LANGUAGE DISCORD AND LANGUAGE ATTITUDE AMONG EFL LEARNERS: INSIGHTS FROM AN INDONESIAN UNIVERSITY

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Abstract
Language discord is one of problems experienced by Indonesian EFL learners when producing English utterances, and those problems can affect their language attitude towards English. The objectives of this research are to find (1) forms of language discord experienced by EFL learners when producing English utterances, (2) factors causing the language discord, and (3) language attitudes towards English as the effect of the language discord. Employing a qualitative approach, this case study was conducted at a university in South Sulawesi, and purposive sampling technique was used to obtain research participants. Based on certain criteria regarding the samples that were most suitable and considered to produce the desired data, four students from the English education department were selected as research participants. Data collection involved observations and in-depth interviews. The technique of data analysis involved a procedure consisting of data managing, reading and giving a memo, describing, classifying, data interpretation, visualizing, and representing. Findings showed three forms of language discord: naked language discord, disguised language discord, and uncontrolled language discord. From the interview results, three factors that caused language discord were found: high excitement, unpreparedness, and deference. As the effect of the language discord, the EFL learners stated they were more enthusiastic to become proficient English speakers, and they felt trained to memorize English vocabularies.

Keywords: EFL learner, language attitude, language discord, utterance production

Introduction

In the Indonesian education system, English as Foreign Language (EFL) is taught and introduced in the very early educational settings, for examples in playgroups and elementary schools. In addition, important tests like national exams, college entrance exams, and hiring tests are often given in English language. In actuality, many university students in Indonesia still struggle with using English in communication even after spending a significant amount of time studying the language in schools and taking numerous English language exams.

EFL learners in Indonesia tend to experience difficulties when pronouncing utterances or words in English (Diep et al., 2022; Indrayadi et al., 2021; Mulyono

& Saskia, 2021). When they want to produce English utterances, some of them falter in speaking. Some others mix their English with the Indonesian language or their local languages when talking to their classmates. Even though they can understand what they say to one another, this problem in English utterance production still needs to be overcome.

According to Levinson (2016) expressing utterances means converting a message from mind into speech. The conversation of the message which is intended in this context is the conversation in the oral form. However, difficulty in producing utterances is often experienced by a speaker when he/she desires to express utterances in a different language.

To help language learners successfully master the language they are learning, various methods and innovative language teachers are needed. Language teachers are encouraged to construct their theories from their practice. Thus, studies conducted by Lőrincz (2023) and Setiawan et al. (2023) suggested language teachers allow the practice of their method without relying on one specific principle of a certain method. It can increase the level of teachers' autonomy that supports language learning to become more effective.

When encountering barriers in producing English utterances, EFL learners usually use several strategies to overcome them (Alshammari, 2022; Imad, 2022; Zrekat & Al-Sohbani, 2022). The strategies referred to in that research can be found in EFL learning activities in the Indonesian context. Students at some universities in Indonesia, who are practicing in an English-speaking class sometimes, sound "*mmmm*" or "*eeee*" in between their utterances. According to Listyani (2022), those sounds are called vocal segregates, which are usually uttered by speakers before finding the word they want to say.

Another case that is commonly seen in EFL learners who experience barriers in producing English utterances is the use of fillers. When carrying out speaking activities, students usually say a few words, then insert fillers such as "you know" and "what to say" before finding the desired word to continue speaking. This phenomenon is categorized as language discord. Language discord is an event where speakers utter words that are not intended or use other strategies because they have not found the desired words to continue their utterances.

Language discord, utterance production, and bi/multilingualism

Language discord can be defined as a condition encountered by a speaker who wants to pronounce an utterance but in his/her mind, other languages and/or other terms of that utterance also appear, so he/she is disturbed in uttering the intended word. The discussion about language discord cannot be separated from the concept of language production and the concept of bi/multilingualism. The first reason is that someone who experiences language discord can be identified from the utterances he/she produces. As found by Carney (2022), when a second language learner said "… we should do *mmmmm* like…is not easy…", then the "***mmmmm***" that the learner sounded indicated that the learner was having a doubt in saying what he wanted to say and needed time to think of it. It can be identified as a symptom of the language discord, although it needs to be confirmed to ensure. The second reason is that language discord is experienced by people who usually have more than one language. As proposed by Shalaby (2022), when an Egyptian student with Arabic as his first language, and studying French and English as foreign languages,

wanted to say a word in English (e.g.: car), the word "car" in Arabic (*sayaara*), and in French (*voiture*) would also appear in his brain. Therefore, the concepts of language production and bilingual/ multilingual speakers need to be described in this sub-chapter.

The utterance production for the people who have more than one language, called bi/multilingual people, is more complex than those who have only one language called monolingual people (Kroll & De Groot, 2009). A monolingual speaker has only one name for one thing. It is contrast with bi/multilingual people brain which consists of more than one language. One meaning has more than one language representation. It means that one word has many other terms (Bensalem & Thompson, 2022; Dobrushina & Moroz, 2021; Tang & Calafato, 2021). The structure of one language in the bi/multilingual speaker's brain is different from other language structures. These complexities make the speakers hard to find and retrieve the target words in the target language from the mental lexicon. One language in the bi/multilingual speaker's brain competes with other languages in the speaker's brain when producing one of those languages.

Utterance production and bilingualism/multilingualism are two concepts studied in sociolinguistics, the study of language in society, its usage, and its effects on speakers and listeners (Spolsky, 2004). This field covers the study of social dialects, conversational interaction, bilingualism, multilingualism, and language change (Agustine, Asi, & Luardini, 2021; Holmes & Wilson, 2017). Sociolinguistic theory supports this research as it closely relates to utterance production and bilingualism/multilingualism. However, this research introduces a new concept, namely the language discord phenomenon.

Language discord as one of the problems faced by foreign language learners

Language friction can also be called language discord is a situation in which a speaker cannot produce the intended utterances as fluently as expected in a conversation (Fournet et al., 2021). The speakers potentially experience language discord when producing and accepting the target language because of the existence of multiple languages in their brains. In the context of EFL learning, this phenomenon mainly happens when the learners are going to produce English utterances.

Languages are activated and competed among them before finding the intended word in the target language. Therefore, a slip of the tongue and speech errors can be due to language activation and competition exists in the human brain (Fan, 2022; Goldin, 2022; Pepito & Ed, 2023). It is the process of language production, and that is a symptom of language friction.

Language discord in the foreign language learner's brain can be seen by the cross-language intrusion. That cross-language intrusion was characterized by code-switching and code-mixing (Frederiksen & Kroll, 2022; Moradi & Chen, 2022). Thus, it can be analysed that the code-switching or code-mixing carried out by learners in the EFL classroom is a symptom of the language discord. Other studies have found that the speakers' non-fluency could be seen from the speaker's use of fillers, repetition, false start, lengthening the word, asking for the appeal, and pauses during the speech production, as the gap of what the speaker wanted to express and the finding of the lexical representation in the mental lexicon (Huang & Liu, 2023; Schleef, 2023; Wang, 2021; Wang, Steinman, & Taft, 2023; Wu et al., 2019). The

studies mentioned above only examined the symptoms of language discord without exploring the forms and factors that cause it.

Many recent studies have examined the factors that cause language friction or language discord. One of the factors causing language discord is utterance production because utterance production is complex and tricky (Poole, 2022; Ramzan, Aziz, & Ghaffar, 2021; Wong et al., 2021). The complexity of the production of the utterance can be seen from the processes and the stages before producing the intended words. Another research by Evans et al. (2019) found that utterances production generally has three major stages of processing. The first is the processes of conceptualization or conceptual preparation, the second stage is formulation in which the linguistic form required for the expression of the desired message is created, and the third stage is articulation, which is the execution of the articulatory score by the lungs, glottis, larynx, tongue, lips, jaw and other parts of the vocal apparatus resulting in. However, those studies did not explore the impact of language discord on language learning.

Students' language attitude towards English

Dragojevic (2018) proposed a theory that language attitude refers to a person's evaluative reactions toward a language and the speakers of that language. Particularly in the context of language learning, language attitude is learners' feelings toward the language they are learning. From this theory, it can be comprehended that language attitude is about learners' perception of the language as a device of communication.

Difficulties or problems experienced by EFL learners when producing English utterances can have an effect on their language attitude towards the English language (Ianos et al., 2023; Lee, 2022; McKenzie & Carrie, 2018; Rosiak, 2023). The impact can be seen from the affective, behavioural, and cognitive aspects. The affective aspect is in connection to the speaker's feeling in using and joining English activities. The behavioural aspect is concerning the tendencies toward a particular object. Meanwhile, the cognitive component covers the thoughts and beliefs about the attitude object.

In a foreign language learning activity, the language attitude is one of the factors that learners should have because every language learner has their own ethnic language and national language (Getie, 2020; Nakamura, 2019; Pérez-Izaguirre & Cenoz, 2020). All learners have their own ethnic or national language, but not all of them have the same feeling about their language. Each learner also has a different response to the foreign language they are learning. The same situation can be seen in the context of foreign language learning in Indonesia.

If a speaker experiences errors or barriers when speaking in a foreign language being learned, and the people around laugh at him/her, then the speaker's linguistic attitude towards the foreign language he/she is learning will change from positive to negative (Hernandez et al., 2021; Pérez-Izaguirre & Cenoz, 2020). It can also change the speaker's language attitudes from good language attitudes to bad language attitudes. In addition, a study conducted by Tarrayo, Ulla, and Lekwilai (2021) indicated there is a close relationship between language friction in the brain and language use. The speaker felt unconfident any longer when using the English language. The use of pauses, repetition, word lengthening, and ask for help will make the research subject's psychology decrease. However, that research did not

examine the language attitudes of speakers as the effect of the language friction and the language use.

A research conducted by Dewaele and Botes (2020) found that bilingual and multilingual speakers could not avoid the language discord in their brains. Findings of the research confirmed that speakers could not prevent the language competition from the target and non-target language when producing one of the speakers' languages. Furthermore, de Jong and Gao (2023) conducted another research and revealed that the switching from the weaker language to the dominant language is relative. That research confirmed the existence of language discord experienced by bilingual learners. Some learners could switch quickly, but some felt hard. Those two previous studies found language activation and competition between the speakers' native and other language. However, those two studies did not investigate the factors effecting language discord, and the impact of the language discord towards the language attitudes.

Despite language discord is one of the problems faced by EFL university students, little research has examined the correlation between the language discord and their language attitudes towards English. It is crucial to conduct research related to the language discord in the brain, mainly when the speaker produces English utterances. It is because the language discord in the brain when producing the language can affect the speaker's psychology. The speaker will be reluctant to use the target language. Therefore, this research aims to reveal a new concept about language attitude discord as an effect of language discord.

Different from previous studies, the researchers conducted this current research in an English education study program at a University in Barru, South Sulawesi, Indonesia. This university obliges students of the English study program to use English in daily communication in the campus area. At the same time, they generally use their local language namely the Bugis language, and the national language namely the Indonesian language, to communicate with students from other study programs, other academics on the campus, and communities around the campus. This indicates that those English education study program students are multilingual speakers. Based on the pre-survey, not all students of the English study program use English as their means of communication. Most students of that university often use the Bugis language and Indonesian language when interacting with their friends and their lecturers. This condition leads those students to experience language discord when producing English utterances. The language discord they encounter when producing English speech can have an impact on their language attitudes towards English. Therefore, based on the background, this study is conducted to respond the following research questions:

1. What are the forms of language discord experienced by EFL learners at university level when producing English utterances?
2. Why do EFL learners experience language discord when producing English utterances?
3. How EFL learners behave towards English due to the language discord they experience?

Guided by these research questions, the current study is aimed at: (1) finding the forms of language discord experienced by EFL learners at university level when producing English utterances, (2) delving factors causing the language discord, and

(3) examining learners' language attitudes towards English as the effect of the language discord.

Method
Research design and participants

This study applied a qualitative approach, based on the research focuses namely to find forms of the language discord experienced by EFL learners when producing English utterances, factors causing the language discord, and learners' language attitudes towards English. According to Hong and Francis (2020), this approach is suitable to apply in discovering and understanding the meaning of phenomena in applied linguistics studies. The phenomenon of this research was the language discord when producing English utterances experienced by the EFL learners at the university level. They were categorized as bi/multilingual speakers.

This research was conducted in the English education study program at a university in South Sulawesi, Indonesia. South Sulawesi is one of the provinces in Indonesia which is known for its linguistic diversity, and EFL learners in that region are generally bilingual/multilingual. From 65 English language education study program students, who volunteered to take part, the researchers used a purposive sampling technique to select participants because according to Andrade (2021), this technique describes the problem more clearly and provides representative values. To ensure that this research obtained abundant data, samples were taken based on four criteria. Firstly, participants should be talkative, in the sense of actively speaking, especially using English, because the data source for this research was utterances. Secondly, participants were bilingual or multilingual students. This means they were able to communicate in English, Indonesian, and the local language because language discord is closely related to bi/multilingualism. In this case, the research participants' local language is the Bugis language. Thirdly, the participants were specifically students who were fluent in English. This was to prevent the assumption that they encountered language discord when producing English utterances due to their lack of fluency. Finally, the participants were limited to students who were found to be experiencing language discord during the initial observation of this research. As a result, only four students met the criteria to be selected as participants: two boys and two girls. Age and gender were not taken into consideration for sample selection, because from the initial survey results, the two factors did not affect the participants' utterance production.

The data source of the current research was all utterances produced by those participants. Utterances in English were easy to obtain in classroom activities because, in that university, English education study program students were required to use English in learning activities of English language speciality courses. When outside the classroom, they were also strongly encouraged to practice their English conversation skill. The data of this research were utterances of the participants consisting of language discord when producing English utterances, information obtained from them about the causes of the language discord they met, and their language attitudes as the effect of the language discord.

Data collection

In collecting research data, observation and interview were used. The observation was conducted to observe the language discord met by the participants

when producing English utterances, both inside and outside classroom interactions. In the classroom interaction, the researchers observed the participants' interactions with lecturers and classmates in using the English language, and the participants' responses in doing the English tasks during the class. In the outside classroom, the participants' English use in conversation with their lecturers, friends, and university staff, was observed. For observations, the researchers were assisted by other students as volunteer assistants to record the utterances produced by the participants when communicating. During the observation, language activities related to this research were recorded with a hidden recording device to ensure the naturalness of the data obtained. Research conducted by Skalstad and Munkebye (2021) and Yilmaz (2021) proved that natural data would be obtained optimally if the research subjects' utterances were recorded with a hidden recording device, which the research subjects did not realize.

The informants interviewed were the four participants of this research. The interview was directly conducted by researchers in informal and semi-structured setting, to explore the factors that caused them experiencing the language discord when producing English utterances, and to examine their language attitudes towards English as the effect of the language discord. The interview was conducted after the informants talked using English, especially when they met the language discord in the English conversation. According to Elhami and Khoshnevisan (2022), so that information could be explored in depth, the interview should be conducted in an informal setting, and use language that informants easily understand. Therefore, every informant was interviewed in a comfortable place and relaxed atmosphere. The information conveyed by the informants was recorded so that it could be analysed easily.

Data analysis

The data about language discord and language attitude towards English, was analysed by using the procedure proposed by Creswell (2013). It was started with data management. At this stage, the utterances, transcription, the interview, the observation, and all documentation of the data were organized as well as possible to make them easy to classify. The next step was reading and giving a memo. The data of language discord met by the participants when producing English language, language attitude towards English, interview results, observation results, and documentation, were read several times. The next step was describing, classifying, and data interpretation. This step was done with an in-depth description of the data obtained from the participants' experiences, feelings, and observations. Data interpretation was done based on the researcher's point of view, thought, and intuition in connection with the representative theories. It was conducted with deep interpretation based on the relevant theories to the focus of this research. Then, visualizing and representing as the last phase, were done to make readers easy to understand the research focuses investigated.

Findings and Discussion
Findings

This section presents the key findings of the study, aligning them with the research objectives outlined in the introduction. The first objective focuses on finding forms of language discord experienced by EFL learners at university level

when producing English utterances, the second objective delves into factors causing the language discord, while the last objective examines learners' language attitudes towards English as the effect of the language discord. The following sections present and discuss findings derived from interviews with informants.

Forms of language discord when producing English utterances
    Based on the result of observation, the researchers found the following language discord and classified them into three forms.

1.   Naked language discord
    When a learner of EFL experienced a problem in producing an English utterance, and this production problem could be immediately seen clearly by the interlocutor, then this was categorized as naked language discord. In addition, the learner also immediately realized that he/she was experiencing a production problem and was unable to control it. The production problem referred to here was saying another word that was not the word the speaker wanted to say.
    This kind of language discord could be seen in how the speaker produced the intended English words and sentences. The speaker was still uncertain of what he was going to express. He/she had not found the intended word in the English. This caused the speaker to take real actions to fill that gap thought. Because these symptoms were obvious, they were categorized as naked language discord. These symptoms were repetition of one word three or more times, and the use of vocal segregates. It can be seen in data 1 which shows that one of the participants experienced a symptom of language discord, where the participant repeated a certain word until three times.

> Data 1
> Participant A   : This happens when **other other other** countries want to dominate the world economy.

    Data 1 was taken from a participant's utterance while answering a question from the EFL lecturer in a classroom activity. On that occasion, the participant A repeated the word "other" three times before finding the intended utterance, namely "other countries". The use of that abnormal word repetition was an observable symptom to indicate that the participant was experiencing the language discord. Another symptom of naked language discord can be seen in the following data 2.

> Data 2
> Participant B   : We can **eeeee** find some **mmmm** young people conversations on Facebook chats.

    Data 2 was also taken from a classroom activity, where students were asked by the lecturer to pronounce sentences orally in a speaking course. On that occasion, participant B sounded "*eeeee*" before saying the intended word "find", then sounded "*mmmm*" before saying the intended utterance "young people conversations". Those are examples of vocal segregates.
    The participants' English use in conversation outside the classroom was also observed. The following data 3 shows the language discord experienced by participants when producing English utterances outside the classroom activities.

Data 3
Staff   : Okay, what can I do for you?
Participant A   : Miss, I want to **mmmm** submit the slip of **my my my** SPP
                    payment for this semester. Yesterday I paid it at BRI.

As previously explained, students of the English education study program at the university were required to use English in the campus area. Therefore, data 3 shows a participant was talking to a campus educational staff. The conversation was recorded by the volunteer assistant and the research participant did not realize it. On that occasion, participant A sounded "*mmmm*" before saying the intended word "submit", and repeated the word "my" three times even though the utterance wanted to say was "my SPP payment". The vocal segregation and the abnormal word repetition were observable symptoms to indicate that the participant was experiencing language discord. These two symptoms could be identified clearly by both the speaker and the speech partner.

2. *Disguised language discord*

This kind of language discord could not be observed directly. It was a hidden language discord in the speaker's mind. However, the language discord experienced by the speaker could still be recognized by looking at the symptoms that the speaker exhibits. The first symptom was the use of fillers. Fillers here were words or phrases in the same language as the foreign language being studied or spoken. In this case, a student of English as a foreign language met a difficulty when producing English utterances, so he/she used English fillers. In this way, the language discord he/she experienced becomes invisible or disguised. This can be seen in data 4 as follows.

Data 4
Participant C   : A sentence that is usually ungrammatical is found in *bahasa
                    gaul,* **you know**, slang.

Data 4 was taken from a participant's utterance while discussing with his classmates in a classroom activity in the Grammar course. On that occasion, participant C actually wanted to say the word "slang" but the utterance she produced was "*bahasa gaul*" (*Bahasa gaul* is the translation of slang in Indonesian). Therefore, she revised it by using a filler "you know". In fact, participant C experienced language discord when producing English utterances, but it was vague because she used an English filler. Another case of the disguised language discord can be seen in data 5 as follows.

Data 5
Participant D   : In language teaching, ... **[very long pause]** many
                    literary works are used as learning media.

The utterance in data 5 was taken from a classroom activity in the Introduction to Literature course. On that occasion, participant D explained the position of literary works in language teaching by pausing for a very long time before finding the right words to continue the utterance. This unusual pause indicated that the participant was experiencing language discord. However, because the participant

just paused without any sounds uttered, the language discord was categorized as disguised.

The disguised language discord was also found from observations outside classroom activities as seen in the following data 6.

Data 6
A friend   : Rin, did sir Wahyu come to your class yesterday?
Participant D   : No. He said that he was, **what to say**, assigned by rector for
                  an important meeting. He will teach in my class online today.

Data 6 shows a conversation between the participant and a volunteer assistant of this research. Their conversations were recorded easily without the participant knew. The participant D answered her friend's question, and she actually wanted to say "He said that he was assigned by rector for an important meeting". However, she experienced a language discord before finding the intended word "assigned". She disguised the language discord by using a filler "what to say".

3. Uncontrolled language discord

When an EFL learner had not found the intended word in English, they sometimes used various ways to keep their utterances continuing even though they produced other words that they didn't really want. That indicated that they were experiencing language discord that they could not control. The symptom of the uncontrolled language discord was saying the intended word in another language or in another term. This can be seen in data 7 as follows.

Data 7
Participant B   : Linguistics has many **cabang**, no, **units**, I mean branches.
                  But it is broadly divided into pure linguistics and applied
                  linguistics.

Data 7 was taken from the class discussion atmosphere in the Introduction to Linguistics course. Participant B answered a classmate's question about the definition of linguistics. The utterance that wanted to say was actually "Linguistics has many branches", but the participant experienced language discord when producing utterances. Instead of using repetition, or vocal segregates, or long pause, the participant said "*cabang*" and "units" before finally produced the word he intended "branches". The word "*cabang*" is an Indonesia language means "branch". The word "unit" is another term of "branch".

Another example of the uncontrolled language discord can also be seen in data 8 that follows.

Data 8
Participant C   : Adverb of time can be written at the beginning of a sentence,
                  or can also be … [short pause] **ipalette** ... [short pause]
                  dipindahkan, oh, moved to the end.

The utterance in data 8 was taken from a Writing class activity. Participant C tried to explain to other students that in a sentence, adverb of time could precede a sentence, and could also be written at the end of a sentence. The utterance that

wanted to say was actually "Adverb of time can be written at the beginning of a sentence, or can also be moved to the end", but the participant experienced language discord when producing utterances. The participant C accidentally said "*ipalette*" and "*dipindahkan*" even though the desired word is "moved". The word "*ipalette*" is Bugis language, and "*dipindahkan*" is Indonesian language, which both means "moved".

This type of language discord was also found in participants' utterances outside the classroom activities, as seen in data 9 as follows.

Data 9
A lecturer : *Wa alaikumussalam*, Dilla. What's the matter?
Participant D : ***Tabek u ganggu ki', Pak***, all students who will take the thesis exam are already in the room.

Data 9 was a snippet of dialog between the participant and an EFL lecturer who was sitting relaxed in the campus park. Participant D wanted to convey to the lecturer that all students who were going to take the thesis exam were already in the room, and the lecturer was one of the examiners. The participant D opened her utterances by using Bugis language "*Tabek u ganggu ki', Pak*", which means "I apologize for troubling you, Sir". The word "*tabek*" is a Bugis language for apologizing, "*u*" is a subject pronoun for the 1st person singular in Bugis language which means "I", the word "*ganggu*" means "to disturb", "*ki'*" is an object pronoun for the 2nd person singular in Bugis language means "you", used to address a highly respected person, while "*Pak*" is a greeting word used by Indonesians to address respected people or older person, such as teachers, lecturers, professors, and so on.

Factors causing the language discord

From the results of the observation, symptoms of language discord were found in the research participants' utterances. The interview then were conducted to gather information about the factors that caused the language discord to be experienced by participants. From the results of the interview conducted with all participants, the factors that caused the language discord were found.

1. High excitement

In teaching and learning activities, the students selected as participants or informants for this research showed extraordinary enthusiasm, either in answering questions from lecturers or in discussing with their classmates. Their enthusiasm in answering questions and discussing caused the English utterances they produced to be slightly disturbed, which it was then categorized by researchers as symptoms of language discord. This was also confirmed from the results of the interview conducted with participants. The following data 10 shows an interview result.

Data 10
Researcher : In the Cross Cultural Understanding class, your EFL lecturer asked a question, and you answered "This happens when other other other countries want to dominate the world economy". Do you still remember? Why did you repeat the word "other" three times?

Participant A   : Yes, I still remember it, Sir. At that time, five words was appearing in my mind and confusing me, namely "another", "other", "else", "*bangsa lain*", and "*negara lain*". But then I convinced myself to say the word "other". Then, I was also very enthusiastic to get ahead of my friends in answering that question, Sir.

On that occasion, the researcher interviewed participant A, who had said "other other other countries". The participant A said that when he was about to answer, several words with the same meaning appeared in his mind competing to be produced. The words "another", "other", and "else" are words that have the same meaning but different functions, while the phrases "*bangsa lain*", and "*negara lain*" are Indonesian language for "other countries". He then chose the desired word "other" and repeated it three times to convince himself. This was a symptom of language discord. In addition, the participant's high enthusiasm caused him to repeat a word many times. The same answer came from participant C when she was asked why she said "found in *bahasa gaul* you know slang" (Data 4). She said that at that time, she was very excited to express her opinion in the class discussion, while in her mind several phrases with the same meaning appeared, namely "slang", "*bahasa gaul*", and "*bahasa na anak mudayya*". She firstly said "*bahasa gaul*", but soon revised it by saying "you know slang". The phrase "*bahasa na anak mudayya*" is a dialect variant of the Bugis language which means "slang". From the results of this interview, it was found that high excitement in producing utterances is one of the factors causing the language discord.

2. *Unpreparedness*
Interviewed participants also said that unpreparedness was one of the factors that influenced them in producing English utterances. They were sometimes not ready when they were asked to perform their English speaking. The interview result can be seen in the following data 11.

Data 11
Researcher   : In a Speaking class, you said "We can eeeee find some mmmm young people conversations on Facebook chats." Why did you sound "eeeee" and "mmmm"?
Participant B   : Yes, haha....[he laughs]. At that time I actually wanted to say "We can find some young people conversations on Facebook chats", but when I wanted to say the word "find" other words such as "look", "see", "*melihat*", "*runtuk*", and others also appeared in my mind. I was also confused about which one to pronounce "young people" or "kids" before I chose "young people". And also, at that time, I was not quite ready but the lecturer had appointed me to speak. Hehe... [he laughs again]

On that occasion, the researcher interviewed participant B, who had said "We can *eeeee* find some *mmmm* young people ….". The participant B said that when he wanted to utter the word "find", several words appeared in his mind competing to be produced. Those were look, see, *melihat*, and *runtuk*. The words "look" and "see" are synonyms of "find", while the word "*melihat*" is Indonesian language,

and "*runtuk*" is Bugis language, and they all have the same meaning. The participant also said that he was initially confused between "young people" and "kids" before choosing "young people". Furthermore, at that time, participant B was not yet ready enough to perform his speaking.

The similar answer came from participant D when she was asked why she said "he was what to say assigned by rector for an important meeting" when answering her friend's question (Data 6). She said that at that time, she wasn't quite ready to answer her friend's sudden question. In addition, she stated that she was confused among "assigned", "instructed", "*diperintahkan*", and "*itugaskangi*" appearing simultaneously in her mind, before finally saying "assigned", in which "*diperintahkan*" is Indonesian language, and "*itugaskangi*" is a Bugis language. Those four words have the same meaning. From the results of this interview, it was found that unprepared condition to respond to questions is one of the factors causing the language discord.

3. Deference

Deference means a feeling of very high respect and courtesy towards the speech partner. It could influence a person's utterance production. This was proven by the result of the interview as seen in the following data 12.

Data 12

Researcher	: I hope you still remember the day when you informed your EFL lecturer that all the students who were going to take the exam were already in the room.
Participant D	: Of course, I remember it, *Pak*.
Researcher	: Okay. At the time you started your utterances by saying "*Tabek u ganggu ki', Pak*", and then spoke in English. I mean why did you start with Bugis language?
Participant D	: Okay, *Pak*. At the time I actually could say "Sorry to have bothered you, Sir", or "I apologize for troubling you, Sir", but I deliberately said "*Tabek u ganggu ki', Pak*" [she smiled].
Researcher	: Wow, It's surprising. Why?
Participant D	: When I talk to my teachers, or my lecturers, or my *ustadz*, I personally feel it is impolite to call them "you", so I prefer to call them with the more polite Bugis greeting, which is "*ki'*". I also more often greet my lecturers with "*Pak*", and rarely with "Sir".

Data 12 was a snippet of an interview conducted by researchers with a participant. The participant was asked why she started a conversation with her lecturer by using Bugis language. The answer was surprising, because she actually knew and could produce the English utterances "Sorry to have bothered you, Sir" or "I apologize for troubling you, Sir" but she preferred saying "*Tabek u ganggu ki', Pak*". The reason was because she was having a dialogue with someone who should be highly respected, and she felt it was more polite to use Bugis language instead of English language. However, because she was in the campus area, she combined her utterances with English.

A similar answer also came from the participant A when answering the interview question why he said "I want to *mmmm* submit the slip of *my my my* SPP

payment for this semester" when talking to campus educational staff (Data 3). On that occasion, he sounded vocal segregates and repeated a word three times in his utterance. He answered that at that time he was communicating with an employee who was respected on the campus, so several words with the same meaning in his brain forced him to sound "*mmmm*" before saying "submit". In addition, considering words in Indonesian and Bugis languages that were more polite than "my" caused him to repeat the pronoun three times.

Students' language attitudes towards English as the impact of the language discord

Observation results showed that all research participants had experienced language discord when producing English speech. This phenomenon had also been confirmed by the result of interviews conducted with them regarding the factors that caused the language discord. Furthermore, the result of the interviews also found students' language attitudes towards the English language they were learning as the effect of the language discord they experienced.

1. More enthusiastic to become proficient English speakers

The language discord experienced by English learners did not make them embarrassed to speak English more often. The interview results proved this, as shown in the following data 13.

Data 13
Researcher   : When you repeat a word three times when, do you feel that it is an evidence that you are having a difficulty to speak in English?

Participant A   : Yes, Sir. I feel that speaking in English is very difficult for me, because in Indonesia it is a foreign language, and I am accustomed to using Indonesian and Bugis languages in my daily communication.

Researcher   : But currently you are a student of English education study program, what is your attitude towards English?

Participant A   : Well, I chose this study program because I want to become an English teacher, haha…[he laughs]. And the difficulties I now experience when speaking in English **motivate me to be more enthusiastic to practice, and to become more proficient**, although *mmmm…* in my mind many words appear simultaneously and make me confused to produce an utterance, I feel that now I am more proficient than before.

Participant A was observed to exhibit a symptom of language discord, namely repeating a word three times (Data 1) and this was confirmed. Participant A realized that it was an evidence that he had difficulty in speaking in English. However, the interview result showed that the language discord when producing English utterances did not reduce his enthusiasm. On the contrary, it made him even more eager to become more proficient to speak in English. It could be seen from his statement "… motivate me to be more enthusiastic to practice, and to become more proficient …".

Other participants also gave similar statements as shown in the data 14.

Data 14

Researcher   : In one situation while you were speaking in English, you had inserted a Bugis language word, and Indonesian, before then revising it with an English word. With that incident, what is your attitude towards English?

Participant C   : Yes, Sir, I remember that, and I often do that. Haha…[She laughs]. And I realize it was a language difficulty I get, but **it doesn't matter to me** because it is the influence of my mother tongue, may be, haha… [She laughs again]. But I have liked English since I was in elementary school, until now I'm in the fifth semester in the English education study program. And the problems when speaking in English **make me more motivated**, Sir, **to be** … [short pause] **more fluent** in speaking.

Participant C was observed to exhibit a symptom of language discord, namely saying the intended word in another language, and it was confirmed. Participant C realized that it was an evidence that she got difficulty in speaking in English, but it was not a problem for her because it is caused by the influence of her first language. It precisely makes her even more enthusiastic to keep practicing to become more proficient to speak in English. It can be seen from her statements "…it doesn't matter to me …", and "…make me more motivated to be more fluent…".

2. *Feeling trained to memorize vocabularies*

Excessive repetition of a word, the use of vocal segregates, a very long pause before saying the target word, and mentioning a word in another language or another term had been confirmed as symptoms of language discord through this research. However, after being interviewed, participants who experienced those symptoms admitted that the language discord did not necessarily make them reluctant to speak in English. It can be seen in the following data 15.

Data 15

Researcher   : In one classroom activity, you once spoke an English utterance, but in the middle, you paused for a very long time before continuing. You said "In language teaching", and paused, and then said "many literary works are used as learning media".

Participant D   : Yes, *Bapak*, I remember it …. [She smiles]. And at that time some of my friends were waiting, *haha*…. [She laughs], and some others were laughing … [She smiles]. Until now, when speaking in English, I often pause for a very long time in the middle, before saying the words that I want to say. If it is said due to difficulty in speaking, yes that's right, *Bapak*.

Researcher   : So, if it becomes a difficulty for you, what is your attitude towards English?

Participant D   : Well, I want to say that, *mmmm*… when I pause long enough, **several words in different languages but with the same meaning appear in my brain**, *mmmm*… I then use the pause to choose the right word to say. **From there**, *yahh*…, **the vocabularies I memorized continued to increase**. Although speech partners sometimes laughs when I pause very

long ....[she smiles] it doesn't make me reluctant to practice my English speaking.

Participant D was observed to exhibit a symptom of language discord, namely pausing for a very long time before finding the right word to continue the utterance. When it was confirmed to her through an interview, she stated that it was due to the difficulty she experienced when producing English utterances. When willing to say a particular word, other words with the same meaning appeared simultaneously in her mind. However, the very long pause in the middle of the speech did not make her reluctant to more practice speaking in English, although some interlocutors laughed at her. According to participant D, that difficulty actually trained her so that she knew more and more English vocabularies. It can be seen from her statements "…several words in different languages but with the same meaning appear in my brain, I then use the pause to choose the right words to say. From there, the vocabularies I memorized continued to increase…".

Discussion
The present research findings cover the language discord experienced by EFL learners at university level when producing the English utterances, factors causing the language discord, and their language attitudes towards English. The current research findings show that language discord is experienced by the research participants when producing English languages. Those research participants have various symptoms of the language discord. This language discord is seen from the abnormal word repetition, vocal segregates, very long pause, and mentioning another language or another term before finding the intended utterances. The language discord is then classified into (1) naked language discord, (2) disguised language discord, and (3) uncontrolled language discord. This categorization is based on the appearance of the symptoms and the participant's ability to hide them.

A speaker is considered to be experiencing naked language discord form when he/she makes vocal segregates, or lots repetition for a particular word, before finding the target utterances in the English language. This kind is a clear observable language discord. Disguised language discord is a form of language discord that cannot be seen or heard directly. Only the speakers know the language discord because they do not produce any sound and do not use fillers. No producing any sounds means they pause in the middle of their utterances but in a very long pause, while fillers used here are words or phrases in the same language as the spoken language. Meanwhile, uncontrolled language discord is a form of language discord in which speakers cannot prevent the production of the unintended utterances, either in another language or another term. Speakers sometimes need a high effort in finding and retrieving the intended utterances.

Foreign language learners who are bilingual or multilingual tend to experience language discord when producing utterances in the foreign language they are learning because their brains have saved more than one language (Kroll & De Groot, 2009). In line with this theory, previous research results also prove that multilingual foreign language learners often experience language discord when producing utterances in the foreign language they are learning (Bensalem & Thompson, 2022; Wang, Steinman, & Taft, 2023). Chinese students who learn English often mix their English with their Mandarin (Dobrushina & Moroz, 2021;

Tang & Calafato, 2021). Egyptian students who learn English and French, when they want to say utterances in English, competition among English, French, and Arabic occurs in their brains (Shalaby, 2022). Likewise, all participants in the present study were bilingual/multilingual, where they have Bugis language as their mother tongue, Indonesian language as the national language, and they are learning English as a foreign language. That is true that when they want to say a certain English word, the Bugis language and the Indonesian language of that word also appear in their brains, which causes them to experience language discord when they want to utter that word. They sometimes use vocal segregates, or fillers, or long pauses, or even utter the word in non-English, before then saying it in English. It can be seen in data 4, where a learner experienced a language discord when producing the word "slang" because in the learner's brain the words Indonesian language "*bahasa gaul*" and Bugis language "*bahasa na anak mudayya*" also appeared.

However, on the other hand, this research finds a new concept which is slightly different from the theory proposed by Kroll and De Groot (2009) and those previous studies. This research also finds that when bilingual/multilingual EFL learners produced an English word, not only other languages for that word, but also other English terms for that word appeared in their brains. It can be seen in data 11, where a learner experienced a language discord when producing the word "find" because in the learner's brain the non-English of "find", namely "*melihat*", and "*runtuk*", and its other English terms "look" and "see" also appear. This finding differentiates the current research from the previous theory and relevant studies.

Furthermore, previous research found that English language learners who experienced language discord when producing English utterances were characterized by accidentally pronouncing other words or other languages, before pronouncing the target words in English (Fan, 2022; Goldin, 2022; Pepito & Ed, 2023; Wu et al, 2019). This research also finds the similar result. It can be seen in data 7, where a learner who experienced the language discord, accidentally said "Linguistics has *many cabang*, no, units, I mean branches", while the utterance actually intended was "Linguistics has many branches".

However, this research finds a case that is very different from previous research findings. Participants in this study experienced language discord when communicating with highly respected speech partners. Instead of accidentally, they deliberately started and inserted other languages in their English utterances when communicating. It can be seen in Data 12, where a learner declared the reason for saying "*Tabek u ganggu ki', Pak*, all students who will take the thesis exam are already in the room", instead of "Sorry to have bothered you, Sir, all students who will take the thesis exam are already in the room". The interviewee said that she deliberately did it, because several choices of utterances had previously appeared in her brain, and she finally chose to produce the utterance that she considered polite, even though it disturbed her English utterances, because she was communicating with someone who was highly respected. This research differs from previous studies that have found that a speaker who experiences language discord will produce undesirable words accidentally. Meanwhile, this research finds that speakers who experience language discord may deliberately choose to utter undesirable utterances.

Regarding the factors that cause language discord, several previous studies find that language discord is experienced by EFL learners due to speech production, language activation, and language competition that exist in the human brain (Huang & Liu, 2023; Poole, 2022; Ramzan et al., 2021; Schleef, 2023; Wang, 2021). Another research finds that the process of utterance production which is complex and tricky can interfere with EFL learners to produce the intended word, which is a symptom of language discord (Evans et al., 2019; Fournet et al., 2021). All of those studies examine the language discord from a psycholinguistic perspective.

This research finds something different from previous research, namely, three factors that cause EFL learners to experience language discord. The first factor is high excitement. High excitement means extraordinary enthusiasm from EFL learners to speak to speech partners by using English. This enthusiasm coerces their brains to quickly provide words to produce. The large number of words accumulated in the brain makes it a little difficult to determine which word to produce. The next factor is unpreparedness. Unpreparedness means the EFL learners are not yet ready enough to answer a sudden question in English from speech partners. This situation can make the learners nervous and find difficulty to choose one of the words that have accumulated in the brain to release. The last one is deference. Deference means the EFL learners feel such very high respect and courtesy towards speech partners, that when speaking in English to a highly respected speech partner, they choose to produce non-English utterances or combine English and non-English utterances because they consider the utterances they choose to be more polite. High excitement and unpreparedness are related to psycholinguistic elements, because both are related to utterance production from the speaker's mental side, while deference is related to sociolinguistic elements because it is related to utterance production by considering the speech partner.

Regarding the EFL learners' language attitudes as the effect of the language discord they experience, this research offers a novelty. Little research has examined the correlation between language discord and language attitudes. This research identifies two language attitudes among EFL learners towards English as the effect of language discord they experience when producing English utterances. Firstly, they show a greater enthusiasm for achieving fluency in English. This means that the language discord makes them more eager to practice and improve their English speaking skills. Additionally, they feel trained to memorize vocabulary. It means the symptoms of language discord that they experience do not make them embarrassed and reluctant to continue practicing because they actually feel trained to increase their English vocabulary mastery. Although many previous studies assume that language discord is a disorder experienced by EFL learners and that it can give rise to their negative attitudes toward English, in fact this research finds EFL learners' positive language attitudes toward English.

Conclusion

One of problems experienced by EFL learners when producing English utterances is language discord. In the EFL learning context, language discord is an event occurs when EFL learners want to pronounce an English utterance but in their mind, non-English languages and other terms of that utterance also appear, so they are disturbed in uttering the intended word. This research finds the language discord from the symptoms that appear in the participants, and based on the appearance of

the symptoms and the participants' ability to hide them, it is classified into 3 forms, namely naked language discord, disguised language discord, and uncontrolled language discord.

Regarding the causes of the language discord, this research finds three factors, namely because of speakers' high excitement, speakers' unpreparedness, and speakers' deference. High excitement and unpreparedness are categorized as psycholinguistic factors, while deference is categorized as sociolinguistic factor. This is different from previous relevant studies which only found psycholinguistic factors as the cause of language discord.

Difficulties or problems experienced by EFL learners when producing English utterances can have an effect on their language attitude towards the English language. In contrast to most previous studies, this research found EFL learners' positive language attitudes towards English as the effect of the language discord they experience. They are more enthusiastic to become proficient English speakers, and they feel trained to memorize vocabulary.

This research provides a significance for language teaching, especially for teaching English as a foreign language. The findings of this research provide not only information about a difficulty experienced by learners in speaking in English, but also a new insight into the relationship between problems in language learning and language attitude. However, this research has deficiency, namely only a few participants and they are taken from only one university in a region in Indonesia, so it does not represent the condition of EFL learners as a whole in Indonesia. Therefore, it is recommended for future researchers to conduct research with a similar focus by involving more students from several different universities as participants.

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