

Attitude Towards Language Use In Digital

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The development of information communication technology (ICT) and digital media has enabled people to communicate with each other in a more sophisticated way. This research was conducted to find out the attitude of students toward digital communication and the attitude of lecturers toward digital communication compared to that of students. This research used a quantitative approach with cross-sectional survey design. The research participants were 112 students of English Department Faculty of Tarbiyah and Teacher Training and 22 lecturers who teach at English Department and Language Service Center IAIN Antasari Banjarmasin. Data were collected through questionnaire which consists of 28 item statements using Likert scale and 3 open-ended questions. The findings reveal that students and lecturers are familiar with the use of language features in digital communication such as abbreviation, acronyms, and emoticons. They agree that language use in digital communication is innovative and creative. However, the majority of respondents think that awareness toward audience and context is very important so we should use language style appropriately.

Key words: Digital Communication, Language Use, Attitude

Perkembangan teknologi komunikasi dan informasi dan media digital memungkinkan orang untuk dapat saling berkomunikasi dengan sesama dengan lebih canggih. Penelitian ini bertujuan untuk mengetahui sikap siswa terhadap komunikasi digital dan membandingkannya dengan sikap dosen terhadap komunikasi digital. Penelitian ini menerapkan pendekatan kualitatif dengan desain survey silang. Responden penelitian adalah 112 mahasiswa Jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah dan 22 dosen yang mengajar pada Jurusan Pendidikan Bahasa Inggris dan Pusat Pengembangan Bahasa (PPB) IAIN Antasari Banjarmasin. Data penelitian diperoleh melalui kuesioner yang terdiri dari 28 item yang disusun dalam skala likert dan tiga pertanyaan terbuka. Hasil penelitian menunjukkan bahwa para siswa dan dosen telah akrab dengan fitur-fitur bahasa yang digunakan dalam komunikasi digital seperti singkatan, akronim, dan emotikon. Mereka setuju bahwa penggunaan bahasa dalam komunikasi digital bersifat inovatif dan kreatif. Namun demikian, mayoritas responden berpendapat bahwa kesadaran terhadap lawan bicara/pendengar dan konteks adalah hal yang penting sehingga kita perlu menggunakan gaya bahasa yang sesuai.

Kata kunci: Komunikasi Digital, Penggunaan Bahasa, Sikap

CHAPTER 1

INTRODUCTION

A. Background of study

The development of information communication (ICT) and digital media has enabled people to communicate with each other in a more sophisticated way. Thanks to the internet, people all over the world nowadays are able to interact virtually and more frequently with their gadget/digital media. The types of communication include cellular phone communication in which people can do text messaging (TM) and instant messaging (IM) by using applications

such as BBM, Line, WeChat, or Whatsapp. Other type of communication is through SNS (social networking sites), or commonly known as social media such as Twitter, Facebook, Instagram, or Path. The users of this media are mostly adolescents.

Indonesia has a big number of users of internet and online communication. Based on Communication Ministry data, at end of June 2011, there are 45 million Internet users in Indonesia, which 64 percent or 28 million users on the age of 15 to 19 (*Media Indonesia*, 28 July 2011). In 2013, the number reached 71.19 million, up by about 13

percent from 63 million users in the previous year (*The Jakarta Post*, 2014). Based on data from Nielsen's Southeast Asia Digital Consumer Report, 48 percent of internet users in Indonesia used a mobile phone to access the Internet, while another 13 percent used other handheld multimedia devices (*The Jakarta Post*, 2011).

The young generation today who was born roughly between 1980 and 1994 are known as 'net generation' because of their familiarity with ICTs (Tapscott, 1998). They have spent their entire lives surrounded by and using computers, videogames, digital music players, video cams, cell phones, and all the other toys and tools of the digital age. Prensky (2001) has called the young generation today as 'digital natives' as they are the "native speakers of the digital language of computers, video games and the Internet". According to Prensky, today's average college graduates spent less than 5,000 hours of their lives reading, but over 10,000 hours playing video games, not to mention 20,000 hours watching TV. Computer games, the Internet, cell phones and instant messaging are integral parts of their lives. This can be seen clearly in our surrounding.

It cannot be denied that the existence of the Internet and digital media has fundamentally changed the way people use the language. David Crystal (2001) stated that the internet has brought linguistic revolution. Traditional convention of writing seemed no longer applied as we can see variable ways of spelling and hybrid orthographies. According to Lotherington (2005), "online communication has revolutionized the orthographic conventions" (p.111). For instance, vowels tend to be omitted, letters are combined with number, or combined with punctuation. There are also acronyms, abbreviation, creative capitalization and punctuation, symbols, images, and emoticons being used. Non-standard spelling and accent stylization are also found in the language of text messaging, such as *sum* for *some*, *skool* for *school*, *da*, for *the dat* for *that*, and *thanx* for *thanks* (Farina & Lyddy, 2011).

This phenomenon may lead to some concerns among adults and language teachers due to the sloppiness in writing among teens/students such as in spelling or inappropriate punctuation. Teachers are concerned about the way some students write using different ICT tools, as it might bring the potential negative impact on their students' academic writing (Sweeney, 2010). The habit of using abbreviation or sloppy language will possibly lead the students into the ignorance of using the language appropriately, such as when communicating with a teacher or in other formal writings (Murtiana, 2012).

In order to find out more about how adolescents/students as digital natives and adults /teachers as digital immigrants view the use of language in digital communication, I conduct this research. There has been some research regarding the digital competence and digital literacy, the impact of ICT towards language learning among teens in several countries, but very few is investigating how is the attitude of students compared to adults/teachers, particularly in a country where English is learned as foreign language (non-native speaker context) such as Indonesia. Thus, this research is intended to fill that gap.

B. Statement of problem

Research questions that have been formulated for this research are:

1. How is the attitude of students toward digital communication?
2. How is the attitude of teachers toward digital communication compared to that of students?

C. Definition of key terms

1. Attitude: the way a person views something; ways in which individuals think about certain issues
2. Language use: how English is used in digital communication, in terms of mechanics (spelling and punctuation), abbreviation, acronyms, vocab choice, word structure

3. Digital communication: written communication using digital device, in the form of text messaging (SMS) and instant messaging (chat).
4. Students: students who study at English department of IAIN Antasari Banjarmasin
5. Teachers: teachers/lecturers who teach English at IAIN Antasari Banjarmasin, either at English Department or at Language Service Center
6. Perspective: opinion, point of view

D. Research Purpose

1. To identify students' attitude towards language used in digital communication
2. To compare the attitude of students with the attitude of teachers regarding language used in digital communication

E. Research significance

The outcome of this research is expected to bring several advantages as follows:

1. It will contribute to the research in the field of sociolinguistics.
2. It will enrich the knowledge about the phenomenon of linguistic change and variations in digital communication
3. It will raise awareness of the possibility of the emergence of new variety in English language
4. It will suggest the teachers and educational practitioners to take action on what should be done in classroom practices regarding the language used by students/teenagers so that they are aware of when to use the language appropriately

CHAPTER II LITERATURE REVIEW

A. Language change and how digital device transform language

Language change is a phenomenon in which language features such as phonetic, lexis, syntax, and semantic vary as a result of the changing needs. As a language used

by many people throughout the world, English has undergone a series of fascinating changes since the past until now. In her article, Murtiana (2012) explained that the alteration in vocabulary is possible because human lifestyle itself changes across generation. For example, old generation is familiar with *icebox*, *record player*, *studious young man*, while youngsters now would use the terms *fridge*, *stereo*, *nerd*. Similarly, new generation may use words such as *tank tops*, *six-packs*, *sitcoms*, which in the past might not even exist (Finnegan et al., 1992, p. 231). The language changes even faster during the recent century, so the words which used to be very common in the previous decade such as *walkman* and *OHP*, seem to be out-of-date now, as today's generation are more familiar with *MP3*, *iPod*, or *LCD*.

Digital media has become sites of sociolinguistic change. In particular, the Internet has produced numerous set of neologisms such as the terms *online*, *download*, *hacker*, *spam*, *emoticon*, *blogosphere*, *podcast*, and a whole range of acronyms, contractions and shorthands used in email and social networking. The language used has been labelled "teen-talk", or more specifically "textisms", "textese", "textspeak" in the case of SMS, "netspeak", "netlingo", and "weblish" in the case of computer-based communication (Farina & Liddy, 2011). The common features of textisms are nonstandard spelling, nonstandard capitalization and punctuation, abbreviation, and the use of emoticons.

The nature of mobile phone which limits the texters to type long messages has led the use of abbreviation. So, in texting the short form such as "cu l8r" or "RUOK" is more commonly found than "see you later" or "are you okay?". The types of shortening include initialism, that is, by using only the beginning letters such as BTW for *by the way*, OMG for *oh my God*, TTYL for *talk to you later*, and the omission of vowels so the words like *people*, *texting*, and *homework* would become *ppl*, *txtg*, and *hmwrk*. Another feature is the combination of letter and

number homophone, also called logograms or syllabogram, for example NE1 for *anyone*, and G8T for *great*.

Nonstandard spelling and accent stylization are also found in the language of text messaging, such as *sum* for *some*, *skool* for *school*, *dat* for *that*, and *thanx* for *thanks* (Farina & Lyddy, 2011). They even become shortened as *thx* and *plz*. Typographic symbols are also part of textism. It is a single or multiple characters used to represent the whole word (Bieswanger, 2008 as cited in Farina & Lyddy, 2011), for example *x* to represent *kiss*, and *zzzz* to represent *sleep* or *tiredness*. Meanwhile, emoticons are used to represent feelings, emotion, or facial expression, such as *:-)* for a smile and *<3* for heart or love.

B. Digital Natives vs. Digital Immigrants

The dominant users of the digital technology and digital language are undeniably young people. As explained in the previous section, today's young generation who were born in 1990s are considered as "digital natives". They actively interact with real-time online communication such as by using Chatroom, IM, Skype, or various application in their mobile phones. There are also those who prefer non-realtime or asynchronous communication type such as blogging or texting. These digital natives are multitaskers, as they can simultaneously tweet, or check FB while IMing and listening to ipod.

Meanwhile, those born before 1980 are called 'digital immigrants' because they grew up in an environment with no computers and the Internet (Prensky, 2001) and they needed to learn to use these innovative ICT tools when they were adults. According to Prensky's definition, most teachers working in today's schools are digital immigrants. There is a lot of literature discussing the 'new' relationship between teenagers, acting as digital natives, and their teachers, acting as digital immigrants. Generally speaking, there are two influential viewpoints. Some commentators claim that digital natives are totally dif-

ferent from earlier generations. They are skilful in using digital tools and proficient in multitasking and experimental learning, while their teachers, as digital immigrants, are not so competent in the digital world as their students are (Frاند, 2000; Gaston, 2006; Levin & Arafeh, 2002). Thus, educational systems should be completely changed in order to adapt them to the new merging learning and cognitive styles.

C. The nature of digital writing and communication

Lotherington (2005) has reminded us that "language conventions are changing rapidly, enquiring language professionals to seriously reconsider what is authentic, appropriate language use in current communicative environments." (p. 112). Nowadays, traditional relationship between reader, writer, and texts has changed as so many innovations exist in terms of language use.

According to Lotherington (2005, p. 113), the following conditions have helped to facilitate digital language innovations:

- ASCII keyboard possibilities that encourage iconic representation, creation of emoticons, and orthographic hybridity (*~~~:-*); *2nite*)
- Case creativity, rooted historically in early software case insensitivities (Smith, 2000), used increasingly with pragmatic as well as stylistic intent (*SHOUTING*, iMac)
- The ephemerality of online chat, which as talk conveyed via a literate interface is a mode apart from written or spoken language (Crystal, 2001), using paralinguistic iconicity (*:-()*)
- Space limitations, including screen size (mobile telephone, PDA, pager), and space allocation (characters allotted per digital turn), as well as time pressures in online chats, which encourage use of abbreviated forms, affect discourse shape, and require a tolerance for typos

- The virtual climate for emerging social networks and the identities that form within them (Hawisher & Selfe, 2000a; Merchant, 2001), which creates new discourses.

Meanwhile, Androutsopoulos (2011) used the term “digital networked writing” to refer to language use in digital communication. Networked digital writing is formed by 4 conditions: 1) it is vernacular: non-institutional writing that is located beyond education or professional control 2) interpersonal and relationship-focused rather than subject oriented 3) unplanned and spontaneous 4) dialogical and interaction-oriented, carrying expectation of continuous exchanges (p. 145).

The striking features of language change and innovation in computer-mediated communication (CMC) are mingling of spoken and written features, strategies of economy (economic consideration), and compensatory means for prosodic and visual cues. However, written prosody and expressive punctuation area ctually more often found in private exchanges, while in public exchanges less is found. In language other than English, there is a phenomenon of ‘Anglicisation’, such as in German English ICT lexis is either morphosyntactically integrated or loan-translated, productivity of new prefixed and compound verbs (Androutsopoulos, 2011). This phenomenon may occur as well in Bahasa Indonesia, where the language users mix their first language with English.

D. Previous research on language in digital media

The habit of using abbreviation or sloppy language will possibly lead the people into the ignorance of using the language appropriately, such as when communicating with a teacher or a supervisor or in other formal writings. On the other hand, some argue that the digital communication shows evidence of creativity and innovation as it attempts to ‘sound’ the silent written language.

Lotherington and Xu (2004) report on the results of a study in which contemporary Netspeak in English and Chinese was analyzed for language use patterns in selected digital environments. Based on the analysis of these data on an online survey questionnaire of language and communication use patterns in online environments, striking creativity was found in orthographic, syntactic, discourse, and sociocultural conventions in the chats of both language groups online. Though a few innovations were exclusive to Chinese, most innovations were common to both languages, leaving the authors to conclude that revolutionary changes are happening in all languages used in virtual space.

In case of children, adults are worried that digital communication may influence children literacy. In studies by Coventry University during 2006-2007, pre-teenage children who were better at spelling and writing were found to use the most texting abbreviations (Crystal, 2008). However, textism correlates positively with word reading, vocabulary and phonological awareness in children, and some aspects of language performance in young adults. This may reflect skilled use of metalinguistic knowledge, which allows the texters to switch between differing language systems (Farina & Lyddy, 2011).

Other research conducted by Jacobsen & Forste (2011) showed that electronic media use among university students can produce both positive and negative consequences. It can distract from academic success, and at the same time facilitate social interaction and the development of social networks.

CHAPTER III METHODOLOGY

A. Approach

This research used a quantitative approach with cross-sectional survey design. In a cross-sectional survey design, the researcher collected the data at one point of a time. This design was chosen because it can

examine current attitudes, beliefs, opinions, or practices, and also provide information in a short amount of time (Creswell, 2008, p. 389). Cross-sectional design can also compare two or more educational groups in terms of their attitudes, beliefs, opinions, or practices (Creswell, 2008, p. 390).

Research setting

The research took place at State Institute for Islamic Studies (IAIN) Antasari Banjarmasin. The data was gathered from October to November 2014.

B. Population and Sample

The population of the research was the students and English lecturers in IAIN

Antasari Banjarmasin. Because there were a large number of population, the respondents were selected by sample. Nonprobability sampling technique was used to take sample, in which the researcher selected the individuals because they are available, convenient, and represent some characteristics the researcher seeks to study (Cresswell, 2008, p. 155). The number of sample was 134 respondents, comprising 112 students from English department of IAIN Antasari Banjarmasin, and 22 English lecturers of IAIN Antasari (12 lecturers of English Department and 10 part-time lecturers of Language Service Center). The following table presents the number of respondents and their gender.

Table 3.1. The number of Respondents

	Students		Lecturers	
	Frequency	Percent	Frequency	Percent
Female	78	69.6	14	63.6
Male	34	30.4	8	36.4
Total	112	100.0	22	100.0

The students respondents comprise of students from different semester. 47 students or 42 % are in semester 3, 22 students

or 19.6% are in semester 5, and 43 students or 38.4% are in semester 7 as displayed in the following figure.

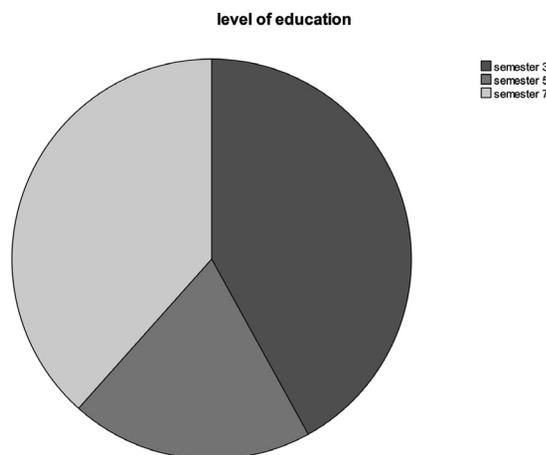


Figure 1. The distribution of students

The respondents age is between 18 to 24 years old. The majority is 19 and 20 years old. Two students did not provide the information about their age so it is considered as missing data. A more detailed data can be seen in the following table.

Table 3.2 Student age

Age	Frequency	Percent	Valid Percent	Cumulative Percent
18	7	6.3	6.4	6.4
19	35	31.3	31.8	38.2
20	33	29.5	30.0	68.2
21	22	19.6	20.0	88.2
22	11	9.8	10.0	98.2
23	1	.9	.9	99.1
24	1	.9	.9	100.0
	110	98.2	100.0	
Missing	2	1.8		
Total	112	100.0		

Meanwhile, most of the lecturer respondents are young lecturers whose age is between 25 to 30 years old (10 lecturers or 45.5%). Meanwhile, there are respectively 4 lecturers age between 31 to 35 years old, 4 lecturers between 36 to 40 years old, and 4 lecturers above 45 years old.

Table 3.3 Lecturer age

Age	Frequency	Percent	Valid Percent	Cumulative Percent
25-30	10	45.5	45.5	45.5
31-35	4	18.2	18.2	63.6
36-40	4	18.2	18.2	81.8
> 45	4	18.2	18.2	100.0
Total	22	100.0	100.0	

Most of the lecturers hold a master's degree (13 lecturers), the others hold doctorate degree (2 lecturers) and bachelor degree (7 lecturers).

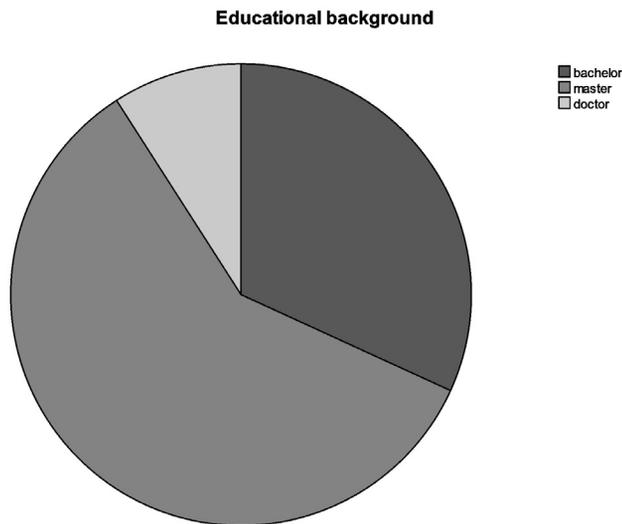


Figure 2. Lecturer educational background

Among the lecturers, one lecturer has been teaching more than 25 years, 2 lecturers have been teaching between 21-25 years, 2 lecturers have been teaching between 10 - 15 years, and the majority are young lecturers who have been teaching between 6 – 10 years (7 respondents) and between 1 – 5 years (9 respondents).

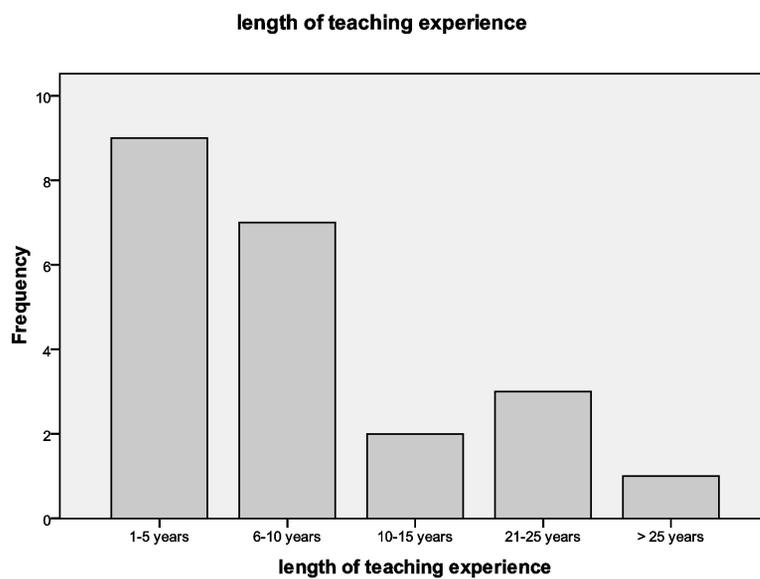


Figure 3. Lecturer teaching experience

C. Research Instrument

The main instrument of this research was a questionnaire (see appendix). The questionnaire was designed and developed by the researcher based on the prevalent issues found in related literature regarding text messaging and social networking, and based on the observation of phenomena that had been existing among students nowadays.

The questionnaire consists of 3 parts. Part 1 asked the respondents' personal background. Part 2 consisted of 28 item statements using Likert scale, asking the respondents' opinions on the use of language in digital communication. Part 3 is open-ended questions, asking respondents to rewrite the acronyms/abbreviation into standard spellings, followed by questions asking their opinion whether language use in digital communication influences standard English. The questionnaire was distributed during a class, and for lecturers, the questionnaire was given individually in their respective office.

D. Data analysis

Since this research uses survey design which describe trends and general tendencies to a single variable or question, descriptive statistics will be used in analyzing the data. Descriptive analysis of the data could be done on a variable-by-variable basis, and would involve analyzing the means, standard deviation, variance, and frequency distribution (Punch, 2009). Besides indicating general tendencies of the data such as mean, mode, and the spread of scores, descriptive statistics can help the researcher to summarize the overall trends in the data (Creswell, 2008).

In analyzing the data, the researcher used procedures as follows: score the data, create a code book, determine the types of scores to use, and input the data into the computer program for analysis. Scoring the data means giving the numeric score or value to each response category for each question on the instrument (Creswell, 2008). A code book was created to help the re-

searcher scoring the responses. A code book is a list of variables or questions that indicate how the researcher will code or score the responses from instruments (Creswell, 2008). In scoring, the researcher used single-item scores, that is, an individual score for each question answered by each respondent, which can provide detailed analysis of individual response.

In the questionnaire the 28 item statements were given value. The 28 item statements include positive statements and negative statements. For positive statement item the scoring value is 1 for strongly disagree (SD), 2 for disagree (D), 3 for neither agree nor disagree (N), 4 for agree (A), and 5 for strongly agree (SA). Whereas, for negative statement item, there is a reverse scaling (DeVellis, 2003, p. 91). In other words, the value is the opposite, that is, 5 for strongly disagree, 4 for disagree, 3 for neither agree nor disagree, 2 for agree, and 1 for strongly agree. The items that have reverse scaling are items number 4, 7, 16, 17, 18, 19, and 23. The questions in part 3 were intended as data triangulation which supported the finding of quantitative data.

The next step was inputting the data to a computer file for analysis. To analyze variables and scores, statistical computer programs Excel and SPSS were used. Excel was used to record the raw data, while SPSS was used to summarize the data, calculate the statistics, and transform them into tables and graphs. In addition, SPSS was also used to analyze the reliability of instrument, in this case Coefficient Cronbach alpha to test the internal consistency of questionnaire items. This was important since the instrument in this research was self-developed.

E. Instrument reliability

According to Creswell (2008) scores from an instrument are reliable if individual scores are internally consistent across the items on the instrument. Cronbach coefficient alpha we used to test the internal consistency of the instrument in this research. Alpha could indicate the scale's quality by

showing the proportion of variance in the scale scores that was attributable to the true score (DeVellis, 2003). If they were bad items, they had to be removed, while the good ones were retained in order to achieve the highest alpha. The reliability analysis was

done by using SPSS which computed Cronbach alpha for scale if item deleted.

The result of Coefficient Cronbach alpha is .601 as shown in the next table.

Table 3.4. Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.598	.601	28

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item1	94.71	55.395	.225	.585
Item2	94.40	56.765	.100	.596
Item3	94.74	57.833	-.017	.612
Item4	95.21	59.174	-.101	.618
Item5	94.81	54.604	.224	.584
Item6	95.02	50.991	.471	.553
Item7	95.84	58.713	-.064	.612
Item8	95.07	51.526	.373	.563
Item9	95.54	55.999	.108	.597
Item10	95.70	57.294	.040	.603
Item11	95.68	56.923	.067	.600
Item12	94.96	53.484	.337	.572
Item13	94.96	52.089	.432	.560
Item14	94.54	53.782	.353	.572
Item15	94.82	53.932	.295	.576

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item16	95.05	51.907	.298	.572
Item17	95.41	54.551	.171	.590
Item18	94.52	54.468	.183	.588
Item19	94.79	55.990	.132	.594
item20	94.24	53.824	.371	.571
item21	94.70	56.880	.063	.601
item22	94.75	54.820	.200	.586
Item23	94.71	57.359	.012	.608
item24	94.60	56.891	.049	.603
item25	95.38	56.599	.086	.598
Item26	95.22	54.103	.253	.580
Item27	95.54	56.287	.088	.599
item28	94.60	56.080	.184	.589

Since there are items which were higher than Cronbach Alpha, these items should be taken out to further test whether higher alpha could be achieved. The items which were removed are item 2,3,4, 7, 9, 10, 23, and 24. The result was Cronbach Alpha .673 with 20 items reliable. Then, the items with higher score than alpha were removed again. The result was alpha .684 with 17 items reliable. In the end, the higher alpha could be achieved when more items were removed, resulting in alpha .710 with 15 items considered the most reliable. The complete table of reliability statistics can be seen in appendix.

CHAPTER IV RESEARCH FINDINGS

A. Online communication: frequency, time spent, and language use

The frequency of students in communicating online is quite high. Most of the students (74.1%) do online communication everyday, and 20.5% do it two or three times a week, and 3.6% rarely use online communication. There is a missing data because one respondent did not provide the answer.

Table 4. 1. The frequency of students in communicating online

	Frequency	Percent	Valid Percent	Cumulative Percent
Rarely	4	3.6	3.6	3.6
once a week	1	.9	.9	4.5
2-3 times a week	23	20.5	20.7	25.2
Daily	83	74.1	74.8	100.0
Total	111	99.1	100.0	
Missing	1	.9		
Total	112	100.0		

Similar to students, most of the lecturers (68.2%) communicate online everyday (15 respondents). This is just slightly lower than students activity online. Only 3 respondents who communicate rarely or 2-3 times a week, and 1 respondent only use internet communication once a week.

Table 4.2. The frequency of lecturers in communicating online

	Frequency	Percent	Valid Percent	Cumulative Percent
Rarely	3	13.6	13.6	13.6
once a week	1	4.5	4.5	18.2
2-3 times a week	3	13.6	13.6	31.8
Daily	15	68.2	68.2	100.0
Total	22	100.0	100.0	

The time spent on communicating online is quite varied. About 38% or 42 respondents do it less than an hour, 34.8 % (39 students) do it 2-3 hours a day, and 19.6% (22 students) do it more than 5 hours.

Meanwhile, the lecturers do not spend much time in communicating online. Half of the respondents spend 2-3 hours, and 45.5% spend less than an hour online.

Table 4.3. Time spent online by students

	Frequency	Percent	Valid Percent	Cumulative Percent
< 1 hour	42	37.5	38.2	38.2
2-3 hours	39	34.8	35.5	73.6
4-5 hours	7	6.3	6.4	80.0
> 5 hours	22	19.6	20.0	100.0
Total	110	98.2	100.0	
Missing	2	1.8		
	112	100.0		

Table 4.4 Time spent online by lecturere

	Frequency	Percent	Valid Percent	Cumulative Percent
< 1 hour	10	45.5	45.5	45.5
2-3 hours	11	50.0	50.0	95.5
> 5 hours	1	4.5	4.5	100.0
Total	22	100.0	100.0	

In communicating online, 67% of the students sometimes use English , and 23% of the students often communicate in English.

Table 4.5 Student Frequency of using English

	Frequency	Percent	Valid Percent	Cumulative Percent
Never	1	.9	.9	.9
Rarely	10	8.9	8.9	9.8
sometimes	75	67.0	67.0	76.8
Often	26	23.2	23.2	100.0
Total	112	100.0	100.0	

Similar to students, the teachers sometimes use English in online communication (14 respondents or nearly 64 %). The rest of respondents rarely use English (4 respondents), the same number with those who often use English.

Table 4.6 Lecturer Frequency of using English

	Frequency	Percent	Valid Percent	Cumulative Percent
Rarely	4	18.2	18.2	18.2
sometimes	14	63.6	63.6	81.8
Often	4	18.2	18.2	100.0
Total	22	100.0	100.0	

Regarding the type of account, the most popular social media account among students is facebook, with 109 or 97.3 % respondents own it, and the other popular social media are BBM and Twitter, with nearly 60 % respondents have these accounts. Line and Instagram are apparently more popular than Whatsapp, WeChat, and Path. There are 19 respondents who use other social media, such as skype, kaskus, and blog. The type of social media account which the students have can be seen in the following table.

Table 4.7 Types of social media account used by students

Socmed Account	Frequency	Percentage
Email	95	84.8 %
BBM	67	59.8 %
Facebook	109	97.3%
Twitter	66	58.9 %
WeChat	28	25 %
WhatsApp	20	17.9 %
Instagram	31	27.7 %
Line	33	29.5 %
Path	21	18.8 %
Others	19	17 %

Similarly, the most popular social media among lecturers are facebook, with 90.9% respondents. Unlike students who have email account 84.8 %, all lecturers have email account,. BBM is also popularly used among lecturers, with 17 respondents or 81.8% of the respondents use BBM to communicate. Instagram and Line are not that popular, with

only 4 lecturers (18.2 %) having them. Twitter is also less popular among lecturers; only 3 lecturers have it. The least popular social media among lecturers is Path; only 1 lecturer uses it. One lecturer mentions other social media account, that is kaskus. The type of social media account which the lecturers have can be seen in the following table.

Table 4.8 Types of social media account used by lecturers

Socmed Account	Frequency	Percentage
Email	22	100 %
BBM	18	81.8 %
Facebook	20	90.9 %
Twitter	3	13.6 %
WeChat	9	40.9 %
WhatsApp	8	36.4 %
Instagram	4	18.2 %
Line	4	18.2 %
Path	1	4.5 %
Others	1	1.5 %

B. The attitude of students toward digital communication

1. The attitude toward the use of acronym and abbreviation

The common feature of digital communication either in texting or social media is the use of acronyms and abbreviations. Acronym is the way words are formed by initials or the beginning letters of particular words such as BTW for *by the way* or OMG for *oh my God*. Whereas, abbreviation is words which are shortened by combining some parts of words or deleting some letters in a word such as *cos* for *because*.

The findings showed that the majority of students often use abbreviation and acronyms when communication online or social networking. 62.5% respondents agree with statement item 1 and 12.5 % strongly agree. The mean score is 3.79, meaning that the the responses fall mostly between agree and strongly agree, and standard deviation is .776, implying that range between responses is not far or not much different between one another.

This finding is supported by the responses to statement item 4, which is the negative statement. The finding suggested

that most of the students are familiar with abbreviations and acronyms in English, with 42.9% disagree with the statement. However, there are still a number of students who are unsure whether they are fully familiar with abbreviation in English, as shown by their response of 29.5% neither agree nor disagree, and 20.5% admit that they are not familiar.

One possible reason why students like to use abbreviation and acronym might be because they make their writing look cool, as shown by responses to item 19. 54.5 % respondents agree with the statement and 15.2% strongly agree.

Interestingly, there seems to be a contradictory attitude, as shown by response to item 7, which implied that although students like to use abbreviations or acronyms, many students get confused, with 32.1 % agree with the statement, and 46.4% respondents neither agree nor disagree. The

mean score of 2.66 implies that most of the responses fall between agree and neither agree nor disagree.

The habit of using acronyms and abbreviations make the students do not feel disturbed when people who text them use abbreviation. 38.4 % respondents disagree with statement item 10, the same number of response who neither agree nor disagree. Only 17 % respondents who feel annoyed or dislike when people using abbreviation or acronym when texting. However, in other context such as communicating with email, many students are neither agree nor disagree, with 38.5 % respondents stated so. 33.9 % do not mind, whereas 21.4 % dislike when people use acronym and abbreviation in emails. The mean score of both items are below 3, implying that most of the respondents tend to disagree with the statement.

The following table displays the responses in more details.

Table 4.9. The attitude of students toward the use of acronyms and abbreviations

No	Statement	SD	D	N	A	SA	M	Std Dev
1	I often use abbreviations/acronyms (e.g. btw, lol, cu, etc.) when I communicate online and through social networking	-	10 8.9%	18 16.1 %	70 62.5 %	14 12.5 %	3.79	.776
4	I am not familiar with abbreviation/acronyms in English	6 5.4%	48 42.9 %	33 29.5 %	23 20.5%	2 1.8%	3.29	.917
7	I get confused with the abbreviation/acronyms on the internet	1 0.9%	14 12.5 %	52 46.4 %	36 32.1%	9 8.0%	2.66	.833
10	I feel annoyed with abbreviation used by people who text me	3 2.7%	43 38.4 %	43 38.4 %	19 17%	4 3.6%	2.80	.879
11	I feel annoyed with abbreviation used by people who email me	5 4.5%	38 33.9 %	43 38.4 %	24 21.4%	2 1.8%	2.82	.882
19	I like to use acronyms & emoticons because I think they make my writing look cool	2 1.8%	11 9.8%	21 18.8 %	61 54.5%	17 15.2%	3.71	.905

*SD= strongly disagree

N= neither agree nor disagree

D= disagree

A = agree

SA = strongly agree

M= mean

Std Dev= standard deviation

2. The attitude toward the use of emoticon

The interesting feature of digital communication is the use of emoticons which are either already available on the social media application or created by the users. The majority of students are familiar with various kinds of emoticons. Nearly 60% respondents are familiar and nearly 29 % are very familiar with emoticons. Only about 5% who are not familiar with emoticons. The use of emoticon is to express feeling or reaction to something, as stated in item 20. 48.2 % respondents agree with this statement and 41.1 % strongly agree.

Table 4.10. The attitude of students toward emoticons

No	Statement	SD	D	N	A	SA	M	Std Dev
2	I am familiar with various kinds of emoticons	1 0.9%	6 5.4%	6 5.4%	67 59.8 %	32 28.6 %	4.10	.794
19	I like to use acronyms & emoticons because I think they make my writing look cool	2 1.8%	11 9.8%	21 18.8 %	61 54.5 %	17 15.2 %	3.71	.905
20	I like to use emoticons to express my feeling/reactions to something	-	5 4.5%	7 6.3%	54 48.2 %	46 41.1 %	4.26	.768

*SD= strongly disagree

D= disagree

N= neither agree nor disagree

A = agree

SA = strongly agree

M= mean

Std Dev = standard deviation

3. The attitude toward spelling

Spelling is an important part in writing because spelling relates to word meaning. Despite the tendency of using acronyms, abbreviation, and emoticons, the majority of students agree that correct spelling is important in writing and they try to spell words correctly when communicating through SMS and social media. This is shown by the response to item 14, in which 58% agree with the statement, and 28.3% strongly agree. 50% respondents agree that wrong spelling shows that a person lacks of knowledge of standard English spelling (item 13), and 52.7% respondents think that the people who use wrong spelling are careless (item 15). In addition, 41 % respondents dislike people who do not spell correctly when texting or chatting (item 6). The mean score of each item regarding spelling is ranging from 3.48 to 3.96, implying that the respondents expect correct spelling in online communication.

Table 4.11. The attitude of students toward spelling

No	Statement	SD	D	N	A	SA	M	Std Dev
6	It annoys me when people do not spell correctly when texting / chatting	3 2.7%	16 14.3 %	32 28.6 %	46 41.1 %	15 13.4 %	3.48	.986
13	Wrong spelling shows that a person lacks of knowledge of standard English writing	3 2.7%	12 10.7 %	30 26.8 %	56 50%	11 9.8%	3.54	.910
14	Correct spelling is very important in writing including when communicating through SMS or social media	2 1.8%	3 2.7%	17 15.2 %	65 58%	25 28.3 %	3.96	.805
15	Wrong spelling shows that a person is careless in writing	3 2.7%	5 10.7 %	29 25.9 %	59 52.7 %	15 13.4 %	3.68	.893

*SD= strongly disagree

D= disagree

N= neither agree nor disagree

A = agree

SA = strongly agree

M= mean

Std Dev = standard deviation

4. The attitude toward writing mechanism (punctuation, capitalization)

Another aspect in writing is mechanism which includes the use of punctuation and capitalization. The attitude of students towards mechanism is not as strong as the attitude toward spelling, as presented in the following table where the mean score of each item is below 3.5. 36.6 % respondents still think that correct punctuation is important and 20.5 % think it is very important (item 16). 35.7 % respondents feel annoyed when people do not use punctuation correctly, however 24.1% neither agree nor disagree, and 19.6% do not mind with incorrect punctuation (item 8). Regarding capitalization, 35.7% respondents disagree with item 17, meaning that they pay attention to the correct use of capital letter. The number of respondents who strongly agree, agree, and neither agree and disagree are respectively 8.9%, 23.2% and 25 %, which if combined, have a higher number of respondents than those who disagree and strongly disagree.

Table 4.12. The attitude of students toward punctuation and capitalization

No	Statement	SD	D	N	A	SA	M	Std Dev
8	It annoys me when people do not use punctuation correctly when texting / chatting	4 3.6 %	22 19. 6%	27 24. 1%	40 35. 7%	19 17 %	3.43	1.096
16	Correct use of punctuation is not important in texting or online communication	23 20. 5%	41 36. 6%	19 17 %	21 18. 8%	8 7.1 %	3.45	1.214
17	I don't always use capital letter in SMS or chat because I think it is not very important	8 7.1 %	40 35. 7%	28 25 %	26 23. 2%	10 8.9 %	3.09	1.111

*SD= strongly disagree

D= disagree

N= neither agree nor disagree

A = agree

SA = strongly agree

M= mean

Std Dev = standard deviation

5. The attitude toward grammar and correct standard

Despite the prevalent phenomena in social media where many users tend to use language informally and sometimes sloppily, it is interesting to find that the majority of students still pay attention to grammar and correct standard when communicating online. 50% respondents agree with statement item 12 and 46.4% agree with statement item 5 (correct standard in texting). The mean score for both items are above 3.5, meaning that the respondents have quite strong attitude about it.

This attitude is supported by the response toward item 18. Most of students dislike to use mix writing of letters and number, as often found in teenagers' writing style nowadays. 40.2 % respondents strongly disagree and 33% disagree with the statement. More detailed responses can be seen in the next table.

Table 4.13. The attitude of students towards grammar and correct standard

No	Statement	SD	D	N	A	SA	M	Std Dev
5	I pay attention to grammar and correct writing standard when sending text messages	2 1.8 %	11 9.8%	27 24.1 %	52 46.4 %	20 17.9 %	3.69	.940
12	I pay attention to grammar and correct writing standard when communicating online	1 0.9 %	15 13.4 %	29 25.9 %	56 50%	11 9.83 %	3.54	.879
18	I like to mix my writing with letters and number (e.g. 2u for "to you", t1n4 for Tina)	45 40.2%	37 33%	16 14.3 %	11 9.8%	3 2.7%	3.98	1.090
25	Language used in digital communication/social media ruins our English language	2 1.8 %	28 25%	43 38.4 %	33 29.5 %	6 5.4%	3.12	.908

*SD= strongly disagree

N= neither agree nor disagree

SA = strongly agree

Std Dev = standard deviation

D= disagree

A = agree

M= mean

From the table above, it is also found that the number of students who think that language used in digital communication and social media would ruin the standard English, and the number who think that it would not ruin the standard language, only have a slight difference. 29.5% respondents agree that it would ruin the standard language, whereas 25% disagree. 38.4% respondents neither agree nor disagree.

6. Awareness toward context and audience

In writing it is important to be aware whom we communicate with so we could suit our language style accordingly. The majority of students are aware of this and nearly 50% agree with statement 22. The reverse statement of item 23 received a reverse response as well, with nearly 43% disagree with the statement and about 26% strongly disagree. It means that students actually care whom they communicate with

and would use different language style depending on the situation and audience.

This is supported by the response to item 21, with 48.2% agree and 21.4% strongly agree. The students also think that nonstandard language can be used in digital communication, but prefer to use the standard language in academic setting, as shown by the response to item 24, in which 39.3 % agree and 30.4 % strongly agree.

Nevertheless, it is quite interesting to find that there is the same number of response between students who feel annoyed and those who do not feel annoyed when people use internet language in formal or academic situation (24.1%), and many respondents (39.3 %) neither agree nor disagree with the statement.

The complete responses can be seen in the following table.

Table 4.14. The attitude of students towards context and audience

No	Statement	SD	D	N	A	SA	M	Std Dev
9	It annoys me when people use internet language in formal/academic situation	8 7.1 %	27 24. 1%	44 39. 3%	27 24. 1%	6 5.4 %	2.9 6	.99 5
21	The way I use the language is different depending on whom I communicate with	2 1.8 %	8 7.1 %	24 21. 4%	54 48. 2%	24 21. 4%	3.8 0	.91 9
22	I am aware of whom I communicate with, so I try to suit my language style accordingly	4 3.6 %	7 6.3 %	24 21. 4%	55 49. 1%	22 19. 6%	3.7 5	.96 3
23	I don't care whom I communicate with, my language style is the same	29 25.9 %	48 42. 9%	19 17 %	14 12. 5%	2 1.8 %	3.7 9	1.0 26
24	We may use nonstandard language in digital communication such as SMS or chat but in academic setting we must use standard English	4 3.6 %	3 2.7 %	27 24. 1%	44 39. 3%	34 30. 4%	3.9 0	.98 6

*SD= strongly disagree

N= neither agree nor disagree

SA = strongly agree

Std Dev = standard deviation

D= disagree

A = agree

M= mean

7. Opinion about language style used in digital communication

In regards to the responses to whether style of writing in internet communication would cause low competence in academic English, 26.8 % respondents disagree with the statement, 25% agree, and 36.6% neither agree nor disagree. The mean score is 2.96. In other words, there is a possibility that the way we write in internet communication might influence the ability in academic English.

On the other way around, it is interesting to find that many students think that style of writing in digital communication is

caused by lack of knowledge and proficiency in academic English. 41.1% agree with statement item 26, and the mean score is 3.28. Actually, it is possible that the writing style in internet is caused by the user's habit, or the nature of language itself which might change according to the situation and communication needs.

Finally, the majority of students or 65.2 % respondents agree that language use in digital communication is innovative and creative. The mean score 3.90 and standard deviation 0.722 implies that most of the respondents have a strong attitude about it.

Table 4.15. Opinion towards language style

No	Statement	SD	D	N	A	SA	M	Std Dev
26	Style of writing in digital communication is caused by lack of knowledge and proficiency in academic English	4 3.6 %	21 18. 8%	34 30. 4%	46 41. 1%	7 6.3 %	3.2 8	.961
27	Style of writing in internet communication can cause low competence in academic English	7 6.3 %	30 26. 8%	41 36. 6%	28 25 %	6 5.4 %	2.9 6	.995
28	Language use in digital communication is innovative and creative	1 0.9 %	4 2.6 %	17 15. 2%	73 65. 2%	17 15. 2%	3.9 0	.722

*SD= strongly disagree

D= disagree

N= neither agree nor disagree

A = agree

SA = strongly agree

M= mean

Std Dev = standard deviation

C. The attitude of lecturers towards digital communication

1. The attitude towards the use of acronym and abbreviation

Among lecturers, the use of acronyms and abbreviations is also common. More than 50% of the respondents often use acronyms and abbreviations when communicating online, and are also familiar with various acronyms and abbreviations. Similar to students' opinion, 40.9% lecturers agree that the use of abbreviation make the writing look cool.

In addition, they did not feel annoyed with abbreviations or acronyms used by people who text or send emails. It means they accept informal language of digital communication.

Table 4.16. The attitude of lecturers towards the use of acronyms and abbreviations

No	Statement	SD	D	N	A	SA	M	Std Dev
1	I often use abbreviations/acronyms (e.g. btw, lol, cu, etc.) when I communicate online and through social networking	-	6 27.3 %	3 13.6 %	12 54.5 %	1 4.5 %	3.36	.953
4	I am not familiar with abbreviation/acronyms in English	2 9.1 %	11 50%	4 18.2 %	5 22.7 %	-	3.45	.963
7	I get confused with the abbreviation/acronyms on the internet	3 13.6 %	6 27.3 %	6 27.3 %	5 22.7 %	1 4.5 %	3.24	1.13 6
10	I feel annoyed with abbreviation used by people who text me	3 13.6 %	10 45.5 %	3 13.6 %	6 27.3 %	-	2.55	1.05 7
11	I feel annoyed with abbreviation used by people who email me	2 9.1 %	9 40.9 %	4 18.2 %	7 31.8 %	-	2.73	1.03 2
19	I like to use acronyms & emoticons because I think they make my writing look cool	-	5 22.7 %	7 31.8 %	9 40.9 %	1 4.5 %	3.27	.883

*SD= strongly disagree

D= disagree

N= neither agree nor disagree

A = agree

SA = strongly agree

M= mean

Std Dev = standard deviation

2. The attitude towards emoticon

The percentage of lecturers who are familiar with emoticon is slightly lower than the students, but still significantly shows that the use of emoticons is common among lecturers. However, the percentage of lecturers who use emoticons to express their feeling is higher than the student percentage. This implies that although emoticon is considered new language style, the lecturers keep updated with it.

Table 4.17. The attitude of lecturers toward the use of emoticons

No	Statement	SD	D	N	A	SA	M	Std Dev
2	I am familiar with various kinds of emoticons	-	5 22.7%	3 13.6%	11 50%	3 22.7%	3.55	1.011
19	I like to use acronyms & emoticons because I think they make my writing look cool	-	5 22.7%	7 31.8%	9 40.9%	1 4.5%	3.27	.883
20	I like to use emoticons to express my feeling/reactions to something	-	4 18.2%	2 9.1%	13 59.1%	3 13.6%	3.68	.945

*SD= strongly disagree

D= disagree

N= neither agree nor disagree

A = agree

SA = strongly agree

M= mean

Std Dev = standard deviation

3. The attitude towards spelling

Similar to student opinion, the lecturers think that correct spelling is very important. 45.5% respondents agree with statement item 14, and 27.3% strongly agree. The lecturers (40.9%) also dislike wrong spelling and feel annoyed when people do not spell correctly in texting or chatting. However, 31.8% do not mind with incorrect spelling. It means that the attitude of lecturer is quite lenient. In addition, the percentage of lecturers who think that wrong spelling shows that a person is careless in writing and lack of knowledge is lower than the percentage of the students.

Table 4.18. The attitude of lecturers toward spelling

No	Statement	SD	D	N	A	SA	M	Std Dev
6	It annoys me when people do not spell correctly when texting / chatting	1 4.5%	7 31.8%	4 18.2%	9 40.9%	1 4.5%	3.09	1.065
13	Wrong spelling shows that a person lacks of knowledge of standard English writing	1 4.5%	3 13.6%	4 18.2%	9 40.9%	4 18.2%	3.57	1.121
14	Correct spelling is very important in writing including when communicating through SMS or social media	2 9.1%	3 13.6%	1 4.5%	10 45.5%	6 27.3%	3.68	1.287
15	Wrong spelling shows that a person is careless in writing	1 4.5%	4 18.2%	6 27.3%	9 40.9%	2 9.1%	3.32	1.041

4. The attitude toward writing mechanism (punctuation, capitalization)

The attitude of lecturers towards writing mechanism is quite similar to the attitude of students, as presented in the following table, in which 36.8 % respondents still think that correct punctuation is important and 22.7 % think it is very important (item 16). In terms of punctuation use, the lecturers seem more strict because 50% respondents feel annoyed when people do not use punctuation correctly. However, 22.7% do not mind with incorrect punctuation (item 8). Regarding capitalization, 54.5 % respondents disagree with item 17, meaning that the lecturers have a stronger attitude about the correct use of capital letter than the students.

Table 4.19. The attitude of lecturers toward punctuation and capitalization

No	Statement	SD	D	N	A	SA	M	Std Dev
8	It annoys me when people do not use punctuation correctly when texting / chatting	2 9.1 %	5 22.7 %	3 13. 6%	11 50 %	1 4.5 %	3.18	1.140
16	Correct use of punctuation is not important in texting or online communication	5 22.7 %	8 36.8 %	3 13. 6%	6 27. 3%	-	3.55	1.143
17	I don't always use capital letter in SMS or chat because I think it is not very important	4 18.2 %	12 54.5 %	2 9.1 %	4 18. 2%	-	3.73	.985

*SD= strongly disagree

D= disagree

N= neither agree nor disagree

A = agree

SA = strongly agree

M= mean

Std Dev = standard deviation

5. The attitude toward grammar and correct standard

Grammar and correct standard is considered very important either in sending text messages or communicating online. This can be seen from the lecturers' response to item 5 and 12, in which 59.1% stated that they pay attention to it, and the mean score is 4.00. Furthermore, 50% of the lecturers do not like to mix letters and numbers in writing.

Nevertheless, 40.9% lecturers disagree that language in digital communication can ruin the standard English, and 22.7% agree with the opinion. The mean score is 2.82.

Table 4.20. The attitude of lecturers toward grammar and correct standard

No	Statement	SD	D	N	A	SA	M	Std Dev
5	I pay attention to grammar and correct writing standard when sending text messages	1 4.5 %	1 4.5 %	1 4.5 %	13 59. 1%	6 27. 3%	4.0 0	.976
12	I pay attention to grammar and correct writing standard when communicating online	1 4.5 %	-	3 13. 6%	13 59. 1%	5 22. 7%	3.9 5	.899
18	I like to mix my writing with letters and number (e.g. 2u for “to you”, t1n4 for Tina)	4 18. 2%	11 50 %	4 18. 2%	3 13. 6%	-	3.7 3	.935
25	Language used in digital communication/social media ruins our English language	1 4.5 %	9 40. 9%	6 27. 3%	5 22. 7%	1 4.5 %	2.8 2	1.006

*SD= strongly disagree

D= disagree

N= neither agree nor disagree

A = agree

SA = strongly agree

M= mean

Std Dev = standard deviation

6. Awareness toward context and audience

A very strong attitude can be seen from the response to item 21 and 22 where the mean score for each item is 4.23 and 4.27. It means the majority of lecturers think awareness toward audience and context is very important in communicating and it is important to use appropriate language style. Item 23, which is the reverse item, also gets high mean score. Item 9 gets mean score 3.05 and standard deviation 1.253, meaning that the range of opinion is quite varied. It is quite surprising that 31.8% lecturers do not feel annoyed when people use internet language in formal or academic situation, considering the fact that lecturers usually tend to be formal. This percentage is higher than the percentage of students who response to the same item.

Table 4.21. The attitude of lecturers toward context and audience

No	Statement	SD	D	N	A	SA	M	Std Dev
9	It annoys me when people use internet language in formal /academic situation	2 9.1 %	7 31.8 %	4 18.2 %	6 27. 3%	3 13. 6%	3.0 5	1.25 3
21	The way I use the language is different depending on whom I communicate with	-	1 4.5 %	1 4.5 %	12 54. 5%	8 38. 8%	4.2 3	.752
22	I am aware of whom I communicate with, so I try to suit my language style accordingly	-	-	3 13.6 %	10 45. 5%	9 40. 9%	4.2 7	.703
23	I don't care whom I communicate with, my language style is the same	8 38. 8%	10 45.5 %	3 13.6 %	1 4.5 %	-	4.1 4	.834
24	We may use nonstandard language in digital communication such as SMS or chat but in academic setting we must use standard English	1 4.5 %	1 4,5 %	4 18.2	8 38. 8%	8 38, 8%	3.9 5	1.09 0

*SD= strongly disagree

D= disagree

N= neither agree nor disagree

A = agree

SA = strongly agree

M= mean

Std Dev = standard deviation

7. Opinion about language style used in digital communication

In contrast to students' opinion, the lecturers do not assume that the style of language in digital communication is caused by lack of knowledge an English proficiency. 40.9 % respondents disagree with statement item 26. The lecturers are also not worried that style of writing in internet communication would cause low competence in academic English. The mean score of item 27 is only 2.50, and most of the respondents disagree with the statement.

Finally, the majority of lecturers or 54.5% agree that language use in digital communication is innovative and creative, although the percentage is lower than the percentage of student response. The mean score is also lower, meaning that the opinion of lecturers is not as strong as that of students.

Table 4.22. Lecturers' opinion about language style in digital communication

No	Statement	SD	D	N	A	SA	M	Std Dev
26	Style of writing in digital communication is caused by lack of knowledge and proficiency in academic English	2 9.1 %	9 40. 9%	5 22. 7%	5 22. 7%	1 4.5 %	2.73	1.07 7
27	Style of writing in internet communication can cause low competence in academic English	4 18. 2%	9 40. 9%	3 13. 6%	6 27. 3%	-	2.50	1.10 2
28	Language use in digital communication is innovative and creative	-	3 13. 6%	4 18. 2%	12 54. 5%	3 13. 6%	3.68	.894

*SD= strongly disagree

N= neither agree nor disagree

SA = strongly agree

Std Dev = standard deviation

D= disagree

A = agree

M= mean

Furthermore, the finding above is supported by the responses to open ended questions. When asked why people like to use nonstandard language such as abbreviations and inappropriate spelling and punctuation, most of the lectures have similar opinion, that is, for practical reasons.

"don't want to take more time to write, to use words

effectively and economically" (Lecturer 1)

"because it's faster" (Lecturer 3)

"because people need to shorten the sentences in texting" (Lecturer 6)

"because they want to write quickly"(Lecturer 10)

"to save time and space" (Lecturer12)

"for efficiency, in terms of cost and time (Lecturer 15)

"to be more practical, short, and brief" (Lecturer 19)

"because it's easier and the service just give a few letters [limited space?] so they have to maximize it

[use it efficiently?]" (Lecturer 20)

Other reason for the use of nonstandard language in digital communication is creativity and to make the writing look more interesting and trendy.

"because they want to make interesting message" (Lecturer 11)

"because it's a creative way to improve their writing" (Lecturer 13)

"because using nonstandard language is a creative way to show their creation in writing" (Lecturer 14)

"they think that it is cool for them and either to save time to text or the character used in texting" (Lecturer 16)

"to send text faster and to make the writing looks cooler and cute" (Lecturer 18)

"because they are trying to keep updating with the use of that and following the trends" (Lecturer 4)

Some lecturers are concerned that language use in the internet and social network would influence the standard language, as stated in the following responses:

"people will be accustomed to using English ungrammatically and [im]politely" (Lecturer 1)

"it would interfere the language that a person use especially when the person isn't aware of the environment whether it is formal or informal" (*Lecturer 2*)

"because the use of it has become the trends and people use it globally" (*Lecturer 4*)

"The standard language is influenced by the writings/subjects/themes that he/she reads. what he/she gets it will be in his/her mind" (*Lecturer 9*)

"Someone who always read scientific writing on internet will read, speak, and write his/her ideas in scientific writing as well" (*Lecturer 10*)

"The users will not be aware about the right/standard language if they always use it. They will also will not be able to adjust to whom they write accordingly" (*Lecturer 16*)

On the other hand, some lecturers are not worried that language use in social network would influence the standard language based on several reasons such as:

"I believe people are able to distinguish the language use for electronic communication or language in the real world, so they will use standard language in real/direct communication" (*lecturer 6*)

"yes, it influences the standard language, but it doesn't ruin the language because language undergoes changes" (*lecturer5*)

"No, because standard language have their own rules so it's hard to change/influence it." (*lecturer 12*)

"No, because language used in the internet and social network just to show the feeling and emotions of the users. It's not influence the standard language" (*lecturer 14*)

"No because we use language for particular reasons. The style of our language is influenced by the situation in which it is used" (*lecturer 15*)

"It depends on people who use them, see the formal or informal receivers or readers" (*lecturer 22*)

These responses suggest that we do not need to worry the language style used in texting or social networking will ruin the standard language because people know when and where to use it.

CHAPTER V

CLOSURE

A. Conclusion

From the research findings, it can be concluded that the language style used in texting or social networking has been accepted widely, not only among students or teenagers, who are digital native, but also adults, in this case the lecturers, who might be considered as digital immigrant. To be more specific,

1. The use of abbreviation, acronyms, and emoticons as features of digital communication is common among students, and the students do not mind with the use of shortened language when people text them or when communicating online because they consider it for effectiveness and efficiency. However, it is interesting to find that the majority of students still pay attention to grammar and correct standard when communicating online. Students also care whom they communicate with and would use different language style depending on the situation and audience.
2. Similar to students, lecturers are also familiar with the use of abbreviation, acronyms, and emoticons. The majority of lecturers agree that language use in digital communication is innovative and creative. However, the majority of lecturers think awareness toward audience and context is very important in communicating and it is important to use appropriate language style

B. Recommendation

The researcher would like to give several recommendations regarding the language use in digital communication.

1. The language use in digital communication such as in texting or social networking are commonly informal, so it should not be used in formal or academic context such as in writing assignments or in communication with lecturers.
2. As the nature of language is dynamic, variety of language that exist in digital communication should enrich our language.
3. Further research regarding language use in digital communication can be conducted in different context or use other approach in gathering data.