

ATTITUDES AND BEHAVIOR OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION STUDY PROGRAM STUDENTS OF UNIVERSITIES IN MAKASSAR TOWARDS INDONESIAN LANGUAGE

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ABSTRACT

This research applied a mixed methods design aiming to explore, describe and explain attitudes and behavior of Indonesian language and literature education study program students of universities in Makassar towards Indonesian language. The data on language attitudes and behavior was collected using a test technique in the form of questionnaires for attitudes and covert behavior, and a non-test technique taken from recording, notes and interviews for overt language behavior of the students. The results of the research reveal that although the attitudes of Indonesian language and literature education study program students at Universities in Makassar towards the standard Indonesian language is in very positive category, their awareness of the Indonesian language norms is the data with the lowest quantification result of 81.67%. Covert behavior as a representation of mental activity (cognitive activity) is in high category; 24 (twenty four) respondents are in high group category with score interval between 39 and 42. However, the overt behavior of the respondents in communicating in official situations reflects the identity of the respondents as bilingual and/or multilingual speakers, that the respondents experience disturbance in the form of dialect usage, phonological interference, morphological interference, syntax interference, interjection of vexation, interjection of invitation, interjection of call, and particle usage.

Key words: attitude, behavior, Indonesian standard language

1. INTRODUCTION

The standard Indonesian language as a national language is the language of instruction used in official situations, especially in teaching and learning process. In fact, Indonesian language has become a basic subject in formal education in Indonesia, ranging from elementary school to university. The use of Indonesian language has been regulated in Article 25 of Law Number 24 (2009) [1] on the National Flag, Language, State Symbols, and Anthem, which states that Indonesian language serves as the official language of the country, the language of instruction in education, the national level communication, the development of the national culture, trade transaction and documentation, and a means of the development and utilization of science, technology, art, and as the language of mass media. This legal basis should be a reference to the use of language, especially in university context. In university context, the language that should be used is the standard Indonesian language, but in reality most of the students still have difficulties in using the standard Indonesian language. This is due to the fact that most students are bilingual or multilingual so that the language code used is still influenced by their regional language or dialect as their first language.

The expectation of the use of standard Indonesian language in university context does not match the reality. Most of the students still have difficulties in using the standard Indonesian language. This is due to the fact that most of the students are bilingual and multilingual so that the language code used is influenced by the their regional language or dialect as their first language and by the use of several foreign terms (English).

Most of the students in Makassar, especially the students of Indonesian language and literature education study program as prospective teachers, come from diverse economic, social and cultural backgrounds and use Indonesian language as a second language. It requires the students to determine their attitudes and behavior in using the language.

Based on the above explanation, this research selected the students of Indonesian language and literature education study program with diverse ethnic and cultural backgrounds, among others; first, the students originating from ethnic groups in South Sulawesi and West Sulawesi consisting of Bugenese, Makassarese, Torajanese and Mandarese. Second, the students originating from ethnic groups outside South Sulawesi and West Sulawesi consisting of Manggarainese (East Nusa Tenggara), Bimanese, Ambonese, and others.

This study aimed to explore, describe and explain the attitudes, behavior, and the relationship between the attitudes and behavior of the students of Indonesian language and literature education study program of universities in Makassar. Therefore, this research is based on sociolinguistics theory.

Chaer and Agustina (2010, p. 16) [2] state that sociolinguistics is a linguistic subdiscipline that studies language in terms of its use in society. Sociolinguistics is an interdisciplinary science between sociology and linguistics.

Similarly, Spolsky and Hult (2008, p. 66) [3] argue that sociolinguistics as a subdiscipline of linguistics, touches on all aspects of linguistics, with the primary concerns include studying the language embedded in social relations in society, the social background of a speaker and the intent of what he/she conveys, and issues on the character and social identity of a speaker. This context then combines issues; for example, the authority to speak from different backgrounds has different cultural and normative assumptions when they try to use "the same language".

Context as knowledge is related to communication competence that includes appropriate knowledge, skills and attitudes in managing the exchange of verbal and non-verbal messages based on certain standards.

Baker (in Katubi 2010) [4] remarks that attitude and the study of attitude in sociolinguistics are influenced by social psychology that defines attitude from two different perspectives, namely behaviorist and mentalist. Behaviorist perspective assumes that there is no objective reality about attitude. Based on this assumption, attitude in behaviorist perspective is defined as a hypothetical construct that is used to describe the direction and constancy of human behavior. Attitude is an efficient and appropriate way to explain a consistent pattern of behavior. Thus, it can be stated that behaviorist approach in linguistics views language as behavior. Meanwhile, mentalist perspective assumes that concepts such as "mind" and "attitude" have some objective realities though attitude can not be observed directly.

Katubi (2010) [4] suggests that language attitude study focuses on different levels. First, language attitudes towards language or variety of language itself, including, for example, a negative or positive attitude. Second, attitudes towards language/variety of language and its speakers, such as attitudes towards regional dialects; attitude towards accents: the characteristic of the variable in one's own language; attitudes towards sociolects: age, social class, profession, and ethnicity; attitude toward a "native language" in a particular area; attitude towards immigrant languages. Third, attitude manifested in a variety of languages, for example the use of spoken language, the use of written language (literacy), public and private use of language and more specific domains of language use; use of language in education: teaching language, bilingual education, foreign language learning; the use of language in the realm of religion.

In line with the above opinion, Jendra (2010, p. 111) [5] argues that there are two types of language learning related to language attitudes. They are integrative type and instrument type. In terms of integrative type, language learners not only learn a language as an obligation, but also to know, understand, and to adapt to that language culture. This type of language learning appears from the positive attitudes that a learner has towards the language being studied. With this type, learners will be more successful in learning a target language. On the other hand, in instrument type, language learners only learn a language as an obligation, not a part of everyday life and understanding. This type appears as the impact of negative attitudes of the learner towards the language learned. With this type of learning, language learners only tend to learn the language as an obligation, not to get understanding that is then applied in everyday life.

Meanwhile, Garvin and Mathiot (in Fishman, 1966) [6] divides the characteristics of positive language attitudes into three, namely (1) language loyalty, (2) language pride, and (3) awareness of the norms. Language loyalty is an attitude that encourages the speakers of a language to maintain language independence although it seems to prevent the entry of foreign and regional languages. Language pride is an attitude that encourages a person or group of people to make language a symbol of personal or group identity and at the same time distinguishes them from another person or group of people. Awareness of the norms is an attitude that encourages the careful, corrective, polite, and proper use of language. Awareness of language is an important factor in determining language use.

Referring to the previous explanation, this study is based theoretically on social psychology approach from mentalist perspective at the level of language use in education, which was based on the aspects of loyalty, pride, and awareness of the use of the standard Indonesian language since the subjects in this study were the students of Indonesian language and literature education study program of universities in Makassar who should have positive attitudes toward the standard Indonesian language. Positive attitude is an efficient and appropriate way to explain a consistent pattern of behavior.

There are many notions of behavior, one of which is according to Sarwono (1993, p. 1) [7] who remarks that human behavior includes the results of all kinds of experience and human interaction with their environment, manifested in the form of knowledge, attitude and action.

More specifically, human behavior is defined as an activity such as walking, talking, reacting, dressing, and thinking that can be observed either directly or indirectly (Notoatmodjo, 2003, p. 118) [8]. This opinion means that only actual actions or activities are called behaviors. Therefore, language behavior refers to students' activities such as: talking (talking to other students, or talking to lecturers).

Furthermore, Notoatmodjo (2007) [8] argues that, from the form of this stimulus response, behavior can be divided into two, namely:

- a) Covert behavior; response or reaction to this stimulus is still limited to attention, perception, knowledge/awareness, and attitudes that occur in people who receive the stimulus, and cannot be clearly observed by others.
- b) Overt behavior; response to this stimulus is already evident or practice and is easily observed or seen by others.

Specifically, language behavior intended in this study is divided into two namely; first, covert behavior, which is knowledge behavior the data of which was obtained through recalling by a multiple-choice questionnaire, and second, overt behavior, which is practice behavior the data of which was obtained through recording.

Selection of language variation for speakers with bilingual or multilingual status relates to the use of language forms and functions in a communication event. The use of language forms and functions in a communication event is part of communication patterns. Ibrahim (1994) [9] suggests that at community level, communication is usually patterned in the forms of function, speech categories, and attitudes towards and conceptions of language. Such patterns of communication are the focus of ethnographic studies.

The pattern of communication in the form of use or selection of variation and language code in certain contexts can show one's language attitudes and behavior towards a language. Attitudes and behavior of speakers in relation to selection of variation and language code are part of the description of the theory of the ethnography of communication.

Ethnography of communication is a development of ethnography of speaking proposed by Dell Hymes in 1962 (cited in Ibrahim, 1994) [9]. The study of ethnography of communication is aimed at studying the role of language in communicative behavior of a society; the ways of using language in a society with diverse cultural backgrounds.

The theory of ethnography of communication developed by Del Hymes assumes that language and situations are inseparable. Then, Dell Hymes (1996) [10] distinguishes eight elements the first letter of which forms an acronym of SPEAKING namely S=Setting and scene, P=Participant, including speakers, senders, listeners, and addressees; E=Ends (purpose), including purposes and outcomes; A=Act, form or content of the message; K=Key, regarding tone or the way the message is delivered; I= Instrumental, referring to media to deliver the message; N=Norms, referring to the rules of interaction; and G=Genre, referring to the forms of delivery.

2. METHODOLOGY

This research used combined research methods (*mixed methods*) for this study combined or linked quantitative and qualitative research methods. This is in line with Sugiyono (2011, p. 18) [11] who suggests that mixed research methods refer to a research method that combines quantitative and qualitative methods to be used together in a research so as to obtain more comprehensive, valid, reliable and objective data. This research consists of two variables: attitudes and behavior. Therefore, the data in this research is divided into two types of data, namely quantitative data in the form of covert attitudes and behavior, and qualitative data in the form of overt behavior. Thus, this research applied a sequential mixed model design. The first phase of this research applied quantitative method with higher weight than qualitative method (*QUAN*→*qual*).

3. RESEARCH RESULTS

In this chapter, the researcher describes the results of this research in the form of data analysis and discussion based on the attitude and behavior questionnaire as the primary data, while the qualitative data obtained from the behavior recording data is used as supporting data to complete and strengthen the questionnaire data. This data analysis is done to know attitudes and behavior of the students of Indonesian language and literature education study program of universities in Makassar.

A. Description of Results on Attitudes

Language loyalty of the students of Indonesian language and literature education study program of universities in Makassar based on the quantification data obtained from questionnaire to 160 respondents is 86.98%. Based on the score interpretation criteria, this average score is in very strong or very positive category.

The description of language pride of the students of Indonesian language and literature education study program of universities in Makassar based on the quantification of data obtained from questionnaires to 160 respondents is 85.67%. Based on the score interpretation criteria, this average score is in very strong or very positive category.

Based on the results of the analysis, the description of the language pride attitude of the students of Indonesian language and literature education study program of universities in Makassar is based on integrative type and instrumental type. In this case, language pride of the students of Indonesian language and literature education study program of universities in Makassar tends to be integrative since it is in very strong or very positive category. It is a form of language pride of the students of Indonesian language and literature education study program of universities in Makassar who not only use the standard Indonesian language as an obligation, but also use the language to know, understand, and to adapt to the culture of standard language.

The description of awareness of the language norms of the students of Indonesian language and literature education study program of universities in Makassar based on the quantification data obtained from questionnaires to 160 respondents is 81.67%. Based on the score interpretation criteria, this average score is in very strong or very positive category.

Based on the result of the analysis, the description of awareness of the language norms of the students of Indonesian language and literature education study program of universities in Makassar is based on integrative type and instrumental type. In this case, the awareness of language norms of the students of Indonesian language and literature education study program of universities in Makassar tends to be integrative since they are in very strong or very positive category. It is a form of awareness of language norms of the students of Indonesian language and literature education study program of universities in Makassar using the standard Indonesian language in accordance with the rules of standard Indonesian language.

B. Description of Results on Covert Behavior

Based on the analysis of the covert behavior of 160 respondents, it was found that the R_{table} with significance level of 5% is 0.159 and Alpha of value 0.706. Since the alpha value is greater than the r table, it can be concluded that the results on covert behavior are considered reliable.

The result of the analysis of covert behavior, which is based on the steps of the item analysis with the criterion of 2.75% for high group and 2.75% for low group, revealed that 24 (twenty four) respondents are in high group category with interval value between 39 and 42, and, on the other hand, 5 (five) respondents are in low group category with interval value between 15 and 18.

C. Description of Results on Overt Behavior

Based on the results of data analysis, for overt behavior, respondents tend to have difficulty in using the standard Indonesian language when interacting directly with other respondents. This difficulty is reflected by language disturbance in the form of dialect usage, phonological interference, morphological interference, syntax interference, interjection of vexation, interjection of invitation, interjection of call, and particle usage.

3. DISCUSSION

Overall, the results of this research indicate that although the attitudes of the students of Indonesian language and literature education study program of universities in Makassar towards the standard Indonesian language are very strong or very positive, their awareness of the language norms is the data with the lowest quantified results of 81.67%. Covert behavior as a representation of mental activity/ psychic (cognitive activity) is in high category of 24 (twenty four) respondents in high group category with interval value between 39 and 42. The result of this analysis is a scientific basis and supporting evidence and theory on the interpretation of the test results on the attitudes of the students of Indonesian language and literature education study program of universities in Makassar. Thus, the test results on attitudes of the students of Indonesian language and literature education study program of universities in Makassar towards the standard Indonesian language in university context can be used as the basis to describe the attitudes of the students of Indonesian language and literature education study program of universities in Makassar towards the standard Indonesian language in university context.

Furthermore, this study used the Pearson correlation coefficient to explore the magnitude of the relationship between two variables. This test technique also provides direction for the relationship between them, positive or negative as well as measures how strong the relationship between attitudes and covert behavior is.

The result of data analysis revealed the correlation coefficient of $0.888 > 0.000$, then H_a is accepted. Since the correlation coefficient $> r$ table, it can be concluded there is a significant correlation (H_a is accepted).

However, the overt behavior of the students of Indonesian language and literature education study program of universities in Makassar towards the standard Indonesian language in communicating on official situations reflects the identity of the respondents as bilingual and/or multilingual speakers, using language attributes influenced by the first language (L1). Respondents who are demographically bilingual and multilingual speakers experience language disturbance in the form of dialect usage, phonological interference, morphological interference, syntax interference, interjection of vexation, interjection of invitation, interjection of call, and particle usage. This is due to low awareness of the language norms.

This type should appear as the impact of the negative attitudes of the respondents towards the standard Indonesian language. However, that theoretical assumption is contrary to the results of this research because the attitudes of the respondents is very positive, while their behavior showed disturbance in the use of the standard Indonesian language in the form of dialect usage, phonological interference, morphological interference, syntax interference, interjection of vexation, interjection of invitation, interjection of call, and particle usage.

4. CONCLUSIONS

Based on the results of this research and the discussion of attitudes and behavior of Indonesian language and literature education study program students of universities in Makassar, the researcher has come to the conclusions as follows:

First, based on the results of the Likert scale questionnaires for positive and negative category on 160 respondents, language loyalty towards the standard Indonesian language is 86.98%, language pride towards

the standard Indonesian language is 85.67%, and awareness of the language norms towards the standard Indonesian language is 81.67%. Based on the score interpretation criteria, these average scores are in very strong or very positive category.

Second, the analysis of the covert behavior on 160 respondents reveal R table with a significance of $5\%=0.159$, $\text{Alpha}=0.706$. Since the alpha value is greater than the r table, it can be concluded that the results on covert behavior are considered reliable. The result of the analysis of covert behavior based on the item analysis with the criteria of 2.75% for high group and of 2.75% for low group reveal that 24 (twenty four) respondents are in high group category with interval value between 39 and 42, and, on the other hand, 5 (five) respondents are in low group category with the interval value between 15 and 18.

Third, the results of data analysis reveal the correlation coefficient of $0.888 > 0.000$, then H_a is accepted. Since the correlation coefficient $> r$ table, it can be concluded that there is a significant correlation (H_a is accepted).

Fourth, the language behavior of the students of Indonesian language and literature education study program of universities in Makassar towards the standard Indonesian language in communicating on formal situations reflects the identity of the respondents as bilingual or multilingual speakers, using language attributes influenced by the first language (L1). The respondents experience disturbance in the use of the standard Indonesian language in the form of dialect usage, phonological interference, morphological interference, syntax interference, interjection of vexation, interjection of invitation, interjection of call, and particle usage.

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