

CHAPTER I

INTRODUCTION

A. Background of Study

The stigma revolving around the practice of using English has always existed in Indonesia for a long time. The people who use the language oftentimes get unfairly stereotyped. “*Jangan sok Inggris!*” or loosely translated as “Don’t be a pretentious English speaker!” is one of the most common expressions used by the people who shame someone who uses English especially for speaking. This staggering behavior of language shaming can be blatantly discouraging especially for the people who still learn the language.

Language shaming can be defined as an act of mocking, humiliating, or disrespecting a certain language or certain ways of using it (Piller, 2017). When it comes to shaming English or someone who uses English, we can refer to this practice as English shaming. The infamous case of this issue happened to a well-known artist, Cinta Laura Kiehl. She has got a lot of shame over the years for her foreign accent when she speaks Bahasa Indonesia and the way she switches between Bahasa Indonesia and English (Asian Boss, 2020; Kiehl, 2020). The apparent portrayal of language shaming also happened to Indonesia’s current president, Joko Widodo, when he delivered his English speech and carried on a conversation in an event at Brookings Institution. President Joko Widodo received numerous negative online comments

regarding his limited English and inability to hold the conversation well (Brookings Institution, 2015). Furthermore, the cancerous notion of being less nationalistic as you speak English makes matters worse. This issue has even been addressed sarcastically by several famous Indonesian YouTubers in a video portraying their attempt to use only Bahasa Indonesia for the words or expressions that are commonly conveyed in English (Skinnyindonesian24, 2017).

Shaming can foster stigmatized traits or behaviors that can lead to detrimental impacts from lack of confidence all the way to social alienation (Piller, 2017). Furthermore, English shaming can eventually form an insecure society (Farhana, 2021). Additionally, it is unequivocally stated in An-Nisa: 148 that Allah does not like out loud evil things to be said.

لَا يُحِبُّ اللَّهُ الْجَهْرَ بِالسُّوِّءِ مِنَ الْقَوْلِ إِلَّا مَنْ ظَلَمَ ۗ وَكَانَ اللَّهُ سَمِيعًا عَلِيمًا ﴿١٤٨﴾

This verse also reminds people that shaming practices are supposed to be avoided. In addition, the fact that Allah is All-Knowing as stated in this verse anchors an individual's arrogance. The knowledge that a person possesses is limited, it should be a wake-up call not to be cynical and not to shame other people for trying to speak or learn another language. It is indeed a humbling reminder to keep us grounded.

In line with some considerations mentioned above, I would like to conduct the research on this matter in the context of Indonesia. Specifically, the

research is going to explore English shaming experiences faced by Banua Kalsel Bilingual Boarding State Senior High School students. The bilingual system applied at this school gives the students more exposure to English than many other public high schoolers. I have done a survey, interviews, and observation beforehand on this matter. This pre-research confirms that English shaming does happen there. The fact that English is very close to their life yet still far from its expected application as well as the poor implementation of the English Day program have also become some of the considerations to study this setting. In addition, English shaming presumably becomes one of the factors that hinders the students from using English to communicate actively.

In accordance with this matter, several previous studies that are related to this issue are Porras (2022) that investigated English shaming practices on Facebook in the Philippines context, Nguyen (2019) that explored English shaming practices on YouTube in Vietnam, Abeysena and Abeywickrama (2020) that studied the awareness of linguistic shame and shaming of teacher educators in the case of Sri Lanka, as well as Abeysena and Liyanage (2020) that explored the awareness of linguistic shame and shaming of teachers in Sri Lanka . In fact, language shaming is no stranger to many people, but it needs to receive more attention since the research regarding this specific matter is still limited. The research on this issue still cannot be found in the context of Indonesia.

This research is hoped to shed light on this issue as it is considered as a common phenomenon in Indonesia but we do not really talk about it enough. This research is also expected to raise awareness and give a better understanding about this matter for Indonesians who learn English in general and the teachers and students who learn it in an academic setting in particular.

B. Research Question

What are English shaming experiences faced by Banua Kalsel Bilingual Boarding State Senior High School students?

C. Objective of Study

To explore English shaming experiences faced by Banua Kalsel Bilingual Boarding State Senior High School students.

D. Significance of Study

1. For the students

This research explores how English shaming experiences faced by Banua Kalsel Bilingual Boarding State Senior High School students. It is expected to raise awareness among the students about this issue. It is crucial to put this issue on the table so that the students can understand more about it. It

is hoped that this research can boost and optimize the students' confidence and potential to learn and use English.

2. For the teachers

This issue is familiar but we do not really talk about it. It is necessary to address this matter. This can be an eye-opening reality for the teachers to really think of this deep-rooted mentality of English shaming that many Indonesians have—the students are no exception. Furthermore, hopefully the teachers can provide a supportive language learning environment for the students as well as instill a positive attitude toward learning English endeavors.

3. For the other researchers

It is hoped that the other researchers can conduct more research on this topic considering the fact that there are no sufficient sources about this problem. As this research aims to voice this issue, I hope that more and more people realize the importance of addressing this matter. I also hope that the researchers can contribute their work to the academic repositories.

E. Definition of Key Terms

1. Language Ideologies

Language ideologies in this research call attention to the opinions and beliefs that Indonesian have toward English. They can stimulate a good understanding of English. Unfortunately, in contrast, these ideologies can

foster the bad conceptions that eventually trigger English shaming. Language ideologies here specifically refer to Banua Kalsel Bilingual Boarding State Senior High School students' pre-conceived notion about English.

2. English Shaming

The act of shaming people when they use English. English shaming can also be in the form of shaming the ways of using English. It depicts the experiences of English shaming faced by Banua Kalsel Bilingual Boarding State Senior High School students. English shaming of this research consists of laughing, verbal shaming, imitating, and ignoring.

3. Bilingual Boarding School

It points out the system used by Banua Kalsel Bilingual Boarding State Senior High School. Bilingual education is implemented in various programs such as English Speech, Discussion, and extracurricular program. Furthermore, English and science subjects are also delivered in English. In addition, the boarding system plays an important role to make these programs possible since it gives the time for those activities. Unfortunately, this exposure also gives English shaming a possibility to happen.