

Students Perception of Diglossia Phenomenon in Classroom

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Abstract

The occurrence of diglossia is seen in several contexts and settings, including both official and informal domains. This study's primary objective is to investigate students' language preferences, motivations, and language attitudes. Data were collected from undergraduate English students at the Muhammadiyah University of Banjarmasin via questionnaire in Google Form. The study used a descriptive quantitative methodology. The present research used a descriptive test analysis approach using the SPSS version 25 software for Windows. According to the results on language selection, the association between high variation (H) and low variation (L) may be diglossic. Regarding linguistic attitudes, most respondents exhibit a favourable disposition towards a wide variety instead of low variation across all dimensions. This inclination may be attributed to their academic specialisation. Nevertheless, a significant proportion of participants believed that the Low variation had supplanted the High variety as the predominant linguistic form used by the Indonesian population. Therefore, the diglossic link between the High and Low types will persist in Indonesia. The study results provide insights into the diglossic condition of diglossia in a multilingual society and provide a reflection of the perspectives held by young people in Indonesia about the two distinct kinds present within their communities.

Keywords: Diglossia variations, students' language preferences, motivations, language attitudes

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INTRODUCTION

As social beings, humans continually participate in interpersonal contact and preserve relationships with others (Pernantah et al., 2023; Waty et al., 2023). The individual use language as the most effective means of communication. Language functions as a communication medium, including both vocal expressions, often referred to as spoken language, and written expression, commonly known as written language (Matt et al., 2022). Fundamentally, written language can be seen as a product of spoken language, demonstrating the superiority of spoken language over written language. Within linguistic communication, spoken language necessitates the active involvement of both those who talk and those who listen, whereas written language encompasses the interaction between authors and readers. The importance of language in human life becomes apparent when considering its role as a means of communication (Moon & Selviani, 2019). Within the realm of language education, effective communication plays a crucial role in establishing a

connection between students and their instructors while also fostering interaction among the students themselves.

They are considering the diverse pupils' backgrounds and the language discrepancies across various locations. Possessing a globally intelligible common language is of utmost importance for pupils. Tursunovich (2022) asserts that possessing linguistic proficiency is an essential competence human universally anticipate. As mentioned above, the claim is based on recognising that language may function as an essential component of an individual's sense of self (Bulan, 2019). The essential components of language skills or talents generally consist of four elements, namely hearing, reading, speaking, and writing (Rahman & Ja'afar, 2018; Vafae & Suzuki, 2020). From the start of their formal schooling, people have been instilled with these four key talents. Indeed, some parents have nurtured their children's linguistic aptitude throughout their early developmental years before they are introduced to official educational environments. This study's primary objective is to examine students' core competencies or proficiencies, particularly their capacity to adjust and respond in verbal articulation or interaction within a new language in an academic environment. Mailani (2022) asserts that every language displays unique variations and fulfils certain functions, embracing conventional and non-conventional forms. Formal situations often use standard language to enhance education and knowledge acquisition. In pursuing scholarly pursuits, it is considered appropriate for instructors and learners to use excellent linguistic abilities (Handrianto et al., 2021).

The linguistic composition among the general population is undergoing a notable shift towards greater diversity and heterogeneity, marked by the resurgence of languages and the embrace of regional dialects (Anggraini et al., 2022; Sait et al., 2023). As mentioned above, the tendency highlights the intrinsic multilingual nature of Indonesian culture, whereby language use exhibits variation across many circumstances. The linguistic variety and frequency of speech occurrences are markers of the linguistic environment within a particular civilisation. The present work aims to undertake a comprehensive sociolinguistic assessment of the phenomenon of diglossia. Diglossia has considerable importance in generating speeches suitable for both formal and non-formal contexts, as well as enabling efficient communication between speakers (Maolana & Arifianti, 2021). Therefore, it is considered essential for researchers in Indonesia to acquire this information in order to adeptly adapt their communication tactics while engaging with people from various backgrounds.

In sociolinguistics, the phenomenon known as diglossia pertains to a specific scenario in which a singular speech community employs two separate language variants. Bilingual diglossia is a linguistic phenomenon distinguished by the use of two separate language varieties, one for written communication and the other for oral speech (Utami et al., 2021; Sahudra et al., 2024). Diglossia refers to a linguistic occurrence when two separate varieties of a language, namely high and low registers, coexist. The situation mentioned above is seen in Indonesia, where indigenous languages are used as indicators of regional identity, while the Indonesian language fulfils the role of the official national language (Arjulayana, 2018). The High variety is often used in circumstances that need a more official

register, whereas the Low variety is mainly employed in informal communication styles.

The sociolinguistic phenomenon called diglossia has received much attention in contemporary discourse. A wide range of ethnic groups and languages in Indonesia suggests that diglossia is likely to be prevalent (Musta'in & Handrianto, 2020). Ferguson is widely acknowledged as responsible for the original presentation of the notion of diglossia. The concept of "diglossia" pertains to a linguistic occurrence characterised by the simultaneous presence of two separate speech varieties within a unified speech community. Each speech variety is often used in distinct domains, with limited overlap noted between the areas in which the two varieties are utilised. Ferguson and Ferguson (2015) have identified nine unique methods for interpreting the phenomena of diglossia. The techniques mentioned above embrace a range of factors, including but not limited to the function, the prestige associated with literary history, acquisition, standardisation, stability, grammar, lexicon, and phonology (Rita & Handrianto, 2021; Hidayati et al., 2023). The phenomenon of diglossia pertains to a sociolinguistic scenario whereby a given culture demonstrates the presence of two separate language varieties, each assigned with its specific role and purpose. Moreover, certain components' arrangement and temporal allocation exhibit substantial variations in social settings, notably in interpersonal interactions.

A substantial body of academic literature and empirical research has been undertaken within the domain of diglossia. According to Arjulayana (2018), diglossia is a linguistic phenomenon noticed among Indonesian academics. This phenomenon involves the development of several language varieties for communication. Within this specific occurrence, people have a proclivity to use a range of language expressions based on the surrounding factors and the person they are conversing with. In more formal settings, people often exhibit a greater degree of linguistic diversity, but in informal settings, the use of linguistic diversity tends to be diminished.

Ningrat (2019) asserts that diglossia is a common phenomenon in social settings whereby people use formal and non-formal language daily. The concept of diglossia pertains to using various kinds of language, known as high and low varieties, which often emerge in communicative situations. This linguistic phenomenon allows people to modify their language use to communicate more courteous speech, harmonising with the particular tasks within the diglossic system. Moreover, Moon and Selviani (2019) provide an elucidation of the linguistic phenomenon known as diglossia, which may be categorised into two discrete variants: the high variant (H) and the low variant (L). The Indonesian language has a notable predominance in formal settings. Language has differences that are dependent on its purpose and use. The emergence of diglossia may be attributed to many variables, such as the use of bilingualism, the characteristics of the individuals involved in communication, and the differences in dialects.

Moeliono (2002) asserts a notable degree of linguistic variation in the use of language across various educational contexts, official oratory, religious sermons, academic lectures, radio and television broadcasts, official written materials, newspaper headlines, and creative compositions. The linguistic variety is seen in the home environment, contacts with neighbours, and informal talks, such

as those taking place in markets, are notably constrained. This assertion posits that the learning process inside the educational system, irrespective of the degree, is primarily characterised by its formality and official nature.

The linguistic variation in this context is Indonesian, which includes the widely spoken regional language, Banjar. The linguistic phenomena seen in English classrooms at Universitas Muhammadiyah Banjarmasin (UMB), whereby two separate language types are used concurrently, may be categorised as a diglossic or diglossia occurrence. The primary objective of this research endeavour was to examine the sociolinguistic framework on language diversity in Indonesia. More specifically, the study aimed to explore the dynamics of language selection, influential linguistic variables, and prevailing attitudes within the context under investigation. The focus of this chapter is to provide a comprehensive analysis of the strategies used in investigating the three succeeding research queries, (1) What is the language preference of students when choosing between High and Low varieties in various communicative contexts? (2) What factors contribute to the linguistic diversity observed among students' spoken English? and (3) What are the language attitudes of students towards various linguistic varieties?

RESEARCH METHOD

Research Design

The current study used a quantitative research technique characterised by a descriptive approach described by Mahajan (2020). The research methodology used in this study is quantitative, focusing on using online questionnaires as a significant tool for data collection. The study aimed to examine the language choices made by students when deciding to pick between several language varieties. Three research questions were created to address this objective: (1) What are students' language choices when selecting different varieties? (2) What variables influence these language choices? (3) What are the language attitudes of respondents towards different varieties? The data was collected from the participants using the questionnaire methodology.

Population and Sampling

A considerable sample of undergraduate students from UMB was selected to investigate the occurrence of diglossia among university students in Indonesia. The participants of this research were selected from the population of students currently enrolled in the English course at UMB. The selection of these students was based on the perception that they had a heightened degree of consciousness of the significance of literacy in achieving success in their everyday interactions, academic endeavours, and future professional pursuits (Taherdoost, 2022; Suganda-M et al., 2023).

It is postulated that the participants possess the necessary qualifications for the study based on their selected academic discipline, suggesting a particular degree of expertise. Furthermore, it is essential to acknowledge a higher probability and frequency of using English as the predominant mode of communication, especially in casual settings. The research used purposive sampling, often called selective sampling, as its chosen sampling approach. The participants for this research were selected from the population of students enrolled

in the English study program at UMB, with a focus on their significant involvement in interpersonal interactions within their class.

Instrumentation

The researcher used the Likert scale as the measuring scale that was selected for the data-gathering process (Rita & Handrianto, 2020; Nurhafisah et al., 2022). The scale used in this research served as a tool for measuring the attitudes, views, and perceptions of people or groups in connection to the phenomena being investigated. Each participant's personal information and historical facts were collected during the survey. The bulk of the questions in the survey are formatted as Likert scales with multiple-choice answers. The Likert scale is a four-point grading system that covers a variety of possible replies, ranging from "strongly agree" to "strongly disagree."

When discussing data collecting, the term "valid instrument" refers to using a scale that precisely measures the variable it is designed to measure. The current investigation used a descriptive test analysis methodology, and the SPSS version 25 program for Windows was used. The survey questions are divided into two main sections: Part A discusses the many types spoken in Indonesia, while Part B focuses on attitudes towards language use. The primary objective of Part A is to highlight Indonesia as a civilisation that uses diglossia speech. In addition, the purpose of the survey is to assess the knowledge and ability of respondents to identify and differentiate between two distinct kinds, as well as their assessment of differentiating between the varieties and acceptably applying them.

It is anticipated that respondents' attitudes towards the High variation and the Low variation would be shown in Part B. Because it will demonstrate if the diglossia link between high varieties and low varieties can continue or not, it is highly essential to know how young people in Indonesia regard the many variations that are found in their nation.

Validity and Reliability

The instrument has achieved a significant level of validity due to its alignment with content and requirements (Sürücü & Maslakci, 2020; Jusoh et al., 2023). The questionnaire consists of three relevant components for answering the three study queries. The study design incorporates just the variables meant to be assessed while omitting any rhetorical questions that are not directly related to the research issue. The instrument demonstrates a character connected to criteria, effectively meeting specified contemporaneous and predictive criteria. The main aim of this research is to examine the prevalence of diglossia in Indonesia. The survey questionnaire is sent to a cohort of English language learners in their third year of academic enrollment. The data acquired from the research demonstrate predictive characteristics since they are generated only from participants affiliated with the same study program.

The approach adopted achieves a certain level of dependability by maintaining the uniformity of measurements. The study's conclusions and findings were mainly derived from a questionnaire provided to students currently enrolled in the English degree course at UMB. The validity of the results may be ascribed to the lack of controlled environments and experimental procedures. The level of

subjectivity inherent in personal judgment is diminished. All replies are based on the survey findings and have not been modified or manipulated in any way.

Data Analysis

The salient aspects of the data analysis were that the data collection process involved using a meticulously designed questionnaire comprising closed-ended inquiries. Furthermore, data preparation encompasses the crucial task of thoroughly examining the data to identify and rectify any mistakes or inconsistencies that may be present (Hairunnisa et al., 2023; Sapitri et al., 2023). Data exploration encompasses the use of visualisations as a means to comprehend the distribution and patterns inherent within the dataset. Descriptive statistics, including central tendency and variability measures, summarise the data. Subsequently, interpreting the findings includes identifying and analysing discernible patterns and trends within the dataset. Ultimately, the results should be disseminated clearly and succinctly, including the objectives, methodology, and primary measures of central tendency.

RESULTS

The findings obtained from the research survey are thoroughly reported and analysed. Consequently, this study aims to analyse the respondent's choice of language between the two variations in various communication circumstances, to address the main research question of this investigation. Following this, efforts were undertaken to determine the factors that influence the language choice of the participants, as mentioned in the survey's second question. The last portion of this chapter provides an analysis that answers the research questions presented in the three studies, which aimed to examine respondents' attitudes towards the two unique kinds.

Recognition of Diglossia Varieties in Language

The first five enquiries evaluated the respondent's ability to recognise and differentiate between two unique variations in their immediate surroundings. To evaluate participants' comprehension of the two manifestations of diglossia, section A of the investigation included presenting inquiries that measured their concurrence or discordance about the resemblances and disparities between the High and Low variants.

Table 1. The similarity between the H and L varieties

		Frequency	Percent	Valid Percent	Cumulative Percent
Varieties H	SD	1	7.1	7.1	7.1
	D	8	57.1	57.1	64.3
	A	4	28.6	28.6	92.9
	SA	1	7.1	7.1	100.0
	Total	14	100.0	100.0	
Varieties L	A	8	57.1	57.1	57.1
	SA	6	42.9	42.9	100.0
	Total	14	100.0	100.0	

Based on the data provided in the table, it is evident that a majority of

the participants, namely 57.1%, indicated a dissenting viewpoint about the equivalence of low variation and high variation concerning grammar, pronunciation, and vocabulary. In contrast, a significant proportion of the participants (42.9%) expressed that the two separate forms of diglossia may be readily distinguished without encountering any associated challenges (Rahman et al., 2023). Spreafico (2020) undertakes a comparative analysis of statements made by Petrarch's contemporaries, examining their origins and underlying reasoning. In doing so, he posits that Petrarch's conception and application cannot be adequately explained within a contemporary framework of national language but rather align more closely with the concept of diglossia, wherein two distinct linguistic varieties are delineated by their respective usage contexts (Khairunnisa et al., 2022).

Table 2. Confusion over the H and L

		Frequency	Percent	Valid Percent	Cumulative Percent
Varieties H	D	1	7.1	7.1	7.1
	A	11	78.6	78.6	85.7
	SA	2	14.3	14.3	100.0
	Total	14	100.0	100.0	
Varieties L	A	4	28.6	28.6	28.6
	SA	10	71.4	71.4	100.0
	Total	14	100.0	100.0	

Table 3. Appropriate Expressions of the H and L Varieties

		Frequency	Percent	Valid Percent	Cumulative Percent
Varieties H and L	D	1	7.1	7.1	7.1
	A	10	71.4	71.4	78.6
	SA	3	21.4	21.4	100.0
	Total	14	100.0	100.0	

The research findings suggest that professional sociolinguists and ordinary young individuals generally acknowledge the significant discrepancies between Indonesia's linguistic varieties. The concluding inquiries in this segment are intended to enable the participant to provide a subjective evaluation of their comprehension and proficient use of the two language variants. When asked about their abilities and knowledge of the two variations, 78.6% of participants agreed that they could recognise and hold knowledge of the linguistic variety used by persons with whom they interact. A substantial majority of participants, precisely 71.4%, said they sometimes encounter uncertainty when distinguishing between the High and Low variants. In contrast, a smaller proportion of participants, amounting to 28.6%, expressed disagreement with this viewpoint. A proportion of 21.4% of the participants showed confidence in their aptitude to effectively use the High and Low variations in the provided context.

In contrast, a significant majority of the participants, including 71.4% of the respondents, expressed confidence in their capacity to effectively use both forms of language depending on the specific context. A minority of the participants, precisely 7.1%, disagreed with this concept. The findings from this section indicate that most participants strongly believed in their ability to differentiate between the two categories and effectively use them in the appropriate situation. This aligns with the findings of Fishman (2020), who posited that bilingualism in the absence

of diglossia tended to be a temporary phenomenon, affecting both the language repertoires of speech communities and the specific speech varieties involved.

The Language Attitudes

The concluding segment of the questionnaire centred on the linguistic attitudes shown by the participants towards the High and Low varieties. At the outset, focus was placed on the individual's academic experience. Based on the findings of the study, it was observed that 42.9% of the respondents maintained the perspective that students enrolled in the English department were obligated to use just a High variety of English in their classroom communications. Nevertheless, it is worth mentioning that a significant proportion of the student population, precisely 50.0%, stated their dissent against this particular concept.

Table 4. Expected Variety in Class (H Variety)

		Frequency	Percent	Valid Percent	Cumulative Percent
Varieties H	SD	1	7.1	7.1	7.1
	D	7	50.0	50.0	57.1
	A	6	42.9	42.9	100.0
	Total	14	100.0	100.0	

A significant proportion of the participants, 71.4%, agreed that instructors should use High variety as the primary teaching mode. Conversely, 21.4% of the respondents disagreed that they comprehended the material more effectively when lecturers utilised the Low variety. 85.7% of the participants agreed that their comprehension was improved when instructors used the Low variety in their teaching. Additionally, 14.3% of the respondents highly endorsed the effectiveness of employing the Low variety during instructional sessions. According to Han (2023), The results suggest that students exhibit a favourable disposition towards using English as the medium of instruction for teaching and learning purposes. Students learning experience using English as a Medium of Instruction (EMI) is influenced by significant elements such as their motivation and past competency in the English language. Customised instructional approaches aimed at promoting students' acquisition of knowledge, an elevated degree of cooperation between instructors who instruct in English as a Medium of Instruction (EMI) and language teachers, and establishing an immersive sociolinguistic setting that fosters EMI are additional crucial factors. According to Handrianto et al. (2023), the research proposes many tactics and policy implications that might enhance the effectiveness of English as a Medium of Instruction (EMI) in non-Anglophone nations prioritising internationalisation in higher education.

Table 5. Enhancement of Understanding (L Variety)

		Frequency	Percent	Valid Percent	Cumulative Percent
Varieties L	D	3	21.4	21.4	21.4
	A	10	71.4	71.4	92.9
	SA	1	7.1	7.1	100.0
	Total	14	100.0	100.0	
	A	12	85.7	85.7	85.7
	SA	2	14.3	14.3	100.0
	Total	14	100.0	100.0	

Table 6. Appropriate Variety for English Language Students (H Variety)

		Frequency	Percent	Valid Percent	Cumulative Percent
Varieties H	SD	1	7.1	7.1	7.1
	D	4	28.6	28.6	35.7
	A	9	64.3	64.3	100.0
	Total	14	100.0	100.0	
	A	7	50.0	50.0	50.0
	SA	7	50.0	50.0	100.0
	Total	14	100.0	100.0	

According to the tabulated data, a majority of the participants, namely 64.3%, agreed with the proposition that the High variety is better appropriate for studying the English Language at UMB. Furthermore, a notable proportion of the participants, namely 50.0%, expressed their agreement with the importance of the High variety in formal communication. In their study, Alrwaita et al. (2020) used linear mixed models to compare 32 Arabic diglossic young people and 38 English monolinguals. The study aimed to measure the participants' executive function abilities in inhibition and switching using cognitive tasks. The findings indicated that, while both groups exhibited the anticipated performance levels across all activities, diglossia had no discernible impacts in any of these areas. The findings are analysed in the context of the Adaptive Control Hypothesis. The authors suggest that the potential impact on executive processes, which may be associated with using several languages or linguistic varieties, would not be easily anticipated in situations with limited chances for transitioning between them, particularly among younger individuals.

Table 7. Acceptable Variety for Indonesian Students (L Variety)

		Frequency	Percent	Valid Percent	Cumulative Percent
Varieties L	D	1	7.1	7.1	7.1
	A	11	78.6	78.6	85.7
	SA	2	14.3	14.3	100.0
	Total	14	100.0	100.0	
	D	3	21.4	21.4	21.4
	A	11	78.6	78.6	100.0
	Total	14	100.0	100.0	

According to the data provided in the table, a significant majority of the participants, namely 78.6%, indicated a preference for the Low variation as a more convenient spoken form when compared to the High variety. Furthermore, a comparable proportion of participants agreed on the acceptability of the Low variant for Indonesian pupils. In their study, Franssisca and Subekti (2022) discovered that participants exhibited a favourable disposition towards their regional accents. Consequently, English education might prioritise the ultimate objective of language acquisition, namely effective communication and fostering a good self-perception among students concerning their English proficiency. Therefore, rather than comparing with native English speakers, students should concentrate on enhancing their English language proficiency, irrespective of accents, to integrate into the global community. The study's limits and contributions

are discussed, as well as potential avenues for further research in the relevant subject.

Table 8. Representation of National Identity (L Variety)

		Frequency	Percent	Valid Percent	Cumulative Percent
Varieties L	D	6	42.9	42.9	42.9
	A	8	57.1	57.1	100.0
	Total	14	100.0	100.0	

In relation to the concept of identity, a significant proportion of the participants, particularly 57.1%, indicated their agreement with the idea that the Low variety is more suited for the representation of national identity. Conversely, 42.9% of the respondents held an opposing perspective. According to Suleiman (2019), it has been argued that the use of the Low variety is better suitable for portraying national identity.

Table 9. Personal Preference on Different Varieties (L Variety)

		Frequency	Percent	Valid Percent	Cumulative Percent
Varieties L	D	2	14.3	14.3	14.3
	A	9	64.3	64.3	78.6
	SA	3	21.4	21.4	100.0
	Total	14	100.0	100.0	
	D	2	14.3	14.3	14.3
	A	10	71.4	71.4	65.7
	SA	2	14.3	14.3	100.0
	Total	14	100.0	100.0	

The research examined language attitudes shown by young persons towards different linguistic variances in Indonesia. A significant majority of 64.3% of the participants agreed that the Low variety of language is gradually displacing the High variety as the prevailing mode of communication used by Indonesians, especially among the younger demographic. Nevertheless, when participants were asked about their inclination towards the two variations, a significant majority of 71.4% indicated a preference for the Low variant, whilst 14.3% of the respondents had a contrary viewpoint. In the study by Isti'annah (2020), an analysis is conducted on the linguistic attitudes seen inside the eco lexicon of a tourist website in Indonesia. The study's findings reveal a significant emphasis and promotion of the physical environment. The website is also recommended to foster social and economic contexts. In their study, Menggo and Suastra (2020) investigate the phenomenon of language maintenance within the Balinese community, specifically focusing on the Sumbawanese language. The researchers observe that although speakers of the Sumbawanese language possess a high level of proficiency, they need to improve their use of the language in their daily interactions. The individuals exhibit favourable dispositions towards their language, and it is essential to undertake endeavours to preserve language use and foster good attitudes. Furthermore, Siregar (2022) examines the gradual erosion of the Indonesian language from incorporating a foreign lexicon in public communication. Nevertheless, the current state of the language is secure and may persist by adjusting itself to meet the demands of society.

DISCUSSION

The research findings suggest that skilled young speakers in Indonesia use two unique language varieties, which exhibit notable variations depending on the specific circumstances. The High variety of language is frequently seen in formal circumstances, such as professional or academic contacts, while the Low variety is commonly applied in informal settings, such as casual chats or daily interactions. The current study's results align with the research done by Franssisca and Subekti (2022). The two types exhibit a symbiotic interaction, forming a diglossic correlation between the High and Low varieties.

Several circumstances among the respondents have impacted using a specific language variety for communication. This discovery is consistent with the study done by Moon and Selviani (2019), which proposes that code-switching between the two language varieties mostly takes place due to several circumstances, including the individuals engaged in the conversation, the particular contexts, and the communicative objectives. The study results revealed that Indonesian university students perceived that the High variety of language was more suited for communication and educational objectives, whilst the Low variety was seen as more acceptable for expressing national identity and cultivating intimate interpersonal ties.

The poll produced several significant results that ought to be highlighted. One issue pertains to the identification and understanding of the two variants of English among university students. The findings indicate that most participants could differentiate between the two unique forms of English present in their environment. Furthermore, a considerable proportion of participants showed a high level of self-assurance in their ability to effectively differentiate and use these different types in alignment with the specific situations (Rita et al., 2021; Ismaniar et al., 2023; Pamungkas et al., 2023).

It is noteworthy to highlight that a considerable percentage of instructors at UMB used a blend of language types throughout their instructing sessions. Nevertheless, many students have raised concerns over the suitability of using the Low variety to deliver teaching. As previously said, English Language students need a comprehensive grasp of linguistic information to support their learning of the target language effectively. English instructors fulfil the crucial duty of serving as language exemplars for their pupils. To ensure students' familiarity with the proper utilisation of English forms and functions, they must actively employ correct and standardised language. This practice will enable students to utilise English in their communication correctly.

Considering the perception of the Low variety as a sign of attachment, some instructors may have used it to cultivate a connection with their pupils or even as a tactic to enhance understanding and improve learning. However, the results obtained from the language attitudes survey revealed that a significant proportion of students disagreed with the idea that they had a superior comprehension when instructors used the Low variety.

The research also focused on the pupils' preference for the two distinct categories. Based on the response received from the participants, it became apparent that a significant majority of the pupils stated a preference for High variety as

opposed to Low variety. Even in informal settings such as online conversations or interactions with acquaintances, many people use a mixture of linguistic types instead of entirely relying on the informal variety. Nevertheless, the consensus was that the Low variety of language functioned as a more pragmatic mode of verbal interaction. Based on the results, it can be deduced that many participants acknowledged the increased importance of High variety while simultaneously displaying a stronger tendency to use Low variety. On the other hand, many students exhibit a similar level of preference for Low variety as they do for High variety.

The survey questionnaires used in sociolinguistic investigations may not adequately capture all the essential elements necessary for a complete study. The exclusive reliance on surveys may not adequately reflect people's authentic language use and attitudes, underscoring the need to investigate other research methodologies (Nengsih et al., 2022; Sunarti et al., 2024). However, this research used the questionnaire due to time restrictions and limitations.

To improve the study's validity, future research endeavours should include a more significant sample size representative of the population and apply more advanced statistical methodologies. The study's conclusions and insights are expected to be generalised and implemented throughout the whole community by augmenting the sample size and assuring its inclusivity in terms of respondents' diverse backgrounds. Using a complete statistical technique, the obtained data will demonstrate improved levels of accuracy and dependability. The present study only used the questionnaire methodology as the principal approach for gathering data throughout the investigation. It is strongly recommended to include a thorough study approach incorporating a combination of known strategies for collecting sociolinguistic data, as suggested by Rahman et al., 2022. This may include using sociolinguistic interviews, engaging in participant observation, and administering surveys. There is a prevailing belief that incorporating these supplementary methodologies will enhance the validity of the analysis.

CONCLUSION

The study's findings can be concluded that students of the English Language demonstrate the practice of code-switching between the High variety and the Low variety, influenced by several circumstances. High and Low varieties have different functions depending on their language. The linguistic relationship between the two variations may be described as diglossia. Regarding their linguistic attitudes, it can be noted that most participants demonstrate a positive inclination towards Low Variety in contrast to High Variety across several dimensions. This predisposition might also be ascribed to the academic subjects they have selected. All participants in the study were registered as undergraduate students working towards a Bachelor of Education degree within the Faculty of Teacher Training and Education at UMB. However, it is crucial to acknowledge that selecting the sample group was not executed randomly, imposing constraints on the extent to which the acquired conclusions may be applied to the broader population. The research findings were considered insufficient in generalizability to the overall population of university students in Indonesia since the observed results may be limited to the individual participants included in the study.

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