Language Attitudes and Their Implications in Student Characters' Development

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Abstract   Reputation is an identity that universities continue to strive for. In the digital era, social media is used to achieve this. This article's discussion includes a discourse analysis of how students at Universitas Negeri Semarang use language, along with an explanation of how their language performances and expressions on social media reflect their attitudes and manners. The findings of the study demonstrate that students' utterance or speech patterns vary based on the factors and objectives of their speeches. Adding more, it's said that students of Universitas Negeri Semarang have good language awareness. The methods for preserving the presence of positive student content through the development of language character are also included in this assessment.

Keywords: Reputation; Social Media; Language; Utterance; Speech

Abstrak   Reputasi merupakan identitas yang senantiasa diperjuangkan oleh perguruan tinggi. Di era digital, media sosial dimanfaatkan untuk mencapai tujuan tersebut. Pembahasan dalam artikel ini mencakup analisis wacana tentang penggunaan bahasa oleh mahasiswa Universitas Negeri Semarang, disertai penjelasan mengenai bagaimana kinerja dan ekspresi bahasa mereka di media sosial mencerminkan sikap dan tata krama. Temuan penelitian menunjukkan bahwa pola tuturan atau ucapan mahasiswa bervariasi tergantung pada faktor dan tujuan komunikasi. Selain itu, disebutkan bahwa mahasiswa Universitas Negeri Semarang memiliki kesadaran berbahasa yang baik. Metode untuk menjaga keberlanjutan konten positif mahasiswa melalui pengembangan karakter bahasa juga menjadi bagian dari kajian ini.

Kata Kunci: Reputasi; Media Sosial; Bahasa; Ucapan; Pidato

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INTRODUCTION

Universities were established to build their respective reputations which then became their identity. In economics, there is a theory that explains how an organization's reputation might serve as a type of strategic signal to tell the market about its capabilities and quality (Milgrom & Roberts, 1982). The attitudes and actions of the academic community show this. As technology becomes more and more prevalent, universities' reputations are beginning to be evaluated based on how their actions are reflected on social media. This relates to theory Van Hset Hof (2012), which says that social expectations, institutional character, and trust are the three factors that reflect an institution's reputation. All three of these items are connected. Therefore, it's essential to comply with these requirements, one of which is developing a reputation through social media use. However, using social media can present both opportunities and difficulties. Reputation has three dimensions, according to O'Callaghan (2007), identity, image, and behavior. The use of social media can be effective in achieving this dimension because it is easy to achieve popularity, but when there is negative activity it will immediately damage a previously good image.

The forming of a reputation is not just the role of one or two factors but involves all parties. This factor is very important because the quality of teaching and research in an institution is very dependent on the quality of lecturers and students (Altbach, 2013). Fostering positive behavior from students is quite difficult because they are young people who are still unstable. Precious (2019) and Njoroge (2013), show that young people are vulnerable to being trapped in negative behavior on social media such as showing off excessively, carrying out hate speech, and even spreading hoaxes. This condition is related to the psychological condition of young people who tend to be temperamental and have low self-control (Astuti & Partini, 2019) . These problems are also associated with students' oversharing behavior due to their desire to get attention on social media which gives rise to addiction (Masrom, et al., 2021).

Numerous factors can make a university student one of the most vulnerable factors in terms of maintaining a positive reputation. However, this does not mean that universities will prohibit students from using social media.

Zachos, et al., (2018), shows that the use of social media has a positive impact on at least three aspects: (a) supporting the learning process; (b) mapping the user's learning style personality profile; and (c) supporting online learning. This condition shows that the influence of social media is like a double-edged sword. Therefore, there must be mitigation for student attitudes and behavior on social media. One of the ways to mitigate this can be done by improving their speech or utterance on social media. Therefore, language can be an effective entry point because both vocabulary and grammar8 have experiential, relational, and expressive functions at the same time (Fairclough, 2001).

There are some research has been conducted on student behavior on social media. However, this research is different because it makes students' language behavior on social media within the framework of character conservation. This novelty has epistemological and axiological consequences at the same time. Epistemologically, theories and definitions are carried out within the frame of character education. As for axiology, this research is oriented towards practical use to develop the character of students in higher education.

The objectives of this research are (1) to explain the attitudes and behavior of *Universitas Negeri Semarang* students on social media through their language expressions and performance and (2) to formulate strategic policies to integrate social media as part of student character development. These two research objectives are important to realize for supporting existing policies in developing student character.

The significance of this research is to obtain a mitigative strategies for the attitudes and behavior of *Universitas Negeri Semarang* students on social media. These mitigation strategies are useful as follows: (1) highlighting the potential and dangers that arise from social media use by students; (2) outlining the requirements for social media use that align with student values and characteristics; and (3) serving as a guide for using social media as a means of enhancing public trust and reputation.

METHOD

This study makes use of pertinent qualitative data and descriptive qualitative approaches. Students' language attitudes and actions on social media are used as study data in this context, and a descriptive discourse analysis method is employed to interpret the data. The research's data came from Universitas Negeri Semarang students' use of three social media platforms: Facebook, Instagram, and Twitter. To determine the student's affiliation with the account, the myunnes.unnes.ac.id page allows users to verify the legitimacy of the account holder. All UNNES students from eight faculties and postgraduate programs make up the population. Purposive sampling was used in the sample selection process to ensure that it accurately reflected the faculty, gender, and incoming class. According to Palys (2008ba), purposive sampling is a sample selection technique with a specific aim because the selected sample is considered to have the properties or characteristics needed in the research.

This research uses discourse analysis techniques and critical discourse analysis. The discourse analysis method is used by researchers at the description stage. Meanwhile, the critical discourse analysis method is used at the interpretation and explanation stages. The use of mixed methods in research is expected to enable researchers to explain the relationship between lingual units in humorous discourse and the ideology contained behind them.

RESULT AND DISCUSSION

Types of Student Utterance on Social Media

Based on the activities of *Universitas Negeri Semarang* students on social media, several types of utterance were found: (1) directive utterance; (2) expressive utterance; (3) assertive utterance; (4) commissive utterance; (5) declarative utterance.

Table 1. Types of students' utterance on social media

No.	Types of Utterance	Quantity
1.	Directive Utterance	35 utterances
2.	Expressive Utterance	11 utterances
3.	Assertive Utterance	41 utterances

No.	Types of Utterance	Quantity
4.	Commissive Utterance	2 utterances
5.	Declarative Utterance	1 utterance
	Total	**90 utterances**

Directive Utterance

A directive utterance is a speech act that has the aim of providing an effect in the form of an action that must be carried out by the speech partner. The utterances that are included in this type of speech act include forcing, inviting, requesting, ordering, charging, urging, begging, suggesting, ordering, giving orders, and challenging. The findings of directive utterance among students at *Universitas Negeri Semarang* on social media are shown below.

> *[KORUPSI, KOLUSI, NEPOTISME ITU BERBAHAYA]*
> *[CORRUPTION, COLLUSION, NEPOTISM ARE DANGEROUS]*
> *"Sektor kewirausahaan menjadi solusi ampuh atasi korupsi" (Anon)*
> "The entrepreneurial sector is an effective solution to overcome corruption" (Anon)
>
> *Perhaps we already know the quotes from above. Regrettably, though, the rapidly booming technopreneur industry does not instantly break the KKN (Corruption, Collusion, Nepotism) chain. In actuality, it is rife with KKN (Corruption, Collusion, Nepotism) practices. Of course, for technopreneurs to be realized as a sector capable of overcoming corruption, it needs to have an enhanced system. Becoming a hero can start from reading and sharing this post. Come on, share this post with prospective young entrepreneurs! (Data 01)*

The speech mentioned above falls under the category of directive utterance. This is a result of the speaker's desire to extend an invitation to do something that is implied in their upload. The line fragment "Come on, spread this post to prospective young entrepreneurs!" provides evidence of the speech. The speaker asks readers of his upload to share his speech and the idea that the techno premiership industry can fight corruption.

Expressive Utterance

An expressive utterance is a speech act that has the function of expressing the speaker's feelings and attitudes related to a certain mood such as criticizing, praising, thanking, congratulating, blaming, and complaining. For example:

> *Hello Mahesa, let me introduce myself, my name is Ziddan Ahmad Zein from the Department of Geography, Faculty of Social Sciences, Universitas Negeri Semarang.*
> *In this video, I share my thoughts on PTN BH (State Higher Education Institution of Incorporated Legal Entity) as a means of sustaining academics' silence and the commercialization of education in the face of rising economic inequality and constraints on free speech. It's unfortunate that only the wealthy can afford to send their children to school. (Data 15)*

The speech found above is summarized as expressive utterance. This expressive utterance act is characterized by threatening speech. Giving constructive criticism can take the form of pointing out both the positive and negative aspects of something in order to make it better. The speaker's critique in his writing expresses his regret that colleges with PTN BH (State Higher Education Institution of Incorporated Legal Entity) status are synonymous with education commercialization, which he believes would further restrict people's access to higher education. Particularly for those who are less fortunate.

Assertive utterance

Assertive utterance is a speech act in which the speaker is bound to the truth of what is said. Examples of what is included in this type of speech act are stating, reporting, admitting, bragging, arguing, mentioning, and so on. As the example:

> [MENTAL HEALTH CAMPAIGN]
> *[MENTAL HEALTH CAMPAIGN]*
> *Hello Mahesa, I am Theresia Vania Gabriele from the Department of Psychology, Faculty of Education and Psychology, Universitas Negeri Semarang.*
> *Did you know that the term of "well-being" depicts the state of a person in good mental health? Additionally, well-being demonstrates the idea of happiness, which is the end result of human endeavors. Happiness, in my view, is the state in which I am both physically and psychologically at ease and at peace, enabling me to view life more optimistically and with greater gratitude.*

This speech or utterance is assertive, it can be seen in the following sentence quote, "Happiness, in my view, is the state in which I am both physically and psychologically at ease and at peace, enabling me to view life more optimistically and with greater gratitude." Thus, it is clear that this speech is included in assertive utterance because the speaker aims to express her opinion. He thinks about the concept of happiness according to herself.

Commissive Utterance

A commissive utterance is a speech act that binds the speaker to carry out what is stated in the utterance, such as promising, swearing, threatening, stating one's ability, offering a prayer, and offering. Commissive utterance can be seen below:

> *"Everyone has their own best version. You, me, and us. So, never change your best version because of other people or for any reason!" –Katt*
> *Greetings! Hello Friends, I am Katarina Apriliawati Saputri from Universitas Negeri Semarang. I am ready to take part in and contribute to the success of the IX Imbasadi Nusantara Workshop on 12-15 May 2022 with the theme " Tresnaning Budaya, Hitaning Bhuwana : Romansa Budaya menuju Dunia Harmoni ".*
> *Salam Budaya!*

The speech above is a commissive utterance indicated by the utterance of a promise. The speech written by the speaker in his upload expresses her ability. This was reinforced by a statement saying that she was ready to take part in and contribute to the Nusantara IX Imbasadi Sarasehan activities on 12-15 May 2022.

Declarative Utterance

A declarative utterance is speech that conveys news or information to the speaker such as validating, deciding, canceling, prohibiting, permitting, granting, classifying, pardoning, and exploiting. The example of declarative utterance can be seen below:

> *[ISI PIRINGKU]*
> *Do you still remember the jargon "4 sehat 5 sempurna" which used to be very popular? Unfortunately, this concept is considered to be no longer by developments in science and nutrition. The Ministry of Health has started campaigning the slogan "Isi Piringku" since 2017 as a replacement for "4 sehat 5 sempurna".*
> *"4 sehat 5 sempurna" only emphasizes the types of carbohydrates, side dishes, vegetables and milk. Meanwhile, "Isi Piringku" describes the portion of food on one plate which consists of 50% fruit and vegetables. Then the remaining 50% consists of carbohydrates and protein. Apart from that, "Isi Piringku" also emphasizes not only the type of food but also limiting sugar, salt, and fat in daily consumption. (Data 84)*

The quote above is a speech that is classified as a declarative utterance. This is because the speaker conveys new information to the speaker or the person who reads it. Referring to the speech contained in data 84, the speaker conveys

information regarding replacing the jargon campaign "4 Sehat 5 Sempurna" with "Isi Piringku" along with what types of food are included in it.

Student Language Use on Social Media

One of the most crucial elements of a speaker's language activity is their choice of diction. Using the right words can help express ideas and find a form that suits the situation and the values of a particular speaker or group of listeners. There are specialized terminology that take the shape of technical terms from specific fields that students use when speaking on social media. This demonstrates the speaker's expertise of the subject matter.

In addition, it was discovered that slang words were used in speech. The development of speakers' knowledge and the impact of technology are the main causes of slang acquisition. Since the speakers in this instance are students, using slang can help young people who read speech on social media feel more accepted. Students' speech is influenced by the sentences they create in language exercises on social media in addition to their choice of diction. A good sentence must adhere to the principles of grammar, which means that it must be constructed in accordance with those laws. The use of grammatical structures in student speech on social media can also aim to see how far students' skills are in expressing the message they want to convey.

Sentences based on their sentence structure are divided into single sentences and compound sentences. A single sentence is a sentence that is built on one clause or consists of one clause. This type of sentence cannot be divided into smaller sentences. Meanwhile, a compound sentence is a sentence that has more than one clause. Based on the research results, the types of sentences that students often use in making speeches are compound sentences compared to single sentences.

The Use of Discourse Structure

According to Van Dijk, a discourse is made up of three levels or structures that support one another: the superstructure (text framework), the microstructure (linguistic parts), and the macrostructure (text theme/topic). But the scope of this study is restricted to the superstructure. Student discourse on social media serves as the basis for this kind of superstructure analysis, which is also known as schema

or flow analysis. The flow of a discourse or specific sections that are ordered and sequenced to create a cohesive meaning are referred to as schematic elements.

The researcher found two distinct schemes as the findings of a study conducted on the language used by students at Universitas Negeri Semarang on social media. First, the content section which is the student communication on social media has a complete discourse framework. It can be seen that there are elements such as opening, content, and closing. The content of its speech also provides several sections such as statements of chronological facts, statements of argument support, and problem-solving or solutions. Then in the closing part, there is a summary or call to action as stated in the speech.

Second, the researcher also found students' speech on social media consisted of just an opening and content. The speech begins with a presentation of the title or topic being discussed, a greeting to the reader, interesting facts such as quotes from famous figures, rhetorical questions or statements, background information, and a statement of the main idea. In the content section, it generally contains statements of chronological facts, statements in the form of strengthening arguments, and problem-solving or solutions to problems offered.

Essentially, these results demonstrate the variety of language techniques that Universitas Negeri Semarang students use in their social media conversations, highlighting their flexibility and competence in utilizing the digital environment to communicate with one another and share ideas. From the two distinct students' speeches on social media that the researcher has found, represents that students may write speeches on social media differently. Most of them use the opening as the way they introduce their topic and they make the content part as the main topic to be discussed. The closing part is only used when it is necessary.

Social Factors Influence the Use of Language

There are several factors that influence how students use language on social media. These factors include age, education, access to information, and certain events or special occasions.

1. Age

A speaker's age has a significant impact on their language use. Every age group has differences in language when it comes to everyday

communication. The same is true for the students who served as the subject of this study. Students' language use on social media is visible in their speech. People are able to express their opinions and sentiments about various topics on social media. When they communicate their ideas, opinions, or thoughts, they utilize language that can be further investigated. With this use of language, the speaker and speech partner—in this case, the reader of a written speech on social media—are in close proximity to one another. They frequently employ slang in order for their intended message to be understood.

2. Education

The speaker's educational level is the next social factor that influences language use. Variations in the educational level of speakers can frequently result in variations in the language selection employed in daily interactions. Higher levels of education have a propensity to have a greater impact on the degree of difficulty of the diction used. Conversely, speech word choice tends to be more generic when one's education degree is lower.

Language variations among students can also be seen in the use of selected vocabulary. The results of research on students' language behavior on social media show that they tend to use special terms in the form of technical terms in certain fields. Students will employ words, for instance, in the subject of education. Examples of vocabulary related to the field of education found in the research results of student speech on social media include "academic community," "commercialization of education," "PTN-BH (State Higher Education Institution of Incorporated Legal Entity)," and "PMM3" (students exchange program).

3. Access to Information

The availability and accessibility of information also have a significant impact on how speakers utilize language. Speakers' language variances increase with information received. especially data gathered from media outlets including radio, television, newspapers, magazines, and social media. There are several advantages to having easy access to information, including improved language comprehension and knowledge. The younger generation, including students in this instance, has made it normal for language use marked by the introduction of foreign words or terms to become a habit. We

refer to this phenomenon as code mixing and code swapping. Topics, circumstances, and interaction functions are a few of the variables that can encourage speakers to blend or substitute other languages when communicating.

4. Event or Special Occasion

Students' use of language cannot be separated from the presence of special events or events that are currently occur. In their speech on social media, students use language to explain a particular reality or event. There are several utterances in this research that show how students express their attitudes and respond to certain events. As can be seen in the speech with the topic of rejecting the Wadas consignment. In their speech, the student stated that the consignment rejection experienced by Wadas residents was a result of the Government's plan to open a query or andesite mine for the Bener Dam project. Still in their speech, the students considered that the consignment mechanism was a form of action that was arrogant, intimidating, repressive and unreasonable for Wadas residents. Apart from that, students also invited people to join the struggle of Wadas residents and express support for rejecting the Wadas consignment.

Ideology in Students Speech on Social Media

Student speech on social media employs a variety of linguistic values. Values connected to how language is used to depict the world are known as experiential values. To understand how language is used to explain reality and the ideology that is communicated in words, it is vital to consider the experience value factor. A value connected to social interactions that is expressed in speech is known as relational value. This value focuses on word choice and how it contributes to the development of social relationships between people. A meaningful value about the speaker's assessment of the relevant reality is known as expressive value. This value has to do with how students evaluate subjects, objects, events, or other things using language. Every word that is used has a meaning that reflects ideological alignment in terms of language. In speech, diction serves as a tool for determining what is considered good or bad. Conversely, the expressive modality employed in the grammatical aspect allows

for the traceability of expressive value. The usage of various modalities denotes the speakers' varying assessments and judgments of the truth.

Experiental Values on Students Utterance

Experiential values is related to how language is used to represent the world. The experiential value aspect is important to reveal how language is used to explain reality and the ideology expressed in words. Because of its ideological nature, experiential value concerns the content of knowledge and beliefs that are expected to gain public acceptance. Experiential values can be reflected through diction, sentences and discourse structure.

Experiential values are represented in every diction used, knowing them is necessary to identify the meaning relationships and underlying ideology. In this case, the experiential value of vocabulary can be in the form of meaning relations, ideological words, metaphors and lexical advantages. The following is a student's speech which has experiential vocabulary value in the form of meaning relations or synonyms.

> *Sebagai Civitas Akademika, tentu kita harus mengimplementasikan Tri Dharma Perguruan Tinggi, yaitu Pengajaran, Penelitian, dan Pengabdian kepada siapapun dan setiap orang dapat belajar dimanapun la berada. (Data 30)*
> *As an academic community, of course we must implement the Tri Dharma of Higher Education, namely Teaching, Research and Service to anyone and everyone can learn wherever they are. (Data 30)*

In the speech data (30) there is the vocabulary "academic community" which according to the Indonesian Dictionary (KBBI) means a group (citizens) of the academic community consisting of lecturers and students. In this data, the academic community has a meaningful relationship with students. The ideology stated in the speech is that students agree that as students it is important to have an attitude that implements the Tri Dharma of Higher Education.

Relational Values on Students Utterance

Relational value is related to social relationships displayed in speech. This value focuses on the choice of word use that plays a role in creating social relations between participants. In this research, this aspect is useful for seeing how language is used to describe and regulate the student's own relationship with other subjects mentioned in the speech. In the grammatical aspect, relational value can be seen from several grammatical points used, one of which is the use

of pronouns which can show the social relations built in speech. The use of pronouns shows that there is a dimension of power and solidarity that is intended to be displayed. The speech below shows the use of the pronoun "we".

> *Kami sepakat bahwa pembaharuan hukum pidana melalui payung hukumnya yaitu KUHP harus disegerakan. Namun, beberapa bentuk perilaku yang terpampang di depan kami seolah menghianati kepercayaan kami terhadap perubahan kearah lebih baik. (Data 67)*
> *We agree that reform of criminal law through its legal umbrella, the Criminal Code, must be hastened. However, some forms of behavior displayed in front of us seem to betray our trust in change for the better. (Data 67)*

According to data (67), students employ the pronoun "we" because they identify with a certain group. In this instance, "we" refers to all students who concur that criminal law has anomalies in behavior. Additionally, this speech advocates the belief that students should supervise the legislative process.

Prospects for the Development of Social Media as a Strategy for Conserving Student Character

Language has an important role in shaping students' identities because it is one aspect that reflects their background, values, and culture. As a student's identity, language can include several aspects:

Table 2 Development of Social Media

Usage	Explanation
Everyday Communication	A student's language choices in social situations, academic settings, and the local community reveal aspects of who they are as a person.
Writing and Presentation	Students' identities are also reflected in the presentations and writing they produce. A student's language identity includes their writing style, word choice, and communication clarity.
Language in Academic Activities:	Students' knowledge, proficiency, and intellectual identities are reflected in the language they use in class discussions, seminars, and research projects.
Language in Local Culture and Traditions:	Language can also convey the customs and culture of the community from which students originate. Regional dialects, common

Usage	Explanation
	phrases, and idioms can all contribute to a person's language identity.
Language in Online Communities:	In their online interactions on social media, discussion boards, and forums, students frequently employ language. Their linguistic identity may also be influenced by the words and writing they use online.
Language in International Context:	Language identity for kids who engage with an international context includes both proficiency in a foreign language and adjustment to international communication standards.

Thus, language becomes an integral part of students' identity and reflects their background, values, skills, and experiences in various contexts of academic, social, and cultural life.

The importance of students in communicating through language is also finally highlighted on their social media. Considering social media has such a large capacity to affect behavior, values, and interpersonal connections, its development can be an excellent technique for maintaining student character. Social media can be used in a variety of ways, one of which is as a forum for promoting moral principles. Positive qualities, such as honesty, tolerance, cooperation, and integrity, can be shared via social media. Students can distribute quotes, articles, or tales that uplift and motivate people to behave honorably.

Aside from that, social media can be used to disseminate character-related educational content related to character, such as articles about ethical ideals, character development advice, or inspirational anecdotes. Students may have a better understanding of the value of having strong morals in their lives from this. Students can start initiatives for character awareness on and off campus by utilizing social media. They can make movies or pictures to spread uplifting messages about the character, start campaigns using pertinent hashtags, and invite people to join in. Effective use of social media can help students incorporate character conservation into their everyday lives and build a stronger campus community overall.

DISCUSSION

Students' social media contributions might enhance a positive reputation through positive use. Though not all groups will be able to directly benefit from this over time, there are steps and approaches that must be taken to ensure that there is always positive student content available. These include creating content consistently, making sure that it offers the audience benefits and value, and actively engaging the audience through surveys, quizzes, and Q&A to increase engagement. Make use of social media as a platform to educate and inform the audience. Students can distribute films, articles, and other educational materials that help broaden the knowledge and comprehension of the audience. By implementing these steps consistently and strategically, students can utilize social media as an effective tool to increase the public's perception and trust in towards respective universities.

CONCLUSION

Social media plays a vital role in shaping an organization's reputation, with language use serving as a powerful tool for influencing public opinion and building self-image. The language and imagery chosen in social media communication can create both positive and negative impressions, depending on the intent and audience. Reputation-building strategies, especially in higher education, must adapt to the specific perspectives and needs of their target audiences, as each institution faces unique challenges and opportunities. The analysis of *Universitas Negeri Semarang* students' social media posts demonstrates that students are generally aware of the importance of language in shaping perceptions, as evidenced by their thoughtful and varied communication styles. This language awareness suggests that students understand the influence they have on societal opinions through their online presence. As a result, universities must recognize the significance of fostering positive and responsible language use among their students. By implementing effective strategies to encourage the creation of positive content, higher education institutions can strengthen their reputation and ensure that their students' online activity reflects well on the university. Ultimately, the interplay between language, social media, and

reputation highlights the need for ongoing attention to communication practices in the digital era.

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