

Ethnic Chinese Students Language Attitudes Toward Indonesian Language at SMP Dr. Wahidin Sudirohusodo Medan

Rina Sartika Nasution¹, Wisman Hadi², Malan Lubis³

{rina_sunrise@yahoo.com¹, wismanhadi@gmail.com², lbsmalangmail.com³}

Universitas Negeri Medan^{1,2,3}

Abstract. This research will discuss language attitudes. The formulation of the problem of this research is how the language attitudes of ethnic Chinese students towards Indonesian Language seen from the aspect of loyalty, pride, and awareness at SMP dr. Wahidin Sudirohusodo Medan. This research aims to explain the language attitude of ethnic Chinese students towards Indonesian language in terms of loyalty, pride, and awareness at SMP dr. Wahidin Sudirohusodo Medan. This research is a case study with a qualitative approach based on the theory of language attitudes proposed by Garvin-Mathiot dan Lambert. The data for this research were collected in four ways which is interviews, questionnaires, tests, and observations. The research findings of ethnic Chinese students language attitudes towards Indonesian language in terms of loyalty, pride, and awareness at SMP dr. Wahidin Sudirohusodo Medan are in the positive category.

Keywords: language attitude, ethnic Chinese, Indonesian language

1 Introduction

Medani is a heterogeneous city. Lubis [1] stated that the diversity of languages causes most of the residents of Medan City to be bilingual and even multilingual. Bilingualism is inseparable from language interference. Abdul Chaer [2] differences between the first and second language can cause errors in using a language. This happens because of the using of two different languages which eventually occurs confusion between one language and the other, either intentionally or unintentionally. This can certainly affect students attitudes towards Indonesian language. A positive attitude will support the achievement of Indonesian language learning goals as expected by the teacher. Otherwise, a negative attitude will affect the achievement of the expected learning objectives.

2 Theoretical Basis

The extent of positive and negative attitudes towards language can be seen from the benchmarks of language attitudes characteristics. Garvin and Mathiot [3] describe the characteristics of language attitude as consisting of language loyalty, language pride, and language awareness.

First, language attitudes are characterized by the existence of language loyalty, which makes speakers encouraged to maintain their language and prevent the influence of other languages. Indonesian language loyalty means that speaker always maintain Indonesian language by using it correctly and try to develop it and prevent it from excessive foreign language influence.

Second, language attitudes are characterized by language pride. Through this language pride, the speakers are encouraged to develop their own language and use it as a symbol of community identity and unity. The point is, speakers are proud to show Indonesian language as their identity, prioritize it over other languages, and believe that Indonesian language can exist in the international scene.

Third, language attitudes is characterized by the existence of language awareness which makes speakers encouraged to use their language wisely with care and politeness. This means that speakers feel responsible for using Indonesian language wisely, carefully and politely. Adhering to the principle that communication is not just about understanding each other, but also adhering to grammar, politeness, and understanding when and in what situations Indonesian language should be used. In addition, researchers also relate it to cognitive, affective, and conative components that cannot be separated from attitude research.

Leo [4] one of the many bilingual ethnicities is Chinese. One of the schools where the majority of students are ethnic Chinese is SMP dr. Wahidin Sudirohuso. Chinese learners use two languages as a means of communication, which is Hokkien and Indonesian languages.

Based on observations made of students at the school, ethnic Chinese students often commit language interference, even using Hokkien language completely when communicating with fellow ethnic Chinese even though the school is obliged to use the national language which is Indonesian language.

Suwardi [5] the attitude of ethnic Chinese students towards Indonesian language is important to study to determine the status of language in ethnic Chinese society, especially students so that language planning can be carried out, and appropriate language teaching for the survival of a language. Likewise, in school, Indonesian language teacher can make appropriate efforts to instill positive language attitudes in students.

3 Research and Methods

The research used is a type of case study research with a qualitative approach based on the theory of language attitudes proposed by Garvin-Mathiot and Lambert. The data for this study were collected in four ways which are interviews, questionnaires, tests, and observations.

4 Result and Discussion

Based on the results of data analysis, the overall language attitude of ethnic Chinese students towards Indonesian language at SMP dr. Wahidin Sudirohusodoreflects a positive language attitude. This can be seen from the average score obtained in the loyalty aspect of 69, the pride aspect of 74, and the awareness aspect of 75. When converted to the interval scale of attitude towards Indonesian language that has been made, the score is included in the positive category.

Ahmad [6] the first aspect of language attitude is language loyalty. The attitude component associated with the aspect of loyalty to language is the psychomotor/conative component. Azwar [7] if the respondent does something to maintain his language which is reflected in the choice of language in a situation, it can be said that the respondent has loyalty to Indonesian language. For the conative component, the keywords 'always use, use more' are used, which are words related to behavior or habits, in this case, the behavior of Indonesian language. These keywords are used to determine the intensity of respondents in using Indonesian language to communicate with interlocutors who can speak Hokkien, as well as with those who cannot speak Hokkien so that the value of respondents' language loyalty to the Indonesian language they use to communicate at school can be known.

The questionnaire for loyalty to the Indonesian language consist of 10 statement items. Items number 1,3,5,7,9,10 relate to the language used by respondents to interlocutors who can speak Hokkien. While items number 2,4,6,8 relate to the language used by respondents to interlocutors who cannot speak Hokkien.

Based on the research data, the overall percentage of ethnic Chinese students' loyalty to Indonesian language at SMP dr. Wahidin Sudirohusodo is 35% always use Indonesian language, 25% students use Indonesian language more, 8% students use Indonesian and Hokkien language equally, 10% students use Hokkien language more, and 22% students always use Hokkien language. When converted into a score, the average aspect of ethnic Chinese students' loyalty to Indonesian language obtained is 69, which means that on the interval scale of attitudes towards Indonesian language that has been made, the score is included in the positive category. However, this figure is still far from the maximum score due to the high frequency of students using and mixing Hokkien language when communicating in Indonesian language.

The high frequency, based on observations and interviews that have been conducted, occurs because students are accustomed to using Hokkien language in daily communication to interlocutors who can also speak Hokkien so that these habits are carried over to formal environments such as schools, both during and outside of learning. In addition, the use of Hokkien language also creates a closer and more familiar relationship. If students use Indonesian language, it will be considered unusual and even unnatural by fellow ethnic Chinese. Meanwhile, when communicating with interlocutors who cannot speak Hokkien, ethnic Chinese students tend to use Indonesian language, but unintentionally often mix Hokkien into Indonesian language because they are used to using Hokkien. It is also caused by the students' mastery of Indonesian language vocabulary. Usually, students will ask other ethnic Chinese students to help them translate the vocabulary they want to say into Indonesian

language. Students admitted that the reason why they mix Hokkien language is because sometimes they forget the Indonesian word they want to say.

In addition to the above factors, Harimurti [8] there is also the assumption that Indonesian language is not required to be used outside of lesson hours. After lesson hours, such as break time, is the right time to communicate in Hokkien language because the atmosphere is relaxed and informal. However, there are also students who use Indonesian language completely when studying in class because they realize that when studying, the language that must be used is Indonesian language.

The second aspect of language attitude is language pride. In this research, there are 8 statement items in the questionnaire which aim to find out the respondents' language pride towards Indonesian language. The attitude components associated with aspects of pride in language are affective components. If the respondent believes that a language, in this case Indonesian language, is a symbol of identity and unity, it can be said that the respondent has pride in Indonesian language.

Pride towards the Indonesian language is measured through several keywords contained in the statements in the questionnaire such as the words 'proud', 'recognize' and 'believe'. The three keywords relate to beliefs and feelings. These keywords are used to find out students' sense of pride and beliefs that reflect students' feelings in addressing the Indonesian language. The designed statement will also reveal whether students feel proud to use Indonesian as the main language at school, either during lessons or outside of lessons hours. It is assumed that the use of Indonesian language as the main language at school can lead to a sense of pride in the Indonesian language.

Based on the research data, the overall percentage of ethnic Chinese students' pride towards the Indonesian language at SMP dr. Wahidin Sudirohusodo is 3% strongly disagree, 16% disagree, 62% agree, and 19% strongly agree. When converted into a score, the average aspect of ethnic Chinese students' pride towards Indonesian language obtained is 74, which means that on the interval scale of attitudes towards Indonesian language that has been made, the score is included in the positive category. This figure is quite good because it almost reaches the upper limit interval of the positive attitude category. Based on observations and interviews that have been conducted, this positive attitude is achieved because students' pride in Indonesian language is quite high, when they use Indonesian, there is a sense of pride in themselves for speaking Indonesian language. Students feel proud to make Indonesian as the main language to communicate with teachers and friends at school because students believe Indonesian language can exist in the era of globalization and has the potential to become an international language.

Despite this, just as in the aspect of loyalty towards Indonesian language, students' pride in Indonesian language has also not reached the maximum score yet because students' mastery of Hokkien language is generally better than their mastery of Indonesian language. The fluency of using Hokkien language makes students feel comfortable using the language. In addition, another influencing factor is that most friends and teachers at school can speak Hokkien, so it is not uncommon for students to accidentally use the language because they are used to using it daily for fellow Hokkien speakers. Eventually, although students are proud to use Indonesian language, the reality in the field is that many ethnic Chinese students use Hokkien language rather than Indonesian language.

The third aspect contained in language attitude is the aspect of awareness of language norms, in this case Indonesian language. In this research, there are 5 statements in the questionnaire which aim to find out the awareness of the respondents' language norms in using Indonesian language both in the class, and outside the class. The attitudinal components associated with aspects of awareness of language norms are cognitive components. If the respondent has the knowledge that is the basis for using a language carefully and politely, according to the rules and norms of a language, in this case Indonesian language, then the respondent has awareness of Indonesian language norms. Awareness of Indonesian language norms is measured through several keywords contained in the statements on the questionnaire such as the words 'understand', 'apply', and 'use'. The three keywords relate to the behavior of using a language that reflects a person's awareness of language norms.

Based on the research data, the overall percentage of ethnic Chinese students' awareness towards Indonesian language at SMP dr. Wahidin Sudirohusodo is 0% strongly disagree, 17% disagree, 67% agree, and 16% strongly agree. When converted into a score, the average aspect of Chinese ethnic students' pride towards Indonesian language obtained is 75, which means that on the interval scale of attitudes towards Indonesian language that has been made, the score is included in the positive category.

In addition to the questionnaire, additional studies related to the use of Indonesian language in accordance with good and correct rules were also carried out through tests. The average score obtained was 64. Based on the index value range table, this number falls into the good enough category. Based on observations and interviews that have been conducted, a positive attitude in the awareness aspect is achieved because Hokkien speakers usually use language that tends to be standardized when communicating using Indonesian language, especially in written communication because students are calmer to think about what they will write so that they can apply good and correct Indonesian grammar rules. In contrast to oral communication which is spontaneous and requires a quick response, students either intentionally or unintentionally tend to mix and even use Hokkien language into Indonesian language.

Despite Chinese ethnic students' awareness of the Indonesian language being categorized as positive, it still needs attention, especially in terms of vocabulary mastery. Students admitted that they found it difficult to answer questions about Indonesian vocabulary. This is inseparable from the ability of ethnic Chinese to master Indonesian which is not better than their mastery of Hokkien. In addition, in terms of language structure, sometimes students are influenced by the structure of their mother tongue when communicating in Indonesian language. Therefore, when in the learning process such as asking and answering questions to teachers or friends who can speak Hokkien, students tend to choose to use Hokkien language. Students admitted that they realize that using standard Indonesian language is more polite at school, but they are more comfortable using Hokkien language than Indonesian language because they are more fluent in the language and have become accustomed to using it with fellow ethnic Chinese.

5 Conclusion

The conclusion of the exposure of ethnic Chinese students' language attitudes in the aspects of loyalty, pride in Indonesian language and awareness of Indonesian language norms is that mentally ethnic Chinese students have a positive attitude towards Indonesian language, but due to the habit of using their mother tongue, and the factor of mastery of Indonesian vocabulary that is not good enough, it affects students' language choices even though students are actually loyal, proud to make Indonesian language as a symbol of identity and unity, and aware of Indonesian language norms

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