

**VITALITY OF LAMPUNG LANGUAGE AND ITS
MAINTENANCE EFFORTS THROUGH CULTURAL
EXPOSURE IN EDUCATIONAL PROGRAM**



THESIS

**In Partial Fulfillment of the Requirements
For Master Degree in Linguistics**

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**FACULTY OF HUMANITIES
DIPONEGORO UNIVERSITY
SEMARANG**

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Inayah Kurnia Astuti

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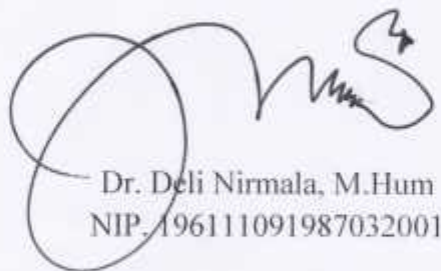

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Semarang, June 08th, 2017

Inayah Kunai Astuti

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ABSTRACT

Lampung language is one of the native languages that should be preserved. In Pringsewu Lampung, multilingual community contributes to the language shift. Language shift influences the language endangerment. There are three purposes of this research. The writer wants to know in what domains the language is still actively used. Then, what crucial factors of Lampung language maintenance. Finally, she wants to know the efforts of educational program to preserve the stability of language. The writer applied qualitative descriptive method. She utilizes three techniques. They are observation, interview and questionnaire. In collecting data, the writer used purposive sampling method. There are three findings in this study. Lampung language is still actively used in two domains. The domains are in family (89%) and friendship (82%). There are nine factors of language measurement. The writer found three crucial factors, they are the distribution of language domain, unavailable documentation and limited number of speakers. Finally, educational program contributes to maintaining Lampung language through cultural exposure. There are two activities. They are teaching Lampung Language and conducting extra curricula program ('Bubalos Pantun' and short film project).

*Keywords: Lampung language, Language Domain, Language maintenance,
Cultural Exposure*

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ABSTRAK

Dalam penelitian ini ada tiga tujuan utama. Pertama untuk mengetahui di domain apa saja BL masih aktif digunakan. Selanjutnya, apa faktor-faktor yang mempengaruhi ancaman kelestarian BL. Terakhir, usaha apa yang diselenggarakan oleh institusi pendidikan untuk menjaga kelestarian BL. Metode penelitian yang digunakan adalah kualitatif deskripsi. Dalam proses pengumpulan dan analisis data, penulis menggunakan tiga teknik, yaitu observasi, wawancara dan kuesioner. Dalam proses pengumpulan data, penulis menggunakan metode purposive sampling technique. Berdasarkan hasil penelitian ini, penulis menemukan tiga kesimpulan. Pertama, BL masih aktif digunakan yaitu di domain keluarga (89%) dan pertemanan (82%). Ada tiga faktor penting yang menjadi ancaman kepunahan bahasa Lampung. Diantaranya adalah pergeseran domain bahasa, kurangnya dokumen kebahasaan dan sedikitnya jumlah penutur asli dalam satu populasi. Ketiga, institusi pendidikan menyelenggarakan program paparan budaya Lampung. Ada dua kegiatan pertama pengenalan BL melalui pengajaran dikelas dan melalui kegiatan ekstrakurikuler yaitu melalui kegiatan ‘bubalos pantun dan film pendek.

*Kata kunci : Bahasa Lampung, Domain Bahasa, Pemertahanan Bahasa,
Paparasi Budaya*

CHAPTER I

INTRODUCTION

In this chapter, the writer describes background of the study, research problems, objectives of the study, significance of the study, scope of the study, method of study, research procedure, operational definition, and writing organization.

1.1 Background of Study

Language diversity becomes a new challenge in Indonesia. Based on the UNESCO's survey (2003), there are more than 700 languages in Indonesia. Most local languages are endangered. Some of them are: Athokin language in Asmat regency, Tolaki language in Kendari, Dai language in Maluku, Enggano language in Bengkulu, Semendo language in south of Sumatra, Sasak language in Lombok, and Lampung language in Lampung. The challenge is how to maintain the languages. There are two ways. Firstly, the society should maintain the stability of the languages. Secondly, the government gives supports to society.

There are two factors that contribute to the language endangerment. The factors are internal and external. The internal factor comes from the language users and the distribution of language domains, for instance inter-generational language transmission, language attitude and limited language domains. Next, the external factor comes from outside, for example economic, migration, and language policy. (Holmes : 2008)

One of the external factors is migration. Migration is the movement of communities from certain areas to the target areas. There are various communities who live in Pringsewu Lampung. They are Sundanese, Batakese, Padangnese, Balinese, Chinese and Javanese. The presence of the different communities grows multilingual society. This situation endangers the stability of Lampung language, so that this language will be threatened.

Lampung province has fourteen regencies. They are west of Lampung, east of Lampung, south of Lampung, north of Lampung, center of Lampung, Mesuji, Pesawaran, Pringsewu, Tanggamus, west of Tulang Bawang, center of Tulang Bawang, Way Kanan, Bandar Lampung, and Metro. The writer restricts the location of her study. She conducts the study in Pringsewu regency.

In Pringsewu regency, the writer found two assumptions. Firstly, Lampung community is minority. Secondly, diglottic situation influences a language shift. In reality, Indonesian language becomes formal language in Pringsewu. This language is used in the school, office, and friendship.

The study about Lampung language has been done. Katubi (2010) focused the study on language attitude of Lampung language. He applies the RA-RATT (Rapid Appraisal-Recorded Text Test). There are three reports. Firstly, the society show positive attitude toward their native language. Secondly, based on integrative function, they show positive attitude. Finally, based on instrumental function, they show negative attitude toward their native language but they show positive attitude toward Indonesian language.

There were some studies that were conducted in Lampung. Two of them are the study was conducted by Budiawan (2008). His research is about maintaining Bali language in Lampung. Next, Wahono (2011), it relates to the maintaining Javanese language in Lampung. He concludes that the use of Javanese language is about 80%. The language is actively used in several domains, such as in family, friendship, and trade.

Other research is conducted by Widyaningrum (2012). Her research is about maintaining the local language through cultural exposure. She said that we should teach younger generation to speak local language. Her study focuses on cultural exposure in the school program through providing extra curricula which involves the use of local language, for instance playing 'gamelan', 'wayang', and traditional dance.

This research actually is the first research that is conducted in Pringsewu Lampung. There is a weakness of Katubi's research. He applied RA RATT (Rapid Appraisal Recorded Text Test). He observed the language attitude of Lampung society. The writer thinks that this method is not appropriate to be used to measure the language attitude. However, the writer should observe directly in the location in order to know the language situation and language attitude of its users.

The writer also found a weak point to other researches. Budiawan, Wahono and Widyaningrum did not discuss the factor of language maintenance. Their studies focused on the efforts of language maintenance. However, the factors of language maintenance are important to know in order to solve the

problem. In this writing, the writer tries to serve some cases which relate to the factors and the efforts of language maintenance.

1.2 Research Problems

In this research, there are three research problems.

1.2.1 Is Lampung language still actively used and in what domains?

1.2.2 What are the factors influencing the vitality of Lampung language?

1.2.3 What maintenance efforts are done in educational program?

1.3 Objectives of The Research

These research problems are investigated in order to know three purposes of the study.

1.3.1 The research is conducted in order to know the domains of Lampung language in Pringsewu.

1.3.2 The research is conducted in order to know the factors of Lampung language maintenance.

1.3.3 The research is conducted in order to know the efforts in maintaining Lampung language in educational program.

1.4 Significances of The Study

There are two significances of the study. They are theoretical and practical essences.

1.4.1 Theoretical significance

This writing contains additional information for readers and researchers. Hopefully, the related theories about language maintenance especially Lampung can be an additional reference.

1.4.2 Practical significant

The study contains the efforts in maintaining language. It can be used as practical acts. Partially, in order to practice how to maintain the language through certain ways.

1.5 Scopes of The Study

In this study, the discussion is concerned on the vitality of Lampung language through distribution of language domain, endangerment factor, moreover to know the effort of language maintenance in educational program. The writer conducts the research in Pringsewu regency.

1.6 Definition of Key Terms

1. Language Vitality

“The condition when a language is highly maintained. ‘ethno-linguistic vitality’ contains three keys, institutional support, language attitude, and the groups who use the language and distribution of language use”.

Howard Giles, *et.al* in Holmes (2001:56)

2. Language Maintenance

“Language maintenance is a condition where speakers continue to use a language even when there is a new language available”. Spolsky in (1998)

3. Language Domains

Domain involves typical interactions between typical participants in typical settings. There are five domains family at home, friendship at playground, religion at mosque, employment at office and education at school. Fishman (1972:22)

4. Language Teaching

“Language teaching can be described as the activities which are aimed for language learning. It means that language teaching intends to motivate learning activity”. Stern (1983:21)

5. Lampung Language and Script

Lampung language is one of the local languages which is uttered by the native speaker of Lampung. Lampung language consists of ‘nyow’ (O) and ‘api’(A) dialect. Lampung script (Had Lampung) is the signs including numbers and letters. Lampung scripts are formed by simple lines which represents certain kind of sounds. It consists of twenty letters and the sounds are contained sounds of ‘KA, GA, NGA... or ‘KOW, GOW, NGOW Sabaruddin (2013: 189-193)

1.7 The Organization of Writing

The thesis is systematically divided into five chapters. In order to make this research understandable to follow, the writer organizes the following stages.

Chapter I

It contains introduction, it includes background of the study, research problems, objectives study and significances study, scopes of study, research procedures, operational definition, and writing organization.

Chapter II

It consists of previous studies and the theoretical framework that contains the concept of language and society, multilingual community, language maintenance, language attitude, factors of language maintenance, Lampung language and 'Had' Lampung.

Chapter III

It consists of type of research, method of research, method of collecting data, data sources, population and sample, data collecting, method in analyzing data and method in presenting data.

Chapter IV

It comprises the findings and discussion. There are three discussions. The first is Lampung language domain, the second is factors of Lampung language maintenance and the third is efforts of language maintenance.

Chapter V

It contains the suggestion and conclusion.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer describes two sections. The first section is previous studies and the second section is the theoretical framework.

2.1 Previous Studies

The study of language maintenance has been done in many areas in the world including Indonesia. This study was conducted based on the worries about endangerment of indigenous language use. Based on the UNESCO's data, approximately 6000 native languages still exist. Many of them are under the threat.

In this writing, the writer refers to ten previous studies. The studies were led in some areas in Indonesia. This study is the firstly conducted in Lampung Pringsewu.

The first study comes from Budiawan (2008). He observed the use of Bali language in Bandar Lampung. Based on his research, Bali community still has positive attitude. Bali language was actively used in three domains. The domains were friendship, religion and family. In other case, Budiawan only focused on one internal factor. The factor was the attitude of language users. He stated that there were more than two speech communities in that area. They communicated each other by using Indonesian language. Although, this condition was possible influence the existence of Bali language. He should pay attention to external factors such as language policy and economic factor.

Katubi (2010) focused his study on language attitude of Lampung language. He applied the RA-RATT (Rapid Appraisal-Recorded Text Test). There were three findings. Firstly, the society showed positive attitude toward their native language. Secondly, based on integrative function, they showed positive attitude. Finally, based on instrumental function, they showed negative attitude toward their native language but they showed positive attitude toward Indonesian language.

Other study comes from Wahono (2011). He discussed maintaining Javanese language in Pesawaran Lampung especially in Gedong Air district. He concluded that the use of Javanese language was about 80%. The language was actively used in several domains, such as in family, friendship, and trade. Otherwise, Wahono should consider the language policy in that area. Indonesian language was used as the standard language. However, the language policy might trigger and aggravated the use of Javanese language.

Muliana (2014) focused his study on effort in maintaining Bali language in educational domain. He used the writing short story for SMP students. Short story was the part of educational documentations. Based on his research, there was a good effect of the students' language behaviors. On the other hand, he did not presume the support of institution in providing education literacy and documentation.

Next analysis comes from Uniawati (2012), her research was about maintaining Kendari language. She pointed to language attitude of users. She applied song in her study. For the result, she found a good effect as the effort in maintaining this language.

Rustipa (2011) observed the maintenance of vernacular language in order to promote peace and tolerance in multilingual community. She claimed that modernization and language shift became the causes. She also found two ways to promote peace and solidarity. The society built intercultural understanding and sense of mixing diversity ethnics. In her study, she did not place the government support. However, the government had role in supporting this effort.

The next research was done by Deliana (2002). Her study was about maintenance of Minangkabau language in Sukaramai market in Medan. She concerned on some internal factors of language users. The factors were sex, age, education, participant and place. The men and young people tend to use this language in the market. Moreover, education, participant and place did not influence their language attitude. Based on her research, Minangkabau language was highly maintained.

Muhammad (2012) conducted the research about Sasak language and 'Tendeh' maintaining. He found that 'Tendeh' culture values support the Sasak language maintenance. The values were honesty, leadership, regional, harmony, human right quality, humanism, ethos and economic, conflict resolution and 'adat' law. All values were expressed through lexicons, phrases, sentences and idiom of Sasak language.

Astar (2012) conducted the research about maintaining native language in remote areas. He found that there were four factors that contribute to maintain native languages. The factors were the position of areas, the social activities, multilingual community and language attitude of society.

Finally, the study was conducted by Widyaningrum (2012). Her research was about maintaining the local language through cultural exposure. She said that the parents should teach their generation to speak local language. She focused on cultural exposure in the school program through providing extra curricula activities that involved the use of local language, for instance playing 'gamelan', 'wayang', and traditional dance.

2.2 Theoretical Framework

2.2.1 Language and Society

Language and society are unity. Language is instrument that essentially entails human life. Language and society relate to context. The context can be social relation in society. Many studies were conducted to examine and to explore the relation between language and society. The study about language and its users is sociolinguistics. This is the fundamental theory to investigate the language and society.

Trudgill (1974:31) postulated that sociolinguistic is that part of linguistics which concerns with language as a social and cultural phenomenon. It supported by Spolsky (1998), he assumed that sociolinguistics is the study of relation between the uses of language and the users of language live.

Fromkin *et.al* (2009:30) said that human beings do not live in the objective world alone, nor in the world of social activity as ordinarily understood. They are involved by the particular language which has become the medium of expression for their society. It implies that humans and

language become unity in society. Language is the important part of the social life. It is used by people to build the dealings.

In human lives, people need to use a language in daily social interaction. Language is a tool to express minds, ideas or thought. All relationship and activities will move along well through language. It is very possible that people are going to get difficulties in all of their activities without using a language.

2.2.2 Multilingual Communities

Multilingualism in a region is possible occur. Many factors cause the multilingualism, for instance marriage, transmigration, or economic. The movement of groups from their homeland to other districts also brings the various cultures. This condition shows that monolingual speech communities in a state are very odd. In Lampung province, there are some communities. They are Lampung people as the indigenous community and other communities. Such as: Javanese, Sunda, Semendo, Komerling, Batak, Chinese and Bali.

Multilingualism serves as an interactional resource for the multilingual speaker. It means that one particular language may normally be used at home or with close friends, whereas another language may be used for selling and trade, and even a third one for dealing with government agencies. Based on his opinion, the writer thinks that in the social life, it involves many activities are done by society in many places. The society interact each other by using languages.

Spolsky (1998: 51-53) believed that historically multilingual communities grow in a number of ways. One of the reasons is migration, the voluntary or involuntary movements of people speaking one language in one area to other areas. Another way, voluntary immigration also grew quickly in multilingual condition. This assumption refers to the movement of certain community in one area and shift to other one. It implies that each community brings their language. If the comers live together in the new area, they will grow the multilingual condition. The writer believes that this opinion is same as the condition in Lampung nowadays.

The writer achieves that speech community is a group of people who use the same variety of a language and who reveal specific rules in speaking and interpreting. Moreover, multilingual communities are the collective groups of people who use different senses, notion, norms and behaviors in a state. As it is known, language is not an individual asset but it involves the community.

2.2.3 Language Maintenance

The important method to increase the consciousness is how to persuade the positive feelings of society. Their awareness should be developed to protect their native language. Their generations will continue to use the language. They should teach the new age groups to speak their mother tongue.

Language maintenance is a situation when a speech community is conscious to maintain their language from generation to generation. However, there are conditions that affect them to shift to another language. Peter Trudgill (1978: 144)

Based on Trudgill's statement, the writer guesses that it is important to enlarge the positive feelings of society. Their awareness should be developed to protect their native language. Their generations will continue to use the language. This is important to behave new age groups to speak their mother tongue. However, the existence of native language is handled by them.

According to Holmes in (2001:61) the high value should be belonged to native speakers. In the reality, language shift occurred gradually. A native speech community should intend to continue their native language. The attention of its value should be built by them.

The Holmes's theory is supported by Spolsky in (1998). He argued that language maintenance is a condition where speakers continue to use a language even when there is a new language available. It denotes that the speakers of a native language should have intentional belief to preserve their own language. He refers to users' loyalty of language use. The central point is that the stable language use depends on the angle of language users.

2.2.4 Language Domains

Fishman (1972 : 22) stated that language domain intended to relate specific language choice from which it is an abstraction to general institution and scopes of activity in societies. Domains are defined in terms of institutional context and their congruent behavioral co-occurrences. Domains enable us to understand language choice and topic. He said that domain involves typical interactions between typical participants in typical settings. He classified five domains. They are family at home, friendship at beach, religion at church, education at school, and employment at workplace.

Language domain involves typical interactions between typical participants in typical settings. Fishman classified nine plus one domain that was proposed by Schmidt-Rohr. They are family, playground and street, school, church, press, military, courts, literature, governmental administration and additionally work/employment domains (Gumperz and Hymes 1972 : 440-441).

The writer concludes that language domain is very influential on the language maintenance. Language domain relates directly to three main questions such as: where, who, and what. Where the language is spoken, who speaks the language and to whom, what topic is discussed. The language will be alive if the society use the language actively in several language domains.

2.2.5 Language Attitude

Language attitude is a manner of language users toward their own language. The viewpoint of language attitudes is prestige and proud feelings. The attitudes are usually demonstrated through positive or negative, passive or active acts. The speakers' attitudes are influenced by some factors. The factors are included economic, education law, institution policy. Nevertheless, the language behavior flows naturally in society. Even though, the changes of language manner are happen unwillingly.

The attitudes are the responses that people make toward their social situations. The response of people in using the language is influenced by the certain condition. The condition is based on the social context of language users. Holmes (2001:61) said that the positive attitude of people influences the existence of minority language in several domains. It helps people to resist the pressure from the majority group who contribute to shifting their language. Holmes describes the struggles of the minority group in maintaining their language. The dominant language will influence and shift the minority language

The writer concludes that the response of people in using the language is influenced by certain condition. The condition is based on the social context of language users. Additionally, Holmes gives the portrayal about the struggles of minority group in maintaining their language. Unconsciously, the dominant language will influence the under groups. This condition can develop the language transmission.

UNESCO (2003:16) declared for language vitality, the users should recognize in which domains their language should be maintained. The positive attitude is an important way should be built by native speakers.

2.2.6 Language Vitality and Endangerment

Howard Giles, *et.al* in Holmes (2001:56) arranged a concept of language vitality called 'ethno-linguistic vitality'. It contains the factors that contribute to language maintenance. This concept consists of three important keys. Firstly, institutional support, secondly language attitude, thirdly the groups who use the language and distribution of language use.

Giles Keys and UNESCO Keys

No	Giles Keys	UNESCO Keys
1	Institutional support	<ol style="list-style-type: none"> 1. Availability of materials for language education and literacy 2. Governmental and institutional language attitudes and policies include official status and use 3. Amount and quality of documentation
2	Language attitude	<ol style="list-style-type: none"> 1. Response to new domains and media 2. Inter-generational language transmission 3. Community members' attitudes toward their own language
3	Distribution of language use	<ol style="list-style-type: none"> 1. Shifts in domains of language use 2. Absolute number of speakers 3. proportion of speakers within the total population

Source : (UNESCO : 2003) *The Journal of Language Vitality and Endangerment*

The first factor comes from institution support. It can be displayed by accomplishing available documentation. The documents are allocated in educational program. Moreover, the policy of language status and use contributes to the effort. The government has central roles to accommodate and facilitate the efforts in stabilizing Lampung language. The second factor is the language attitude of users. It refers to the behavior of users toward their own language. There are two cases, included their attitudes toward new domains or media and their behavior of language transmission in intergenerational area. The third factor is the distribution of language use. It involves the domains of language and the number of language users in the population.

UNESCO (2003) organized an international conference. The event aimed at discovering the methods of the language vitality. It invited language communities, linguists, educators and administrators or government. They referred to Giles's concept to be divided into specific factors. They arranged nine factors to measure the language vitality and endangerment (LVE).

1. Inter-generational Language Transmission

The language is safe if all members use the language. However, multilingual communities will increase the factors of endangered languages. Most users of mother language limit their language use to children. The risks can be seen when the language is only spoken by the parent to grandparent. It is the difficulty for their children to understand their native language. The following table is the method to measure the position of the language based on the transmission of language.

Table 2.1 Degree of Language Endangerment Based on Intergeneration Language Transmission

Degree Endangerment	Grade	Speaker Population
Safe	5	The language is used by all age groups, including children.
Unsafe	4	The language is used by some children in all domains; it is used by all children in limited domains.
Definitely endangered	3	The language is used mostly by the parental generation and upwards.
Severally endangered	2	The language is used mostly by the grand-parental generation and upwards.
Critically endangered	1	The language is known to very few speakers, of great-grandparental generation.
Extinct	0	There is no speaker left

2. Absolute Number of Speakers

The amount of speakers within the total population illustrates the endangerment of language. It relates to a demographic factor. The separated location of language users influences the language use. A minority group who lives in many areas, with variety neighbors group may lose their own language and culture. This case becomes important factors in judging the danger position of language.

3. Proportion of Speakers Within The Total Population

The quantity of language users within total population determines the distribution of language use. If the number of speakers more than a half in the total of population, it will open the chance to expand the native language in a state. In contrary, it becomes

suffering condition in language use if the ratio of its users is fairly lower within total population.

Table 2.2 Degree of Language Engangerment Based on Proportion of Speaker

Degree Endangerment	Grade	Proportion of Speakers within the Total Reference Population
Safe	5	All speak the language.
Unsafe	4	Nearly all speak the language.
Definitely endangered	3	A majority speak the language.
Severely endangered	2	A minority speak the language.
Critically endangered	1	Very few speak the language.
Extinct	0	None speak the language.

2. Shifts in Domains of Language Use

Multilingual community certainly exists in a region, even, in around locales of the world. The combination of many language communities fit in unity of social life. Sure, the use of native languages is limited. The domains of its language are restricted. As result, this condition arise language choices. They can decide to keep their own language or they will follow the unstable flows of language. Sometimes they show the neutral attitudes or innocent behaviors.

Table 2.3 Degree of Language Endangerment Based on The Shift of Language Domain

Degree Endangerment	Grade	Domains and Functions
Universal use	5	The language is used in all domains and for all functions.
Multilingual parity	4	Two or more languages may be used in most social domains and for most functions; the ancestral language usually is rare in the public domain.
Dwindling domains	3	The ancestral language is used in home domains and for many functions, but the dominant language begins to penetrate home domains.
Limited or formal domains	2	The language is used in limited social domains and for several functions.
Highly limited Domains	1	The language is used only in very restricted domains and for a very few functions
Extinct	0	The language is not used in any domain at all.

3. Response to New Domains and Media

The situation of language endangerment becomes serious attentions. The society who uses the language has duties in maintaining language. One of the methods is enlarging the language domains. Among other domains, education and media will give vital roles in the struggles. It must be emphasized that endanger language has to be involved intensively in a new domain in this case is media. The following table is the degrees of measurement.

Table 2.4 Degree of Language Endangerment Based on The Response to New Domains

Degree Endangerment	Grade	New Domains and Media Accepted by the Endangered Language
Dynamic	5	The language is used in all new domains.
Robust/ active	4	The language is used in most new domains.
Receptive	3	The language is used in many domains.
Coping	2	The language is used in some new domains
Minimal	1	The language is used in only a few new domains.
Inactive	0	The language is not used in any new domains.

4. Availability of Materials For Language Education and Literacy

The language literacy has a good impact in surviving endanger language. It can be a written form or a teaching activity. The product of education literacy can be books as the school materials. This attempt can support the students or children even the society to expose their language. It will give good influences in stabilizing language. The sequences below are the items to evaluate the accessibility of written materials.

Table 2.5 Degree of Language Endangerment Based on The Availability of Language Documentation

Grade	Accessibility of Written Materials
5	There is an established orthography and literacy tradition with fiction and non-fiction and everyday media. The language is used in administration and education.
4	Written materials exist and children may be trained to the literacy in the language. The language is not used in written form in the administration.
3	Written materials exist and children may be exposed to the written form at school. Literacy is not promoted through print media.
2	Written materials exist but they may be useful only for some members of

	the community; for others, they may have a symbolic significance. Literacy education in the language is nota part of the school curriculum.
1	A practical orthography is known to the community and some material is being written.
0	No orthography is available to the community.

5. Governmental and Institutional Language Attitudes and Policies

Include Official Status and Use

In reality, the language policy persuades the use of language in a state. The government has a significant responsibility toward the language policy. The language policies are presented to support the minorities of language and its users. The rule can facilitate their language use or force them to restrict their language use. The policy can be an energetic or a harmful power. The following scales are stages to know the government support.

Table 2.6 Degree of Language Endangerment Based on The Institutional Support

Degree of Support	Grade	Official Attitudes Towards Language
Equal support	5	All languages are protected.
Differentiated support	4	Non-dominant languages are protected primarily as the language of the private domain. The use of the non-dominant language is prestigious.
Passive assimilation	3	No explicit policy exists for minority languages: the dominant language prevails in the public domain.
Active assimilation	2	Government encourages assimilation to the dominant language. There is no protection for minority languages.
Forced assimilation	1	The dominant language is the sole official

		language, while non-dominant languages are neither recognized nor protected.
Prohibition	0	Minority languages are prohibited.

6. Community Members' Attitudes Toward Their Own Language

The language users' behaviors will appear through their positive or negative manners. The positive attitudes are the faithfulness and feeling proud toward their native language. Moreover, they show this manner by performing cultural events and use their language in every occasion. In contrast, some of native speakers show negative attitudes. It can be seen when they ban to use their mother tongue. Sometimes they feel shy or uncomfortable when speaking their own language. The preferences to choose the language indicate their negative or positive behaviors. Their attitudes can be assessed based on the following scales.

Table 2.7 Degree of Language Endangerment Based on The Language Attitude of Society

Grade	Community Members' Attitudes towards Language
5	All members value their language and wish to see it promoted.
4	Most members support language maintenance.
3	Many members support language maintenance; many others are indifferent or may even support language shift.
2	Some members support language maintenance; some are indifferent or may even support language shift.
1	Only a few members support language maintenance; many are in-different or support language shift

0	No one cares if the language is given up; all prefer to use a dominant language.
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9. Amount and Quality of Documentation

The documentation of language is also crucial. It can be written texts for instances: transcribed, translated, interpreted and annotated audiovisual recordings of natural speeches. The data of language is the vital thing. It becomes an authentic source. The functions are used as information supplier and knowledge that relates to the language. It helps students, people or society, researchers, and linguists who want to conduct the projects. The following terms are used to determine the level of language documentation.

Table 2.8 Degree of Language Endangerment Based on The Amount and The Quality of Language Documentation

Nature of Documentation	Grade	Language Documentation
Superlative	5	There are comprehensive grammars and dictionaries, extensive texts and a constant flow of language materials. Abundant annotated high-quality audio and video recordings exist.
Good	4	There is at least one good grammar, a few dictionaries, texts, literature, and everyday media; adequate annotated high-quality audio and video recordings.
Fair	3	There may be an adequate grammar, some dictionaries, and texts, but no everyday media; audio and video recordings may exist

		in varying quality or degree of annotation.
Fragmentary	2	There are some grammatical draft, wordlists, and texts useful for limited linguistic research but with inadequate coverage. Audio and video recordings may exist in varying quality, with or without any annotation.
Inadequate	1	Only a few grammatical draft, short wordlists, and fragmentary texts exist. Audio and video recordings do not exist, are of unusable quality, or are completely un-annotated.
Undocumented	0	No material exists.

The descriptions above are the foundations to evaluate language vitality. Those categories are used to measure the position level of endanger languages. Many languages may be convinced by some factors. Each language has same or different factors. The reason is that the characteristics of regions or social situations are different.

A language extinction can be occur when no efforts done to protect own language. Endangerment enhances when its speakers ban to use the indigenous languages. It is required to expand domains of language use. Furthermore, endanger situation of language hides the opportunity for generation to use a native language. The language will lose native speakers who continue its language.

The important way is to get up the awareness of language users. The new roles in social life can be provided for minority groups. It will construct the good effects to revitalize the languages. The government should establish this effort. The effort can be realized in the social

interaction. For examples: the use of languages in daily life, through commerce, education, writing, arts, and mass media.

2.2.7 Teaching Language Program

Language teaching is activities that are included teaching expression, feeling, how to share something, how to know about a language. The language is taught consciously and also has certain purpose in teaching language itself.

Stern (1983:21) said that language teaching can be described as the activities which are aimed for language learning. It means that language teaching intends to motivate learning activity. Language should be known and understood by the learners. Moreover, language can be uttered in real communication.

Brown (2007:55) said that in language teaching we must practice repeatedly. When the children learn their mother tongue, they will repeat things. During the language learning stage, the children practice all the time. This is what we must do when we teach native language in the schools. This statement means that in teaching language, the learners should learn continuously and repeatedly. For them, who are the native community will not face the difficulties in study native language. it different condition for them, who come from other communities. For the reason is in a region, especially in Lampung there are multi communities students. They will get difficulty to understand if there is no practice gradually.

In addition, the government in PP Lampung Province, part II Lampung language maintenance, no 8 2008 set the regulation about Lampung language should be taught in educational institution. Lampung language is applied as the introductory language in teaching learning process. It is obligated to speak Lampung language in the daily activities in the schools, offices, at homes or cultural events. Teaching Lampung language and script is taught in elementary school and junior high school level. The status of Lampung language is educated as additional material

2.2.8 Lampung Language

Lampung language is one of indigenous languages in Indonesia. Based on the history, Lampung language is the part of Austronesian language. It has been described as a derivative of old Malay. Sabarudin (2013:196) postulated that Lampung language has two major dialects: API (A) and NYOW (O). There are two styles of Lampung language: formal and informal. There is no specific difference of each style. Formal language is used in cultural event and informal language is used in daily interaction.

2.2.9 Lampung Script

Lampung script (Had Lampung) comes from the Pallawa script. It is called 'Dewdat Deva Nagart' from ancient script of India. Lampung script entered South Sumatera since Sriwijaya kingdom in (700-1300 M). At the first time, Lampung script was called old script. Nowadays, Lampung script has been revived. It was legalized on February 23rd, 1985 in Bandar Lampung as the result of cultural conference. Lampung script is divided into two types. They are *induk sukhata* (can

stand alone) and *kelabai sukhat* (cannot stand alone). *Induk sukhat* consists of twenty sounds and *kelabai sukhat* is divided into three types based on the position.

A. *Induk sukhat*

Q	g	G	p	b	m	t	d		
n	C								
Ka	Ga	Nga	Pa	Ba	Ma	Ta	Da	Na	Ca
J	N	y	a	l	r	S	v	h	
H									
Ja	Nya	Ya	A	La	Ra	Sa	Wa	Ha	Gha

Source : Sabarudin (2013)

B. *Kelabai sukhat*

There are three positions of *kelabai sukhat*: on, under and in front of, Firstly, there are six sounds that are located on the consonant. They are *ulan i*, *ulan e*, *bicek ə*, *rejenjung r*, *tekelubang ng*, *datas an*. Secondly, there are three *kelabai sukhat* that are located under the *Induk sukhat*. They are *bitan o*, *bitan u*, *tekelungau au*. Thirdly, there are three vowels that are located in front of the consonant. They are *tekelingai ai*, *keleniah ah*, *nengen*.

Table 2.9 The sounds are located on *induk sukhat*

Name of Sounds	Symbol	Examples	Sounds
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Ulan 'i'	— ^v —	Qi	Ki
Ulan 'e'	— [^] —	Qe	Ke
Bicek 'ə'	— l-	QE	Kə
Rejenjung 'r'	— x	xQ	Kar
Tekelubang 'ng'	— x —	QX	Kang
Datas 'an'	— A —	QA	Kan

Table 2.10 The sounds are located under *Induk sukhat*

Name of Sounds	Symbol	Examples	Sounds
Bitan 'o'	— ^o —	QO	Ko
Bitan 'u'	— ^u —	QU	Ku
Tekelungau 'au'	— ^w —	QW	Kau

Table 2.11 The sounds are located in front of *induk sukhat*

Name of Sounds	Symbol	Examples	Sounds
Tekelingai 'ai'	—	Q	Kai
Keleniah 'ah'	— x	Q x	Kah
Nengen	— /	Q/	K

Table 2.12 The example of writing Lampung script

Lampung	Script	Meaning

Lampung	L M/ FUX	Lampung
Cakak mubil	C Q Q/ M Ubi I/	Driving a car
Mepoh kawai	M' F oh/ Q YI	Washing the clothes



CHAPTER III

RESEARCH METHOD

This chapter presents type of research, method of collecting data, source of data, population and sample, data collecting, method of analyzing data and method of presenting data.

3.1 Type of Research

This research uses qualitative descriptive method. Neuman (2006:151) said that qualitative researchers involve language cases and contexts. They emphasize detailed cases of study that arise in natural flow of social life. Moreover, they need more understanding, interpreting, explanation, and prediction of the context in society. Creswell (1994:145) said that the focus of qualitative study is fieldwork. The researchers physically go to people, setting, site, or institution to observe and record the social behavior in the natural setting. They are supposed to understand the human experiences. They also make good senses in the social situation.

According to Burns and Grove in (2003:201) “descriptive research is designed to provide a picture of a situation as it naturally happens”. It shows that the descriptive researcher is supposed to understand the human experiences. The researcher should make good senses in the social situation. Descriptive study needs more understanding, interpreting, explanation, and prediction to the context in society.

Other opinion comes from Arikunto in (1993:195). He said that description study serves the data in words to get the supposition. It reveals that descriptive method engages the technique of making narrative description in presenting the data and its result. The writer applies this technique in conducting her study. She uses the descriptive writing for submitting the result of investigation.

3.2 Method of collecting data

In this research, three methods were used in process of collecting data. The writer used the observation, interview, and questionnaire methods in collecting data to gain the information needed.

3.2.1 Observation

There were several types of observation in research. In this occasion, the observation involved the participants. It implied that the writer observed the behaviors, attitudes or activities of participants in their social situation. In this study, the writer selected Lampung speech community in each sub district in Pringsewu regency.

The writer conducted the observation in teaching learning process in classroom. Other way, the writer also observed some related issues. The issues were the use of Lampung language, social interaction and also setting in Pringsewu. She used recording and noting techniques. The writer used non structured observation. It meant that she pointed to the free observation. She applied noting technique and made conclusion based on the data obtained in their circumstances.

3.2.2 Interview

The writer used structural interview with open questions. The questions were divided into four parts. The sections were the identity of informants, the information language domains, the attitudes of language users, and the language maintenance programs. The writer made notes in collecting information. The interview was held through face-to-face technique between researcher and the informants.

3.2.3 Questionnaires

In completing data, the writer distributed questionnaires to respondents. There were 100 respondents. The writer designed the questionnaires into six sections. The sections contained the personal identity of respondents, language repertoire information, general knowledge of Lampung language, the domains of language use, the preferences of language use and finally the attitudes of language users.

3.3 Data source

In this writing, the writer took primary and secondary data. Both of data were written and oral forms. The primary data was completed from direct observation in the sites. The secondary data was obtained from recordings, books and internet.

The table of types of data, (see appendix 9: 98)

3.4 Population and Sample

3.4.1 Population

The population involved all society in Pringsewu regency. In this regency, the area was divided into eight districts. The locations were Pringsewu, Gadingrejo, Ambarawa, Pardasuka, Pagelaran, Banyumas, Adiluwih, and Sukoharjo district.

3.4.2 Sample

The sample was representation from each speech community in sub-district. The society had homogeneous character. The writer considered some factors. They were age, gender, occupation, and education. So that, the writer used purposive sampling technique in selecting the samples.

3.5 Data Collection

In collecting primary data, the writer invited the participants to get the information. The writer distributed questionnaires to respondents. Besides that, the writer conducted the interview to five informants. For secondary data, it was taken from the books from regional library in Pringsewu. Other data was collected from internet. Actually, there were three features in data collection. There are setting, actor, and event.

3.5.1 Setting

The writer investigated the data from each sub district in districts of Pringsewu regency. There were eight districts. The sub districts were included Pringsewu in Pringsewu district, Tanjung Rusia in Pardasuka, Sukaratu in Pagelaran, Margakaya in Ambarawa, Banjar rejo in Banyumas, Sukoharjo IV in Sukoharjo, and Sinar waya in Adiluwih district.

3.5.2 Actors

In completing data, the writer invited Lampung speech communities who lived in each sub district. The writer asked them to answer the questionnaires. Besides that, the writer also conducted the interview to five informants. The informants were the head of regional library, the teacher of Lampung language, cultural humanist of Lampung, the leader of Lampung tribes, the Broadcaster of Saburai, and other society.

3.5.3 Events

There were two main events that were done by the writer. The events related to the process for collecting data. The primary data was gained for three weeks in the states. The series activities as follows:

Firstly, the writer observed directly in the location. The writer distributed the questionnaires to respondents and took the observation. The writer required the respondents to fill the questionnaires. The first location was Banyumas district partly in Banjar rejo community. The second day she continued in Pardasuka district. Next day, the process was held in Sukoharjo IV. After that, she moved to Ambarawa district that involved Margakaya speech community. Next, she took data in Pagelaran especially in Sukaratu speech community. Next, Pringsewu district. Finally, the writer observed in Adiluwih district especially in Sinarwaya speech community.

Secondly, the writer investigated the data by taking interview to informants. The writer started to interview to the Lampung speech community and society in each location.

After that, the writer continued the interview to the Lampung teacher in SDN 4 Sukoharjo and SMAN 1 Pringsewu. Next, she continued her activity to the leader of regional library of Pringsewu. Then, she moved to education office partly in curriculum and cultural division. Next, she met to the leader of Lampung tribe of Suka ratu and Sinar waya. Next, the interview was taken in Pringsewu and Sukoharjo who involved the cultural humanists as the informant. Finally the writer dialogued to broadcaster of Saburai radio station.

3.6 Method of Analyzing Data

The writer applied several processes in analyzing data. There were eleven processes in order to conduct the research. The processes were started from pre-research activity, then collecting data, interpretation, analysis, and making final conclusion.

The processes are:

- 1) Pre research action was done by taking observation, interview to Lampung speech community, reading news, and direct observation.
- 2) Collecting all data (primary and secondary data) by direct and indirect methods.
- 3) Reducing data based on needs
- 4) Classifying both of data (primary and secondary data)
- 5) Identifying each data (primary and secondary data)
- 6) Interpreting each data (primary and secondary data)
- 7) Analyzing each data (primary and secondary data)
- 8) Making preliminary conclusion based on data gained
- 9) Analyzing data with related theories
- 10) Making final conclusion

3.7 Method of Presenting Data

The writer used qualitative and quantitative methods. Qualitative method was used for description data by using words. The quantitative method was used for description data by using number such as questionnaire data. Overall, the writer applied descriptive method in her study. It meant that in presenting data, the discussion and conclusion was served by words.



CHAPTER IV

FINDING AND DISCUSSION

This chapter contains three main discussions. The first is Lampung language domain. The second is factors of Lampung language Maintenance. The third is the efforts of education program in maintaining Lampung language.

4.1 Lampung Language Domain

The writer focuses on Fishman's categories of language domains. The domains are family at home, friendship at park/beach, religion mosque/church, education at school, and employment at workplace/trade.

Based on questionnaire result, the writer concludes that Lampung language is still actively used in two domains, family at home and friendship at playground. There are 89% respondents use the language at home and 11% use other languages. Next, there are 82% respondents use Lampung language in friendship and 18% respondents use other languages. Additionally, there are respondents who use this language in religion 30% and 60% use other languages, in employment is 31% and 69% respondents use other languages, in school domain is 23% and 77% use Indonesian language. In religion, work and school domain, Lampung language is passively used.

This result was gained from the questionnaires' answers. The questionnaire contains two information. The first is respondent information and the second is the situation of Lampung language use in five domains. The explanation will explained in the following part.

First location is Pringsewu. There are 20 respondents in this sub district. There are 8 respondents are male and 12 respondents are female. Based on age category, there are 10 respondents are teenager, there are 6 respondents are adult and there are 4 respondents are old.

The respondents are students, households, entrepreneurs, and teachers. All respondents are Lampung ethnic. Factually, there are more than two speech communities in Pringsewu district. The languages are Lampung, Sunda, Javanese, Batak, Semendo, Chinese, and Padang. Based on the answers, Lampung language is still used in family at home, friendship and school.

In this sub district, there are three domains of Lampung language use. The domains are home, friendship, and school. In home the society in Pringsewu still use their native language to their members of family. They use Lampung language to their parents and grandparents, their brothers and sisters and their big family. In friendship domain, the society in Pringsewu use their native language to some friends in play ground and some neighbors. In school domain, the society especially students use Lampung language in teaching learning process. For the religion and work domain, the society do not speak Lampung language. They tend to use Indonesian language as the official language in Pringsewu.

Next location is Gadingrejo. There are 10 respondents in this sub district. 5 respondents are male and 5 respondents are female. Based on age category, there are 2 respondents are teenager, there are 3 respondents are adult and there are 5 respondents are old.

The respondents are farmers and entrepreneurs. All respondents are Lampung ethnic. Factually, there are more than two speech communities in this

district. The languages are Lampung, Javanese, Palembang and Padang. Based on the answers, Lampung language is actively used in family at home, and friendship.

In this sub district, there are two domains of Lampung language use. The domains are home and friendship. In home the society in Gadingrejo still use their native language to their members of family. They use Lampung language to their parents and grandparents, their brothers and sisters and their big family. In friendship domain, the society use their native language to some friends in playground and some neighbors. In school, religion and work domains, the society do not speak Lampung language. They tend to use Indonesian language as the official language in Gadingrejo.

Next location is Suka Ratu sub district. There are 10 respondents in this district. 5 respondents are male and 5 respondents are female. Based on age category, there are 8 respondents are adult and there are 2 respondents are old.

Suka Ratu sub district has six sub areas. Four areas are settled by Lampung speech community. Two others are lived by Javanese and Sunda communities. All respondents are Lampung ethnics. Their occupations are farmers. They speak Lampung in daily activities in workplace, at home, in mosque, in cultural events and in speaking to their neighbors. They speak very fluently. In conclusion, Lampung language is still active in several domains, such as family, friendship, religion and work.

In this sub district, there are four domains of Lampung language use. The domains are home, friendship, religion and work. In home the society in Suka Ratu use their native language to their members of family. They use Lampung language to their parents and grandparents, their brothers and sisters and their big family. In friendship domain, the society in Suka Ratu use their native language to their friends in play ground and their neighbors. In religion domain, they use Lampung language in mosque. In work or employment domain the society still use Lampung language. Mostly, the society in this area work in the garden or farming area.

Next location is Marga Raya. There are 10 respondents in this sub district. There are 4 respondents are male and 4 respondents are female. Based on age category, there are 3 respondents are teenagers, there are 4 respondents are adult and there are 3 respondents are old.

They are the students in senior high school and households (entrepreneurs). Marga Kaya or Marga Raya speech community is the pioneer group of Lampung in Pringsewu. Based on answers, in this area, Lampung language is used in family and friendship. For the students, Lampung language is not active use in SMA level. In addition, there is other speech community such as; Javanese. This community is more dominant than Lampung.

In this sub district, there are two domains of Lampung language use. The domains are home and friendship. In home the society in Marga Raya still use their native language to their members of family. They use Lampung language to their parents and grandparents, their brothers and sisters and their

big family. In friendship domain, the society in Marga Raya use their native language to some friends in playground and some their neighbors. In religion work and school domains, the society use Indonesian language.

Next location is Tanjung Rusia. There are 20 respondents in this sub district. The respondents consist of 10 are male and 10 are female. Based on age category, there are 12 respondents are teenagers, there are 6 respondents are adult and there are 2 respondents are old.

Tanjung Rusia speech community states in Pardasuka district. The respondents are student, farmer, teacher and household. In this area, there are two major communities, Lampung and Javanese communities. The comparison is 50:50%. Both of them live in separated location. There are four domains of language use. The domains are in family, friendship, religion and school. In these domains, the use of Lampung language is more active. They use their mother language in daily activities in their own area.

In this sub district, there are five domains of Lampung language use. This language is actively used in all domains. In home the society still use their native language to their members of family. They use Lampung language to their parents and grandparents, their brothers and sisters and their big family. In friendship domain, the society in Tanjung Rusia use their native language to their friends in playground and their neighbors. In religion, they use Lampung language in mosque. In work domain, they use their native language in workplace and in farming area. Same as Suka Ratu sub-district, mostly the society are farmer. In school domain, the society especially students use Lampung language in school's area. Moreover, they speak their

native language in the classroom. In this location, the amount of Lampung community is high.

Next location is Sukoharjo sub district. There are 10 respondents in this sub district. There are 3 respondents are male and 7 respondents are female. Based on age category, there is one respondent is teenager, there are 6 respondents are adult and there are 3 respondents are old.

Sukoharjo speech community locates in north of Pringsewu regency. The state is divided into four locations. The locations are Sukoharjo I, II, III, and IV. In Sukoharjo district, the major group is Javanese. The others are Lampung and Sunda. Most of them are households. The men are mostly work in farming area. In this area, Lampung group and other groups live together. Most of respondents can speak Javanese. This condition appears from the ability of languages. Generally, Lampung language is still used only in Family and friendship domains. Some students in elementary level still use Lampung language in their classroom.

In this sub district, there are four domains of Lampung language use. The domains are home, friendship, work and school. In home domain, the society in Sukoharjo still use their native language to their members of family. They use Lampung language to their parents and grandparents, their brothers and sisters and some members of their big family. In friendship domain, the society use their native language to some friends in playground and some neighbors. In work domain, the society use their native language in rice field. In school domain, they speak Lampung language in classroom. In religion domain, the society use Javanese language.

Next location is Banjar Rejo. There are 10 respondents in this sub district. There are 3 respondents are male and 7 respondents are female. Based on age category, there is one respondent is teenager, there are 5 respondents are adult and there are 4 respondents are old.

Banjar Rejo speech community locates in Banyumas district. The village states in remote area. There were more than two speech communities live together. The communities are including Javanese, Sunda, Komerling and Lampung. Almost all society can speak Javanese and have a good understanding. The respondents are teen, adult and old people. Most of them work in farming area. Two respondents are students. Lampung language is used only in family, friendship and school.

In this sub district, there are four domains of Lampung language use. The domains are home, friendship, work and school. In home domain, the society in Banjar Rejo use their native language to some members of their family. They use Lampung language to their parents and grandparents, their brothers and sisters. In friendship domain, the society use their native language to some friends in playground and some neighbors. In work domain, the society use their native language in rice field, garden and market. In school domain, they use Lampung language in classroom.

Finally, the location is Sinar Waya. There are 10 respondents in this sub district. There are 5 respondents are male and 5 respondents are female. Based on age category, there are 2 respondents are teenagers, there are 3 respondents are adult and there are 5 respondents are old.

All respondents are Lampung ethnic. The respondents are teen, adult and old people. The jobs are student and farmer. The society in this area uses Lampung language actively. They speak Lampung language at home to their family, to friends, in the mosque, in cultural events, in their workplace and some students use Lampung language in the class. Sinar Waya is one of the Lampung areas in Pringsewu. It means that in this area, Lampung community still survives.

There are five domains of Lampung language use. This language is still used in all domains. In this location, the amount of Lampung community is about 90%. In home domain, the society still use their native language to their big family. In friendship domain, the society use their native language to their friends in playground, workplace, market, street and their neighbors. In religion, they use Lampung language in mosque. In work domain, they use their native language in garden, farming area or rice field. In school domain, the society especially students use Lampung language in school's area. Moreover, they speak their native language in the classroom.

Table 4.1 The percentages of language domains based on all respondents

Area	Domains									
	Home		Friendship		Religion		Work		School	
	L.L	O.L	L.L	O.L	L.L	O.L	L.L	O.L	L.L	O.L
A	17 %	3%	10%	10%	0%	20%	0%	20%	5%	15%
B	8 %	2%	8%	2%	0%	10%	0%	10%	0%	10%
C	10 %	0%	10%	0%	10%	0%	6%	4%	0%	10%
D	10 %	0%	10%	0%	0%	10%	0%	10%	0%	10%
E	20 %	0%	20 %	0%	10%	10%	4%	16%	10%	10%
F	4 %	6%	4%	6%	0%	10%	4%	6%	4 %	6%
G	10 %	0%	10 %	0%	0%	10%	8%	2%	2%	8%
H	10%	0%	10%	0%	10%	0%	9%	1%	2%	8%
TOT	89%	11%	82 %	18%	30%	70%	31%	69%	23%	77%

Note : A(Pringsewu), B (Gading Rejo), C (Suka Ratu), D (Marga Raya), E (Tanjung Rusia), F (Sukoharjo), G (Banjar Rejo), H (Sinar Waya)

L: Lampung Language , O.L : Other Languages

Category:

1. The language is active in use = 50% - 100%
2. The language is passive in use = 21% - 49 %
3. The language is in threat = 0% - 20%

Based on the findings of observation and questionnaire, the writer concludes that the vitality of Lampung language is unsafe. Lampung language is only actively used in two domains, family at home and friendship. A language is categorized safe if it is actively used in all domains.

In Pringsewu regency, there are more than three native languages. The languages are Javanese, Sundanese, Batakese, Padangnese, chinese and etc.. Lampung language has similar degree as other native languages. The language condition limits the use of Lampung language in more domains. Moreover, the native languages including Lampung language are used as informal language. It means that these languages are used for cultural events of each language community in Pringsewu. On the other hand, the society use Indonesian language in several domains, such as in workplaces, in schools, and in religion places. In conclusion, the use of Lampung language in Pringsewu is not dominant, although, this language is the native language in this area.

4.2 The Factors of Lampung Language Maintenance

There are three discussions based on Gile's keys. They are institutional support, distribution of language use and language attitude.

4.2.1 Institutional Support

The government have an important role. They support the efforts of language maintenance. In this case, they have two central roles. Firstly, the government should facilitate the effort for maintaining Lampung language. The efforts are the language policies of language status and language use.

Secondly, the government should provide language documentation and educational literacy.

The government made obligation of the language maintenance. There are two rules. Firstly, Lampung language is involved in curriculum program and it is taught in schools (PPD no 8, part 2, point a,e). Secondly, Lampung language is used in daily activities such as: family, friendship, religion, and cultural event (point f).

Sunargiyanto (the head regional library) stated that education instance concerns to the language maintenance. The government arranges the regulation in curriculum program. Lampung language is set as the local material. This language is conducted in elementary until senior school level.

The regional library instance has a role to provide schools' book, worksheet, Lampung dictionary, and Lampung history book (point d). In fact, the regional library focuses on providing the books for educational program, such as students' worksheet and dictionary.

The writer found that there were unavailable documents. Language document is very important data. There is unpleasant fact when she investigated in PERPUSDA Pringsewu. In reality, there is very limited document of Lampung language. The writer only gets one history book. The limited amounts of Lampung books become the serious problem.

The writer confirms this condition. Sunargiyanto (the head of regional library of Pringsewu) agreed that the lack of books or documents becomes the problem in this instance. He added that the government

concerns on establishing the books for educational program. The provision of books depends on the school's needs, for instances Lampung dictionary, and students worksheet.

4.2.2. Distribution of Language Use

Pringsewu regency has multilingual society. There are more than two language societies. The society are indigenous and newcomer. Indigenous society is the Lampungnese and the others are Javanese, Sundanese, Batakese, Komerinese, Semendonese, Chinese, Padangnese, and Balinese. It means that there are more than three languages are used in this regency.

The writer found that there are about 60% inhabitants in Pringsewu are Javanese. Javanese community is the most dominant. The indigenous community is about 20% and the last 20% are consisted of other communities, such as Sundanese, Padangnese, Batakese *etc.*. This reality proves that Lampung community is minority group in Pringsewu.

(source: BPS Pringsewu Regency 2013.

There are multilingual communities in each sub-district. There are more than two communities. The communities are Javanese, Lampung, Sunda, Batak, Komerine, Semendo, Chinese, and Bali. They have already united since long times ago. They almost have no differences with others. It appears when they speak each other. Lampung community speaks Javanese, Sunda and Komerine. Instead, other communities can speak Lampung language.

In this regency, Lampung language is used as vernacular language just in limited domains. Indonesian language is used as official language in every occasion. Indonesian language is uttered when the society speak to visitors or other communities. In the school, Indonesian language is used as introductory language, they teach their children to speak Indonesian language. This condition influences the change of Lampung language function.

4.2.3 Language Attitude

The information of language attitude was taken from respondents' answers. The writer applied Likert scale to measure the language behaviors of society. There are two categories of language attitude. The first category is cognitive attitude. There are nine questions of cognitive attitude. The respondents are required to check listing their agreements based on each statement. The second category is affective attitude. Affective attitude relates to the language preferences of society in using Lampung language.

4.2.3.1 Cognitive Attitude of Society

The first finding is measurement of language attitude based on the the language cognitive. There are nine statements relates to language attitude. The statements are in the following list:

1. It is very important to master your parents' native language
2. The children must be taught to speak your native

- language
3. You are proud to be a native user of your native language
 4. Your native language should be maintained for your identity
 5. Your native language is very unique
 6. Speaking your native language will make you more confident
 7. Your native language is isolated in your region
 8. Your native language is strange or difficult to speak
 9. Other people who live in your region should learn your native language

The explanation of language attitude will be explained in the following part. 100 respondents answer the questions. There are five question responses. They are strongly agree, agree, neutral, disagree, and strongly disagree. These categories show the degree of language loyalty of society. The respondents who give response *strongly agree* to the statement, it means that they show positive attitude to their language. In contrast, if the respondents who answer *strongly disagree* to the statement, it means that the society show their negative attitude toward the language. The scores of each category is described in the following part.

The following description is scoring system

The scores for each item

1. Strongly Agree (SA) = 5
2. Agree (A) = 4
3. Neutral (N) = 3
4. Disagree (D) = 2
5. Strongly Disagree (SD) = 1

The highest score is the item number $5 \times 100 = 500$ (SA)

The lowest score is the item number $1 \times 100 = 100$ (SD)

The formula :

$\frac{\text{The Highest score}}{\text{Total respondents}} \times 100 \%$	$\frac{500}{100} \times 100 \% = 500 (50,0\%)$
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The category of language attitude

1. Very strong – strong 40% - 50% = positive attitude
2. Enough 30 % - 39% = neutral attitude
3. Very low- low 10 % - 29% = negative attitude

The following part is the explanation of language attitude based on questionnaire answer. The writer explains the findings based on each statement.

Start from statement No. 1 (It is very important to master your parents' native language). There are five responses, *strongly agree*, *agree*, *neutral*, *disagree* and *strongly disagree*. There are eight sub districts with total respondents are 100%. Pringsewu sub-district consists of 20% respondents. The respondents who respond *strongly agree* is 12%, who respond *agree* is 8% and who respond *neutral*,

disagree, and *strongly disagree* is 0%. Gading Rejo sub-district consists of 10% respondents. The respondents who respond *strongly agree* is 4%, who respond *agree* is 6% and who respond *neutral*, *disagree*, and *strongly disagree* is 0%. Suka Ratu sub-district consists of 10% respondents. The respondents who respond *strongly agree* is 10% and who respond *agree*, *neutral*, *disagree*, and *strongly disagree* is 0%. Marga Raya sub-district consists of 10% respondents. The respondents who respond *strongly agree* is 8%, who respond *agree* is 2% and who respond *neutral*, *disagree* and *strongly disagree* is 0%.

Next, Tanjung Rusia sub-district consists of 20 % respondents. The respondents who respond *strongly agree* is 18% , who respond *agree* is 2% and who respond *neutral*, *disagree*, and *strongly disagree* is 0%. Sukoharjo sub-district consists of 10 % respondents. The respondents who respond *strongly agree* is 4% , who respond *agree* is 6% and who respond *neutral*, *disagree*, and *strongly disagree* is 0%. Banjar Rejo sub-district consists of 10 % respondents. The respondents who respond *strongly agree* is 8 % , who respond *agree* is 2% and who respond *neutral*, *disagree*, and *strongly disagree* is 0%. Sinar Waya sub-district consists of 10 % respondents. The respondents who respond *strongly agree* is 7 % , who respond *agree* is 3 % and who respond *neutral*, *disagree*, and *strongly disagree* is 0%.

For the statement No. 1, the total respondents who answered *strongly agree* are 71 respondents and who answered *agree* are 29 respondents.

The scoring system statement no 1

The score for strongly agree is $71 \times 5 = 355 / 100 \times 100\% = 355\%$

The score for agree is $29 \times 4 = 116 / 100 \times 100\% = 116\%$

From the description above, the score for strongly agree is 355 (35,5%) and the score for agree is 116 (11,6%). The total score is 471 (47,1%). It means that the society still show positive attitude toward their native language.

Statement No. 2 (The children must be taught to speak your native language).

There are five responses, *strongly agree*, *agree*, *neutral*, *disagree* and *strongly disagree*. There are eight sub districts with total respondents are 100%. Pringsewu sub-district consists of 20% respondents. The respondents who respond *strongly agree* is 13%, who respond *agree* is 7% and who respond *neutral*, *disagree*, and *strongly disagree* is 0%. Gading Rejo sub-district consists of 10% respondents. The respondents who respond *strongly agree* 3%, who respond *agree* is 6%, who respond *neutral* is 1% and who respond *disagree* and *strongly disagree* is 0%. Suka Ratu sub-district consists of 10% respondents. The respondents who respond *strongly agree* is 10% and who respond *agree*, *neutral*, *disagree*, and *strongly disagree* is 0%. Marga Raya sub-district consists of 10% respondents. The respondents who respond *strongly agree* is 6%, who respond *agree* is 4% and who respond *neutral*, *disagree* and *strongly disagree* is 0%.

Next, Tanjung Rusia sub-district consists of 20 % respondents. The respondents who respond *strongly agree* is 4% , who respond *agree* is 10%, who respond *neutral* is 6% and who respond *disagree*, and *strongly disagree* is 0%. Sukoharjo

sub-district consists of 10% respondents. The respondents who respond *strongly agree* is 3% , who respond *agree* is 6% and who respond *neutral* is 1%, and who respond *disagree*, and *strongly disagree* is 0%. Banjar Rejo sub-district consists of 10 % respondents. The respondents who respond *strongly agree* is 7% , who respond *agree* is 3% and who respond *neutral*, *disagree*, and *strongly disagree* is 0%. Sinar Waya sub-district consists of 10 % respondents. The respondents who respond *strongly agree* is 0% , who respond *agree* is 10% and who respond *neutral*, *disagree*, and *strongly disagree* is 0%.

The total respondents who answered *strongly agree* are 46, *agree* are 46 and *neutral* are 8 respondents.

The scoring system statement no 2

The score for strongly agree is $46 \times 5 = 230/100 \times 100\% = 230$ (23,0%)

The score for agree is $46 \times 4 = 184/100 \times 100\% = 184$ (18,4%)

The score for neutral is $8 \times 3 = 24/100 \times 100\% = 24$ (2,4%)

From the description above, there are 46 respondents show positive attitude. The scores for strongly agree is 230 (23,0%) and the score for agrees is 184 (18,4%). The highest score is 414 (41,4%). It means that the society show positive attitude. Moreover, 8 respondents show negative attitude with the score is 24 (2,4%).

Statement No. 3 (You are proud to be a native user of your native language). There are five responses, *strongly agree*, *agree*, *neutral*, *disagree* and *strongly disagree*. There are eight sub districts with total respondents are 100%. Pringsewu sub-district consists of 20% respondents. The respondents who respond *strongly agree* is 13%, who respond *agree* is 4% ,who respond *neutral* is 3% , and who

respond *disagree* and *strongly disagree* is 0%. Gading rejo sub-district consists of 10% respondents. The respondents who respond *strongly agree* 4%, who respond *agree* is 6%, who respond *neutral, disagree* and *strongly disagree* is 0%. Suka ratu sub-district consists of 10% respondents. The respondents who respond *strongly agree* is 10% and who respond *agree, neutral, disagree,* and *strongly disagree* is 0%.

Next, Marga Raya sub-district consists of 10% respondents. The respondents who respond *strongly agree* is 10% and who respond *agree, neutral, disagree* and *strongly disagree* is 0%. Tanjung Rusia sub-district consists of 20 % respondents. The respondents who respond *strongly agree* is 14% , who respond *agree* is 4%, who respond *neutral* is 2% and who respond *disagree* and *strongly disagree* is 0%. Sukoharjo sub-district consists of 10% respondents. The respondents who respond *strongly agree* is 4% , who respond *agree* is 6% and who respond *neutral, disagree,* and *strongly disagree* is 0%. Banjar Rejo sub-district consists of 10 % respondents. The respondents who respond *strongly agree* is 8% , who respond *agree* is 2% and who respond *neutral, disagree,* and *strongly disagree* is 0%. Sinar Waya sub-district consists of 10 % respondents. The respondents who respond *strongly agree* is 10% , who respond *agree, neutral, disagree,* and *strongly disagree* is 0%.

The total respondents who answered *strongly agree* are 73, *agree* are 22 and *neutral* are 5 respondents.

The scoring system statement no 3

The score for strongly agree is $73 \times 5 = 365 / 100 \times 100\% = 365\%$

The score for agree is $22 \times 4 = 88 / 100 \times 100\% = 88 \%$

The score for neutral is $5 \times 3 = 15 / 100 \times 100\% = 15 \%$

From the description above, there are 73 respondents show positive attitude. And 22 respondents also show positive attitude. The score for strongly agree is 365 (36,5%). The score for agree is 88 (8,8%). The score for neutral is 15 (1,5%). In conclusion, the highest score is 453 (45,3%). It means that the society show positive attitude. Moreover it is only 1,5% respondents who show the negative attitude.

Statement No. 4 (Your native language should be maintained for your identity). There are five responses, *strongly agree*, *agree*, *neutral*, *disagree* and *strongly disagree*. There are eight sub districts with total respondents are 100%. Pringsewu sub-district consists of 20% respondents. The respondents who respond *strongly agree* is 15%, who respond *agree* is 2% ,who respond *neutral* is 3% , and who respond *disagree* and *strongly disagree* is 0%. Gading rejo sub-district consists of 10% respondents. The respondents who respond *strongly agree* 3%, who respond *agree* is 7%, who respond *neutral*, *disagree* and *strongly disagree* is 0%. Suka ratu sub-district consists of 10% respondents. The respondents who respond *strongly agree* is 8%, who respond *agree* is 2%, and who respond *neutral*, *disagree*, and *strongly disagree* is 0%. Marga Raya sub-district consists of 10%

respondents. The respondents who respond *strongly agree* is 7%, who respond *agree* is 3%, and who respond *neutral*, *disagree* and *strongly disagree* is 0%.

Next, Tanjung Rusia sub-district consists of 20 % respondents. The respondents who respond *strongly agree* is 5% , who respond *agree* is 12%, who respond *neutral* is 3% and who respond *disagree* and *strongly disagree* is 0%. Sukoharjo

sub-district consists of 10% respondents. The respondents who respond *strongly agree* is 3% , who respond *agree* is 7% and who respond *neutral*, *disagree*, and *strongly disagree* is 0%. Banjar Rejo sub-district consists of 10 % respondents.

The respondents who respond *strongly agree* is 8% , who respond *agree* is 2% and who respond *neutral*, *disagree*, and *strongly disagree* is 0%. Sinar Waya sub-district consists of 10 % respondents. The respondents who respond *strongly agree* is 10% , who respond *agree*, *neutral*, *disagree*, and *strongly disagree* is 0%.

Total respondents who answered *strongly agree* are 59, *agree* are 35 and *neutral* are 6 respondents.

The scoring system statement no 4

The score for strongly agree is $59 \times 5 = 295 / 100 \times 100\% = 295\%$

The score for agree is $35 \times 4 = 172 / 100 \times 100\% = 172 \%$

The score for neutral is $6 \times 3 = 18 / 100 \times 100\% = 18 \%$

From the description above, there are 59 respondents show positive attitude and 35 respondents also show positive attitude. The score for strongly agree is 295 (29,5%). The score for agree is 172 (17,2%). The score for neutral is 18 (1,8%). In

conclusion, the highest score is 467 (46,7%). It means that the society show positive attitude. Moreover it is only 1,8% respondents show the negative attitude.

Statement No. 5 (Your native language is very unique). There are five responses, *strongly agree*, *agree*, *neutral*, *disagree* and *strongly disagree*. There are eight sub districts with total respondents are 100%. Pringsewu sub-district consists of 20% respondents. The respondents who respond *strongly agree* is 5%, who respond *agree* is 8% ,who respond *neutral* is 7% , and who respond *disagree* and *strongly disagree* is 0%. Gading Rejo sub-district consists of 10% respondents. The respondents who respond *strongly agree* 1%, who respond *agree* is 4%, who respond *neutral* is 5% and who respond *disagree* and *strongly disagree* is 0%. Suka ratu sub-district consists of 10% respondents. The respondents who respond *strongly agree* is 3%, who respond *agree* is 7%, and who respond *neutral*, *disagree*, and *strongly disagree* is 0%.

Next, Marga Raya sub-district consists of 10% respondents. The respondents who respond *strongly agree* is 6% and who respond *agree* is 4% and who respond *neutral*, *disagree* and *strongly disagree* is 0%. Tanjung Rusia sub-district consists of 20 % respondents. The respondents who respond *strongly agree* is 6% , who respond *agree* is 10%, who respond *neutral* is 4% and who respond *disagree* and *strongly disagree* is 0%. Sukoharjo sub-district consists of 10% respondents. The respondents who respond *strongly agree* is 2% , who respond *agree* is 3%, who respond *neutral* is 5% and who respond *disagree*, and *strongly disagree* is 0%. Banjar Rejo sub-district consists of 10 % respondents. The respondents who respond *strongly agree* is 3% , who respond *agree* is 7% and who respond

neutral, disagree, and strongly disagree is 0%. Sinar Waya sub-district consists of 10 % respondents. The respondents who respond *strongly agree* is 2% , who respond *agree* is 8% and who respond *neutral, disagree, and strongly disagree* is 0%. The total respondents who answered *strongly agree* are 28 respondents, *agree* are 51 respondents and *neutral* are 21 respondents.

The scoring system statement no 5

The score for strongly agree is $28 \times 5 = 140 / 100 \times 100\% = 140\%$

The scores of agree are $51 \times 4 = 204 / 100 \times 100\% = 204 \%$

The scores of neutral are $21 \times 3 = 63 / 100 \times 100\% = 63 \%$

From the description above, there are 28 respondents show positive attitude, 51 respondents also show positive attitude. The score for strongly agree is 140 (14,0%). The score for agree is 204 (20,4%), the score for neutral is 63 (6,3%). In conclusion, the highest score is 344 (34,4%). It means that the society show neutral attitude. Moreover it is 6,3 % respondents show the negative attitude.

Statement No. 6 (Speaking your native language will make you more confident)
There are five responses, *strongly agree, agree, neutral, disagree* and *strongly disagree*. There are eight sub districts with total respondents are 100%. Pringsewu sub-district consists of 20% respondents. The respondents who respond *strongly agree* is 6%, who respond *agree* is 11% ,who respond *neutral* is 3% , and who respond *disagree* and *strongly disagree* is 0%. Gading rejo sub-district consists of 10% respondents. The respondents who respond *strongly agree* 5%, who respond *agree* is 5%, who respond *neutral, disagree* and *strongly disagree* is 0%. Suka

ratu sub-district consists of 10% respondents. The respondents who respond *strongly agree* is 8%, who respond *agree* is 2%, and who respond *neutral*, *disagree*, and *strongly disagree* is 0%. Marga Raya sub-district consists of 10% respondents. The respondents who respond *strongly agree* is 4%, who respond *agree* is 6%, and who respond *neutral*, *disagree* and *strongly disagree* is 0%.

Next, Tanjung Rusia sub-district consists of 20 % respondents. The respondents who respond *strongly agree* is 12% , who respond *agree* is 8%, and who respond *neutral*, *disagree* and *strongly disagree* is 0%. Sukoharjo sub-district consists of 10% respondents. The respondents who respond *strongly agree* is 6% , who respond *agree* is 4% and who respond *neutral*, *disagree*, and *strongly disagree* is 0%. Banjar Rejo sub-district consists of 10 % respondents. The respondents who respond *strongly agree* is 3% , who respond *agree* is 7% and who respond *neutral*, *disagree*, and *strongly disagree* is 0%. Sinar Waya sub-district consists of 10 % respondents. The respondents who respond *strongly agree* is 3% , who respond *agree* is 7%, and who respond *neutral*, *disagree*, and *strongly disagree* is 0%. The total respondents who answered *strongly agree* are 47, *agree* are 50 and *neutral* are 3 respondents.

The scoring system statement no 6

The score for very agree is $47 \times 5 = 235 / 100 \times 100\% = 235\%$

The score for agree is $50 \times 4 = 200 / 100 \times 100\% = 200 \%$

The score for neutral is $3 \times 3 = 9 / 100 \times 100\% = 9 \%$

From the description above, there are 47 respondents show positive attitude and 50 respondents also show positive attitude. The score for strongly agree is 235 (23,5%). The score for agree is 200 (20,0%). The score for neutral is 9 (0,9%). In conclusion, the highest score is 435 (43,5%). It means that the society show positive attitude toward their language. Moreover it is only 0,9% respondents who show negative attitude.

Statement No. 7 (Your native language is isolated in your region). There are five responses, *strongly agree*, *agree*, *neutral*, *disagree* and *strongly disagree*. There are eight sub districts with total respondents are 100%. Pringsewu sub-district consists of 20% respondents. The respondents who respond *strongly agree*, *agree* and *neutral* is 0%, who respond *disagree* is 3% and *strongly disagree* is 17%. Gading rejo sub-district consists of 10% respondents. The respondents who respond *strongly agree*, *agree*, *neutral* and *disagree* is 0%. The respondents who respond *strongly disagree* is 10%. Suka Ratu sub-district consists of 10% respondents. The respondents who respond *strongly agree*, *agree*, *neutral*, and *disagree* is 0%, who respond *strongly disagree* is 10%. Marga Raya sub-district consists of 10% respondents. The respondents who respond *strongly agree*, *agree*, and *neutral* is 0%, who respond *disagree* is 2% and *strongly disagree* is 8%.

Next, Tanjung Rusia sub-district consists of 20 % respondents. The respondents who respond *strongly agree* and *agree* is 0%, who respond *neutral* is 3% and who respond *disagree* is 0% and *strongly disagree* is 17%. Sukoharjo sub-district consists of 10% respondents. The respondents who respond *strongly agree*, *agree*, *neutral*, and *disagree* is 0%. Who respond *strongly disagree* is 10%. Banjar Rejo

sub-district consists of 10 % respondents. The respondents who respond *strongly agree*, *agree*, and *neutral* is 0%, who respond *disagree* is 1% and *strongly disagree* is 9%. Sinar Waya sub-district consists of 10 % respondents. The respondents who respond *strongly agree*, *agree*, *neutral*, and *disagree* is 0%, who respond *strongly disagree* is 10%.

The total respondents who answered strongly disagree are 91, disagree are 6 and neutral are 3 respondents.

The scoring system statement no 7

The score for strongly disagree is $91 \times 5 = 455/100 \times 100\% = 455\%$

The score for disagree is $6 \times 4 = 24/100 \times 100\% = 24\%$

The score for neutral is $3 \times 3 = 9/100 \times 100\% = 9\%$

From the description above, there are 91 respondents show positive attitude and 6 respondents also show positive attitude. The score for strongly disagree is 455 (45,5%). The score for disagree is 24 (2,4%). The score for neutral is 9 (0,9%). In conclusion, the highest score is 479 (47,9%). It means that the society show positive attitude. Moreover it is only 0,9 % respondents show the negative attitude.

Statement number 8 (Your native language is strange or difficult to speak). There are five responses, *strongly agree*, *agree*, *neutral*, *disagree* and *strongly disagree*. There are eight sub districts with total respondents are 100%. Pringsewu sub-district consists of 20% respondents. The respondents who respond *strongly agree*, *agree* and *neutral* is 0%, who respond *disagree* is 3% and *strongly*

disagree is 17%. Gading rejo sub-district consists of 10% respondents. The respondents who respond *strongly agree* is 0%, *agree* is 1%, *neutral* is 0% and *disagree* is 0%. The respondents who respond *strongly disagree* is 9%. Suka Ratu sub-district consists of 10% respondents. The respondents who respond *strongly agree*, *agree*, *neutral*, and *disagree* is 0%, who respond *strongly disagree* is 10%.

Next, Marga Raya sub-district consists of 10% respondents. The respondents who respond *strongly agree*, *agree*, and *neutral* is 0%, who respond *disagree* is 2% and *strongly disagree* is 8%. Tanjung Rusia sub-district consists of 20 % respondents. The respondents who respond *strongly agree* and *agree* is 0%, who respond *neutral* is 3% and who respond *disagree* is 0% and *strongly disagree* is 17%. Sukoharjo sub-district consists of 10% respondents. The respondents who respond *strongly agree* and *agree* is 0%, who respond *neutral* is 1%, who respond *disagree* is 0%. Who respond *strongly disagree* is 9%. Banjar Rejo sub-district consists of 10 % respondents. The respondents who respond *strongly agree*, *agree*, *neutral*, and *disagree* is 0%, who respond *strongly disagree* is 10%. Sinar Waya sub-district consists of 10 % respondents. The respondents who respond *strongly agree*, *agree*, *neutral*, and *disagree* is 0%, who respond *strongly disagree* is 10%. The total respondents who answered very disagree are 90, disagree are 6, neutral are 4 respondents and agree 1 respondent.

The scoring system statement no 8

The score for strongly disagree is $90 \times 5 = 450/100 \times 100\% = 450\%$

The score for disagree is $5 \times 4 = 20/100 \times 100\% = 20 \%$

The score for neutral is $4 \times 3 = 12/100 \times 100\% = 12 \%$

The score for agree is $1 \times 2 = 2/100 \times 100\% = 2 \%$

From the description above, there are 90 respondents show positive attitude and 5 respondents also show positive attitude. The score for strongly disagree is 450 (45,0%). The score for disagree is 20 (2,0%). The score for neutral is 12 (1,2%). The score for agree is 2 (0,2%). In conclusion, the highest score is 470 (47,0%). It means that the society show positive attitude. Moreover there are 1,2% and 0,2% respondents show the negative attitude.

The statement No. 9, (Other people who live in your area have to learn your native language). There are five responses, *strongly agree*, *agree*, *neutral*, *disagree* and *strongly disagree*. There are eight sub districts with total respondents are 100%. Pringsewu sub-district consists of 20% respondents. The respondents who respond *strongly agree* is 14%, who respond *agree* is 6% ,who respond *neutral*, *disagree* and *strongly disagree* is 0%. Gading Rejo sub-district consists of 10% respondents. The respondents who respond *strongly agree* 8%, who respond *agree* is 1%, who respond *neutral* is 1% and who respond *disagree* and *strongly disagree* is 0%. Suka Ratu sub-district consists of 10% respondents. The respondents who respond *strongly agree* is 10%, who respond *agree*, *neutral*, *disagree*, and *strongly disagree* is 0%. Marga Raya sub-district consists of 10% respondents. The respondents who respond *strongly agree* is 6% and who respond *agree* is 4% and who respond *neutral*, *disagree* and *strongly disagree* is 0%.

Next, Tanjung Rusia sub-district consists of 20 % respondents. The respondents who respond *strongly agree* is 15% , who respond *agree* is 2%, who respond

neutral is 3% and who respond *disagree* and *strongly disagree* is 0%. Sukoharjo sub-district consists of 10% respondents. The respondents who respond *strongly agree* is 9% , who respond *agree* is 0%, who respond *neutral* is 1% and who respond *disagree*, and *strongly disagree* is 0%. Banjar Rejo sub-district consists of 10 % respondents. The respondents who respond *strongly agree* is 6% , who respond *agree* is 2%, who respond *neutral* is 1%, who respond *disagree* is 1% and *strongly disagree* is 0%. Sinar Waya sub-district consists of 10 % respondents. The respondents who respond *strongly agree* is 4% , who respond *agree* is 6% and who respond *neutral*, *disagree*, and *strongly disagree* is 0%.

The total respondents who answered strongly agree are 72, agree are 21, neutral are 6 respondent and disagree 1 respondent.

The scoring system statement no 9

The scores of very agree are $72 \times 5 = 360/100 \times 100\% = 360\%$

The scores of agree are $21 \times 4 = 84/100 \times 100\% = 84 \%$

The scores of neutral are $6 \times 3 = 18/100 \times 100\% = 18 \%$

The score of disagree is $1 \times 2 = 2/100 \times 100\% = 2 \%$

From the description above, there are 72 respondents show positive attitude and 21 respondents also show positive attitude. The score for strongly agree is 360 (36,0%). The score for agree is 84 (8,4 %). The score for neutral is 18 (1,8%), and the score for disagree is 2 (0,2 %). In conclusion, the highest score is 444 (44,4%). It means that the society show positive attitude. Moreover there are 1,8% and 0,2% respondents show the negative attitude.

The following table is the total answers (responses) to each statement.

Table 4.3 The Total Percentages of Cognitive Attitude of Society

Statements	Respondents' response
1. It is very important to master your parents' native language	47,1 % (positive)
2. The children must be taught to speak your native language	41,4 % (positive)
3. You are proud to be a native user of your native language	45,3% (positive)
4. Your native language should be maintained for your identity	46,7 % (positive)
5. Your native language is very unique	34,4 % (Neutral)
6. Speaking your native language will make you more confident	43,5 % (positive)
7. Your native language is isolated in your region	47,9 % (positive)
8. Your native language is strange or difficult to speak	47,0 % (positive)
9. Other people who live in your area should learn your native language	44,4 % (positive)

4.2.3.2. Affective Language Attitude

In this part, the writer explains the language preference of society.

They select their language use in many different activities. Language preference is tendency of society in using language. There are four activities usually done by Lampung society, for instance watching TV, listening song in radio/HP, reading news and magazine, using internet. There are two categories of language preference, positive and negative attitude.

The first location is Pringsewu sub district. Most respondents show *negative attitude* in using mass media. They prefer to use Indonesian language in daily interaction and favorite activities, for instance they choose Indonesian language when they are reading magazine, newspaper, listening music and using social media.

The second location is Gadingrejo sub district. The respondents also show *negative behavior* in using mass media. They like to use Indonesian language in several activities, for instance reading magazine, newspaper, listening music and listening radio.

The third location is Suka Ratu sub district. The respondents show *positive attitude*. They claim the language preference in using mass media. They prefer to use Lampung language when they are listening music or radio, singing songs, watching tv, and their other favorite activities.

Next location is Margaraya sub district. Most of them show *good attitude* in language choices. They like singing, listening songs and listening radio by using Lampung language. But, the young people show *negative manner*. They prefer to use Indonesian language in their favorite activities.

Next location is Tanjung Rusia sub district. Young people prefer to use Indonesian language in several activities, such as in using media internet, watching TV, listening songs, singing songs and listening radio. This condition shows that they have *negative manner* toward their native language. In contrast, the old people show *positive attitude* to language choice in their several favorite activities.

Next location is Sukoharjo sub district. Most of respondents show their preferences in favorite activities. They prefer to use Lampung language in listening radio and songs. This situation show *good attitude* to their mother tongue.

Next location is Banjar Rejo sub district. In this location, this community shows *good feeling* in their language preferences. It can be seen from their language choice. They prefer to use Lampung language in some activities such as listening news on TV, radio, and listening Lampung songs.

Finally, the location is Sinar Waya sub district. This community shows *positive attitude*. They show their language preference. They favor Lampung language in several activities such as listening songs or radio, watching news on TV.

There are five communities show negative attitude. The communities are Pringsewu, Gadingrejo, Margaraya, and Tanjung rusia. Next, there are six communities show positive attitude. The communities are Sukaratu, Margaraya, Tanjung rusia, Sukoharjo, Banjarejo, and Sinar waya.

In conclusion, most young people show negative attitude and old people show positive attitude. The limited language domain in media becomes the reason. There are some media do not use Lampung language, such as newspaper and magazine, internet, and mostly TV and radio program. Lampung language is used in very limited program. Most respondents select their activities in using media based on the necessity.

The Grade of Lampung Language Based on UNESCO Catogory

According to UNESCO (2003), there are nine factors of language measurement. Those factors are applied in measuring language vitality. The description will explained in the following table.

Table 4.4 The Grade of Lampung Language

No	Category/Factor	Evaluation	Grade
1	Intergenerational language transmission	Definitely Endangered	3
2	Absolute number of speakers	Severely Endangered	2
3	Proportion of Speakers within the Total Population	Severely endangered	2
4	Shifts in domains of language use	Limited or formal Domains	2
5	Response to new domains and media	Minimal	1
6	Availability of materials for language education and literacy	Incomplete	2
7	Governmental and institutional language attitudes and policies include official status and use	Differentiated support	4
8	Community members' attitudes toward their own language	Minimal support	3
9	Amount and quality of documentation	Fragmentary	2

Note: The grade starts from 0 (extinction) – 5 (safe)

Explanation:

1. Intergenerational language transmission

The first factor is definitely endangered. It means that Lampung language is used mostly by the parental generation and upwards. Indonesian language is formal language in several domains, including school, economic or

employment, and friendship. The inter-marriage also contributes to the language transmission.

2. The number of language users within the total Population

(For the second and third factor) this factor is severally endangered. It means that there is minority community speaks the language. The total number of Lampung society in Pringsewu is only 20%. Two factors influence this number. They are economic and marital factor. For career, many young people go outside and move to the capital city or central industry city such as: Batam, Jakarta, Karawang, Bekasi, Tangerang *etc.*. Moreover, most of 'Muli-Mekhanai'(single women and men) who live in other cities, or in their regency are married to other ethnics or communities. So, they have to follow their husbands' homeland.

3. Shifts in domains of language use

The language is actively used at home with their family (89%) and neighbors or friends (82%) but in limited functions (topic). Moreover, Lampung is one of the target locations for transmigration. Several different communities enter Lampung especially in Pringsewu. The multilingual communities increase the language shift and limit the Lampung language domains.

4. Response to new domains and media

Doni Saburai (journalist) said that mostly, Lampung society has closed behavior. The society restrict to expand their language in a new domain for example in radio. Doni said that he finds the difficulty to invite the native society in radio events. Mostly, the participants are non-native society. In

addition, based on the description of language preference, the young people show negative attitude including those living in Margaraya, Gading Rejo, Pringsewu, and Tanjung Rusia. The closed attitude of society to new domains and media becomes challenge in the effort of language maintenance.

5. Availability of materials for language education and literacy

The accessibility of school material and language documentation is lacking. Mistawati (Lampung teacher) said that the facilities such as: teaching media and material books of Lampung language are very hard to get.

6. Governmental and institutional language attitudes and policies

include official status and use

Lampung language has status similar to that of other languages. It means that government protects all native languages in Pringsewu. Such as: Lampungnese, Javanese, Sundanese, *etc.*. Indonesian language is official language. It is used in several formal events and the native languages are vernacular language.

7. Community members' attitudes toward their own language

Many members of communities support language maintenance, many others are indifferent or may even support language shift. There are three findings of language attitude. *Firstly*, the respondents' answers, mostly the society show the positive attitude. *Secondly*, the language preferences, the respondents show negative and positive attitude. The respondents who prefer Lampung language in using media (including radio and TV) are old people. On the other hand, most young people prefer Indonesian and other languages in

using media. *Thirdly*, the responses to new domains and media, they show closed attitude. It means that they can support or ban the extension of new domains and media.

8. Amount and quality of documentation

There are some grammatical drafts, dictionaries, and texts are useful for limited linguistic research but with poor publicity. Audio and video recordings may exist in unreliable quality, with or without any annotation. Based on the observation, the writer finds only one history book in regional library. It proves that language documentation is incomplete.

In conclusion, from nine categories above, there are three crucial factors that can cause the Lampung language endangerment. The factors are absolute number of speakers and proportion of speakers (severely endangered), the distribution of language domain and shift of language domain (minimal) and the availability and amount of language documentation.

4.3 The Efforts of Lampung Language Maintenance in Educational Program

Many ways can be done in order to maintain Lampung language. In the previous part of discussion, language domain and factor of language maintenance have been explained. In this section, the writer will explain the efforts of language maintenance. In this research, the efforts are focused on educational domain of Lampung language.

The efforts of language maintenance are conducted through cultural exposure program. This program is divided into two activities. The activities are teaching program (local material) and extra curricula. In this section, the writer divides into two reports. The first is the description is teaching program. The second is the cultural exposure program.

4.3.1 The Description of Teaching Program

The writer selected six schools in Pringsewu. There are three schools for elementary level, one school for junior high school level and two schools for senior high school level. In the following description, the writer describes observation notes.

The first school is SDN 1 Banjarejo. This school applies KTSP curriculum. Lampung teacher in this school is Lampungnese. The students are from multilingual group. There are some language communities, such as Lampungnese, Javanese, Semendonese, Komerinese and Sundanese. In studying Lampung language, the students use Lampung books. In daily activity, they use Indonesian language for communication. In this school, Lampung language is taught only in the classroom.

The second school is SDN 1 Pringsewu. This school applies KTSP curriculum. Lampung teacher in this school is Javenese. The students are from multilingual group. There are some language communities, such as Lampungnese, Javanese, Batakese, Sundanese, Padangnese, Palembang. In studying Lampung

language, the students use Lampung books. In daily activity, they use Indonesian language for communication. In this school, Lampung language is taught only in the classroom.

Next school is SDN 4 Sukoharjo. This school applies KTSP curriculum. Lampung teacher in this school is Javenese. The students are from multilingual group. There are two language communities, such as Lampungnese and Javanese. In studying Lampung language, the students use Lampung books. In daily activity, they use Indonesian language for communication. In this school, Lampung language is taught only in the classroom.

Next school is SMP N 2 Sukoharjo. This school applies KTSP curriculum. Lampung teacher in this school is Javenese. The students are from multilingual group. There are two language communities, such as Lampungnese and Javanese. In studying Lampung language, the students use Lampung books. In daily activity, they use Indonesian language for communication. In this school, Lampung language is taught only in the classroom.

Next school is SMA N 1 Pringsewu. This school applies K 13 curriculum. Lampung teacher in this school is Javenese. The students are from multilingual group. There are some language communities, such as Lampungnese, Javanese, Semendone, Batakese, Sundanese, Padangnese. In studying Lampung language, the students use Lampung books. In daily activity, they

use Indonesian language for communication. In this school, Lampung language is taught in the classroom and in extra curricula activity (making short film).

The final school is SMA Muhammadiyah1 Pardasuka. This school applies K 13 curriculum. Lampung teacher in this school is Lampungnese. The students are from multilingual group. There are language communities, such as Lampungnese, Javanese and Semendonese . In studying Lampung language, the students use Lampung books. In daily activity in the school, they use Indonesian language for communication. In this school, Lampung language is taught in the classroom and in extra curricula activity ('bubalos pantun').

There are three conclusions. The first is the condition of multilingual students. The students in Pringsewau come from various communities. The second is the lack of native teacher. Three schools do not have native teachers. The third is distribution of Lampung language use. The language is mostly used in Indonesia. So, the use of Lampung language is limited.

There are two kinds of educational curriculum KTSP and K13. In KTSP, teaching program of Lampung language is organized from elementary school level until junior high school level. In K13, the program is conducted until senior high school level. Most schools in Pringsewu apply KTSP.

Time allocation based on the government's regulation, Lampung language is taught as local material in the schools. The time allocation in every meeting is about 45 minutes. The times are divided into three parts. The first 15 minutes is used for reading books, the second part is used by teacher to explain the material and last part is used to do exercises.

4.3.2 The Problem in Teaching Program

In the following part, the writer reports of the interview and observation reports. The report is about the problem in teaching program.

The first is teacher. A main problem comes from teacher. In Pringsewu, many schools do not have native teachers. Mostly, the teachers are Javanese. Mistawati said that the language teacher should have good ability of Lampung language. The ideal teacher must be Lampungese teachers. The lack of native teachers becomes the crucial problem in education program.

The second is student. The problem is pointed to the students' motivation. Mostly, the students in Pringsewu are multilingual community. This condition becomes the struggle for the teachers and also the students. The multilingual students have their own native languages. In this reality, the students believe that Lampung language is strange and difficult to speak. They do not use this language in daily activities. As the result, most of students lose their motivation to learn Lampung language.

The third problem is facility. In Pringsewu, the facility in educational program is limited. Facility can be teaching media, guide books, Lampung dictionary and Lampung script. Many schools in Pringsewu still need more facility to support teaching learning process. Mistawati said that media is very important to help teachers in teaching Lampung language. The writer found that there were limited books in regional library moreover in schools' library.

4.3.3 The Solution of Teaching Problem

The problems in educational program can influence the language maintenance efforts. It means that the problems decrease the effectiveness of this effort. In this part the writer provides the solution of the problems. There are three important problems, lack of Lampung teacher, the students behavior, and educational facility.

The first is teacher, there are two solutions for this problem. Firstly, Sunargiyanto said that in order to increase teacher ability, educational instance such as universities has a role to facilitate this effort. In this case, they should involve Lampung language into one of their study program. This program aims to create the professional teacher of Lampung language. Secondly, He added that each school should conduct teacher training. The expert of Lampung language can be invited to train Lampung teacher. These efforts become the appropriate ways in solving this problem.

The second problem comes from students. It means that the students have low motivation in studying Lampung language. For this problem, there are two ways of problem solving. They are teaching method and teaching media. Teaching method becomes an effective ways to motivate the students. The teacher must apply interesting methods of teaching, such using games, stories, singing and extra curricula activities. Teaching method impacts to the students' behavior in studying Lampung language. The interesting methods will increase their motivation to study this language.

Next solution is teaching media. Mistawati said that in teaching learning process, media is needed. Media is used by teacher in order to make easier in teaching Lampung language. Moreover, the students are also used media in studying Lampung language. There are some media that can be used, such as language flash card, guide books, the picture of Lampung script, students' worksheet and other supporting media.

In conclusion, teaching media will help the students in studying Lampung language. Teaching method is used by teachers to help them in transferring information of Lampung language. In addition, the students also will be motivated to learn the language.

The third is facility. The facility in each school is different. It depends on the schools' need. There are some facilities that should be supplied, for example language laboratory, Lampung books and teaching media. The

lack of facility will ban the effort of language maintenance. The government has roles to provide the facilities in teaching program.

4.3.4 Cultural Exposure Program

Cultural exposure becomes a method in order to maintain Lampung language. The cultural exposure is conducted in extra curricula program especially in senior high school level. This event aims to introduce Lampung language and its culture. There are two activities that are conducted. The activities are 'bualos pantun' and short film project.

'Bubalos pantun' is the activity that involves two groups. The main activity is making poems. The game is arranged by making poems of each group. Then one group makes the poems for question and other makes poems for answer. Usually this event is conducted in cultural ceremony such as marriage party, farewell party, and 'muli-mekhanai' party. In Pringsewu, some schools applied this activity as their extra curricula. This activity aims to keep and maintain the Lampung culture. This effort becomes one of the way in order to preserve Lampung language.

This is the example of 'bubalos pantun'

Mekhanai Nayahnyo buah jambeu, kidang buah ngugha
Nyak iling jama nikau, sayangni lagi sekolah

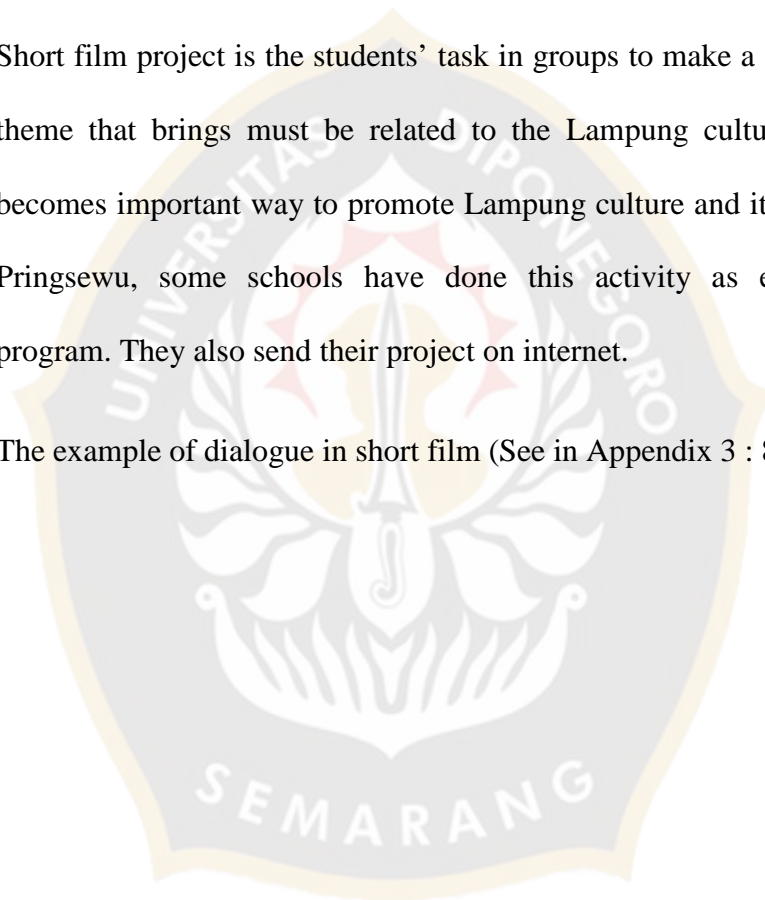
Muli Mati helau paria, tumbohni di tekudan
Tamat pai sekula, ampai gham sedemonan

Mekhanai Kipas mas kipas pulas, kipas bulung tembakou
Najin pak lima belas, pilihan nyak Cuma niku

Muli Ngambil kemon di penuppon, disinakh matahani
Buktikon cawa temon, kantukh ngebasa basi

Short film project is the students' task in groups to make a short film. The theme that brings must be related to the Lampung culture. This event becomes important way to promote Lampung culture and its language. in Pringsewu, some schools have done this activity as extra curricula program. They also send their project on internet.

The example of dialogue in short film (See in Appendix 3 : 86)



CHAPTER V

CONCLUSION AND SUGGESTION

In the last section, the writer describes the conclusion of this study. There are two parts in this chapter. The first is conclusion and the second is suggestion.

5.1 Conclusion

Firstly, the location for this study is in Pringsewu regency. There are eight Sub-districts are included, Pringsewu, Gading Rejo, Suka Ratu, Marga Raya, Tanjung Rusia, Sukoharjo, Banjar Rejo and Sinar Waya. Based on the investigation, it can be concluded that Lampung language is still **actively used**. From the total respondents 100 (100%), this language is use in family/home domain with the percentage is 89 (89%). The friendship is 82 (82%). Additionally, in religion, work and school domain, Lampung language is **passively used**.

Secondly, from nine categories, there are three crucial factors of language maintenance. The first is limited documentation. The second is distribution of language domains. The third is the proportion of speakers in the total population.

Finally, educational program contributes to maintaining Lampung language through cultural exposure. There are two activities, teaching Lampung Language and conducting extra curricula program. The program are ‘Bubalos Pantun’ and short film project.

5.2 Suggestion

The efforts of Lampung language maintenance should be integrated. The society and government should work together. Each group has partial role. The society should be facilitated by official instances. The institution has power to make the language policy. The writer assumes that there are two important ways that can be done by government.

Firstly, the government establishes the language documentation. The language documentation becomes the genuine sources. Secondly, the government invites the media institution to working together. Mass media has important role in publishing Lampung language and its culture.

In conclusion, the writer hope that this research will be useful for the readers. The information in this research contributes to maintaining Lampung language. The society should be invited through massive ways. The language attitudes of users should be motivated from external factors such as institutional support, and enlarging language domains through mass media.

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APPENDIX I

Informants Data

Table 4.3 The Informant Data

No	Name	Hometwon	Occupation	Ethnicity
1	M. Agus Mursalim	Sinar Waya sub-district, Adiluwih District	Headman of Sinar Waya sub-district	Lampung
2	Abang Kusnan	Suka Ratu sub district, Pagelaran district	Vice Headman of Suka Ratu	Lampung
3	Drs. Sunargiyanto	Keputran, Sukoharjo district	The chief of PERPUSDA Pringsewu	Javanese
4	Dra. Mistawati	Liwa, West Lampung	Culture humanist and teacher	Lampung
5	Doni Saburai	Pringsewu Regency	Radio Broadcaster and cultural devotee	Lampung Semendo

APPENDIX 2

Dialogue Transcription Bubalos Pantun

The Part of Dialogue Transcription of Bubalos Pantun

Mekhanai Nayahnyo buah jambeu, kidang buah ngugha

Nyak iling jama nikau, sayangni lagi sekolah

Muli Mati helau paria, tumbohni di tekudan

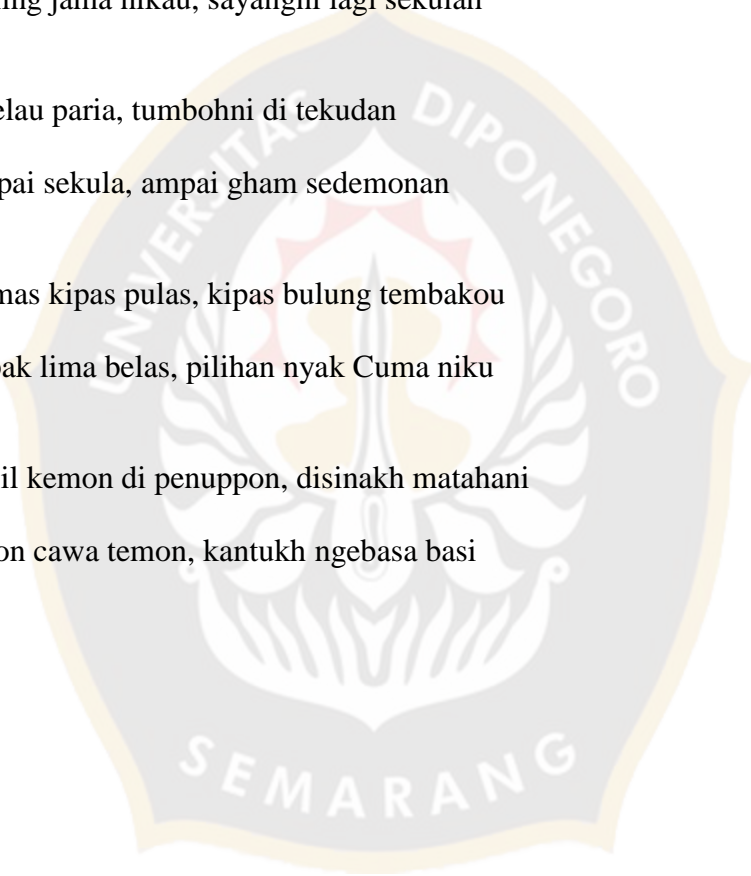
Tamat pai sekula, ampai gham sedemonan

Mekhanai Kipas mas kipas pulas, kipas bulung tembakou

Najin pak lima belas, pilihan nyak Cuma niku

Muli Ngambil kemon di penuppon, disinakh matahani

Buktikon cawa temon, kantukh ngebasa basi



APPENDIX 3

The Example of Dialogue Transcription

The Title : DUL MUTI AND MAT SUKRI (smanda geduk)

- Kekhajjong : “ khepa lajuni hinji, kajong cekhiwit nihan haga kehja api si dikehjako. Pusing nyak, Mak kuwawa lagi nyak ughik injuk hinji, tughui lah wae”
- Bebai : “Geluk lagi bang, lapah mit kebun, wat wat gawoh si di kehjako”
- Kekhajjong : “Yo beno”
- Bebai : “Gegoh gegulaian khik cabi-cabi pake tasak pake buka pake saukh”
- Kekhajjong : “Ah gampang”
- Bebai : “Dang gampang gampang lah ki mak dikehjako”
- Kekhajjong : “Beno... beno..”
- Bebai : “Dang beno beno lah”
- Kekhajjong : “Cekhiwit nihan niku”
- Bebai : “Tekhus khepa moneh, ki nyak mak ngicik niku mak lapah, nyak ngicik nikuni beno beno, geluk lapah lagi weh”
- Kekhajjong : “Liyak ni cuacani hinji”
- Bebai : “Liom lah diliyak hulun, diliyak hulun tuha bang”
- Kekhajjong : “Menapi hakhus liom, jama hulun tuhani tenggalan”
- Bebai : “Nah walaupun hulun tuha nenggalan, yo khepa moneh lah gham hakhus wat kegiatan, Dilamban. Puasa puasa, gham hakhus tetap kehja. Liyak badan niku mak lemah lemah, ulah tughui gawoh diatas kasukh. api moneh kekhjaan niku,

Jak tuku mit tuku moneh, jak juyu mit hadap, hena gawoh yo gawimu geluk telapah lagi”.

kekhaJJong : “yo beno beno beno”

bebai :”dang beno beno geluk telapah dang mejong mejong didudi gawoh lah niku si lapah mit kebun, nyak ngegulai buat gham buka beno”

kekhaJJong : “yo sebeghai lagi lah”

bebai : “sebeghai mu , setahun , khadulah geluk lapah!!, dang kkena lah bang, khepa gham wat peningkatan ki jak hani mit dihani, jak minggu mit diminggu injuk hinji”

kekhaJJong : “khadulah, beno ki wat khejeki khatong nenggalan”.

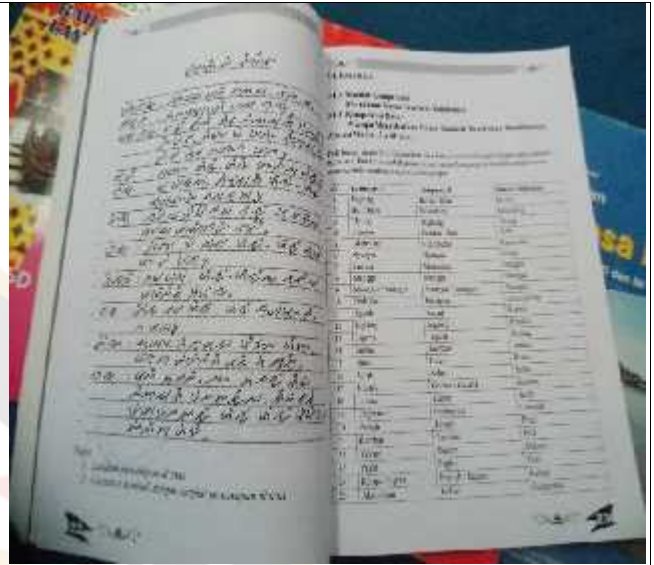
Bebai : “naah khejeki hakhus disepok, geluk kidah ah... geluh bang, ya allah bang khibut enggal hani, mak liom jama bapak bang!”

KekhaJJong : “weh weh weh”

Bebai : “geluk lah bang, lapah ke kebun. Niko yo bang ki wat hulun ngicik tengisko!!”

APPENDIX 4

Regional Library



APPENDIX 5

Lampung Society



APPENDIX 6

Teaching Learning Process



APPENDIX 7

Interview Guidance

PANDUAN WAWANCARA

1. Identitas Responden

Nama :

Jenis kelamin :

Usia :

Alamat Rumah Sewaktu Kecil :

Alamat Rumah Sekarang :

Berapa Lama Tinggal Di Tempat Sekarang? :

Pekerjaan (Sebelum Pensiun) :

Agama :

Suku Asli :

Bahasa Sehari-hari yang digunakan :

Bahasa yang digunakan di tempat kerja :

Bahasa yang digunakan di sekolah :

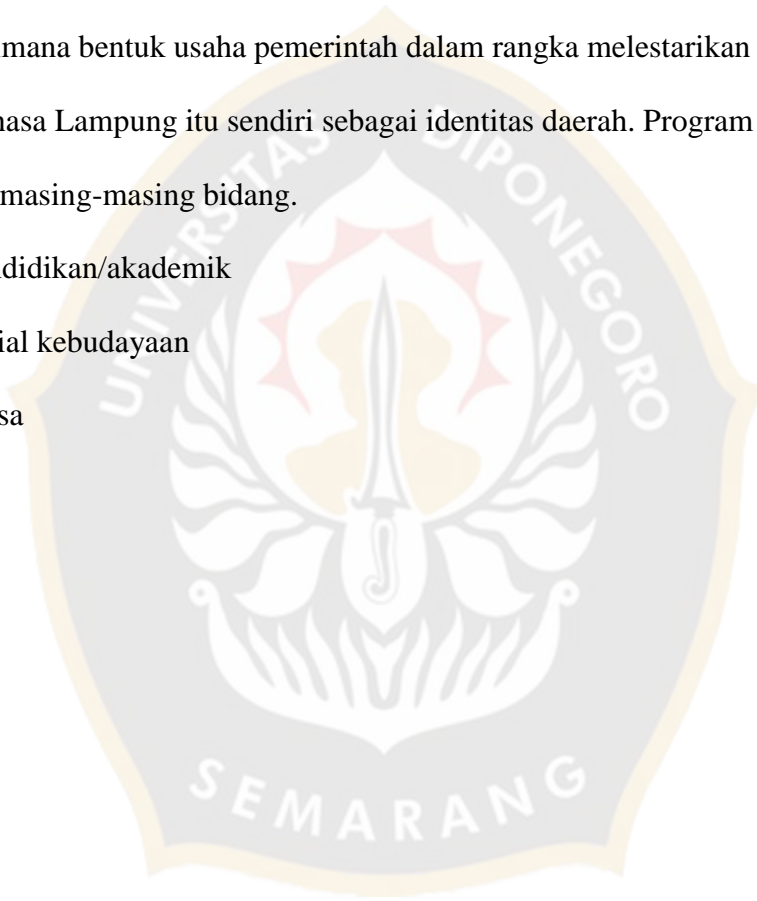
2. Konstruksi penggunaan bahasa Lampung

a. Dimana saja domain / tempat/ situasi bahasa Lampung digunakan?

b. Apakah jarak dan kelas sosial mempengaruhi penggunaan bahasa Lampung?

c. Dialek bahasa Lampung yang masih digunakan?

- d. Bagaimana dengan pengaruh bahasa lain yang terdapat di daerah Lampung?
 - e. Bagaimana pengaruh situasi diglossic/diglossia (bahasa Indonesia)?
 - f. Bagaimana dengan preferensi penggunaan bahasa Lampung?
3. Bagaimana sikap masyarakat Lampung asli terhadap pendatang dahulu dengan sekarang?
Adakah perbedaan yang signifikan?
4. Apa dan bagaimana bentuk usaha pemerintah dalam rangka melestarikan budaya/ warisan khususnya bahasa Lampung itu sendiri sebagai identitas daerah. Program apa saja yang ditawarkan di masing-masing bidang.
- a. Bidang pendidikan/akademik
 - b. Bidang sosial kebudayaan
 - c. Media massa



APPENDIX 8

Questionnaire

Kuesioner Penggunaan Bahasa

Beberapa bahasa digunakan oleh orang di daerah Lampung sangat beragam. Diantaranya bahasa Bali, Jawa, Sunda, Semendo, dan bahasa asli masyarakat Lampung. Berbagai bahasa di Lampung ini memberikan corak tersendiri terhadap situasi kebahasaan dan budaya masyarakat Lampung. Sehingga membentuk masyarakat yang multilingual.

Penelitian ini dilakukan oleh peneliti bahasa dari Universitas Diponegoro Semarang Jawa Tengah. sebagai salah satu tugas dalam usahanya menyelesaikan program studi magister linguistik. Peneliti mengucapkan terimakasih atas kesediaan anda mengisi kuesioner ini sehingga peneliti dapat memahami bagaimana situasi kebahasaan yang terjadi di masyarakat Lampung khususnya daerah Pringsewu.

Mohon mengisi nama samaran (alias) _____ dan sedapat mungkin mengisi seluruh pertanyaan dalam kuesioner ini. Apabila ada informasi tambahan anda dapat mengisi pada kolom khusus di halaman terakhir.

Jika anda telah berkenan mengisi kuesioner ini, berarti anda telah memberikan izin kepada peneliti untuk menggunakan informasi ini untuk tujuan penelitian. Identitas anda dirahasiakan dan kami tidak akan menyalahgunakan informasi yang anda berikan.

Setelah anda mengisi kuesioner ini, silahkan mengembalikan ke pada pihak yang menyebarkan kuesioner ini.

I. Anda **Informasi** **Tentang**
(Mohon tuliskan biodata anda)

Nama (Samaran)	:
Jenis kelamin	:
Usia	:
Alamat Rumah Sewaktu Kecil	:
Alamat Rumah Sekarang	:
Pekerjaan	:
Agama	:
Suku Asli	:

II. Pendidikan Anda

Latar

Belakang

Nama Sekolah		Negeri	Swasta
SD		<input type="checkbox"/>	<input type="checkbox"/>
SMP/MTS		<input type="checkbox"/>	<input type="checkbox"/>
SMA/MA/SMK		<input type="checkbox"/>	<input type="checkbox"/>
Nama Perguruan Tinggi/ Universitas		Negeri	Swasta
S1		<input type="checkbox"/>	<input type="checkbox"/>
S2		<input type="checkbox"/>	<input type="checkbox"/>
S3		<input type="checkbox"/>	<input type="checkbox"/>
Gelar lain		<input type="checkbox"/>	<input type="checkbox"/>

III. Informasi Penggunaan Bahasa Lampung sehari-hari

(Beri tanda centang pada kolom yang sesuai dengan anda)

Pertanyaan	Ya	Tidak
Dapat berbahasa Lampung sejak kecil sampai sekarang	<input type="checkbox"/>	<input type="checkbox"/>
Dapat berbahasa Lampung sejak usia remaja	<input type="checkbox"/>	<input type="checkbox"/>
Dapat berbahasa Lampung sejak di bangku sekolah	<input type="checkbox"/>	<input type="checkbox"/>
Dapat berbahasa Lampung akhir-akhir ini	<input type="checkbox"/>	<input type="checkbox"/>
Tidak bisa berbahasa Lampung	<input type="checkbox"/>	<input type="checkbox"/>
Pertanyaan	Ya	Tidak
Menggunakan bahasa Lampung dirumah dengan keluarga	<input type="checkbox"/>	<input type="checkbox"/>
Menggunakan bahasa Lampung dirumah dengan tetangga	<input type="checkbox"/>	<input type="checkbox"/>
Menggunakan bahasa Lampung dengan teman sejawat	<input type="checkbox"/>	<input type="checkbox"/>
Menggunakan bahasa Lampung kepada teman rekan kerja	<input type="checkbox"/>	<input type="checkbox"/>
Menggunakan bahasa Lampung ditempat kerja/kantor	<input type="checkbox"/>	<input type="checkbox"/>
Menggunakan bahasa Lampung dengan tokoh masyarakat/tetua adat	<input type="checkbox"/>	<input type="checkbox"/>
Menggunakan bahasa Lampung dalam acara adat	<input type="checkbox"/>	<input type="checkbox"/>

IV. Informasi Tentang Bahasa Lampung

(Mohon berkenan menjawab pertanyaan. Jika tidak bisa lewatkan)

Ada berapa dialek dalam bahasa Lampung?	
Apa nama variasi bahasa Lampung yang digunakan sehari-hari?	
Apa nama variasi bahasa Lampung yang digunakan untuk acara resmi?	
Ada berapa jumlah aksara Lampung ?	

Mohon tuliskan aksara lampung (jika tidak bisa lewatkan)

Pertanyaan	Jawaban
Ngawil iwa	
Haga mulang	
Sekam ghuppek	

Mohon terjemahkan ke bahasa Indonesia (jika tidak bisa lewatkan)

Pertanyaan	Jawaban
Sikam kukhuk kelas jak tepui	
puskam khatong bugawi jak tepui	
Tiyan ghuppek tetuho adat	

V. Pola Penggunaan Bahasa lampung

Bahasa apa yang anda gunakan ketika berkomunikasi dengan orang lain sesuai situasi berikut ini.

(Beri tanda centang di kolom yang sesuai dengan anda)

	Lampung	Indonesia	Lainnya
Dengan ibu			
Dengan bapak			
Dengan kakak, adik			
Dengan kakek			
Dengan nenek			
Dengan paman/bibi			
Dengan suami/istri (jika sudah menikah)			
Dengan tetangga			
Jika anda marah			
Jika anda berdoa ditempat ibadah			

Jika anda berdoa dalam hati			
Jika anda bermimpi			
Jika anda kirim pesan/sms ke keluarga			
Jika anda kirim pesan/sms ke teman			
Jika anda kirim pesan/sms ke atasan/ kepala sekolah/ guru			
Dalam jejaring sosial (fb, wa, BBM, dll)			
Di rumah			
Di warung			
Di pasar			
Di bank			
Di kantor pos			
Di sekolah			
Di dalam kendaraan			

Bahasa apa yang lebih anda sukai ketika melakukan aktivitas berikut ini.

(Beri tanda centang di kolom yang sesuai dengan anda)

Aktivitas	Lampung	Indonesia	Lainnya
Membaca novel/ buku cerita/ komik			
Membaca koran			
Membaca majalah			
Mendengar musik (lagu)			
Mendengarkan radio			
Menonton tv			

VI.

Informasi Penguasaan

Bahasa

(Isikan informasi yang sesuai dengan pilihan anda. Mohon tulis pada kolom A,B,C. Lalu beri tanda centang pada kolom yang tersedia. Jika anda hanya mengetahui dan menggunakan dua bahasa saja, bahasa ketiga mohon kosongkan)

	Nama bahasa (A)	Usia pertama belajar (B)	Tempat belajar (rumah, sekolah, dll.) (C)	Tingkat penguasaan bahasa anda pada saat ini					
					Sangat lancar	Lancar	Agak lancar	Sedikit lancar	Tidak bisa
Bahasa Pertama				Mengerti	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				Berbicara	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				Membaca	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				Menulis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					Sangat lancar	Lancar	Agak lancar	Sedikit lancar	Tidak bisa

Bahasa Kedua				Mengerti Berbicara Membaca Menulis	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
					Sangat lancar	Lancar	Agak lancar	Sedikit lancar	Tidak bisa
Bahasa ketiga				Mengerti Berbicara Membaca Menulis	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
					Sangat lancar	Lancar	Agak lancar	Sedikit lancar	Tidak bisa
Bahasa lain				Mengerti Berbicara Membaca Menulis	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Sebutkan bahasa lain yang digunakan di lingkungan anda (meskipun tidak anda kuasai)									

VII. Sikap Terhadap Bahasa Lampung

(Mohon berikan tanda centang pada kolom yang tersedia berdasarkan informasi tentang anda)

	Sangat Setuju	Setuju	Biasa Saja	Kurang Setuju	Tidak Setuju
Menguasai bahasa asli orang tua anda itu penting					
Menguasai bahasa asli daerah anda sangat penting					
Anak-anak penting sekali diajarkan bahasa asli daerah sebagai bahasa pertama					
Bangga menjadi penutur asli bahasa daerah					
Bahasa daerah merupakan bahasa yang bergengsi (harus diutamakan sebagai identitas)					
Bahasa daerah anda adalah bahasa yang gaul /keren					
Menggunakan bahasa daerah anda dapat meningkatkan rasa percaya diri					

Bahasa daerah adalah bahasa yang tertinggal					
Bahasa daerah adalah bahasa yang aneh dan sulit diucapkan					
Menggunakan bahasa daerah membuat anda minder					
Menggunakan bahasa daerah membuat anda terasing dari lingkungan anda					
Orang lain yang tinggal menetap di Lampung wajib mempelajari ahasa asli daerah Lampung					

Kuesioner ini di isi :

Tanggal :

Tempat :

No. kontak :

**VIII. Informasi lain yang ingin anda tambahkan
(termasuk pendapat anda tentang kuesioner ini)**

TERIMA KASIH

APPENDIX 9

Type of Data

Table 3.1 Type of Data

Primary data	
Written Data	Spoken Data
1. Notes of interview 2. The answers of Questionnaires	1. Video of teaching learning process
Secondary Data	
Written Data	Spoken Data
1. Lampung dictionary 2. Teaching material books 3. Lesson plan 4. Grammar book of Lampung 5. History book of Lampung 6. Lampung script (Aksara/Had Lampung)	1. The video of Bubalos pantung 2. Radio recording 4. Short film