Language Attitudes and Application in the movie The Amazing Spiderman: Sociolinguistics Studies

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Abstract

The purpose of this study are to analyze the types of language attitudes occurs in the movie Amazing Spiderman and the type of meaning from the source taken from the official movie script. The method is used in this study is descriptive analysis method. By using Perloff, (2003) theory the researcher found that there are two types of language attitudes occurs in the movie which are attitudes to Vernacular and attitude to standard English. Vernacular is using a language or dialect native to a region or country rather than a literary, cultured, or foreign language of relating or being a nonstandard language or dialect of a place, region, or country. Standard English is the English used by educated people with relatively high social status. Moreover, Attitudes to language are important to sociolinguistic for a study of reasons.

I. Introduction

Language is a tool for us as a human being to communicate with one to another. We cannot deny the fact that we do need language as the essential key and important factor as human to talk and interact in society. The expert also stated that language is arbitrary system of articulated sounds made use of by a group of humans as a means of carrying on the affairs of their society (Francis, in Ramelan, 1984) A language is a set of rules enabling speakers to translate information from the outside world into sound (Gumperz, 1972). Language is one of the most important things in the life of every human being. Each of them is of course inseparable from language, the first time a child gets a language that is heard directly from the father or mother when the child is born into this world. Then as time goes by and as the child grows, they will acquire a language other than the language taught by the mother and father, either in the form of a second, third, foreign language or so on which is called language acquisition where it depends on the social environment and cognitive level possessed by these children through the learning process in their environment. (Purba, N. et al. (2020).

In order to use language in a proper way, we have to know what is the definition of comunication first. In a simple word communication is the way the speaker ang the hearer interact. As is stated Keith Davis: Communication is a process of passing information and understanding from one person to another.One of the key element to know how to communicate well is by knowing that there are several types of communication in lingustics studies. One of them is socilinguistics.

Sociolinguistic is study the relationship between language and society. They are interested in explaining why we speak differently in different social contexts, and they are concerned with identifying the social function of language and the ways it is used to

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convey social meaning Holmes (2001). From the sociolinguistic perspective, language attitude in multilingual society is an interesting phenomenon to study. Language behaviour and attitude towards language are the two things that are closely related, which can determine the choice of languages as well as the survival of a language.

Attitude to language are strongly influenced by social and political factors. Language planner must take account of attitudes when they select a suitable language for development as an official or national language. Attitudes to pidgin and creoles, for instance present major impediments to their promotion and acceptance as official language, or for use in school. In other countries the official status given to unpopular language has caused problems.

Language attitude can have a great influence in areas such as education and entertainment. Movie is one of the sub of entertainment. Movie means a series of moving picture recorded with sound that tells a story, shown at cinema/movie. Movie or film is a term that encompassed individual motion pictures, the field of movie as an art form, and the motion pictures industry Hornby (2006). Language attitude are divided into several part which are Attitudes to standard English and Rp, standard English has an enormous legacy of overt prestige. It has been regarded as symbol of British nationhood, for well over a centuryit has been promoted as the only acceptable variety for use in all official domains, including education.

Another types of language attitude are attitudes to forms of English. Support for so called grammar teaching often derives from the misleading association of grammar with authority, hierarchy, tradition and elitism, order and rules, as ilustrated by this quatation. It is difficult for a sociolinguistic to take seriously the suggestion that using standard grammar encourages honesly, or tht the use of vernacular forms has any connection with ingratitude. Standard English is the English used by educated people with relatively high social status generally referred to as the middle class. So, the middle-class children speak standard English, and children from other social groups do not.

The research question for this research is:
1. What is the function of language attitude and application occurring in the movie?
2. What are the types of attitude language and application in sociolinguistic?

II. Review of Literature

One of the ways that people use to express themselves is by finding what entertain them either by music, travelling even watching movies. Movie is a platform that is used by people to catch videos and capture moments based on what the director and the viewer wants. In the movie the researcher will analyze the attitudes and application research based on sociolinguistics studies.

Sociolinguistics is a branch from linguistics studies that have a strong correlation between we as a speaker state something trough language to the hearer from other people says that sociolinguistic is study the relationship between language and society. They are interested in explaining why we speak differently in different social contexts, and they are concerned with identifying the social function of language and the ways it is used to convey social meaning Holmes (2001).

Language behaviour and attitude towards language are the two things that are closely related, which can determine the choice of languages as well as the survival of a language. Attitude to language is strongly influenced by social and political factors. Language planner must take account of attitudes when they select a suitable language for development as an official or national language. Attitudes to pidgin and creoles, for

instance present major impediments to their promotion and acceptance as official language, or for use in school. Language attitude and application can have a great influence in areas such as education and entertainment regarding on their types.

2.1 Attitudes to standard English and RP

Standard English has an enormous legacy of overt prestige. It has been regarded as a symbol of British nationhood. For well over a century it has been promoted as the only acceptable variety for use in all official domains, including education. By comparison vernacular dialects of English are down-graded. The political and social basis of these attitudes is clearly evident. However, when we are member that the elite consensus until at least the eighteenth century was that English was a decidedly inferior language, less eloquent than Latin or Greek, or even than French and Italian. Prestige codes emerge by social consensus and owe nothing to their intrinsic linguistic features.

While there is general agreement on the inferior status of vernacular dialect, many people are surprised to find that standard accents of English are so highly regarded by those who don't use them. This is clearly illustrated by reaction to RP in England. RP is rated ahead of all other accents on such criteria as communicative effectiveness, social status and general pleasantness. People who use RP accents are often taken more seriously and RP speakers are more likely to persuade people to cooperate. RP tends to be rated highly on the status dimension, local accents generally score more highly on characteristics such as friendliness and sense of humor and other dimension which measure solidarity or social attractiveness.

The social basis of these attitudes is very clear. Though there are many notable exceptions, In Britain, local accents generally score more highly on characteristics such as friendliness and sense of humor, and other dimensions which measure solidarity or social attractiveness.

2.2 Attitudes to Vernacular forms of English

Standard English is the English used by educated people with relatively high social status. So middle-class children speak standard English, and children from other social group do not. When people talk of non-standard English they are referring to the fact that particular linguistic forms occur more often in the speech of one group than another. For instance, are all features of vernacular dialects, but people who use these forms generally know and use the standard forms too. The reasons that vernacular forms survive are attitudinal. Example, working class children do not want to sound like Princess Diana. They do not even want to sound like their teachers. If they were to speak like their middle class friend, their families would laugh at them. It is also true that everyone increases their use of standard forms as the context becomes more formal. This means that middle class-friend children are unlikely to use any vernacular forms. Children from lower socio-economic groups may use some vernacular forms. The use of vernacular forms is clearly pattern systematic, not random and haphazard. Vernacular forms express the friendliness to relaxed attitudes appropriate in casual context.

Attitudes to language are important to sociolinguistic for a study of reasons. Social tologists have claimed that shared attitudes to speech or had speech norms is the crucial criterion in defining members of the same speech community. Attitudes to vernacular varieties or the language of dis favoured groups affect teachers' academic expectations of those who use these varieties, with implications for their academic progress. Attitudes to language have implications in many social spheres and illustrate well the ways in which sociolinguistic research often has an implied dimension.

Functions of Attitudes Attitudes are functionally important to individuals for a number of reasons. One function of an attitude is to contribute to knowledge organisation and to guide approach and avoidance strategies (Perloff, 2003: 74). This knowledge function refers to the essential and perhaps automatic process of categorising stimuli in the environment. The categorisation of stimuli is dependent upon context factors and individuals often classify stimuli into dimensions such as good/bad or friendly/hostile. Attitudes are therefore believed to be important because they supply a cognitive schema, i.e., attitudes provide a simple structure for the individual to categorise and cope with an otherwise complex and ambiguous environment. Attitudes, therefore, can fulfil a knowledge function because they allow the individual to impose order on the world, make it predictable or to feel that he/she functions effectively (Erwin, 2001: 11). Attitudes may also provide a utilitarian function (or instrumental function), where individuals can maximise their rewards and/or effectively avoid punishment. Knowledge itself can help to fulfil the utilitarian function, where the ability to identify whether an object or situation is good or bad (e.g., whether a particular species of snake is poisonous) can be useful in the decision of whether to approach or avoid it. An example of attitudes which serve a utilitarian function are those attitudes based on self- interest, e.g., non-smokers who support stricter smoking regulations (Bohner and Wanke, 2002: 7–8). An attitude may also serve an individual's higher psychological needs. Prejudicial attitudes, for example, are thought to be examples of attitudes which serve an ego-defensive function. Prejudicial attitudes often allow individuals to feel better about themselves and are thought to protect them from the harsh.

2.3 Attitudes to Vernacular forms of English

The Study of Language Attitudes realities of the world. The prejudiced individual creates targets (e.g., a minority group) and these prejudices are likely to be intensified on occasions where there is a perceived threat to the self. For instance, an individual recently fired from a job is likely to feel more prejudiced immediately after the event than before the event. Although there may be no relationship between a particular minority group and dismissal from the job, the group may be used as a scapegoat to support both the individual's ego and self-esteem (Erwin, 2001: 9). Attitudes may also serve a social identity function (or value-expressive function), where the expression of an attitude may affirm the central values of the individual, aid the maintenance of social relationships, maintain self-esteem, reduce inner fear and conflict or cope with threats to the self. For instance, a teenager's attitude towards music or style of dress may help to support the self-image and aid group membership amongst peers. These same attitudes, however, may also emphasise distinctness and indicate non-membership of other groups, e.g., to emphasise independence of the teenager from his/her parents (Erwin, 2001: 10). An important attribute of an attitude is its intensity. The intensity of an attitude refers to the level of vehemence with which it is held by the individual (Oppenheim, 1992: 176). For example, some individuals in Japan may feel strongly that it is important to learn foreign languages and this may propel them to study in the evenings at a language school. For others, however, although they may be favourable towards foreign language learning, it may be less important to them and they may be less likely to enrol on a foreign language course. Both sets of individuals are likely to respond positively to a series of statements in favour of foreign language study. The former group would, however, be expected to agree more strongly to these statements than the latter group. There is, therefore, likely to be a distinction between the intensity with which the two sets of individuals hold the same attitudes towards foreign language learning. Perloff (2003: 56) maintains that attitude

intensity is particularly important because strong attitudes are more likely to: (i) affect judgements (ii) guide behaviour (iii) persist (iv) be resistant to change Hence, in any attitude study it is vital to not only identify the individual's attitude towards an object but also to measure the intensity with which it is held.

Language Attitudes Attitudes towards global languages such as English are likely to be strong (as are attitudes towards ethnic groups, celebrities or favourite products) and are characterised by well-learned association between the language and the evaluation, which can be activated automatically from memory (Perloff, 2003: 68).

Language Attitudes 25 The term 'language attitudes', however, is an umbrella term, which encompasses a broad range of possible empirical studies, concerned with a number of specific attitudes. Baker (1992: 29–30) identifies the following major areas: (i) attitude towards language variation, dialect and speech style (ii) attitude towards learning a new language (iii) attitude towards a specific minority language (iv) attitude towards language groups, communities and minorities (v) attitude towards language lessons (vi) attitude of parents towards language lessons (vii) attitude towards the uses of a specific language (viii) attitude towards language preference This study will attempt to measure attitudes towards standard/non-standard and native/non-native varieties of English speech amongst a sample of Japanese nationals learning English as a foreign language. It is for this reason that the first, fourth and eighth of the above categories will be the main focus of the research. However, any conclusions drawn are likely to have implications for the second and seventh categories: attitudes to learning a new language and attitudes to the uses of a specific language, i.e., English.

III. Research Method

Qualitative research involves an interpretive and naturalistic approach: "This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them" Denzin and Lincoln (2000). With that being said the researcher decide to use qualitative method in analyzing Attitudes and Application in the movie The Amazing Spiderman in this journal.

IV. Result and Discussion

In this research, the researcher found five data including attitude to standard English vernacular form of English and the context in each data.

DATA 1
Context: In this conversation it is seen that the main character is chatting with his father, followed by a conversation with his friends at college after he has started to grow up. And there is the moment where Mr.Jonah and Parker sit together in the living room early in the morning.

This word is included in the Attitudes to standard English.
Parker   :"Morning, Flash. "   (03.54 – 04.33)
Mr.Jonah   :"Good morning, Parker.   (03.54 – 04.35)
Parker   :"I really like your photos."   (03.54 – 04.37)

Setting / Context: The setting of the conversation above is in the afternoon. The main character had just met the woman who would later become his girlfriend.

Analysis: The conversation above shows that there are to speakers interacting with one another. Parker as the first speaker and Mr Jonah as the second speaker. The first speaker greets politely to the second speaker, with that being said both off the speaker imply polite conversation and attitude standard English. As we can see in conversation above when Parker says "Morning Flash" and Mr. Jonah replied with warm greeting as well. From here, we can conclude that it is classify as the good example of language attitudes that we can implement in our daily basis whenever we want to greet other people.

DATA 2
This word is included in the Attitudes to Vernacular forms of English.

Marry Jane :"That was pretty dope what you did out there." (07.06 – 07.12)
Parker   : "Thankyou for the compliment."   (07.06 – 07.15)

Setting / Context: In this conversation it is explained that the main character is chatting with his mother who is explaining about Parkers activity that made his mom proud.
Analysis: From data two, the researcher found the conversation above is classify as vernacular forms since the utterance of Parker's mother saying the word dope. Because dope is not a formal language and usually it is used to the close ones only. And it is better to use this kind of word in an informal situation. Due to its context and definition of vernacular forms language so it is fine to use that phrase in this conversation because Marry Jane and Parker is a family.

DATA 3
This word is included in the Attitudes to standard English.

Ranger Harrington: "She is doing really good at her school and her grades   improved a lot."   (13.44 – 13.55)
Peter   : "You're a pretty great dad."   (13.44 – 13.57)

Setting / Context: Peter and his teacher are casually talking about Mr.Ranger daughter performance at school in a polite way of saying.
Analysis: From the data three, the researcher found language attitudes to standard English from the utterance of Mr.Ranger Harrington and Peter. In language attitude it is truly important when the speaker gives a good word and complimenting one another because it shows some sympathy and solidarity. Since the conversation above mention about "You're a pretty great dad." From there the we can say that it is a complimentary sentence which is pretty good for language attitudes and so we can implement this example in our daily life to compliment others as well.

DATA 4
Time   : 24.52 – 25.21
This word is included in the Attitudes to standard English.
Peter   :" Sorry. I'm late."
Aunt May:" I got we have been so worried."
Peter   :" I know I'm sorry. I'm so sorry I keep you guys upset."

Setting / Context: In this conversation it was explained that the main character has just returned from the laboratory, and got mad by Aunt May for coming home late.

Analysis: From the fourth data, the researcher found that the conversation above was classified as standard English when Peter said sorry. because it was very polite when peter made a mistake because of the conversation above peter said sorry that he was late coming home and had been worried about his aunt and uncle. because as we know that a person is not easy to say sorry if he made a mistake and in the conversation above he showed a good attitude.

DATA 5
Time : 1.15:25 - 1.16:13
This word is included in the Attitudes to Vernacular forms of English.
Firefighters :" See how easy that was? You did a great job."
Peter   :"Jack, climb now. I can't. Yes, you can."
Firefighters :"Put in on, the mask. It's gonna make you strong."
Peter   :"You're doing great, buddy. You're doing great."

Setting / Context : In this conversation it is explained that the main character is trying to save a small child who is trapped in a car while fighting lizard

Analysis: From the five data, the researcher found that the conversation above was classified as a vernacular form since Peter said the word buddy. because buddy is not a formal word and is usually used only for the closest people. it's better to use buddy in informal situations, it's better to use the word come on little brother when in formal situations.

V. Conclusion

Based on the analysis, it is found that there are two types of language attitude, namely standard and vernacular attitude. Both of the types are frequently appears in the movie regarding to each situation the speakers or the cast in the movie using these two types of language attitudes based on the context and meaning. According to the study, it is truly important to use proper language attitude in the right acknowledgement from the hearer and speaker in order to prevent miscommunication or misunderstanding. By using language attitude, nor the speaker and the hearer understands really easily what the speaker was saying.

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doi:http://dx.doi.org/10.21831/lt.v5i1.8583.