LINGUISTIC DISCRIMINATION OF ENGLISH LANGUAGE IN SMAN 2 PINRANG: INFLUENCING OF STUDENTS' COMPETENCE

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ABSTRACT

Linguistic discrimination is critical to student achievement, as it is the intimidating nature of a person's use and style of language that tends to be denigrated or unfairly tolerated in their own environment. The study provide an explanation regarding how discrimination of linguistic can affect student achievement in teaching English at SMA Negeri 2 Pinrang. For the research objective, observations were made in three classes at different times to determine the effect of student achievement. The data were obtained by interviewing two English teachers and six students regarding their views on attitudes and beliefs during the learning process in class. After being analyzed, it appears that there is unconscious discrimination and this can affect the English learning process itself, not respecting the level of the language itself, pressure from the teacher, affecting student competence in some aspects such as fear of communication, homogenization of achievement, fear of evaluation negative, academic, extra visibility of high ability students, mother tongue restriction, difficulty interacting, self-isolation, and discriminatory jokes. The results of this study indicate that all forms of discriminatory behavior both from classmates and teachers can affect student achievement. So that negative behavior also produces negative responses such as fear, anxiety, and separation so that it limits and restrains student participation in the learning process.
Keywords: *Academic, Discrimination*, Linguistic, Performance, Standard Language

INTRODUCTION

The methodology most widely used and promoted by educators is the communicative approach, especially in instructional process of ESL. With this method, students have an endless amount of possibilities to explain their experiences, offer context to whole ideas, and engage in active communication with one another (Wahyuningsi, 2019).

The approach of communication is a successful method for learning English. However, this training also subtly promotes beliefs and ideals like utilitarianism and individualism. In terms of ethics, teachers may use utilitarianism's maxim that moral behavior should aim to maximize happiness for everyone. As moral actors, educators play a crucial role in the area of education by consistently engaging in praxis, or contemplation and action, grounded in ethical principles (Ibrahim & Hendriani, 2017).

The utilization of a communicative method and task-based learning are the two key characteristics of English language instruction in our teaching program at SMA Negeri 2 Pinrang. Instructors often structure their lessons and homework in accordance with the standards set by the government. As a result, the focus of class activities is on learning grammar and pronunciation, exploring a variety of topics, and creating presentations alone, in pairs, and in groups.

In this study, we can state that the linguistic variety in each class contributes to the English language learning process. That is to say, courses are linguistically diverse; there is mixed competence, which means that there may be kids in a class who have low, medium, or high language proficiency. While some of the participants came from rural places where they seldom ever spoke Indonesian, let alone English, we were even able to identify people who still spoke both their native tongues and English.

The development of special sensitivity has been developed towards the type of interaction that takes place in the classroom in the process of learning English as a form of linguistic diversity or a class mix of linguistic ability levels as previously described as students who took part in the activities well as joined as members of research group of the cultural studies. Also, the increased prominence given to high-ability kids (HP) by the program's professors has caught our notice. By engaging in lengthy chats with high-ability (HP) students and limiting the chance for LP students to participate in class discussions, teachers inevitably have a tendency to disregard LP students. We also saw that LP kids were reluctant to speak out and finally left class because they lacked confidence, were anxious about being questioned by their professors, and were concerned about being teased by their peers.

We have the chance to see that when students work in groups, their usage of mobile devices predominates the cooperative group interactions. Simply said, LP students are distant and lacking in self-confidence. Students that are good at speaking are typically recognized and rewarded in class activities. Also, the similar thing appeared when students delivered oral communication; LP students were anxious about making oral communication in front of others, but LP students did well and attracted greater attention from instructors and peers.

Language as well as cultural studies are closely related and can be used to assess social standing. The definition of cultural studies is "the study of how underrepresented social groups are portrayed and the need for cultural transformation" (Rufaida, 2023). Deconstructing the power relations at play in the English class and the desire to give the voiceless student a voice led to the creation of this research. The motivation behind this study was to give voice to the silent student by dissecting the power dynamics that are present in the English classroom. (Rufaida, 2023) asserts that language and knowledge in this context are never neutral or objective.

On the other hand, this study also takes into account the concept of social justice. The ideology behind it "exceeds the defense of rights. For all Indonesians, social justice (Pancasila Sila ke-5) The right to education belongs to every individual. The preservation of human rights depends on social justice; human rights, in its positive sense, seek to provide all people the same fundamental rights, regardless of their nationality, race, gender, or religious affiliation (Tunisa et al., 2024).

"The right to be recognized as a member of the language community; the right to communicate and mingle with other persons of their language's ethnic group; the right to retain and develop one's own culture" are examples of both cultural and linguistic human rights (UNESCO, 1996). This comment is related to the status of the English learning class that we studied.

Another crucial idea to use in the classroom is a democratic process of learning. Three democratic tendencies are reflected in it: the demand for self-determination, the moral equality of all people, and their capacity for reasoned action and judgment. Instead, all people may collaborate every day to settle disagreements and address issues. Since establishing a democratic culture is difficult and takes time, a variety of issues may be explored in class, leading to the conclusion that classroom debate as a teaching approach helps foster democratic principles (Fajar & Abduh, 2017).

Since students are considered to be carriers of various social memories, The first-person views and testimony from the linguistically affected persons should be included into a fruitful and thorough investigation of linguistic discrimination

founded in implicit attitudes (Drożdżowicz & Peled, 2024). Moreover, he makes the case that this demonstrates the necessity for students to create their personalities and identify their routes in order to politely engage in valuable and pertinent discourse with others.

The next parts analyze the presumptions in more detail and provide theory to support them. So, readers will better understand our research efforts. We shall outline the idea that underpins the investigation of language discrimination in this section. The following theories and ideas are used to frame this research: 1. The idea of the standard language; 2. Linguistic discrimination; 3. Linguistic diversity; and 4. Socio-affective variables.

LITERATURE REVIEW

Linguistic Discrimination

It is crucial to make it clear that language discrimination has mostly been researched and investigated in the workplace in bilingual or multilingual environments before addressing notions and theories. We couldn't find any proof that research was being done in a classroom setting, especially for English teaching programs. In studies on linguistic discrimination or linguisticism, the term "discrimination of language" is defined as "ideologies and behaviors used to legitimate, manage, and maintain the uneven distribution of power and resources dictated by language" (Syafii, 2018). Hence, discrimination of linguistic may be viewed as the allocation of social power within the language community and can be equated to the compulsion of entities or individuals against the use of language.

Standard Language

In this study, the definition of linguistic discrimination exposes the ideological notion of standard language. "A tendency toward abstract, ideal, and uniform spoken language imposed from above, and which exploits written language as a model," is what (McLelland, 2021) defines as standard language. Preventing fluctuations of any type is its primary objective. According to (MacSwan, 2020), the education system, the media, and the entertainment industry, among other influential sociopolitical groups, have developed and focused their efforts on establishing an ideology of standard English. This mentality has spread throughout Indonesia as a result of the curriculum, resources, and policies used to teach English

being affected by overseas countries and, particularly at SMA Negeri 2 Pinrang, not being in line with the needs of Indonesian students.

Socio-affective factors

Subtle but harmful representations of language discrimination can cause a range of socio-affective issues, low self-esteem, anxiety, a lack of motivation, the onset of depression, and a negative self-concept. All of these have a significant negative impact on students regarding their performance and language proficiency in class as well as in this case their target language. The emergence of sadness, poor self-esteem, anxiety, a lack of motivation, and a negative self-concept may all be brought on by subtle but damaging representations of linguistic discrimination. Each of them significantly impairs students' ability to function in class, their language skills, and in this instance, their proficiency in the target language. As said by (Cervone et al., 2021).

Such LP students go through a process of communication anxiety, "the fear or apprehension that occurs when the learner is expected to perform at L2 and he or she experiences an uncomfortable experience" (Cervone et al., 2021). Scovel defines communication fear as "the discomfort that arises from the learner's inability to adequately express mature thoughts and ideas". Scovel describes this fear as "anxiety that originates from the learner's urge to create favorable social impressions on others"—the fear of getting a low mark from their teachers and classmates (Cervone et al., 2021), is another phase that LP students go through.

As a result, attitude, desire, and effort motivation are all significantly impacted. (Legault, 2016), on the other hand, defines motivation as "extrinsic and intrinsic motivational factors related to with teachers, courses, and groups of language learners who interact with individuals". "Interest in and enthusiasm for the material used in class, persistence with learning tasks, and levels of concentration and enjoyment" are some definitions of motivation given by (Yusriyah et al., 2021). It's crucial that teachers make a distinction between student competency and performance in this situation.

Furthermore, according to (Muhamadjonovna, 2020) "a speaker's competency in a language is judged on the basis of what the student can achieve in

the best circumstances, whereas his performance may reflect a type of idealized capacity". As a result, how we perform in languages does not always indicate how competent we are. Students may not display their skills in the majority of EFL classroom settings because they may be uncomfortable, worn out, bored, or even anxious.

Diversity of Linguistic

Language teachers are urged to advocate for linguistic variety in all facets of their instruction. Teachers are aware of the linguistic variety among pupils, who each bring their own norms and values to the classroom. Teachers and students should respect the culture, values, and customs of their pupils in order to have a deeper understanding of them (Andrews et al., 2022).

As a result, we've created a series of inquiries based on the research we studied and the issues that form our study's research problem and motivation, which puts things in perspective and makes it possible for us to build clear, realistic, and useful goals. The following is how the primary query is posed:

1. In the English language teaching program at SMA Negeri 2 Pinrang, how does linguistic discrimination effect students' academic success?

2. How can an English instructor encourage LP learners to feel more self-assured and improve their language abilities?

3. How can LP students contribute to preserving a cooperative atmosphere in the classroom? How is the classroom collaboration model used in English?

This study aims to shed light on how linguistic bias affects the academic performance of language learners in the English Language Teaching Program at SMA Negeri 2 Pinrang. Discrimination on the basis attitudes that harm language learners' performance are described and characterized. The repercussions of linguistic discrimination are also examined in SMA Negeri 2 Pinrang's English language education curriculum.

MATERIAL AND METHOD

Research Design

The main goal of the research, which uses a descriptive approach and qualitative methodology, is to analyze how discrimination of linguistic impacts

students' academic progress in the instruction of English language program at SMA Negeri 2 Pinrang. It is mentioned that (Yadav, 2022) uses qualitative methodologies in this approach to look at human experience. The information gathered from this kind of study is the result of a careful examination of a specific occurrence with the intention of describing, explaining, or identifying a process.

Thus, a qualitative method enables us to characterize the issue from the perspectives and experiences of the project's participants. After all the data has been collected, (Lester et al., 2020) provided a framework for data analysis that consists of five phases: "gathering data, coding data, comparing data, creating interpretations, and publishing outcomes"

Participants

It is crucial to discuss the objectives established for the course under observation in order to put the classroom setting that the study's participants are in into context. Its main emphasis is learning English. That is, the examination of students' speaking, writing, listening, and reading abilities informs the organization of class activities.

This research was conducted with a sample of 2 classes consisting of 60 students and 2 teachers for observation. Of the 60 people, 4 students from the LP level were selected to fill out the questionnaire. Participants are students of grades 11_1 and 11_2 at SMA Negeri 2 Pinrang even semester 2022/2023 academic year with various language levels. For English teachers, data collection was carried out in the morning when English lessons were taking place.

Instrument

This study gathers information on linguistic prejudice and how it affects linguistic academic accomplishment using two different types of instruments (teachers and students).

In order to learn about participants' beliefs and presumptions concerning discriminatory attitudes against students in connection to their degree of linguistic competence, questionnaires for interviews were provided in the form of a google form. Data collecting was carried out at the end of the observation phase by

distributing questionnaires and then their replies were evaluated further. The questionnaire was sent over the course of roughly a week.

Data Analysis

As a framework for data analysis, the five stages described by (Lester et al., 2020)—"gathering data, coding data, comparing data, creating interpretations, and publishing outcomes"—are employed after all the data has been collected.

Researchers met twice weekly for two weeks to analyze observation transcripts and survey responses at the beginning of the project, concentrating on the ideas and presumptions of language discrimination.

RESULTS

The following four categories were discovered throughout the data analysis process: the idealization of standardized language, peer and teacher pressure, reducing one's own language proficiency, and discriminating attitudes.

Idealization of standard language

The growth of what is seen as the most acceptable form of English is supported by the global community of language educators. It describes the language used by academics who adhere to English grammar and pronunciation rules and who agree with those who share their viewpoint on what constitutes appropriate language usage (Olivé et al., 2022).

1) Teacher 1: "one must speak the language according to the rules of grammar so that it is understood by everyone in all the different countries around the world" (quoted from the results of a teacher's questionnaire, 24 January 2023).

2) Student 2: "Since middle school I have always liked English; I always dreamed of being able to continue studying abroad." (Excerpt from student questionnaire, 17 January 2023) 1

3) "The teacher corrects students' pronunciation and mistakes after reading the text; he only asks students to repeat the word as it should be said" (Grade 11 1st Student, Class Observation, 3 January 2023).

Teacher Pressure

Since interactions may be changed, this kind of unfavorable judgment makes communication difficult. One professor stated, "The most important thing is that as a teacher, you have to encourage them to use the language; it doesn't matter if they don't want to do it, they will attempt to find out because they see their peers doing better, so they may progress gradually" (quote teacher questionnaire, 24 January 2023). Observations made in class also demonstrate this:

As the instructor instructed the class to discuss the topic's primary point, the students responded exactly as he had anticipated, which upset the teacher. Every time he wanted to hear the student's response, he pointed at them. (Class observation, 19 January 2023, class 11 2).

Underestimating Level of Language

Students with inadequate language competence experience considerable amounts of anxiety because they underrate their language skills as compared to peers at intermediate and high proficiency levels. I was pretty worried and anxious, as one student put it, so what happened? Which one of these nerves and anxieties has a bad effect? Maybe I was under the influence since I pronounced things incorrectly, forgot what to say and do, and I'm blocked. Certainly, there are instances where you study and are confident in a lot of your knowledge, yet you still perform poorly because the class is really challenging. (Extract from January 2023 student survey). Similar sentiments were expressed by another student who said, "When you meet someone who know so much and talk so well, you think: hmm! They know more than I do" (Taken from student interview on May 21, 2014; excerpt).

Discriminatory Attitude

According to the following student observations:

When a student attempts to complete an activity on the blackboard incorrectly, the teacher instructs the class to sit down without offering praise or criticism. Other times, the teacher will inquire of the class as to whether the response is accurate. A student with an intermediate level, on the other hand, successfully finished the task, and the teacher gave him or her praise. (Observation made in class, January 2023). Also, when LP students uttered grammatical errors

or used the incorrect term, HP students utilized sarcasm, mockery, and scorn or laughed. (Observation made in class, January 2023).

Linguistic Segregation

This phrase describes a deliberate language exclusionary attitude in the classroom. Based on their levels of language skill, pupils establish uneven distributions among themselves, according to observations. Similar to this, professors occasionally let pupils pick their groups without taking into account what can happen to LP kids. "Yes, that's true, they're looking for each other," said one kid. Individuals with the highest levels of language proficiency join up with one another, while those with lesser levels are eliminated from the group (Excerpt from student questionnaire, January 2023).

My class is frequently divided into several groups, and usually I am not in control of dividing the groups, a teacher noted. I simply tell them that I need to put together a group of four to six people, and they take care of it. Often, I use an internet program to do so (quote from the teacher questionnaire, January 2023). Despite the fact that this may appear like a fairly democratic method of class division, it has been seen that during lessons, students with comparable proficiency levels tend to create groups based on competency.

DISCUSSION

Idealization of Standard Language

Some students experience hesitation and repeating of correctly spoken words during reading lessons due to the idealization of the standard language. However, several pupils appeared to be very careful not to make mistakes or show their inexperience or displeasure at their inability to pronounce words correctly. Because of this, forcing a standard style of English in class can be condescending and awkward for LP students. Moreover, attempts to teach Standard English can promote bias in language programs due to the propensity to only enroll students who speak Standard English, which has a negative influence on learner performance. (Roessel et al., 2020) stated that discrimination based on dialect might be a manifestation of racism.. Furthermore, a great deal of English speakers

use their language to represent their social group membership and cultural identity (Roessel et al., 2020).

Teacher Pressure

LP students appear to be under pressure from teachers to speak English in class, regardless of how they may be feeling or whether they may be anxious due to the expectation to participate. This sort of teacher attitude has a tremendous effect on the classroom atmosphere, which also increases student anxiety levels and makes spontaneous involvement more difficult. It is specifically referred to as "communication apprehension," which is defined as a person's level of fear or anxiety related to current or anticipated conversation with another person or people. As indicated in a research review, anxiety can enhance fear. Fear of communication is a problem that is growing more and more significant: "Communicative dread is frequently triggered by common personality qualities including composure, shyness, and reticence". Embarrassment or reluctance develops when someone has the capacity and desire to contribute to a conversation but is unable to do so due to verbalization difficulties. The degree of shame or the situations it affects varies greatly from individual to individual (Mirabile et al., 2024). Also, the anxiety that LP pupils may receive unfavorable evaluations from peers and instructors is fueled by teacher pressure. Such poor ratings result in unfair instructor criticism and prejudiced peer behavior.

Many low-ability kids feel intimidated in situations like the classroom observation described above. This may cause brief episodes of angst, panic, and linguistic difficulty. Students with learning disabilities (LP) may become less motivated to participate in class in existed situations.

Underestimating Level of Language

Due to their lack of fluency in this specific situation, the students felt concerned, apprehensive, and frightened. Due to the realization that they would not be able to complete the course's objectives, many students with low ability dropped out. While the primary focus should be on language comprehension, many learners in English classroom instruction have a propensity to believe that their accent and normalization will help them fit in with the group of students. The role-playing

approach is utilized to foster students' creativity and appreciation while addressing the ongoing issue of students' limited English speaking proficiency in secondary school (Kartini, 2020).

Discriminatory Attitude

Discriminating attitudes, according to (Bor et al., 2023), are characterized by a desire to hate and avoid people who are not seen as members of the dominant group. In addition, this category has a significant influence on students' academic achievement as a result of peer evaluation and assessment, which causes discontent with English education programs. While interacting with people in class, giving presentations, and taking exams, students in the LP division commonly felt incredibly uneasy since several of the students who were observed during class expressed a fear of making mistakes in front of their peers.

Often teachers also appoint HP students to answer questions verbally without involving LP students on the grounds of avoiding feeling embarrassed or humiliated in front of the class. As one teacher said: "I often do not involve LP students in certain conversations to avoid feeling embarrassed if they are unable to answer my questions in front of their classmates, moreover I have given the questions to all students but no one answers, automatically I give it to students.

Linguistic Segregation

In this study, linguistic bias in the English teaching program at SMA Negeri 2 Pinrang is discussed in relation to how it affects students' academic achievement. Conclusion: Discriminatory attitudes, whether held by instructors or peers, have an impact on academic attainment. The socio-emotional impact is greatest for inmate students. Discriminatory attitudes bring forth feelings of dread, separation anxiety, fear, and terror itself. This reduces motivation to study English, class engagement, and the level of interaction.

In education programs, the discriminating attitudes that have the biggest an impact on academic success include:

1) Making fun of or tease other pupils: Peers criticize and critique what LP kids say, do, and express themselves.

2) Frequent correction from the teacher and classmates: The teacher corrects LP

pupils in front of the class and demands that they use language the "proper way.".

3) Ideological position of the common language: This is the deeply held conviction that there is only one grammatically proper version of English, regardless of the dialect used by the learner.

4) The pressure on learners to engage from the teacher raises anxiety levels and might occasionally make students feel frightened. (to the extent that learners restrict their chances to communicate in the target language). Students are demotivated by the demand the teacher puts on them, and it occasionally prompts them to skip English class.

5) Negative peer distinctions: Children frequently contrast their verbal proficiency, which results in a negative self-concept. The HP pupils' emotional intimidation of the LP students is common.

6) Linguistic stratification (grouping criteria): Learners form groups according to their degree of language proficiency, concealing this trend with amicable relationships and impairing the quality of classroom engagement.

7) Belief in an ideal accent or dialect: This relates to the widespread belief that the only dialects that can be taught and legitimately conveyed are the American and British dialects. Certain accents are seen to be more authentic than others.

8) Invisible to other students and educators: LP kids are often disregarded by classmates and teachers who do not view them as an active aspect in classroom growth. HP students prefer to neglect LP pupils by isolating or avoiding them depending on their level of english.

CONCLUSION

In light of the study's findings, the researcher makes three recommendations for English education programs in order to assess discriminatory beliefs and enhance social justice, democracy, and equality in the classroom.

At the beginning, we encourage teachers to think about useful language interaction techniques in the classroom. It is crucial to emphasize that many LP youngsters may have potential, which is something educators and other accomplished individuals are aware of. Moreover, because language teachers must promote the concept of linguistic diversity in all areas of their curriculum, we

implore teachers to be aware of how cultural and social knowledge affect language interactions.

We also advise SMA Negeri 2 Pinrang's English teaching program to make an effort to understand students' backgrounds, cultures, and life experiences in order to develop a more diverse classroom. Moreover, students are urged to converse and prevent self-isolation, regardless of their degree of language skill.

We recommend that future research studies concentrate on topics that continue to drive social justice and transparency in educational institutions in light of the conclusions we have drawn from this study. Future studies will concentrate on themes like subjectivity in language education, language cultural identity, cultural impacts on cognitive development, and gender inequalities in academics and language teaching.

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