EFL Classroom Interaction: An Analysis of Teacher Talk at Senior High School Level," *ELS Journal on Interdisciplinary Studies in Humanities* 3, no. 3 (2020): 328–343.

²⁰ Mohammad Amiruddin, Ukhti Raudhatul Jannah, and Siti Sofia, "Madurese Teacher's Difficulties In Speaking," *KABILAH: Journal of Social Community* 5, no. 1 (2020): 60–73.

preparation if the phrases are too many for them. Furthermore, some students are not on time when it comes to attending internet learning as scheduled by the institution at specified times of the week. For legitimate reasons, many issues develop among college students, academics, and college students' parents; as a result, online learning no longer exists.

They miss the scheduled online learning hours and query the academics about what was taught and allocated to them in the afternoon²¹. This occurs when college students have incorrect beliefs. Furthermore, while online learning, many college students publish their work outside of the time restriction. A number of variables might account for this. Some students are too indolent to finish the teacher's assignment or work. It's possible that their net quota has been depleted. They may profit from an unreliable internet connection in the last minutes of finishing their duties²².

Conclusion

Based on the results and explanation of the research, it can be said that the COVID 19 outbreak has affected on the madurese language attitude such as the empathy level of 28 (50.9%) students; they have insufficient exposure and adaptability, and 21 (38.2%) students believe that the key point of COVID 19 influence is the students' personalities. Disparities in language learning among students are to blame for the COVID 19 epidemic. It has an impact on the concerns and personalities of university students. It makes pupils anxious when studying English and inactive when learning the language. It implies that during COVID 19, teachers and members of academic society should provide students with an appropriate language environment in order to create the right classroom conditions for students to receive meaningful input as well as social interaction in order to raise students' awareness of their society. Academic society members are urged to be responsive in order to provide appropriate feedback to students and to connect in a natural manner on a regular basis.

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²¹ Erika-Mária Tódor and Zsuzsanna Dégi, "Language Attitudes, Language Learning Experiences and Individual Strategies What Does School Offer and What Does It Lack?," *Acta Universitatis Sapientiae, Philologica* 8, no. 2 (2016): 123-137.

²² Shameem Ahmed, "Attitudes towards English Language Learning among EFL Learners at UMSKAL," *Journal of Education and Practice* 6, no. 18 (2015): 6-17.

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