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# PROCEEDINGS

## International Seminar

### LANGUAGE MAINTENANCE AND SHIFT

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Editors:

Timothy Mckinnon

Nurhayati

Agus Subiyanto

M. Suryadi

Sukarjo Waluyo



**Master's Program in Linguistics, Diponegoro University**

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**THE JUNIOR SCHOOL STUDENTS' ATTITUDES TOWARDS  
SUNDANESE LANGUAGE LEARNING  
(A Case Study at 2 Junior Schools at Bandung, West Java, Indonesia)**

**Maria Yosephin Widarti Lestari**

Widyatama University

[maria.yosephin@widyatama.ac.id](mailto:maria.yosephin@widyatama.ac.id)

**Abstract**

*In Indonesia, based on the 2003 Curriculum for Junior school, there are three languages, e.g. English, Bahasa Indonesia and indigenous languages in the group of language. It means that all three languages are taught though in fact the indigenous language is not the subject examined nationally. The government policy to place indigenous languages in education system is meant to be one of the ways to avoid it from extinction. Unfortunately, many problems arose in the teaching and learning process because of the status of the language. The research was carried out in 2 junior schools in Bandung, West Jawa, Indonesia. The schools chosen are based on the location and status in which one is a private school in town (77 students) and the other school is public/state one located in outside the city (74 students). Findings suggested that the students from public school have higher attitudes toward the use of Sundanese language and the Sundanese language learning than students from private school. It is influenced by social and educational factors internally and externally.*

**Keywords:** *Indigenous language, language learning, extinction*

**1. Introduction**

Based on the 2003 Curriculum for Junior High School, there are three languages, e.g. English, Indonesia and an indigenous language in the group of language. It means that all three languages are taught in those schools. However, the first two languages are examined nationally, and the last is not the subject examined nationally. The different levels of the languages tend to make students underestimate the language, of course, the local one. The condition is worsened by unqualified teachers and uninteresting materials of teaching. As a result, indigenous languages are not considered to be important subject to learn and the languages will become extinct. Whose responsibility is the problem? The government policy to place indigenous languages in education system is meant to be one of the ways to avoid it from extinction. The effort to maintain the existence of the indigenous languages is also proclaimed by UNESCO which established 21 February as International Mother Language Day and recommended the languages taught at schools.

In West Java, Sundanese language is one of languages taught at schools especially at Elementary Schools – Senior High Schools. Unfortunately, many problems arose in the teaching and learning process because of many factors. Dudy Herlianto (2010) indicates that the materials of Sundanese language were very poor, boring and scary to explain how unattractive the subject was. Juanda (2011) cited Saragih explains that the factors causing the extinction of a language are the influence of globalization, the policy of language and education, government policy, the attitudes of the speakers, human resource, religion, script and financial support. Ayatrohaedi (1990) asserts that Sundanese language will become extinct if there is no effort from the speakers. He refers to the speakers' attitudes in which they position English or Bahasa Indonesia as their language in order to make their communication easy. The above facts interested the writer to conduct a research to know the students' attitudes towards language learning and the language itself, specially Sundanese language.

**2. Language Attitudes and Language Learning**

Lambert (1967) defines that attitudes consists of three components: the cognitive component referring to an individual' belief structure, affective component to emotional relation, and conative components comprehending the tendency to behave in a certain way toward the attitudes. Wenden (1991) expresses his view about attitudes which is somewhat similar to Lambert that attitudes tend to have three components: a cognitive component that relates to the perception about the situation related to the attitude, evaluative component that means the situations related to the attitude may generate like and dislike, and behavioral component that is about adopting certain learning behaviors. In relation to the use of language Crystal in his "An encyclopedic dictionary of language and languages" concludes language

attitudes as the feelings people have about their own language or the languages of others. Gardner and Lambert (1972) in their study of language attitude state that language attitude is as systematic attempts in the field of language teaching and learning, propose motivation as a construct made up of specific attitudes to language. Fishman and Agheyisi (1970) in their survey have explained that language attitudes is related a mentalist and behaviourist viewpoint.

Karahan (2007) cited that in the mentalist view, attitudes are a "mental and neutral state of readiness which cannot be observed directly, but must be inferred from the subject's introspection". Difficulties arising from this viewpoint include the question that from what data can attitudes be derived, and in what way are they quantifiable. According to behaviourism, attitudes are a dependent variable that can be statistically determined by observing actual behaviour in social situations. This also causes problems; it can be questioned whether attitudes can be defined entirely in terms of the observable data. Labov (1966), on the other hand, argues that language attitude appears as a defining characteristic of speech community. Seligman, Lambert and Tucker (1972) see the language attitude from the side of teaching and learning process as a determinant of teacher's perception of their pupil's ability.

Adegbija (1994) in his research focuses on the attitudes of indigenous language in Africa. He tried to reveal the existence of the language which is in many Africans' point of view, their own ethnic languages are unsuitable for use officially for the lack of the capacity for expressing ideas in a various situation. As a result, indigenous languages were excluded from all aspects of communication in official situations. Furthermore, he offers a view to counter the situation. He states standardization and graphitization which could be used to develop positive attitudes towards indigenous languages. To meet the goal, it requires an active involvement of the government in formal or non-formal situations. It happened in Sudan in which the government in 2004 signed a protocol stating that all Sudanese languages are national languages. It means that the indigenous languages in Sudan are used in daily interactions, all situations, at home and at schools. The event plays an important role to change people's attitude towards their indigenous languages.

The government of Indonesia through the 22/1999 Law gives local autonomy to the institutions and people to develop the usage of the indigenous languages. Responding to the government's law, the province of Jawa Barat (West Java) enforces rules of using Sundanese language in all situation formally and informally as stated in Perda 5/2003 regulating the development and the enhancement of Sundanese language and literature. In fact, the speakers of the Sundanese language often show negative attitudes towards the language. Rosmana, a Sundanese lecturer of UPI, in his blog, writes his concerns about the use of the language. In his research about the preservation of Sundanese language conducted to his undergraduates students, he argues that his students show negative attitudes towards the Sundanese language. One of the facts shows that they will use Sundanese in a certain homogenous environment using Sundanese language. On the contrary, when they are in an environment in which one of the speakers doesn't use the language, they will leave the language and switch into Bahasa Indonesia. It's a reality in the formal situation where the Sundanese language is their field study. Even Holmes (1993) in his article about Language Maintenance and Shift in Three New Zealand Speech Community explicitly states that school (formal education institution) is one of factors to support indigenous language preservation.

### 3. Purpose of the study and the methods

The extinction of Sundanese language can be avoided through its use in family and school. For these reasons, the purposes of this study is to cope with the following two research questions: (1) Is there any different level on the students' attitude from the two schools? (2) What are the students' attitudes toward the use of Sundanese language and toward the Sundanese language teaching in each school?

Data were collected from two different elementary schools in term of location and status, one is a private school located in city and the other one is a public school located in outside town. There were 74 students from the public school and 77 students from the private school taking part in the quantitative questionnaire survey. The questionnaire consisting of 24 questions of 5-point Linkert scales was divided into two parts, 13 questions asking about students' attitudes questions toward the use of Sundanese language and 11 questions toward the Sundanese language learning. To know the different level of the students' attitudes between two schools, the analysis was conducted by Group statistics and Independent sample test.

Table 1

Group Statistics

Kelompok Responden		N	Mean	Std. Deviation	Std. Error Mean
SUNDA	Group A	77	66.2800	10.1016	1.1512
	Group B	74	77.9482	10.0983	1.1739

Table 1 gives the descriptive statistics for each of the two groups (as defined by the grouping variable: Group A from a private school in city and Group B from a public school outside town). There are 77 students in group A and they have, on average, 66.2800 response of attitude, with a standard deviation of 10.1016. On the other hand, group B with 74 students has 77.9482 response of attitude, with standard deviation of 10.0983. It means that on average, the public school students' attitude towards the use of Sundanese language and Sundanese Language Learning is higher than those from private school.

**4. Findings and Discussions**

The two table above tell us that the two schools have different attitudes towards the use of Sundanese language and the Sundanese language learning. The following are the result of analysis based on the two attitudes.

1. The use of Sundanese Language.
  - a. Social Factors – table 2

Private School									
score	item 2	item 3	item 4	item 5	item 9	item10	item 11	Sum	%
1	11	21	6	7	41	14	4	104	20%
2	19	30	18	17	28	30	14	156	30%
3	21	12	9	18	7	18	24	109	21%
4	26	14	36	29	1	14	30	150	29%
5			8	6		1	5	20	4%

Table 2 shows that students from outside town tends to use Sundanese language better than students from private schools. It is because the social factor like family and environment that use the language in daily interaction.

- b. Educational factor

Public School									
score	item 2	item 3	item 4	item 5	item 9	item10	item 11	Sum	%
1	2	5	1	1	15	4	1	29	6%
2	5	8	3	6	27	18	10	77	15%
3	9	17	17	23	26	21	11	124	24%
4	35	30	37	37	5	23	34	201	39%
5	23	14	16	7	1	8	18	87	17%

Table

Public School							
score	item 6	item 7	item 20	item 22	item 24	Sum	%
1	5	5	2	5	0	17	5%
2	24	13	0	7	0	44	12%
3	35	28	9	42	8	122	33%
4	9	21	41	15	23	109	29%
5	1	7	22	5	43	78	21%
Private School							
score	item 6	item 7	item 20	item 22	item 24	Sum	%
1	14	18	1	21	4	58	16%
2	35	31	2	32	6	106	29%
3	15	19	10	19	12	75	20%
4	13	8	43	4	32	100	27%
5	0	1	21	1	23	46	12%

From the frequency of the use of Sundanese language at school, the students of public school have better attitudes toward the use of Sundanese Language at school, They like to talk to their teacher by using that language.

Public School									
score	item 13	item 14	item 15	item 16	item 17	item 18	item 21	Sum	%
1	3	3	0	0	0	0	0	6	2%
2	6	5	9	7	4	0	2	27	9%
3	30	31	32	29	16	11	10	122	41%
4	27	31	27	31	37	23	46	116	39%
5	8	4	6	7	17	40	16	25	8%
Private School									
score	item 13	item 14	item 15	item 16	item 17	item 18	item 21	Sum	%
1	7	5	4	3	3	1	7	19	6%
2	14	24	20	15	15	2	8	73	25%
3	15	23	23	22	14	6	23	83	28%
4	35	23	28	31	33	25	26	117	40%
5	6	2	2	6	12	43	13	16	5%

## 2. The Sundanese Language Learning

### a. Internal factor

Table 4

Public School						
score	item 1	item 8	item 12	item 19	Sum	%
1	0	11	0	1	12	4%
2	2	30	3	4	39	13%
3	12	31	21	26	90	31%
4	38	2	30	30	100	34%
5	22	0	20	10	52	18%
Private School						
score	item 1	item 8	item 12	item 19	Sum	%
1	5	42	3	7	57	19%
2	9	28	9	20	66	23%
3	19	7	19	24	69	24%
4	39	0	40	19	98	33%
5	5	0	6	7	18	6%

In the learning process,

### b. External factor

## Conclusion

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# MASTER'S PROGRAM IN LINGUISTICS DIPONEGORO UNIVERSITY

Jalan Imam Bardjo, S.H. No.5 Semarang 50241  
Phone/Fax +62-24-8448717  
[www.mli.undip.ac.id](http://www.mli.undip.ac.id)  
Email: [linguistics\\_undip@yahoo.com](mailto:linguistics_undip@yahoo.com)

