

**MUNA LANGUAGE MAINTENANCE AMONG TEENAGE
SPEAKERS IN WATOPUTE, MUNA REGENCY,
SOUTHEAST SULAWESI**



THESIS

**In Partial Fulfilment of the Requirements
for Master Degree in Linguistics**

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**FACULTY OF HUMANITIES
DIPONEGORO UNIVERSITY
SEMARANG
2018**



**PROGRAM STUDI MAGISTER LINGUISTIK
PROGRAM PASCASARJANA UNIVERSITAS DIPONEGORO
SEMARANG**

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SULAWESI**

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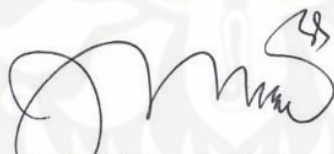
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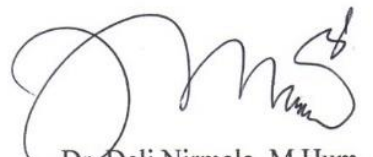
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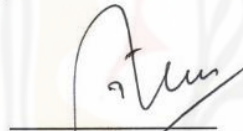


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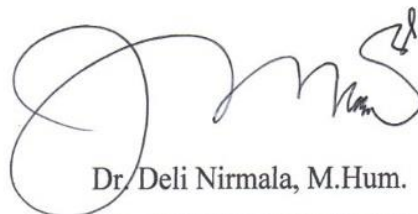


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CERTIFICATION OF ORIGINALITY

I hereby declare that this study is my own and that, to the best of my knowledge and belief, this study contains no material previously published or written by another or material which to a substantial extent has been accepted for the award of any other degree or diploma of a university or other institutes of higher learning, except where due acknowledgement is made in the text of the thesis.

Semarang, September 6th 2018




Wa Ode Nisrawati

MOTTO AND DEDICATION

MOTTO

Go on your path, even if you live for a day

Live life with no worries

(BTS)

These mountains that you are carrying, You were only supposed to climb

(Najwa Zebian)

When you feel defeated, remember that you were brave enough to take risk.

It's one battle that you lost. Many more will come. You will lose sometimes and win sometimes. You are a hero for fighting, whether you win or lose

(Najwa Zebian)

DEDICATION

I dedicate this work to my hometown, Muna especially Watopute sub district. I hope Muna people will give much love to its language and culture.

I also dedicate this thesis to my beloved family; my dear parent, La Haminu, A.Ma.Pd and Wa Ode Hajima, who have been loving and supporting me unconditionally; and also to my sisters and brother for encouraging and motivating me throughout the years of my life to reach this level.

Thank You~

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah *rabbil'alamin*. First and foremost, I would like to express my highest gratitude and thanks to Allah for giving me the opportunity to finish this study.

My special thanks go to the Head of Master Program in Linguistics, Dr. Deli Nirmala, M.Hum, as my supervisor for her guidance, advice and moral support. Without her support, this thesis would have been impossible to complete. Through this opportunity I also want to thank Dr. Agus Subiyanto, M.A., Dr. Nurhayati, M.Hum. and Dr. Suharno, M.Ed., as my thesis examiners for the suggestions and corrections.

Furthermore, I would like to express many thanks to appreciate to:

1. The headmasters, the teachers and the students of SMAN 1 Watopute and SMAN 2 Watopute for letting me to conduct my study there
2. All lecturers of Master Program of Linguistics for sharing their knowledge and experiences to their students
3. My friends in Linguistics, Jaya, Eva, Ardis, Hayu, Seli, Azza, Mba Novi, Mba Yuli, Mba Endah, Laili, and all other best friends, thank you very much for your support and motivation.
4. The other special persons Lestari, Ika, Marwia, Susi, Fikrunnisa, Zulfirah, Wiwik, Mimong, Nita, Esna, and Kim Munny. I love you from the bottom of my heart.

5. My beloved family especially my parents, La Haminu, A.Ma.Pd and Wa Ode Hajima who always keep praying for my success in life.
6. My elder sisters and brothers, Harmawati, S.Pd, Syafaruni, S.Pd, Wa Ode Hamsal, S.Si, and also my sister and brothers in law Damhuri, S.Pd., M.P, Nurmala Risay, SKM, La Ode Muh. Bahrin Jaya, S.Kom, for the caring, endless love, support and pray.
7. My nephews and nieces, Hafizh, Zahrah, Naufal, Hanin and Abyan who succeed to brighten my days.

Finally, I realize that this thesis is still far from being perfect. Therefore, I would be glad to accept ideas and constructive suggestions from the reader.

Semarang, September 6th 2018

Wa Ode Nisrawati

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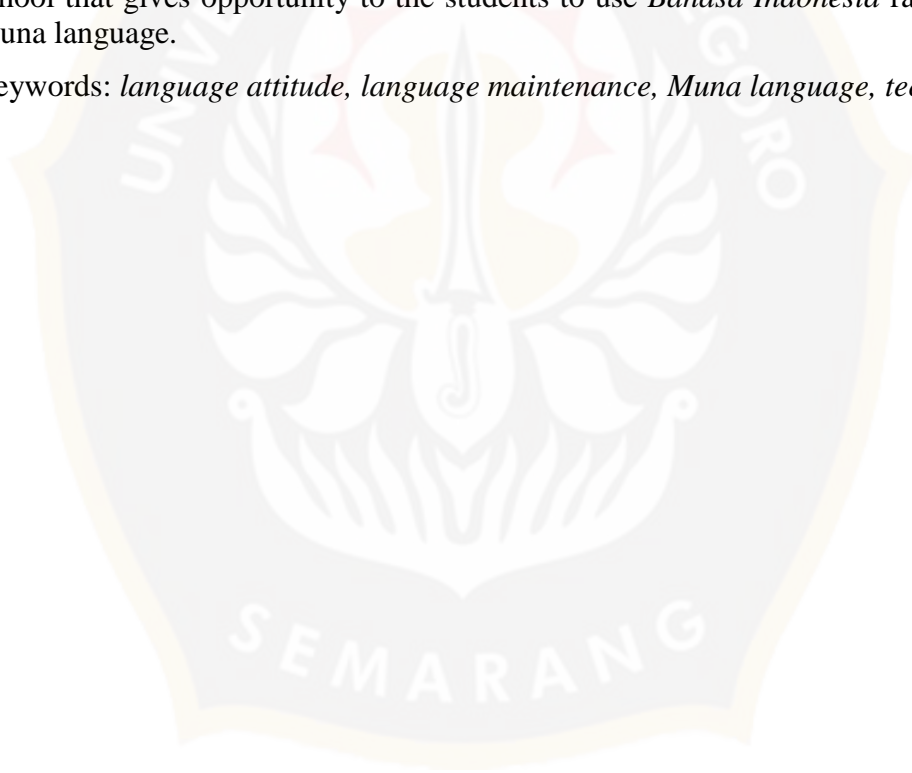
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ABSTRACT

This study was aimed to investigate the language attitude of Muna teenage speakers and its relationship with the language maintenance as well as the factors affecting Muna language maintenance. This is a mixed-method study in which the data were collected by using questionnaire and interview. Seventy-four students of senior high schools in Watopute sub district were selected purposively to be the participants of this study. The data were analyzed by using *chi-square* and interpretation. The result shows that the respondents tend to have positive attitude toward Muna language. However, the results also indicate that there is no correlation between language attitude and language maintenance in this research ($p>0.05$) in which the respondents tend to use *Bahasa Indonesia* in several domains especially in the school and the social media. The factors affecting Muna language maintenance can be formulated as follows: (1) family, in which the parents taught *Bahasa Indonesia* to their children, (2) demographic factors, and (3) the communication pattern in school that gives opportunity to the students to use *Bahasa Indonesia* rather than Muna language.

Keywords: *language attitude, language maintenance, Muna language, teenager*



INTISARI

Penelitian ini bertujuan untuk melihat sikap bahasa remaja suku Muna dan hubungannya dengan pemertahanan Bahasa Muna, serta melihat faktor apa saja yang mempengaruhinya. Penelitian ini menerapkan metode kuantitatif dan kualitatif. Data penelitian dikumpulkan dengan menggunakan kuisioner dan wawancara. Dengan menggunakan teknik *purposive sampling*, peneliti mendapatkan jumlah sampel sebesar 74 siswa dari dua sekolah di Kecamatan Watopute. Data penelitian kemudian dianalisis dengan menggunakan analisis *chi-square* dan interpretasi. Hasil analisis menunjukkan bahwa remaja Kecamatan Watopute cenderung memiliki sikap positif terhadap Bahasa Muna. Namun, Sikap positif ini tidak sejalan dengan penggunaan Bahasa Muna para remaja dimana tidak ditemukan korelasi yang signifikan antara sikap bahasa dan penggunaan bahasa ($p>0.05$). Responden cenderung menggunakan Bahasa Indonesia terutama pada ranah sekolah dan media sosial. Faktor yang mempengaruhi penggunaan bahasa responden adalah sebagai berikut: (1) bahasa yang diajarkan pada responden dalam lingkungan keluarga (2) faktor demografis (3) pola komunikasi di sekolah yang memungkinkan siswa untuk terus menggunakan Bahasa Indonesia dibandingkan BM

Kata kunci: *sikap bahasa, pemertahanan bahasa, BM, remaja*



CHAPTER I

INTRODUCTION

This chapter deals with the background of the study, problem statements, objectives of the study, significance of the study, scope of the study, operational definition of key terms, and writing organization.

1.1. Background of the Study

Language is closely related to social identity. It serves as an attribute that identifies people who belong to a certain group. It also has a function as an identity marker for group membership in order to make them different from the others. The close relationship between language and identity has been asserted by Fishman (1999:14) that people's ethnic identity is usually represented by their language, especially their mother tongue. Considering the importance of language in the society, the writer thinks that it is important to maintain the use of local languages in order to preserve the uniqueness of culture and society.

Indonesia is well known as an archipelagic state that owns many islands with various ethnic groups. Most of those ethnic groups have their own ethnic and local languages. This condition enables people to speak more than one language, for instance, they can speak Indonesia and one local language. It means that Indonesia is a country that offers an opportunity to the society becoming a bilingual or multilingual. However, bilingualism and multilingualism surely make people face a condition of language choice in which they have to choose only one certain language under a given situation. As a result, it leads to the situation in which they have to decide which language they will use in daily life.

According to Holmes (2001), language choice can be affected by certain social factors, such as the person we are talking to, the social context, the topic and also the function of the talk. Besides, the domains of communication also become a determinant in choosing code or language to be used in certain situation. Those domains can be in form of family, friendship, religion, education and employment. Our society, which is generally bilingual, always faces a condition in which people have to choose which language they have to use in a certain domain, whether they use *Bahasa Indonesia* in formal context or local languages in informal context.

Local language is defined in Law No.24 of 2009 Section 1 verse 6 as a language that is used and inherited through generations by Indonesians in Indonesian Republic. Related to the local language existence, Indonesia has 719 languages based on the data in Ethnologue: Language of the world. Incontrovertibly, Indonesia is considered a country that owns many local languages and cultures that need to be protected and maintained. From the data presented in Ethnologue, from the whole existing languages in Indonesia, 707 are living and 12 are extinct. It means that some local languages in Indonesia have experienced language extinction. If the society does not care with their language, the local language that is actively used will also get extinct in the future.

The above facts prove that every language has a possibility to be in endangerment, especially the local languages with few speakers only. Muna language is one of the local languages in Indonesia that is actively used by Muna ethnic. Although it is actively and vigorously used, it does not mean that this language is free from a threat. Based on the same source (Ethnologue), although the

use of Muna language is vigorous, the status shows that this language is threatened. Moreover, there is one interesting fact that is reported by Andersen (2010) in Sailan (2012) who did a survey toward language existence in South East Sulawesi. He reported that the patterns of language usage of Tolaki and Muna language are changing in which the parents mostly use Bahasa Indonesia in their daily conversation to their children. Consequently, it makes the younger generation tend to use Bahasa Indonesia rather than their local language to communicate with each other.

Young generation is one of the determinants of local language maintenance. From the data showed by Sailan (2012), people in Muna in ages of 0-19 do not frequently use Muna language in their daily talk. It can be a threat when young generation does not have a concern for their local language. Young generations in Watopute sub district tend to show the same indication that they do not frequently use Muna language, even if they live in the rural area. Hence, the writer conducted a study about Muna language maintenance in Watopute to investigate how far Muna language is maintained especially among the teenagers by observing their language attitude and language choice, as well as the factors affecting Muna language maintenance among them.

1.2. Problem Statements

This study is aimed at answering the following questions:

1. What is the attitude of teenage speakers toward Muna language?
2. How is Muna language use showed by teenage speakers in Watopute?

3. What are the factors influencing Muna language maintenance among teenage speakers in Watopute?

1.3. Objectives of the Study

Based on the previous formulation of the problems, the objective of the study can be formulated as follows:

1. Describing the language attitude toward Muna language that is shown by teenage speakers
2. Describing the pattern of language choice and use that is shown by teenage speakers
3. Explaining the factors influencing Muna language maintenance among teenage speakers in Watopute

1.4. Significance of the Study

The result of this study hopefully will give significance theoretically and practically. Theoretically, this study is expected to be additional knowledge and insight related to linguistics especially in sociolinguistics and language maintenance. The knowledge and new insight can be a supporting thing for linguists in inspecting or investigating language phenomenon. Besides, the writer hopes that the findings will contribute to enrich the invention in language maintenance research. Practically, it is also expected to help other researchers who want to conduct studies about similar topics. Moreover, it can be helpful in giving information about the condition of Muna language maintenance and as information resource for researchers, especially in Muna language.

1.5. Scope of the Study

This study focuses on Muna language maintenance in Watopute sub district and the factors influencing it. This study is limited to the sample which is used. Therefore, the findings of the study cannot be generalized to all the teenagers in Muna since the writer only took one sub district to be investigated. This study was conducted in Watopute by taking samples at SMAN 1 Watopute and SMAN 2 Watopute during the academic year 2017-2018. The respondents were also limited to the Muna teenage speakers whose age is ranged from 15 to 18 years old (senior high school students).

1.6. Operational Definition of Key Terms

In order to give a clear meaning of the terms used in this study, the writer provides some definitions related to language attitude, language maintenance, language shift, and teenagers.

1. Language attitude

Language attitude is related to people's views about languages including who speak those languages, and also the context and function. It emphasizes on how people judge the speaker of certain languages or their own language. One's language attitude is about how they feel toward language such as feeling of pride, mocking, accepting, or refusing languages.

2. Language maintenance

Language maintenance refers to the continuous use of a language or language variety in the face of competition from a more prestigious or politically more powerful language.

3. Language shift

Language shift refers to the change of language use that involves a change in the distribution of languages in different domains that occur as a result of choices made by individuals in a speech community.

4. Teenagers

Generally, teenager is a person aged from 13 to 19 years old who experience rapid mental and physical development as well as a transition period from childhood to adulthood.

1.7. Organization of the Writing

This thesis consists of five chapters namely introduction, review of related literature, research method, findings and discussion, and conclusion.

The first chapter deals with the introduction of the study that comprises the background that underlying the study, problem statement, objectives, significance of the study, definition of key terms, and organization of the thesis.

The second chapter provides the literature reviews by presenting several related previous studies and underlying theories that were used for the sake of the analysis.

The third chapter deals with the methods implemented in this study. It involves the design of the study, population and sampling, instruments that were used in collecting the data as well as its validity and reliability, process of data collection, and data analysis.

The fourth chapter describes the findings that comprise the result of data analysis by using mixed method: concerned about statistical computation and

qualitative analysis. It also presents the discussion of the findings linked to the previous studies and related theories.

Finally, in the fifth chapter, the writer summarizes the overall result of the study by giving the conclusion and some suggestions.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of two parts. The first part deals with the review of previous studies related to the language maintenance, language attitude and factors affecting language maintenance. The second part presents the theoretical framework related to the topic of the study such as language attitude, language maintenance and shift, language choice, factors affecting language maintenance and the review of age range of the teenagers.

2.1. Previous Studies

There are several studies that are considered by the writer to be related with this study. The writer needs to see these prior studies to find guidance, similarities, and differences in order to discover a novelty for this study. These previous studies come from the previous researchers that concerned about language maintenance and factors influencing it. The writer classifies the previous studies into three groups namely (1) local language maintenance in Indonesia, (2) language maintenance in other countries, and (3) Muna language maintenance. The first study to the fifth study are included into the group 1, the sixth study to the ninth study are included into the group 2, and the tenth study is included into the group 3

The first previous study was conducted by Wilian (2010) that investigated language attitude and stability of bilingualism among Sasak speakers in Lombok in age range of 10-60. The finding shows that the positive attitude becomes the strong determinant of language maintenance. Sasak language can be maintained well

because the people own positive attitude toward Sasak language and they valued it as their cultural heritage and social group marker. This study was mixed method in which the researcher collected the data through questionnaire and interview.

Based on the first related study, the writer can conclude that this study has similarity to the previous study regarding to the method that is used in which both studies applied mixed-method and included attitude as one of the factors to investigate. However, the writer can find difference regarding to the age range of the sample. The previous researcher took people in the age range 10-60 as its samples, meanwhile the writer only focused on teenagers aged 15 to 18 years old. Regarding to the objective of the study, the writer did not only investigate the respondents' language attitude, but also investigated the other variables that might affect language maintenance such as the role of family and the demographic factors.

Katubi (2010) conducted a study about the attitude of Lampung language speakers. The objective of this study was to investigate the respondents' attitudes based on the integrative and instrumental function of the language. The result showed that Lampung people tend to have positive attitude toward their language regarding to the integrative function of the language. However, they tend to have negative attitude toward their local language and have positive attitude toward *Bahasa Indonesia* when it comes to the instrumental function. In accordance with this study, Katubi's study also investigated attitude as a factor of language maintenance. However, his study showed different point of view of language attitude in which he analyzed the language attitude based on integrative and instrumental function.

Candrasari (2014) also conducted a study about the language maintenance of Devaya and Sigulai language. The result revealed that the language maintenance of those two local languages is still in safe category if it was seen from language use in several domains. However, the students' attitude analysis showed that they were less motivated toward their own local language in terms of confidence and comfort in using local language, solidarity, intelligence, backwardness, and loyalty toward language. This related study proved that language attitude cannot always predict the language maintenance. People may own negative attitude toward certain language yet they actively used it.

Sitorus et al (2014) who investigated the maintenance of Pakpak Dairi discovered that the factors affecting Pakpak Dairi maintenance comes from intra linguistics (*code-switching and code mixing*) and extra linguistics factors such as identity, confidence, loyalty, culture pride, migration, environment, amount of the speakers, religion, age, interlocutor, domain, jobs, mixed marriage, and the custom or habit of contacting relatives in the hometown.

The next study is written by Sukma (2017) that investigated the language attitude and the language choice among Betawinese adolescents, as well as their impact on Betawi language. By applying mix-method and focusing on three components of attitude (cognitive, affective, conative), the researcher found that the respondents' attitudes toward Betawi language tend to be not positive and they tend to use *Bahasa Indonesia* in daily communication. The writer also used mixed-method and the tripartite model of attitude as Sukma had done. However, this study

has its novelty in which the writer will investigate the factors contribute to the Muna language maintenance.

Another study comes from Tawalbeh et al (2013) that examined the language maintenance and shift of Hausa language among Saudi Hausa people who live in Mecca city. The data collected were related to respondents' language use in several domains, language proficiency and attitude toward Hausa and Arabic language. By administering questionnaire, conducting observations and interview the researchers found that Saudi Hausa people did not show language maintenance of Hausa and they have limited proficiency toward that language. However, they mostly used Arabic in their communication domains and religious practices. It indicated that there has been a shift among Saudi Hausa people toward Arabic language.

AL.Rahal (2014) carried out a study on the language maintenance among Turkmen in Baghdad. In accordance with that previous study, this study also explored the language attitude and language use of the respondents in several domains. The way of analysis is also the same by implementing the chi square and descriptive analysis. The result showed that although Baghdad has Arabic as the official language, Turkmen of Baghdad have maintained their ethnic language over the years despite the presence of the majority. They used their ethnic language in different domains especially at home with their family members. In addition, they used both languages (their ethnic language and Arabic) in different social domains such as schools, place of work, neighborhood, media and other public places. They

also showed positive attitudes towards both languages, their ethnic language and Arabic.

The above previous study had the same objective with this study in which both studies investigated the language attitude and language use to find out the language situation among the respondents. However, both studies had their differences regarding to their subjects or samples. AL.Rahal's study had subjects covering different ages, gender and educational background, meanwhile this study focus on teenagers who automatically have the same educational background.

The next study comes from Pillai et.al (2014) that concerned about the relationship between family and heritage language maintenance of Malacca Portuguese Creole. The research indicated that family is a crucial factor in determining the language maintenance in which the policy in family plays as factor or determinants of language maintenance. The findings then showed that although Malacca Portuguese Creole (MPC) becomes an ethnic and cultural identity marker for the Portuguese Eurasians, it cannot ensure the transmission of the language in the family domain because the younger members generally respond in English and only the elder members of the family continue to use MPC.

Furthermore, Nguyen and Hamid (2016) also conducted a qualitative study toward Vietnamese students to investigate the relationship between their language attitudes with their identity and language maintenance. This study focused on the three languages: students' L1, Vietnamese, and English. By focusing on integrative and instrumental orientation, the result showed that the students were found to have displayed integrative orientation in valuing their L1, and the instrumental

orientation in valuing Vietnamese and English. The most important finding of this research was a fact that the positive attitudes alone are not sufficient to ensure the maintenance of L1 or identity empowerment. The researcher also gave suggestion that the institutional support is necessary to promote the maintenance of minority language.

In short, the study from Nguyen and Hamid (2016) showed that language attitude cannot always predict the language maintenance. It means that positive language attitude is not always in accordance with language maintenance. People may also show negative attitude toward their own language even though they keep using their language in several domains in daily life.

In Muna language, there is a study about Muna language maintenance done by Zalili Sailan (2014) that had an objective to describe the maintenance of Muna language in Muna regency. By using ethnography method with observation and unstructured interview, the researcher found several findings, as follows; 1) the growth of population in Muna does not support the maintenance of local language since there are so many multi-ethnic migrants come to Muna 2) The society's mobility also widens the use of *Bahasa Indonesia* as a language used in daily conversation in various domains 3) the Muna Language maintenance is supported by people in villages but it is not supported by educated families, multiethnic families, elite groups, and school environments 4) demographically, people aged 0 - 19 are not too active in using Muna language, those aged 20 - 49 do not care about the use of the Muna language, and those aged 50 or more still use the Muna language actively.

By reviewing the above findings, the writer then conducted a study about Muna language maintenance by focusing on Muna teenage speakers and investigate their attitude toward Muna language as their local language. Besides, the writer also investigated the condition of Muna language maintenance and the factors affecting it. This study is considered to have a novelty and different in several ways.

This study is considered to have novelties regarding to its focus, object and the language that was investigated. In relation to its focus, this study emphasized on language attitude and factors affecting language maintenance. As for the language attitude, the writer investigated the three main components of attitude namely cognitive, affective and conative (behavioral). This study also had its novelty related to its object in which the writer took teenage speakers in ages 15-18 as the respondents. The other novelty of this study is the writer did the investigation to Muna language. This thing is considered to be a novelty because there are only a small number of studies have been done related to Muna language maintenance. Among many studies related to language maintenance and language attitude, the writer did not find any study that investigate language attitude toward Muna language and factors affecting Muna language maintenance. In addition, this study also used different way to analyze the data by implementing *chi-square* analysis to investigate the correlation between variables.

2.2. Theoretical Background

2.2.1. Language Attitude

There is a frequently used model of attitude by cognitivist/mentalists called as tripartite model. Here are the three components of attitude (Baker, 1992):

a. *Cognitive (entailing beliefs about the world)*

The cognitive component refers to people's beliefs and thoughts about the attitudinal object, for example, the correctness of different language varieties. Baker (1992) ensured that favorable or positive attitude may be reflected in the belief about indigenous or local language continuity and its importance in culture transmission.

b. *Affective (involving feelings towards an object)*

The affective component refers to how people feel about the attitudinal objects, for instance, whether people approve or disapprove of a certain way of speaking. People may feel love or hate toward certain language, passion, even an anxiety.

c. *Conative/Behavioral (encouraging or promoting certain actions)*

It is also called as a readiness for action. This component refers to people's predispositions to act in certain ways (Liang, 2015).

Among those three components, cognitive and attitude are not always in harmony because it may happen when some people express favorable attitude to certain object but at the same time that people may have negative feelings to the same object (Baker, 1992). That is why these three components cannot be separated since they merge to form a single construct of attitude. The belief about predicting action from attitude or attitude from action is kind of imperfect assumption because attitude is not always consistent across context.

In fact, people have attitude toward languages. They may have the feelings about their own language or the others' languages. This is what we call as language

attitude. Holmes (2001:343) stated that the language attitude reflects the people's views about languages. It includes the feelings toward the people who speak those languages, and also the context and functions with which they are associated. It means that the language attitude is related to people's feeling toward languages, such as feeling of pride, mocking, accepting, or refusing languages.

The discussion of language attitude, according to Saville-Troike (2003:183) focuses on these three components:

1. Language attitude studies examine general attitudes toward language and language skills (e.g. which languages are better than others)
2. It explores stereotyped impressions or people's feeling toward languages and language varieties, their speakers, and their functions
3. It focuses on applied concerns (language use, language choice, and language learning)

In addition, language attitude is also formulated in three points (Garvin and Mathiot, 1972: 371):

1. Language loyalty. It encourages society to maintain their local language. By having this kind of attitude, the group of society will be able to prevent other languages' influence to theirs. The language loyalty commonly manifests itself in attempts to justify and to prove its worth.
2. Language pride. It motivates people to have a feeling of possessing their language and have a belief that their local language is a symbol of identity.

As in the case of language loyalty, the possession to a language may be a source of pride for the speakers.

3. Awareness of the norm. It is related to the language use in which the people tend to use their language in a good and polite way. This is the biggest factor which contribute to the activity of using the language

The above theory is also supported by Lencek (1990). The explanations of those three characteristics of language attitude were elaborated in his work. He stated that language loyalty reflects the desire of an educated speaker as well as that of an entire educated speech community to retain its language and to defend it against foreign encroachment. Furthermore, Lencek considered this component to have an opposite situation namely language antipathy in which the speakers of the language betray their own language and do not have desire to maintain their own language.

In addition, to a certain degree, both attitudes of language loyalty and language antipathy act in folk speech in pre-standard language communities in which they may become and have become a powerful carrier of intellectual and nationalistic or anti-nationalistic sentiments.

In relation with its use in the literature, the three characteristics of language attitude (language loyalty, pride and awareness of the norm) are still broadly used by the researchers. In order to investigate the language attitude, it has been used in plenty of studies. One of the latest studies that discussed these components was Lakawa and Walaretina (2016). They used this theory to formulate the characteristics of positive language attitude of Betawi speakers toward Betawi

language. Furthermore, number of studies also reported to support this concept as the characteristics of language attitude, such as Ramadhani and Irwansyah (2017), and Masruddin (2014).

2.2.2 Language Choice

When people live in a diglossic community, they will encounter a situation of choosing code in communicating with others. This phenomenon is called as language choice. There are three kinds of language choice: those are code switching, code mixing and variation within the same language. Code switching means that the people use one language for certain purpose and then they use another language for other certain purposes. It means that there is no intervention between those languages. The second is code mixing which means that the speaker of language inserts the elements of certain language to another. The third is variation within the same language which means that the speakers choose which variety they have to use in a certain situation (Sumarsono, 2013:201-204).

One of the factors that contribute to the language choice is the context of interaction. By Joshua Fishman (1972), that context of interaction is called domain of language. Furthermore, Fishman (1972) stated that there are five domains of language: family, friendship, religion, education and employment. Those domains have different situation in which each domain has distinctive addressee, setting and topic. For instance, family members are obviously the main addressee in the family domain, the home would be the setting, and the family matters would be the topic. Here are a few descriptions of language domains that show typical addressee, setting and topics:

Table 2.1. Domains of Language Use

Domain	Addressee	Setting	Topic	Variety/code
Family	Parent	Home	Planning a family party	Guarani
Friendship	Friend	Cafe	Funny anecdote	Guarani
Religion	Priest	Church	Choosing the Sunday liturgy	Spanish
Education	Lecturer	University	Solving a Maths problem	Spanish
Administration	Official	Office	Getting an important license	Spanish

(Based on Holmes 2001:22)

On the above table, Holmes (2001) provided an example of language use domains in Paraguay. Generally, people in Paraguay use two languages, Spanish as the language of coloniser and Guarani as the language of American Indigenous. Many Paraguayans who live in rural speak Guarani and most of them are monolingual, but those who live in urban area are usually bilingual. They use Spanish in education, religion and work life but turn to use Guarani in gossiping or making joke with friends.

In addition, Holmes also described the other social factors affecting language choice in community. Those are:

1. Social distance

It is relevant when both participants share more than one variety. It is about familiarity, how well the participants know each other whether they are friends, brothers or strangers.

2. Status relationship

The status relationship between participants may be relevant in selecting appropriate code. There is a condition in which a high-status official will be addressed to the standard language in many contexts. Besides, the social role of people may contribute in drawing the status differences between them. Hence, people use language and act based on the social role they have. The same person could speak in different code depending on the role he takes at that time. The examples of the social roles that may affect people in selecting code are the relationship between doctor-patient, teacher-students, and official-citizen.

3. Formality

It is also called as setting or type of interaction. The code used in formal situation will be different from the code used in informal situation

4. Function

The function is related to the goal or purpose of interaction. People may use different code or language to attain the objective of their talk. For example, when a man applies for an office job, he uses the standard language on the application form. But, when he abuses his younger brother, he uses the other language in which the word 'insult' is most extensive.

Clearly, the social factors affecting code or language choice is actually not only limited to the above social factors. Every research may include more specific social factors and a range of social dimensions may need to be considered too. The other thing affecting people's choice of language is attitude as has been stated by Baker (2001) that an individual's attitude and preference will influence their choice

of code. This reflects a condition in which the young generation may reject using minority language because they are in favor with majority language due to its higher status and fashionable image. It may cause the native or minority language to be under threat since some people choose to speak fashionable language rather than their own native language. This condition is in accordance with what Wardaugh & Fuller (2015) said that speakers' choice of code or language also reflect how they want others to view them.

2.2.3 Language Maintenance and Shift

Language maintenance and shift have become a research topic within linguistics for approximately half a century. Fishman (1964) noted that the study of language maintenance and language shift is concerned with the relationship between change and stability in habitual language use. Therefore, investigating language maintenance is often done through the identification of domains and situations in which the language is no longer used or is gradually replaced by another language.

Language maintenance can be described as a situation in which the speakers of language own positive attitude and keep using their language continuously (Pauwels, 2004:719). Benrabah (2007) also asserts that language maintenance deals with the stability in language use in the face of competition from a more prestigious or politically more powerful language. When a language can hold out from a pressure of the dominant language or in other words are in stable condition in a diglossic situation, it can be said that a language is maintained (Batibo, 2005:102).

In addition, language maintenance means that the people strengthen the existence of language when it is in contact with other language(s) (Fishman, 1964:32). The contact between languages cannot be avoided when people are in the bilingual or multilingual society. Bilingual and multilingual society enables us to meet people from different cultures and languages. The condition of Indonesia as multilingual society automatically gives an impact toward the maintenance of local languages. People meet and communicate with different people and culture over times. It certainly affects the pattern of their language usage.

Particularly, bilingual or multilingual societies could trigger a common phenomenon that is called as process of language shift in which a group progressively abandons its language of origin, at the same time adopting the language that is socially or economically more dominant (Jagodic, 2011). In such situation, the members of a group start using the more prestigious language in a series of progressively higher number of domains and communicative situations.

In relation with the language maintenance, here are three main components of theoretical conceptualization of language maintenance and shift as declared by Fishman (1972):

1. Language maintenance is a function of intactness of group membership or group loyalty, particularly nationalism
2. Urban dwellers are more inclined to shift. Rural dwellers who are more conservative and isolated are less inclined
3. The most prestigious language displaces the less prestigious language

The first point emphasizes on the phenomenon in which the society maintain the language due to their loyalty to the society and nationalism. The second point emphasizes on the difference between language maintenance and language shift in urban and rural inhabitant. It means that the people in urban tend to susceptible to the shift since they are located in multilingual society. Conversely, the people in the rural area tend to be conservative to their language

2.2.4. Factors Contributing to Language Maintenance and Shift

The factors of language maintenance and shift are concerned to be in a form of family, demographic factor, and attitudes toward language. The first thing which is considered to be the factor of language maintenance and shift is family. It is argued to be a primary environment for acquiring native language and passing it over generations. Besides, the nativity status of family can give benefit to the language maintenance since the parents have an opportunity to talk to their children using their native language. Stevens (1985) in his work stated that the parents' nativity and their family policy to pass the mother-tongue to their children is an important determinant of the children's language acquisition.

Demographic factors are also considered to be relevant in determining either the language maintenance or the language shift. Giles et.al in Hudyma (2012) summarized that the demographic factors to be in a form of statistical information about the group, i.e. its concentration, proportion, size, rates of immigration and emigration, intermarriages, birth rates, etc. In relation with the group concentration, Holmes (2001) reported that the resistance to language shift tends to last longer in

rural than in urban areas since rural groups tend to be isolated from the centers of political power for longer. It means that when a group is concentrated in one place that geographically apart from the other communities, the language is supposed to be maintained longer. Besides, the group proportion and size deals with the number of populations in the group that will determine the maintenance of language. Holmes (2001) stated that in order to maintain a language, someone must have people he can use it with on a regular basis. This factor can also be called as group factor in which the language can be more maintained in a larger group rather than in a small group. In addition, intermarriage is considered to be included in demographic factor to language maintenance. Intermarriage between groups is reported can accelerate the process of language shift because one language will tend to predominate in the home.

The next factor that contributes to the language maintenance and shift is the attitude toward language. Holmes (2001) stated that when people have positive attitude toward their ethnic/local language, or the language is seen as an important symbol of ethnicity, that language is generally maintained longer. It is because of the positive attitude may support efforts to use the language in a variety of domains and helps people resist the pressure from other groups to switch their language. Furthermore, the attitude toward language may be affected by the status of language. The prestige that the language has can contribute to the positive attitudes of people toward that language. Holmes (2001:61) gives an example that maintaining French in Canada and the United States is easier because French is a language with international status. But in some cases, the high status of certain

language could not offset the attitude of people toward the local language if the people own pride in their ethnicity identity and their language.

In addition, there are several other factors contributing to the language maintenance and shift. Borbely (2002) summarized those factors into several classifications. The first factor is *the community and origin of contact situation* that means that the indigenous group contributes to their language maintenance. The second factor is *the size of community*, means that the smaller the number of native speakers in a given group, the larger the degree of language maintenance decrease and vice versa. The third factor is *dispersion versus concentration*, means that when a same group concentrate in one place, their language can be more preserved. The fourth is *social, economic and political changes*. As the result of social, economic and political changes, an additional fact should be considered: the loosening of the isolation of communities, the alteration of marital costumes, as well as changes in socioeconomic status. The fifth factor is *the choice of marital partners*, means that ethnic intermarriage may threat the maintenance of certain language due to the mixing of the different culture and language. The sixth factor is *socioeconomic status of the families*. The last factor is *social institutes* such as school education, media, and cultural organization.

Based on the theories and previous studies explained above, the writer can summarize that the language attitude is considered to be a strong determinant in language maintenance. However, in several studies, the researchers reported that it cannot always predict and is in accordance with the language maintenance. Finally,

the writer considers the above factors to be investigated in this study in relation with the factors contribute to language maintenance and shift.

2.2.5. Teenagers/Adolescents

The sample of this study are the teenagers in Watopute sub district. The term of teenager is more common to be used than adolescents. Based on the dictionary, the term of teenager literally refers to a person aged from thirteen to nineteen. Meanwhile, adolescent refers to the scientific term of a period of person's development before becoming an adult. It means that the term of teenage is narrower than adolescent. So, the teenagers are adolescents, but the adolescent cannot always be a teenager. In other words, the difference between teenager and adolescent is that teenager is a less broad term. Adolescence can start as early as 8, and can end as late as 26. It describes a process of person's changes from a child to adult. Besides, due to the terms of formality, adolescent is more scientific than teenager, that is why, in reviewing the related theories the writer decided to use the term adolescent.

Before selecting the samples to be the respondents for this study, the writer firstly reviewed the age range of teenagers and adolescents. Based on the statement proposed by UNICEF and WHO, adolescence age is ranged from 10-19 years old. World Health Organization (2012) defines adolescence is a key phase of human development in which the person experiences the rapid biological and psychosocial changes. UNICE and WHO also divides adolescence into two phases, early adolescence and late adolescence. Based on UNICEF (2011:6), early adolescence

refers to the period when a person encounters the age of 10-14. At this stage, a person experiences the profound internal changes. Recent neuroscientific research indicates that in these early adolescent years the brain undergoes a spectacular burst of electrical and physiological development. The number of brain cells can almost double in the course of a year, while neural networks are radically reorganized, with a consequent impact on emotional, physical and mental ability. Meanwhile, late adolescents might be broadly considered to stretch between the ages of 15 and 19. At this phase the brain of a person continues to develop and reorganize itself, and the capacity for analytical and reflective thought is greatly enhanced. Peer-group opinions still tend to be important at the outset, but their hold diminishes as adolescents gain more clarity and confidence in their own identity and opinions.

In addition, in Indonesia, BKKBN and BPS posit that the adolescent is a person in the age range of 15-24 and unmarried. These various definitions show that there is no universal agreement related to the age range of adolescent. However, there is a fundamental concern related to the adolescence phase that this period is associated to the transition phase from child to adult. By seeing this various age range of adolescence, the writer then decided to take the WHO's point of view in which the adolescence starts from 10 to 19 and the writer took late adolescence (15-19) to be the participants of this research. The writer took this range of age with a consideration that at the age of 15, the teenager's ability to think logically develops and continues until he/she encounter early adult phase (Steinberg, 2007). Psychologically, when persons are at the age of 15, it means that they have been encountered a consolidation phase to be more mature which is proved with their

better emotional and intellectual development than those who are under 15. Hence, the writer then decided to minimize the age range becomes 15-18 with the consideration that this range is appropriate with the age range of senior high school students that will be chosen as the respondents of this study.



CHAPTER III

RESEARCH METHOD

This chapter deals with a description of the methodology and the procedures used in this study. In this chapter, the writer describes the population and the sample of the study. It also describes the instruments, their validity & reliability. Furthermore, the writer lists the procedures that she has followed in conducting the study.

3.1. Design of the Study

This is a descriptive study which implemented both quantitative and qualitative design. In quantitative part, the writer conducted a descriptive quantitative study by implementing the questionnaire in obtaining the data of language attitude and language use of the respondents, whereas the qualitative part is done by conducting the interview to the respondents after carrying out the quantitative research.

3.2. Population and Sample

The population consisted of teenagers in Watopute. The reason from choosing Watopute as the location to conduct this study is because this area is actually considered to be a rural one. Based on the result of Sailan (2014) who previously conducted a study about Muna language maintenance, people in rural area were reported to preserve their local language rather than those who were in urban area. The writer then decided to examine that statement because based on what the writer found in the observation, people in Watopute especially teenagers

and children tend to be more active in using *Bahasa Indonesia* rather than their local language.

A sample of 74 respondents that represented 8 villages were selected purposively from two senior high schools, SMAN 1 Watopute and SMAN 2 Watopute. The writer took those two schools to be the population because there was no data available related to the fixed number of teenagers in ages of 15 to 18. Considering the needs of answering the research problems, the writer employed purposive sampling to select teenagers who come from pure Muna families in order to know their Muna language maintenance and attitude toward their own local language.

3.3. Instrument

This study used questionnaire and unstructured interview to obtain the data from the respondents. That questionnaire was administered to investigate the respondents' attitude toward Muna language and their language choice in several domains, as well as the factors affecting Muna language maintenance. An interview was also held to seek more about factors affecting that language maintenance. The questionnaire was divided in four parts: the first part asking about demographic data of respondents, the second part is concerning to the respondents' language attitude, the third part asking about their language choice, and the fourth part asking about the additional information related to Muna language maintenance. The additional interview (unstructured interviews) also will be conducted to investigate and give more data related to the factors of Muna language maintenance.

The questionnaire items were developed to elicit information from the Muna teenage speakers related to their language attitude and Muna language use. The questionnaire of language attitude was arranged by considering the theory of tripartite of attitude components (cognitive, affective and conative). The first part that represented cognitive component included 7 items (item 1 to 7). The second part that represented affective component consists of 11 items (item 8 to 19). Lastly, the third part that corresponded to conative component consists of 9 items (item 20 to 27).

This instrument used Likert scale developed by Likert which is used to allow the respondents to express how much they agree or disagree with a particular statement (McLeod, 2008). Each item of the instrument that measure attitude has five-point Likert scale ranging from “strongly agree” (5 point), “agree” (4 point), “neutral” (3 point), “disagree” (2 point) to “strongly disagree” (1 point). In addition, there are two statements in this questionnaire (positive and negative). Positive statements scored from 5 to 1. Otherwise, for the negative statements, the points were counted reversely (from 1 to 5).

The other section of the questionnaire was about Muna language use performed by the respondents in several domains. This section contained four domains of language use in different places with different people starting from home, school, neighborhood and social networking sites domain. The family/home domain included six items which dealt with different family members, such as father, mother, sisters, brothers and grandparents. The school domain included five items which covers the respondents’ interaction with headmaster, teachers, staffs,

and canteen keeper. Meanwhile, three items focused on Muna language use in neighborhood domain such as Muna language use when talking to fellows, older and younger members of society. Furthermore, five items covered respondents' Muna language use in social networking sites domain such as when sending a post, commenting and chatting. The respondents were asked to choose the suitable answer from the following options:

- Only *Bahasa Indonesia*
- Mostly *Bahasa Indonesia*
- *Bahasa Indonesia* and Muna language
- Mostly Muna language
- Only Muna language

3.4. Validity and Reliability of the Questionnaire

A pilot survey was conducted to check the feasibility of the instrument. The writer piloted the instruments to 30 students before distributing it to the real samples. The purpose of this pilot survey is to know the instrument's validity and reliability and make sure that the instrument can be used in this study. A commonly accepted range of the Cronbach's α value for scale items is shown in Table 3.3 (George and Mallery, 2003; Kline, 1999 in Shi et al,2013).

Table 3.1. Rule of thumb for describing internal consistency using Cronbach's α

Cronbach's alpha	Internal consistency
$\alpha \geq 0.9$	Excellent (High-Stakes testing)

$0.7 \leq \alpha < 0.9$	Good (Low-Stakes testing)
$0.6 \leq \alpha < 0.7$	Acceptable
$0.5 \leq \alpha < 0.6$	Poor
$\alpha < 0.5$	Unacceptable

In this study, a reliability index of 0.903 was obtained (Cronbach Alpha). This is suggested as an acceptable figure for the research instrument. The reliability test of the instrument can be seen in the table below.

Table 3.2. The reliability statistics of the Instrument

Reliability Statistics	
Cronbach's Alpha	N of Items
.903	31

As presented on the above table, the Cronbach's α value is higher than 0.9 ($\alpha \geq 0.9$), indicating an "excellent" level of reliability of the instrument. It means that the questionnaire (instrument) can be used in this present study. Regarding to the validity test of the instrument, four items in language attitude questionnaires were found to be invalid and therefore were excluded (*see appendix 2*)

Besides using questionnaire as the instrument, the writer also used informal and unstructured interview which is considered as one of the important ways in gathering additional and reliable information that the questionnaire may not present and give the writer an opportunity to ask more questions to the respondents. The

writer conducted interview some respondents. The questions covered the respondents' language use and their view and hopes related to their local language.

3.5. Data Collection

In relation to the process of data collection, the data were obtained through several steps:

- Determining the size of population by calculating the number of Muna students from the two schools (SMAN 1 Watopute and SMAN 2 Watopute). There were 493 students attended those two schools.
- Determining the number of samples by taking 15% of the whole population
- Conducting the pilot study to the 30 students who were not involved as samples for this study
- Distributing the questionnaire about language attitude and language choice. This study involved 44 students from SMAN 1 Watopute on February 9th 2018. Furthermore, 30 students from SMAN 2 Watopute also took part in filling the questionnaire on February 15th 2018.
- Conducting the unstructured interview to the just part of total of the respondents related to the additional information about their Muna language use. There were 20 students randomly participated in this interview. The writer only interviewed just part of the total of the respondents due to the limited time and condition. The writer also considered the interview would disturb the learning process since it took much time even just to interview one student.

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3.6. Data Analysis

The data were analyzed by using quantitative and qualitative way. In order to find out the answer of the first research questions, the writer provides statistical analysis for quantitative data that were obtained through questionnaire. The score of each statement is one to five. After counted them all, the writer then categorized it into four levels of language attitude: “extremely positive”, “positive”, “negative”, and “extremely negative”. The writer used descriptive statistics analysis in SPSS to see the mean scores of language attitude and the percentage of students’ attitude level toward Muna language.

As for the second research question, the writer also implemented statistical analysis of respondents’ language choice and use by using descriptive analysis to obtain the mean scores and the percentage. Meanwhile, for the third research question, the writer implemented an analysis of correlation between variables just to know the variables that affected the respondents’ language use. The writer used SPSS and implemented *chi-square* analysis to get the answers of third research question.

At last, the researcher also carried out a qualitative analysis and conducted deep investigation to the data obtained from interview related to Muna language use and the factors contributing to language maintenance. The result of interpretation then helped the writer in providing the discussions of the result.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter deals with the findings of the study and their discussion. The findings present the description of the data collected. The further explanations and interpretation are given in the discussion section.

4.1. FINDINGS

4.1.1. The Demographic Profiles of Respondents

A total of seventy-four Muna teenage speakers in Watopute were participated in this study. The demographic information about their general background included data of gender, age, residency/living place, and the length of staying in Watopute. Their demographic characteristics are shown in the following table.

Table 4.1. Demographic Profile of Respondents

Gender	Total Respondents	Percentage
Male	23	31%
Female	51	69%

Age (years old)	Total Respondents	Percentage
15	8	11%
16	30	41%
17	24	32%
18	12	16%

School	Total Respondents	Percentage
SMAN 1 Watopute	44	59%
SMAN 2 Watopute	30	41%

Domicile	Total Respondents	Percentage
Labaha	4	5%
Watuputih/Wali	16	22%
Bangkali	9	12%

Bhankali Barat	3	4%
Dana	18	24%
Lakapodo	9	12%
Wakadia	12	16%
Matarawa	3	4%
Length of staying in Watopute	Total Respondents	Percentage
From the time they were born	68	92%
(Not) from the time they were born	6	8%
± 1 year	1	
± 5 years	3	
± 10 years	1	
± 15 years	1	

On the above table, the writer provides demographic profiles of the respondents. Respondents were categorized based on their gender (male and female), age (15 to 18 years old), living place (included 8 villages) and by the length of staying in Watopute sub district. As shown in Table 4.1 the number of female respondents is higher than male respondents, 69% were female while 31% were male. There are 8 respondents aged 15, 30 respondents aged 16, 24 respondents aged 17 and 12 respondents aged 18. The respondents come from 8 villages in Watopute sub district as the representation for each village despite the distribution is not the same. Fifty nine percent of the respondents came from SMAN 1 Watopute and 49% were from SMAN 2 Watopute. The writer presents the above table only to give the general description about respondents' profile that may be necessary for this study.

4.1.2. Teenagers' Attitude toward Muna Language

In this part, the writer shows the findings related to the first research question about the language attitude that is performed by Muna teenage speakers in

Watopute. The result of teenagers' language attitude was obtained through questionnaire that comprised three parts (cognitive, affective and conative). The respondents were asked to respond to twenty-seven statements about their attitudes towards Muna language. Each statement was given five options to answer: *Strongly agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Disagree*. Since the language attitude consists of three components, the table below presents the result of descriptive statistics analysis of those three components.

Table 4.2. Descriptive Statistics of Language Attitude

Components of Attitude	Respondents' score on Language Attitude		
	n	Min-Max	Mean
Cognitive	518	1-5	4.52
Affective	888	1-5	3.79
Conative	592	1-5	3.78

Extremely positive: 4.01 – 5.00

Positive: 3,01 – 4.00

Negative: 2,01 – 3.00

Extremely negative: 1,00-2,00

As we can see on the above table, the mean score of cognitive is 4.52, followed by affective and conative, 3.79 and 3.78 respectively. The minimum score for all components is 1 and the maximum score is 5. Among the three components, cognitive obtains the highest mean score (4.52) and can be categorized as extremely positive. The other components (affective and conative) are at positive level based on their mean scores.

This finding indicates that the respondents have positive attitude toward Muna language language in terms of cognitive component. Even though the scores

are a bit different, affective and behavioral attitude (conative) also shows a good result (positive). This finding is also supported by the result of interview to the respondents. They revealed that Muna language is a pride that has to be maintained because that language is an identity symbol for Muna people. They also shared their thoughts that the teenagers need to take part in maintaining local language by using it in their daily life.

Actually, there are four levels of language attitude to be investigated in this study, namely extremely positive, positive, negative and extremely negative. Since there are only two levels of language attitude found in this study, the writer then presents the frequencies or the number of respondents on each level (extremely positive and positive) as summarized in the following table.

Table 4.3. The Categories of Language Attitude

Categories of language attitude	n	%
Positive	41	55.4
Extremely positive	33	44.6
Total	74	100

Based on the above table, there are only two categories of language attitude found in this study. Those are positive and extremely positive with the percentage 55.4% and 44.6% respectively. Forty-one respondents are found to have positive attitude and thirty-three are found to have positive attitude toward Muna language. This finding shows that Muna teenage speakers in Watopute tend to have positive attitude toward their own local language. These positive attitudes then will be

correlated with the use of Muna language in several domains in the next analysis (table 4.15).

In order to give additional information, the writer also provides the items of each component that obtain highest and least score based on the result of data analysis. The explanation begins with the items that obtain highest and least mean score in cognitive component, followed by affective and behavioral component respectively. The results are presented as follows.

Table 4.4. The Item that Obtain Highest Mean Score in Cognitive Component

Statement	SA	A	N	D	SD
<i>Bahasa Muna merupakan salah satu kebanggaan yang dimiliki oleh masyarakat Muna (1)</i> (4.8)	86%	14%	0%	0%	0%

The above statement is the item number 1 that asked about position of Muna language as pride for its speakers. This item owns the highest mean score among the other items. The above table shows that 86% of the respondents gave respond *strongly agree* to this statement, 14% of them gave respond *agree*, and there was no respondent who chose *neutral*, *disagree* and *strongly disagree*. This result indicates that Muna teenage speakers in Watopute feel proud of having Muna language as their identity and cultural inheritance.

The following statement also provides the item that obtained least mean score in the cognitive component.

Table 4.5. The Item that Obtain Least Mean Score in Cognitive Component

Statement	SA	A	N	D	SD
<i>Bahasa Muna memiliki fungsi sebagai media komunikasi dalam keluarga maupun masyarakat (5)</i> (4.1)	31%	53%	11%	1%	0%

The above table shows us the percentage of respondents' answers to the item number 5 related to the function of Muna language as a media of communication in family and society. The result shows that 31% of the respondents said *strongly agree* to this statement, 53% of them said *agree*, 11% chose *neither agree nor disagree* and only 1% of them chose *disagree*. Although there were some students chose to be neutral and even disagree with that statement, but most of them agree about the importance of Muna language as a media for Muna people to communicate to each other. Besides, although it is the item that has the least mean score in cognitive component, but its score is still high enough and can be categorized as positive attitude (4.1). Based on this result, it is clear that most of respondents approved the existence of their local language as a language that people have to use in communication.

Regarding to affective component, the writer also provides an analysis of items that obtain the highest and least mean score on it.

Table 4.6. The Item that Obtain Highest Mean Score in Affective Component

Statement	SA	A	N	D	SD
<i>Saya bangga memiliki Bahasa Muna sebagai warisan budaya masyarakat Muna (11)</i> (4.7)	77%	20%	3%	0%	0%

The item that is showed on the above table is the item number 11 that obtained highest mean score among the affective component and all components as well. It owns the highest mean score 4.7. The above table shows the percentage of the respondents' choice to this statement. There are only three kinds of respondents' answers. Most of respondents strongly agree to this statement in which they feel proud of having Muna language as cultural heritage (77%). Twenty percent of respondents agree with this, and only 3% of them who chose *neither agree nor disagree*. Besides, there is no respondent that disagree with that. It indicates that most of respondents possess pride toward their own local language.

Furthermore, in the following table, the writer provides the percentage of respondents' answers for the item that obtained least mean score in affective component.

Table 4.7. The Item that Obtain Least Mean Score in Affective Component

Statement	SA	A	N	D	SD
<i>Saya merasa baik-baik saja /tidak masalah ketika remaja seusiaku tidak bisa berbahasa Muna (15)</i> (2.9)	4%	19%	59%	15%	3%
<i>Berbicara bahasa Muna menunjukkan bahwa saya orang yang berasal dari kampung (19)</i> (2.6)	18%	31%	26%	22%	4%

The above table shows the items that obtained least mean score among the affective component. The first statement is the item number 15 which is related to the respondents' feeling if the teenagers or their friends cannot speak Muna language. The respondents gave various answers but most of them try to be neutral by choosing *neither agree nor disagree*. However, if we try to compare the respondents' choices between agree and disagree, we can see that most of the respondents' answers were on *disagree* side. We can see that 19% of the respondents agreed to the statement which means that they did not care about whether the teenagers like them speak Muna or not, and 4% of them strongly agree with that. Based on this result, we can say that the respondents may feel proud and approve the existence local language as their identity but they do not too care toward its maintenance even if the teenagers do not speak Muna language. That is why they need more reinforcement and comprehension to make them realize that they need to care about their local language if they want Muna language to be preserved.

Furthermore, the second item on the above table is related to the feeling of respondents when they have to speak Muna language in their communication. The item states “*Speaking Muna language makes me like a villager*”. The respondents also gave various answers to this statement and most of them agree with that. The table shows us the percentage of respondents’ choices in each column. Eighteen percent of the respondents strongly agree with the statement, 31% of them chose agree, 26% of them chose neither agree nor disagree, 22% of them disagree with that, and only 4% of the respondents who strongly disagree with that. If we look at the comparison between the respondents who agree and disagree, we can find that most of the respondents agree with the statement in which they feel like a villager when they have to talk by using Muna language. Based on this result, we can say that most of them view Muna language as a language that can only be spoken by people in the village.

For the following explanation, the writer also provides the analysis of the items that obtain highest and least mean score in conative component. The item number 26 and 21 come as the items obtained the highest and least mean scores respectively. The writer then provides the percentage of respondents’ answers for each item.

Table 4.8. The Item that Obtain Highest Mean Score in Conative Component

Statement	SA	A	N	D	SD
<i>Saya berencana untuk terus melestarikan Bahasa Muna dengan mengajarkannya pada anak cucu saya nantinya (26)</i> (4.41)	58%	32%	10%	0%	0%

The above table shows the percentage of respondents' answers toward the item number 26 that obtain the highest mean score in conative component. This item is related to the respondents' will in preserving Muna language maintenance by delivering it to the next generations. Most of the respondents chose "strongly agree" to respond to this statement. Fifty eight percent of the respondents strongly agree with that statement, 32% of them agree with the statement, 10% of them chose "neither agree nor disagree", and none of the respondents chose "disagree" and "strongly disagree". This result indicates that the respondents actually have desire to preserve Muna language but the current condition make them tend to lean on the use *Bahasa Indonesia*.

The following explanation is about the item that obtained least mean score in conative component.

Table 4.9. The Item that Obtain Least Mean Score in Conative Component

Statement	SA	A	N	D	SD
<i>Saya enggan/menghindari menggunakan Bahasa Muna jika ada orang asing atau orang yang tak dikenal (21)</i> (3.1)	6%	26%	36%	20%	12%

The above table displays the percentage of respondents' answers toward the item number 21 that is related to the respondents' tendency in using Muna language in front of the strangers. The result of analysis shows that the respondents gave various answers to that statement in which 36% of them chose "neither agree nor disagree", 32% of the respondents agree to avoid using Muna language in front of the strangers, and 32% of them disagree with the statement. The comparison between respondents' answers that agree and disagree is side to side in which the number of respondents who agree to this statement is the same with the number of respondents who disagree to this statement.

4.1.3. The Pattern of Language Choice and Use that is Showed by the Teenagers

The domains of language use consist of nineteen items covering a number of areas of use namely: family/home, school, neighborhood and social networking sites. The respondents were asked to choose the suitable answer from the following options:



Their patterns of language choice in several domains are presented in this following table.

Table 4.10 Descriptive Statistics of the patterns of language choice and use in several domains

	N	Minimum	Maximum	Mean	Std. Deviation
Family	444	1.00	5.00	3.2297	1.23582
School	370	1.00	5.00	2.3432	1.06102
Neighborhood	222	1.00	5.00	3.0360	.95537
Social Media	370	1.00	4.00	2.2919	.91432
Valid N (listwise)	222				

The above table displays the descriptive statistics of the patterns of language use by the teenagers. This result shows that family and neighborhood domain have mean score 3.22 and 3.03 respectively which means that the respondents used both *Bahasa Indonesia* and Muna language in those domains. On the other hand, school and social media domain showed mean score 2.34 and 2.29 respectively which means that the respondents mostly used *Bahasa Indonesia* when they were in the school and social networking sites domain. The minimum score for all domains is 1 which means that there are some respondents who only use *Bahasa Indonesia* in their communication. There are three domains that shows maximum score 5. Those are family/home, school and neighborhood. It indicates that in those three domains, there are also some respondents who only used Muna language in their communication. Meanwhile, social networking sites domain shows maximum score

4 which means that there is no respondent who only use Muna language in social media since the highest score is on the category “mostly use Muna language”. For more detail, the writer then presents more results in form of the percentage of Muna language use based on the statistics computation.

Table 4.11. The percentage of Muna language use in Family domain

Family Members	N	The Percentage of Muna Language Use				
		Only Muna (%)	Mostly Muna (%)	Muna and BI (%)	Mostly BI (%)	Only BI (%)
Father	74	19 (n=14)	24 (n=18)	19 (n=14)	32 (n=24)	5 (n=4)
Mother	74	18 (n=13)	27 (n=20)	20 (n=15)	31 (n=23)	4 (n=3)
Older brothers/sisters	74	5 (n=4)	24 (n=18)	31 (n=23)	31 (n=23)	8 (n=6)
Younger brothers/sisters	74	3 (n=2)	15 (n=11)	28 (n=21)	39 (n=29)	15 (n=11)
Grandfather	74	34 (n=25)	30 (n=23)	18 (n=13)	12 (n=9)	7 (n=5)
Grandmother	74	35 (n=26)	31 (n=23)	20 (n=15)	8 (n=6)	5 (n=4)

The family domain consisted of six items which dealt with different family members, such as grandfather, grandmother, father, mother, older brothers/sisters, younger brothers/sisters. The older brother/sisters and younger brother/sister may also include cousin or other relatives that they can communicate to in home/family domain. The above table displays the percentage of respondents' Muna language with those family members. When they talk to father, 37% of the respondents use *Bahasa Indonesia*, 33% use Muna language, and only 19% of the respondents that

use both languages. The percentage of language use when the respondents talk to father is not too different from the language use percentage when they talk to their mother and older brothers or sisters. However, as pointed in the same table, the majority of the respondents tend to use Muna language when they have to talk to their grandparents. It is proved with the result of the analysis in which 64% of respondents chose to use Muna language when they talk to their grandfather and 66% of the respondents chose to use Muna language when they talk to their grandmother. Only 19% and 13% of the respondents who chose to use Muna language when they have to talk with their grandfather and grandmother respectively.

Here is the graphic that shows the whole Muna language use of the respondents in family/home domain when the writer totalized the percentage from all members in family/home domain.

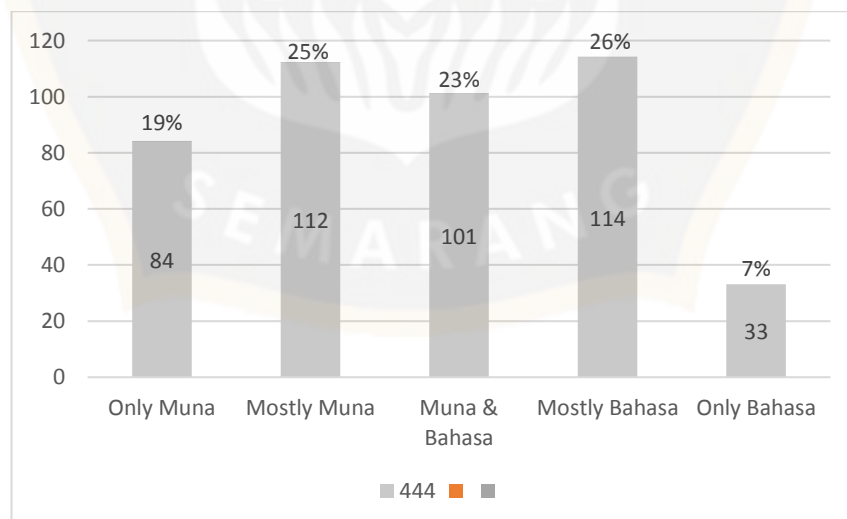


Chart.1 The Distribution of Respondents' answers about their Language Use at Home

The above chart shows us the total of Muna language use percentage by the respondents when they were in family domain. Based on the chart displayed, the use of Muna language and *Bahasa Indonesia* is side to side. Among the total of 444 answers, 19% of them indicated to choose “only/always use Muna language”, 25% on “mostly use Muna language”, 23% on “use both Muna language and *Bahasa Indonesia*”, 26% on “mostly use *Bahasa Indonesia*”, and only 7% on “only use Muna language”. If we take a deep look to this finding, we can find that the total percentage of Muna language use is higher than *Bahasa Indonesia* in which if we count the choice “only/always Muna language” and “mostly Muna” we can obtain the percentage 44%, and if we count the choice “only/always *Bahasa Indonesia*” and “mostly *Bahasa Indonesia*” we can obtain the percentage 33%. Although the difference is not too far, but the result proves that in family domain, the use of Muna language use is higher than the use *Bahasa Indonesia*.

In conclusion, as for the use of language in the family domain, the results indicate that the respondents use both Muna language and *Bahasa Indonesia* with their family members in their daily life especially to their parents and older brothers and sisters. Furthermore, the majority of them use Muna language when they have conversations with their parents and especially with their grandparents; this is due to the fact that grandparents are not proficient in speaking *Bahasa Indonesia* and it is easier for them to communicate by using Muna language. However, most of them tend to prefer using *Bahasa Indonesia* to their younger brothers and sisters.

In the following explanation, the writer displays the result of analysis of the respondents' language use in school domain. The following table displays the percentage of their Muna language use toward the group of people in their school.

Table 4.12. The Percentage of Muna language use in School domain

Group of people in School	N	The Percentage of Muna Language Use				
		Only Muna (%)	Mostly Muna (%)	Muna and BI (%)	Mostly BI (%)	Only BI (%)
Headmaster	74	0 (n=0)	3 (n=2)	16 (n=12)	35 (n=26)	46 (n=34)
Teachers	74	0 (n=0)	8 (n=6)	23 (n=17)	47 (n=35)	22 (n=16)
Staffs	74	0 (n=0)	9 (n=7)	19 (n=14)	27 (n=20)	45 (n=33)
Canteen worker	74	11 (n=8)	19 (n=14)	36 (n=27)	20 (n=15)	14 (n=10)
Friends	74	0 (n=0)	27 (n=20)	38 (n=28)	35 (n=26)	0 (n=0)

The above table shows us the respondents' language use at school domain when they have a talk with headmaster, teachers, friends, staffs and canteen worker. Results reported in the table 4.10 shows that the respondents' Muna language use in the school was not too high (2.34) which means that Muna teenage speakers in Watopute mostly use *Bahasa Indonesia* at school. Furthermore, the writer then provides the additional analysis that shows the percentage of respondents' language use toward some groups of people. Based on the result presented on the above table, the majority of respondents use *Bahasa Indonesia* when they communicate to their headmaster (35% mostly *BI* and 46% only use *BI*). Only 16% of the respondents use both languages and 3% use Muna language. The respondents also tend to show

the same pattern of language use when they communicate to their teachers and school staffs in which the majority of them use *Bahasa Indonesia* to communicate. Meanwhile, the above analysis shows that most of respondents tend to use both languages (*Bahasa Indonesia* and Muna language) when they communicate to the canteen worker and their friends which is proved with its percentage 36% and 38% respectively. We also can see on the above table that 34% of the respondents use *Bahasa Indonesia* and 30% of the respondents use Muna language when they talk to the canteen worker. When the respondents talk with friends, the result is not too different to language use toward canteen worker in which 35% of them chose mostly use *Bahasa Indonesia* and 27% chose mostly use Muna language.

In the following chart, the writer presents the total percentage of respondents' language use in school domain that covers all group of people.

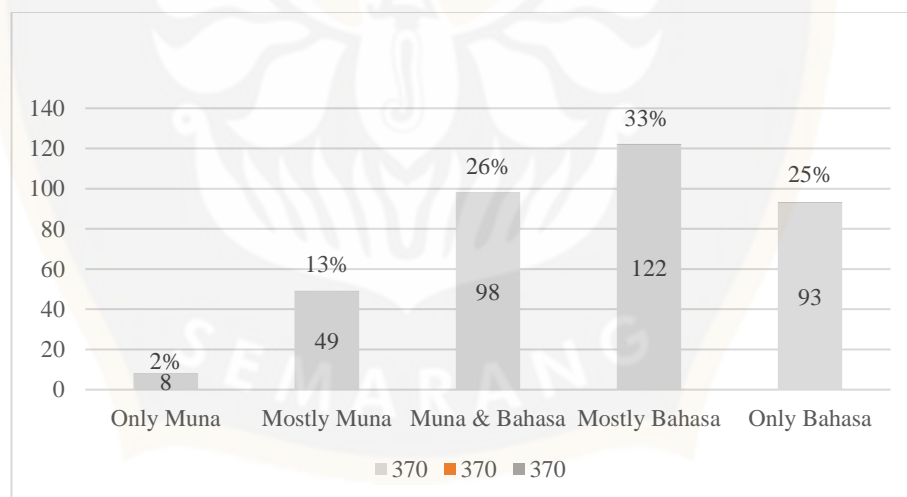


Chart 4.2. The Distribution of Respondents' answers about their Language Use at School

The above chart displays the total percentage of language use covering all group of people in the school domain without separating each of them. This chart shows that among the total of 370 answers, there are only 2% of the respondents'

answers on “only/always use Muna language”, 13% on “mostly use Muna language”, 26% on “use both Muna language and *Bahasa Indonesia*”, 33% on “mostly use *Bahasa Indonesia*”, and 25% on “only/always use *Bahasa Indonesia*”. Based on what displayed on the above chart, the writer can summarize that the respondents mostly use *Bahasa Indonesia* rather than Muna language when they were in school. This statement is proved with the total percentage above in which if we count Muna language use by totalizing the percentage of “only use Muna language” and “mostly Muna”, we can only obtain 15%, meanwhile if we count the use of *Bahasa Indonesia* by totalizing “only use *Bahasa Indonesia*” and “mostly *Bahasa Indonesia*”, we can obtain 58%. It proves that the respondents mostly use *Bahasa Indonesia* rather than Muna language at school since more than half of them chose to use *Bahasa Indonesia*.

Generally, regarding the language use at school, findings reported in Chart 4.2 shows that the majority of respondents used *Bahasa Indonesia* when interacting at school especially to the headmaster, teachers and staffs. In the following explanation, the writer presents the respondents’ language use in neighborhood. The following table then displays the percentage analysis of respondents’ language use to the group of people in their neighborhood.

Table 4.13 The percentage of Muna language use in Neighborhood domain

Group of people in neighborhood	N	The Percentage of Muna Language Use				
		Only Muna (%)	Mostly Muna (%)	Muna and BI (%)	Mostly BI (%)	Only BI (%)
Older people	74	22 (n=16)	28 (n=21)	39 (n=29)	9 (n=7)	1 (n=1)
Fellows	74	0 (n=0)	24 (n=18)	41 (n=32)	32 (n=24)	3 (n=2)
Younger people	74	0 (n=0)	12 (n=9)	49 (n=36)	31 (n=23)	8 (n=6)

The analysis of language use in neighborhood domain includes the respondents' language use when they talk to fellows, older people and younger people. The above table shows that *Bahasa Indonesia* and Muna language are used when talking to the younger and older people in neighborhood. Results reported that 40% of the respondents tend to use Muna language when they talk to older people in their neighborhood, 39% of the respondents chose to use both *Bahasa Indonesia* and Muna language, and only 19% who use *Bahasa Indonesia*. When the respondents talk to their fellows, 41% of them use both languages, 35% of them use *Bahasa Indonesia*, and only 24% of them use Muna language. Furthermore, the result shows that only 12% of respondents that use Muna language when it comes to the interaction with younger people since the majority of respondents chose to use both languages and mostly use *Bahasa Indonesia* when they talk to the younger people. Based on the additional data of interview, the respondents stated that they only used Muna language when they had to respond to the older people. In conclusion, the respondents mostly use Muna language when they communicate to

older people and tend to use *Bahasa Indonesia* when they communicate to their fellows or younger people in their neighborhood. For additional explanation, the writer also presents the total percentage of respondents' language use in a chart. In the following chart, the writer displays the distribution of the percentage without separating the addressee whom they talk to.

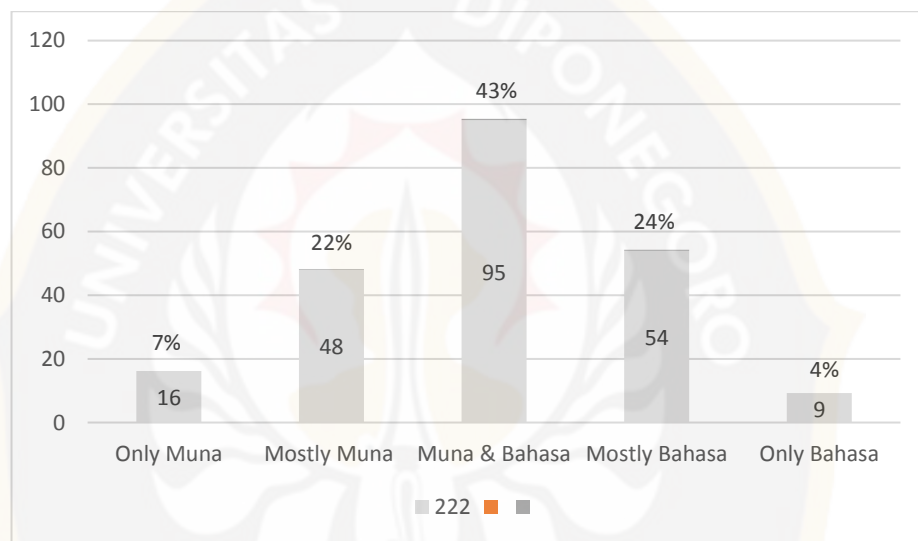


Chart 4.3. The Distribution of Respondents' answers about their Language Use in Neighborhood

The above chart shows that the respondents' choices were mostly on "use both Muna language and *Bahasa Indonesia*". That choice obtained percentage of 43%. Among 222 answers obtained related to the respondents' language use in neighborhood domain, 7% of the answers were on "only Muna", 22% were on "mostly Muna", 24% were on "mostly *Bahasa Indonesia*" and 4% were on "only *Bahasa Indonesia*". If we compare the percentage between the use of Muna language and *Bahasa Indonesia*, we can only find a small difference between them

because 29% of respondents' choices were on Muna language, 28% were on *Bahasa Indonesia*, and 43% use both languages. In conclusion both Muna language and *Bahasa Indonesia* were used in the neighborhood domain.

In the next explanation, the writer presents the respondents' language use in social networking sites domain that covers their language choice when they had activities in their social media accounts. The following table then displays their choices based on the activities they used to do.

Table 4.14. The Percentage of Muna language use in SNS domain

Activities in social medias	N	The Percentage of Muna Language Use				
		Only Muna (%)	Mostly Muna (%)	Muna and BI (%)	Mostly BI (%)	Only BI (%)
Uploading a post	74	0 (n=0)	0 (n=0)	22 (n=16)	32 (n=24)	46 (n=34)
Commenting on fellow's post	74	0 (n=0)	3 (n=2)	41 (n=30)	42 (n=31)	15 (n=11)
Commenting on older people's post	74	0 (n=0)	5 (n=4)	41 (n=30)	27 (n=20)	27 (n=20)
Commenting on younger people's post	74	0 (n=0)	5 (n=4)	41 (n=30)	36 (n=27)	18 (n=13)
Chatting/Direct Message	74	0 (n=0)	27 (n=20)	43 (n=32)	23 (n=17)	7 (n=5)

The above table is regarding to Muna language use in Social Networking Sites domain. Results of language use in SNS (Facebook, Instagram, Twitter, WhatsApp, etc.) show that Muna teenage speakers in Watopute use *Bahasa Indonesia* with their friends. The above table proves that majority of respondents

use *Bahasa Indonesia* in their social media activities. We can see that 78% of the respondents are reported to use *Bahasa Indonesia* when they upload a post in their social media accounts. Only 22% of the respondents who use both *Bahasa Indonesia* and Muna language and none of them that use Muna language. The same condition also can be seen on the respondents' other activities that they tend to use *Bahasa Indonesia* when they were in social medias. Furthermore, there is no respondents reported to use only Muna language in social media. Most of them tend to use *Bahasa Indonesia* or at least both *Bahasa Indonesia* and Muna language.

In order to give more explanation about the respondents' language use, the writer then presents the chart that shows the total distribution of respondents' answers for all activities in their social medias.

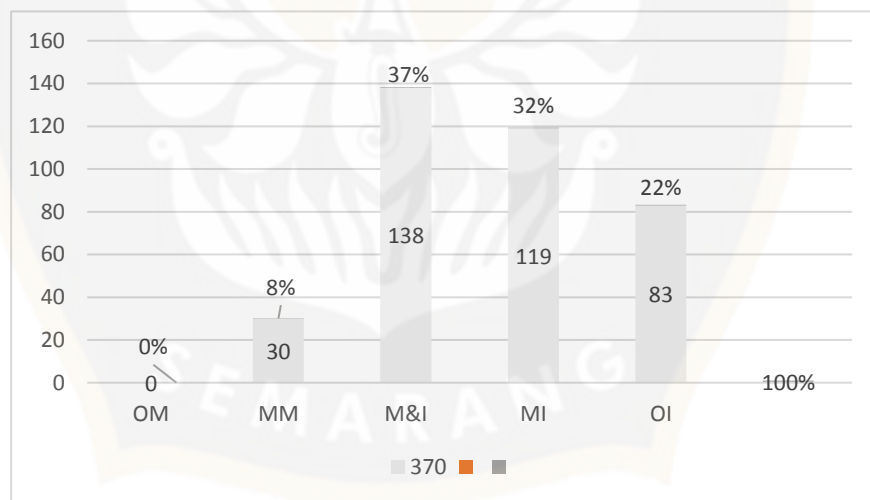


Chart 4.4. The Distribution of Respondents' answers about their Language Use in Social Medias

The above chart definitely shows that the respondents mostly use *Bahasa Indonesia* in social medias. It is proved with the percentage of their answers in which 22% of their choices were on “only use *Bahasa Indonesia*”, 32% were on

“mostly use *Bahasa Indonesia*”, 37% were on “use both languages”, 8% on “mostly use Muna language”, and 0% for “only use Muna language”. If we compare the total percentage between the use of Muna language and *Bahasa Indonesia*, we can obtain the total 54% of the respondents’ choices were on *Bahasa Indonesia*. On the other hand, if we compare the total percentage of Muna language use we can only obtain 8%. In conclusion, the respondents tend to use *Bahasa Indonesia* to communicate in the social networking sites.

Generally, based on the results of language use in several domains as presented above, the writer finds that most respondents still use Muna language when they are at home or with their family especially when they communicate to their grandparents. They also use Muna language in the neighborhood especially when they communicate to the older people, they tend to use both languages when they talk to their fellows and use *Bahasa Indonesia* to younger people. However, the result generally reports that the respondents tend to use *Bahasa Indonesia* when it comes to the communication at school and SNS domain. Furthermore, based on the interview result, when the respondents were asked about the important and effective language to be used in daily communication, most of them preferred *Bahasa Indonesia* to be the language of communication especially in the school.

4.1.4. The Relationship between Teenagers’ Language Attitude and Their Muna Language Use

In this part, the writer provides the result of analysis related to the relationship between language attitude and Muna language use. Chi-square tests

were used to determine the correlation between variables. The test results are presented in the following table.

Table 4.15. The Relationship between Language attitude and Muna language use

Category of language attitude	Category of Muna Language Use								p
	Extremely low		Low		High		Extremely high		
	n	%	n	%	n	%	n	%	
Positive (n = 41)	10	24.4	18	43.9	12	29.3	1	2.4	.227
Extremely positive (n = 33)	3	9.1	17	51.5	12	36.4	1	3	

This table displays information about the relationship between the respondents' language attitude and their Muna language use. The analysis was carried out by classifying the mean score based on the statistics computation by using median and quartile to display the low and high of Muna language use. Although there are only two categories of respondents' language attitude, their Muna language use showed various categories. Among 41 students who have positive attitude, there are 10 respondents showed extremely low level of Muna language use, 18 respondents showed low level of Muna language use, 12 respondents on high level, and 1 respondent on very high level of Muna language use. Meanwhile, from 33 students who have extremely positive attitude, 3 respondents showed extremely low level of Muna language use, 17 respondents on low level, 12 respondents on high level and 1 respondent on extremely high level of Muna language use.

It could be seen from the table that language attitude is not correlated with Muna language use ($p > .05$) in which the p value is at 0.227 that is higher than 0.05. This result indicates that there is no relationship between language attitude and Muna language use. This finding is in accordance with Nguyen and Hamid's study that the language attitude cannot always predict the language maintenance in which people may have positive attitude toward certain language even though they do not keep using that language in daily communication.

4.1.5. Respondents' Competence on Muna Language

Respondents' competence on Muna language was obtained through a writing task in which the respondents were asked to write an experience in one paragraph. The result showed that the respondents made 227 mistakes in their writing. There are five categories of mistakes that were found in respondents' writing. Spelling has the highest frequency of occurrence (65%), followed by preposition (17%), mixed language (8%), subject verb agreement (4%), inappropriate word (3%), missing word (2%) and unnecessary word (1%).

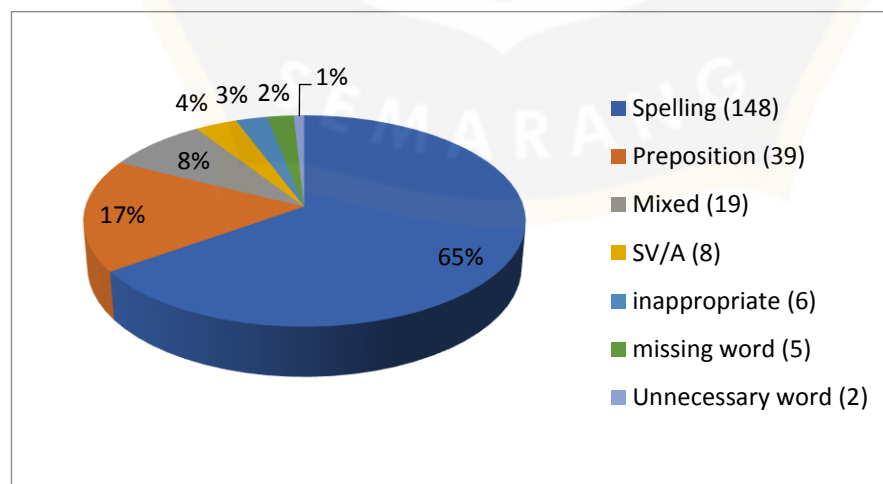


Chart 4.5. The Respondents' Mistakes in Writing Muna Language

The mistakes that the respondents made in their writing then will be discussed in the discussion session.

4.1.6. The Relationship between Respondents' Language Choice and Language Taught in Their Childhood

Based on the data collected, the writer found that the respondents were mostly taught both Muna language and *Bahasa Indonesia*. The result of analysis shows that 14 respondents were taught Muna language (19%), 21 respondents were taught Bahasa Indonesia (28%), and 39 respondents were taught Muna language and Bahasa Indonesia (53%). In addition, based on the descriptive analysis of the persons who taught Muna language to the respondents, it is found that 28% of respondents did not receive input of Muna language when they were child. 62% of respondents admit to receive input of Muna language from their parents, and 10% were taught by grandfather/grandmother. Meanwhile, the descriptive analysis of the persons who taught *Bahasa Indonesia* to the respondents show that 43% of respondents were taught *Bahasa Indonesia* by their parents, 26% were taught by teacher, 27% were taught by both parent and teacher, 3% were taught by sister/brother, and 1% knew *Bahasa Indonesia* from neighborhood.

The following table displays the correlation between the languages that respondents received at their childhood with their current language choice and use.

Table 4.17. The correlation between Language choice and the Language taught in their childhood

Chi-Square Tests			
	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	18.776 ^a	4	.001
Likelihood Ratio	25.727	4	.000
Linear-by-Linear Association	.449	1	.503
N of Valid Cases	74		

The above table shows that the value of *Pearson chi-square* is at 0.001 ($p < 0.05$) which means that there is a relationship between the language were given to the respondents at their childhood with the language they frequently use now.

4.1.7. The Relationship between Respondents' Language Use and Their Residency/Living Place

The next thing that is found to be correlated with the language use is the residency/living place. The total respondents of two schools come from 8 villages in Watopute. The data shows that 44 respondents from SMAN 1 Watopute cover Muna teenage speakers of five villages (Labaha, Watopute/Wali, Bangkali, Bhangkali Barat, and Dana), whereas the respondents from SMAN 2 Watopute cover Muna teenage speakers of 4 villages (Dana, Lakapodo, Wakadia and Matarawa). By implementing chi-square analysis, the result can be formulated as follows.

Table 4.18. The relationship between Language use and School (Residency)

School	N	Respondents' Muna Language use		P
		Extremely Low and Low	Extremely High and High	
SMAN 1 Watopute	44	35	9	.002
SMAN 2 Watopute	30	13	17	
TOTAL	74	48	26	

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 10.54.

b. Computed only for a 2x2 table

The above table displays the number of respondents based on their language use and residencies/school. Among the total of 48 respondents who are having low and extremely low Muna language use, 35 respondents come from SMAN 1 Watopute and 13 respondents come from SMAN 2 Watopute. Among the total of 26 respondents who are having high and extremely high Muna language use, 9 respondents come from SMAN 1 Watopute and 17 respondents come from SMAN 2 Watopute. In order to find out the difference of Muna language use between the respondents of two schools, the writer also conducted an analysis of *chi-square* to examine the correlation between Muna language use and residency/living place.

Furthermore, the above table also shows us the relationship between Muna language use and the living place of respondents. The exact significance value is 0.002 ($p < 0.05$) which means that there is a correlation between Muna language use and residency. It indicates that there is a difference of Muna language use between SMAN 1 Watopute (Labaha, Watopute/Wali, Bangkali, Bhangkali Barat, Dana) and SMAN 2 Watopute (Dana, Lakapodo, Wakadia, Matarawa) in which the

maintenance of Muna language that is showed by respondents from SMAN 2 Watopute is higher than what is showed by respondents from SMAN 1 Watopute. For more detail, it will be discussed in the discussion session.

4.2. DISCUSSION

This section deals with answering all problem statements separately on the basis of obtained data. The general structure is to discuss the data and relate it to the relevant reviewed literature.

4.2.1. Discussion of the Findings Related to Teenagers' Language Attitude

The results of analysis show that Muna teenage speakers in Watopute have positive attitudes towards Muna language. They consider Muna language as a prestigious language that shows their identity as Muna people. It is proved by the result of language attitude analysis in which the item number 1 that states about Muna language as an identity for Muna people achieve the highest mean score among the other items in the questionnaire of language attitude (4.8). Besides, the respondents also showed their language loyalty in which they feel proud to have Muna language because it associates them with their culture and heritage. Item number 11 proves it with its mean score (4.76).

As it has been told earlier, language attitude has three components namely cognitive, affective and conative. Those three components involve one's beliefs, emotional reactions and behavioral tendencies toward language. The findings show that the cognitive component becomes a component which obtain highest mean

scores among the other components. This component shows the respondents' thought and opinion about their local language. The respondents in this study view Muna language as a heritage language, a pride, an identity marker and a media for communication among Muna people. It is in accordance with the previous related study from Sukma (2017) in which the teenagers already have a good opinion toward their own local language. Unfortunately, this study shows that the behavioral attitude becomes the component that has least mean score among the three components. The students may view their local language as an identity marker but in contrast most of them also view themselves as villager if they speak Muna language. It is proved with item number 19 as the item that has least mean among the other items in the questionnaire (2.6) (*see appendix 2*)

Regarding to the correlation between attitude and language maintenance, several studies asserted the positive correlation between language attitude and language maintenance in which the language attitude become the strong determinant of language maintenance (Wilian, 2010; Sukma, 2017). Surprisingly, in this study, language attitude did not show any significant correlation with language maintenance. This finding supports earlier findings of previous related study from Nguyen and Hamid (2016) that argued that positive attitudes alone are not enough to ensure L1 maintenance. In this case, positive attitude toward Muna language does not guarantee the maintenance of Muna language. In this study, the writer finds that the respondents showed positive attitude toward their own local language, but Muna language is slightly used by them especially when they were at school and social medias.

4.2.2. Discussion of the Findings Related to the Respondents' Muna Language Use

Based on the analysis of respondents' language use in several domains (family/home, school, neighborhood, social media), Muna language is still maintained at home (M=3.22) and neighborhood (M=3.03) in which the respondents tend to use both languages (Muna language and *Bahasa Indonesia*) in these two domains. Meanwhile, the language use at school and social media indicates that *Bahasa Indonesia* comes as the predominant language used for communication.

Regarding to the language use at home, the respondents mostly use Muna language to their grandfather and grandmother (3.74 and 3.84 respectively) and tend to use *Bahasa Indonesia* to their sister(s) or brother(s). It is true that that the respondents still use Muna language at home but in fact, based on the result of interview, some of them admitted that they used Muna language only to respond to their parents or grandparents. Moreover, in some cases, they still respond by using *Bahasa Indonesia* although their parents speak by using Muna language. In the family that is accustomed to use *Bahasa Indonesia*, the parents sometimes use Muna language only in certain situation especially when they made jokes or angry.

Respondents' Muna language use at home is almost the same as their language use in neighborhood domain. Overall, respondents tend to use both languages when they talk to people in their neighborhood. They use Muna language to older people, both languages to fellows and use mostly *Bahasa Indonesia* to

younger people. When they had conversations with elder people they tend to use Muna language since they mostly use Muna language and the respondents tried their best to respond by using Muna language. When it comes to the conversations between fellows, the respondents are reported to use both languages especially when they tease each other. However, when they have conversations with younger people or kids they use *Bahasa Indonesia*.

Furthermore, in relation to the language use at school, respondents were reported mostly use *Bahasa Indonesia*. School is one media that facilitate students to routinely use *Bahasa Indonesia* rather than Muna language. The communication with teachers and all media use in the school give opportunity to them to use *Bahasa Indonesia*. The medium of instruction in teaching also use that language. In addition, the fact that Muna language subject is removed from curriculum also gives an impact to the students in which they do not receive any input of Muna language from school. In some cases, teachers and students use Muna language for only several occasions such as the teacher use Muna language when he/she is angry or make a joke. They feel that the sense or intention can be more delivered when they use Muna language.

Regarding to the respondents' language use in social medias, this study also showed that *Bahasa Indonesia* is the language that mostly used in this domain. The respondents are teenagers and the users of social medias are mostly from the youngsters. The social media also gives an opportunity to its users to make friends and communicate with other people outside their cultures. That is why they tend to

use *Bahasa Indonesia* rather than Muna language when uploading a post or other activities.

In this study, based on the result of interview to the 20 respondents, the writer found three main situations when the respondents usually use Muna language. Those three situations include when the respondents made jokes, angry/annoyed, and when they need to respond the older people that speak Muna language. Among those three, the writer found that they mostly use Muna language for making jokes and kidding (55%). They stated that they felt easy to find appropriate words in Muna language when they had to make a joke. The words that they often used such as “kabuto”, “ohae kune”, “kabhe”, etc. Besides, the respondents also reported that they often use Muna language when they are in anger or felt annoyed (25%). Same as the previous reason, they felt easy to find appropriate words in this case bad languages when they speak Muna language. They may take this way because they view Muna language as a language that can express emotions and sense well. In this condition, as Crystal (2003) stated that, one language could eventually become just a colloquial language, a language that is used at home to speak with family member, the language that can best express emotions, unconscious feelings especially when expressing happiness and when we are extremely angry, anxious or confused, but not the one we use for the serious things in life: work, money, science, technology. The third situation that made the respondents use Muna language the condition that make them to respond to elder people (20%). They reported that they more often use Muna language to the elder people compared to fellows or younger people.

In short, the result of this study shows the same result with Sailan (2014) in which Muna language maintenance is not supported in the school environment. Besides, it is true that Muna language maintenance mostly supported by the elder and it was proved with the condition that the respondents use Muna language mostly when they responded to the older people in their neighborhood or home. In addition, Sailan also stated in his study that Muna language maintenance only supported by elder people in villages but in this study, the writer found that although *Bahasa Indonesia* emerged as the language mostly used by the teenagers, there are some respondents still actively use Muna language in their daily life, not only at home and neighborhood but also at school and social medias. Besides, Sailan also stated that Muna language maintenance was not supported by educated families. His statement indirectly means that Muna language only supported in less educated family, meanwhile in this study, the writer took samples from various family background, such as the respondents who are having educated parents.

Actually, in the literature, parents' beliefs and their policies more influential in local language maintenance rather than their educational level. It is true that some experts have suggested that parents who have a high school degree or some higher education experience can provide a more cognitively rich environment that may support children's success in school compared to parents with less schooling (Bornstein & Bradley, 2014). But, based on the work of Fan (2014), his result shows that the majority of the educated parents believed it would be very important for them to teach their children home language and it was related to mother and father's education level. Parents believe that their children cannot maintain their home

culture without knowing their home language, and fathers with higher education level had a very strong agreement with this statement.

In addition, related to the respondents' preference in language use, the writer also finds that the majority of the respondents picked *Bahasa Indonesia* as language that is comfortable to use (45%), 43% picked both languages (*Bahasa Indonesia* and Muna language), and only 12% picked Muna language. Besides, based on the result of the interview to the respondents, they expressed that *Bahasa Indonesia* is more effective than Muna language. They can use *Bahasa Indonesia* whenever and wherever they go, but they cannot use Muna language every time. They only can use it in the environment consisted of Muna people. That is why they feel Muna language is not too effective to be used every time.

For more information, the writer also actually added some questions in the questionnaire related to Muna language. In the question related to what language they master, most of the 51 of 74 students stated that they master both languages, 23 students only master *Bahasa Indonesia*, and there is no respondent that only master Muna language. Based on this result, we can see that most of the respondents are bilingual that can master both languages. Besides, the writer also asked about what language the respondents comfortable to use. The result showed that 34 of 72 respondents reported to be comfortable by using both languages Muna language and *Bahasa Indonesia*, 33 respondents were comfortable to use only *Bahasa Indonesia*, and only 9 respondents reported to be comfortable to use Muna language. It indicates that only a few respondents who were comfortable in using

Muna language and most respondents feel more comfortable when they use *Bahasa Indonesia*.

4.2.3. Discussion of the Findings Related to the Factors Affecting Muna Language Maintenance

The other things examined in this study are the factors that affect Muna language maintenance. One of the significant factors of language maintenance is family. The family gives contribution related to what language(s) that the parents taught to their children. The parents' decision in teaching certain language may affects the language that the respondents choose in their daily life. The analysis showed that the correlation value is at 0.001 which means that there is a strong correlation between those two variables. In other words, language that the parents taught to the respondents when they were child is significantly correlated to their current language choice and use.

The present study suggests that family especially the parent is the key part of Muna language maintenance. Parents' decision to teach certain language plays a major role in the language practices and consequently has a strong influence on children's language use. Various studies also support the view that the family is the prominent language domain for the language maintenance (Kheirkah and Cekaite (2015), Lin (2016), Abdelhamid (2017)). Stevens (1985) in his work stated that the parents' nativity and their family policy to pass the mother tongue to their children is an important determinant of the children's language use. The child's first language is critical to his or her identity. Maintaining the local language as a first

language helps the child value his or her culture and heritage, which contributes to a positive self-concept.

The other crucial factor is related to the use of *Bahasa Indonesia* in education field. Romaine (2000:54) states that many factors are responsible for language shift for example government policies concerning language and education. Most of the respondents said that they use *Bahasa Indonesia* at school since it is used as a medium of teaching instruction at school. Besides, they also used *Bahasa Indonesia* to their friends and their teacher as well. Most of the respondents use *Bahasa Indonesia* when they speak to their teachers and officers at school. The school as the government institution regulates *Bahasa Indonesia* as the national language to be used in the school area. This condition makes the position of *Bahasa Indonesia* very important to the students and teacher. Even there are some respondents who received Muna language when they were child but the turn to use *Bahasa Indonesia* in their current communication. They also consider their friends who cannot speak Muna language well, so that they turn to use *Bahasa Indonesia*. They tend to leave Muna language when they are at school. This condition may rapidly lead to the shift of Muna language to *Bahasa Indonesia* for the teenagers.

Besides, based on the analysis of respondents' competence, the writer found that they made many mistakes in writing using Muna language especially in spelling. Among the total of mistakes that the respondents made, 65% or 148 mistakes were on spelling. Most of them could not write Muna words correctly. They may know how to speak and pronounce the words but they uncertainly know how to write the words if they do not accustom to write it before. That is why it is

important to not remove Muna language subject because it can help students to know their local language well. In addition, it is a most necessity for a student from a family that is not accustomed to language. In order to maintain local language, the education field especially the school need to do a maintaining effort toward Muna language by providing Muna language subject as local content to be taught to the students. Besides making mistakes in spelling, the respondents also made mistakes in the way they write the preposition, using *Bahasa Indonesia* in their writing, even they put the inappropriate words in it. The respondents used *Bahasa Indonesia* because they cannot find the meaning of the words they want to write in Muna language.

Finally, this study also indicates that the language maintenance strongly related to the language use in several domains in which language use is also affected by the domains of language and the context of interactions. From the result of analysis, the students who can speak both *Bahasa Indonesia* and Muna language tend to choose and use different languages for different purposes in different domains. As has been told earlier in the review of related literature that of the factors affecting language maintenance is the context of interaction (Fishman, 1972). It is in accordance with the explanation that Fishman presented in which the people may use different codes or languages based on the context of interaction or where they are, who they talk to, and what they talk about. Holmes (2001) also stated that language choice can be affected by certain social factors, such as the person we are talking to, the social context, the topic and also the function of the talk. In this study, the result shows that the respondents tend to use both languages in the family and

neighborhood domain which means that they use Muna language when they communicate to the other people in the family and neighborhood domain. They mostly speak Muna language when they talk to their grandparents, they sometimes use Muna language when they talk or need to respond their parents, and they tend to use *Bahasa Indonesia* when they talk to their sisters and brothers. In conclusion, the respondents who can master both languages tend to use different languages based on the context of interaction.

Another important finding in this study is that the analysis shows an interesting result that there is a significant difference between the Muna language use in SMAN 1 Watopute and SMAN 2 Watopute. The two schools actually have different location in which SMAN 1 Watopute is located in Watopute and covers students from 5 villages, while SMAN 2 Watopute is located in Lakapodo and covers 4 villages. Respondents of SMAN 2 Watopute tend to have higher mean score of Muna language use than respondents of SMAN 1 Watopute. The correlation analysis also proves that Muna language use strongly correlated with the schools ($p < 0.005$). The writer then supposed that it can be mentioned as a demographic factor of language maintenance since both schools represent the different location of teenagers' residency. However, the distribution of the respondents per village is not spread evenly because there are some villages only have a few respondents as its representation, this conclusion then cannot be considered reliable.

CHAPTER V

CONCLUSION AND SUGGESTIONS

In this section, the writer provides the conclusion and suggestions based on the findings and discussion of the data analysis.

5.1. CONCLUSION

In this study, the writer tried to investigate three research problems related to the language attitude and language maintenance among Munan teenage speakers. Based on the result of analysis, the researcher concluded three main findings of this study as follows.

Firstly, the findings of this study indicated that Muna teenage speakers in Watopute tend to have positive attitude toward Muna language. They do have knowledge and feel proud of having Muna language as their local language yet practically Muna language is slightly used among them.

Secondly, the analysis of teenagers' language choice and use showed that Muna language is only maintained in family and society domain. They tend to use Indonesian language to communicate with friends in the school and social networking sites domain. In addition, the writer surprisingly found that there is no correlation to be found between language attitude and language maintenance.

Thirdly, based on the result of analysis, several things considered to be the factors of adolescents' language maintenance, such as: (1) Family in which the language policies and practices in family give a great contribution to the

respondents' language choice; (2) demographic factors in which there is a significance difference between respondents' language choice in one school and another; (3) the communication pattern in school that gives opportunity to the students use *Bahasa Indonesia* rather than Muna language

Finally, despite its completion, this study also has some limitations. Those limitation are in terms of the sample that participated in this study. The sample that represented 8 villages did not have same distribution for each village. Besides, due to the limitation of the time and condition, the writer only found 20 respondents to be interviewed related to Muna language use.

5.2. SUGGESTIONS

Based on the findings, the writer suggests that the parents need to encourage their children to use Muna language and be proud of it. The government also needs to be proactive in promoting the maintenance of local language especially to the youth or adolescents and they have to bring back Muna language subject in the curriculum to be taught in the school. In addition, due to the limitation and weaknesses of this present study, the writer also suggests that it is necessary to conduct a study to investigate more about the choice of language varies on contexts, topics and participants.

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APPENDIX 1
INSTRUMENTS

1. INFORMASI RESPONDEN

Angket ini mencoba untuk melihat sikap dan penggunaan Bahasa Muna di kalangan remaja Watopute. Pertanyaan-pertanyaan dalam angket diarahkan kepada penggunaan bahasa seperti bahasa apakah yang digunakan di rumah, di sekolah, di lingkungan tempat tinggal, dan media sosial. Selain itu, beberapa pertanyaan lainnya juga akan menanyakan pendapat Anda tentang bahasa Muna serta bagaimana bagaimana perasaan dan pandangan Anda terhadap Bahasa Muna. Untuk memudahkan Anda, setiap pertanyaan akan didahului oleh petunjuk dan cara menjawabnya.

DATA RESPONDEN

Isilah data pribadi Anda di bawah ini. Jawablah dengan jujur dan tidak perlu khawatir karena identitas pribadi Anda dijaga kerahasiaannya.

Nama:

Umur:

Kelas:

Alamat:

Tempat Lahir:

Lama tinggal di Kecamatan Watopute:tahun

Data Orang tua:

Nama Ayah/Umur:

Nama Ibu/Umur:

Pekerjaan Ayah:

Suku Ayah:

Pekerjaan Ibu:

Suku Ibu:

2. ANGKET SIKAP BAHASA

- a. Sebelum mengisi angket ini, bacalah baik-baik setiap item beserta seluruh jawabannya.
- b. Pilihlah salah satu alternatif jawaban yang paling sesuai menurut anda dengan memberi tanda (√) pada pilihan yang tersedia.
- c. Alternatif jawaban disediakan dengan kriteria sebagai berikut:
 Sangat setuju (SS)
 Setuju (S)
 Netral (N)
 Tidak setuju (TS)
 Sangat tidak setuju (STS)
- d. Isilah angket ini dengan jujur dan penuh ketelitian serta tidak terpengaruh dengan jawaban teman. Dan sebelumnya tak lupa kami ucapkan terima kasih atas segala bantuannya.

No	Pernyataan	SS	S	N	TS	STS
1	Bahasa Muna merupakan salah satu kebanggaan yang dimiliki oleh masyarakat Muna					
2	Bahasa Muna merupakan bagian dari identitas masyarakat sebagai orang Muna					
3	Sudah semestinya orang Muna menggunakan Bahasa Muna dalam kesehariannya					
4	Bahasa Muna merupakan warisan kebudayaan sehingga masyarakat Muna perlu ikut serta untuk menjaganya					
5	Bahasa Muna memiliki fungsi sebagai media komunikasi dalam keluarga maupun masyarakat					
6	Bahasa Muna menunjukkan keakraban/keintiman antar sesama masyarakat Muna					
7	Kebertahanan Bahasa Muna merupakan cerminan dari usaha masyarakat yang berusaha melestarikan Bahasa daerahnya					
8	Saya tidak merasa malu menggunakan Bahasa Muna					
9	Saya tidak nyaman berbicara menggunakan Bahasa Muna					
10	Saya kurang percaya diri jika harus berbicara dalam bahasa Muna					
11	Saya bangga memiliki Bahasa Muna sebagai warisan budaya masyarakat Muna					
12	Saya tidak suka berbicara Bahasa Muna di depan teman-teman saya yang bukan orang Muna					

13	Bahasa Muna tidak menunjukkan intelektualitas					
14	Saya senang jika dapat berbahasa Muna dengan baik dan lancar					
15	Saya merasa baik-baik saja /tidak masalah ketika remaja seusiaku tidak bisa berbahasa Muna					
16	Menurut saya Bahasa Indonesia lebih efisien dibandingkan Bahasa Muna					
17	Bahasa Muna mudah untuk dipelajari					
18	Berbicara Bahasa Muna tidak menunjukkan kemoderenan					
19	Berbicara bahasa Muna menunjukkan bahwa saya orang yang berasal dari kampung					
20	Saya lebih sering menggunakan istilah-istilah dalam Bahasa Indonesia (atau bahasa lain) ketimbang Bahasa Muna					
21	Saya enggan/menghindari menggunakan Bahasa Muna jika ada orang asing atau orang yang tak dikenal					
22	Saya berharap bahasa daerah Muna terus diajarkan di sekolah-sekolah					
23	Menurut saya, sangat penting bagi orang tua untuk mengajarkan (menurunkan) bahasa Muna pada anak-anaknya					
24	Saya ingin memperdalam pengetahuan saya tentang Bahasa Muna					
25	Saya tidak tertarik untuk terus-terusan menggunakan Bahasa Muna					
26	Saya berencana untuk terus melestarikan Bahasa Muna dengan mengajarkannya pada anak cucu saya nantinya					
27	Ketika berada di tempat umum saya memilih untuk tidak menggunakan Bahasa Muna					

Adapted from Sukma (2017)

1. ANGKET PENGGUNAAN BAHASA

Di bawah ini ialah angket yang membutuhkan jawaban mengenai skala penggunaan Bahasa Muna dalam berbagai ranah (A=Keluarga, B= Sekolah, C= Masyarakat, D=Media Sosial).

NO	Ranah		Skala Penggunaan Bahasa Muna				
			Hanya/ Selalu BM	Lebih sering BM	BM & BI	Lebih sering BI	Hanya/ Selalu BI
1	A	Berbicara pada ayah					
		Berbicara pada Ibu					
		Berbicara pada kakak					
		Berbicara pada adik					
		Berbicara pada kakek					
		Berbicara pada nenek					
2	B	Berbicara pada Kepala sekolah					
		Berbicara pada guru					
		Berbicara pada staff sekolah					
		Berbicara pada penjaga kantin					
		Berbicara pada teman di sekolah					
3	C	Berbicara pada tetangga yang lebih tua					
		Berbicara pada teman sebaya					
		Berbicara pada tetangga yang lebih muda					
4	D	Ketika mengunggah status di media sosial (FB, Instagram, twitter)					
		Mengomentari kiriman teman sebaya					
		Mengomentari kiriman teman yang lebih tua					
		Mengomentari kiriman teman yang lebih muda					
		Berkirim pesan (<i>chat</i>) kepada teman					

3. Dengan menggunakan Bahasa Muna, tulislah 1 paragraf mengenai hal yang anda sukai atau hal yang paling membahagiakan dalam hidup anda!

.....
.....
.....
.....
.....
.....
.....

4. Informasi lain mengenai Bahasa Muna atau Bahasa yang Anda Kuasai

Bahasa apa sajakah yang diajarkan sewaktu anda kecil?

.....
.....

Bahasa apa sajakah yang saat ini anda kuasai?

.....
.....

Siapa yang mengajari anda mengenai bahasa yang anda kuasai?

Bahasa

Muna:

.....

BahasaIndonesia:

.....

Lainnya:

Bahasa apa yang lebih sering anda gunakan sekarang?

.....
.....

Kepada siapa saja Anda menggunakan Bahasa Muna?

.....
.....

Kepada siapa saja Anda menggunakan Bahasa Indonesia?

.....
.....

Bahasa apakah yang paling nyaman anda gunakan?

- Bahasa Indonesia
- Bahasa Muna
- Keduanya
- Bahasa lainnya

.....

Bahasa apa yang sering digunakan di lingkungan sekitar tempat tinggal anda?

.....
.....

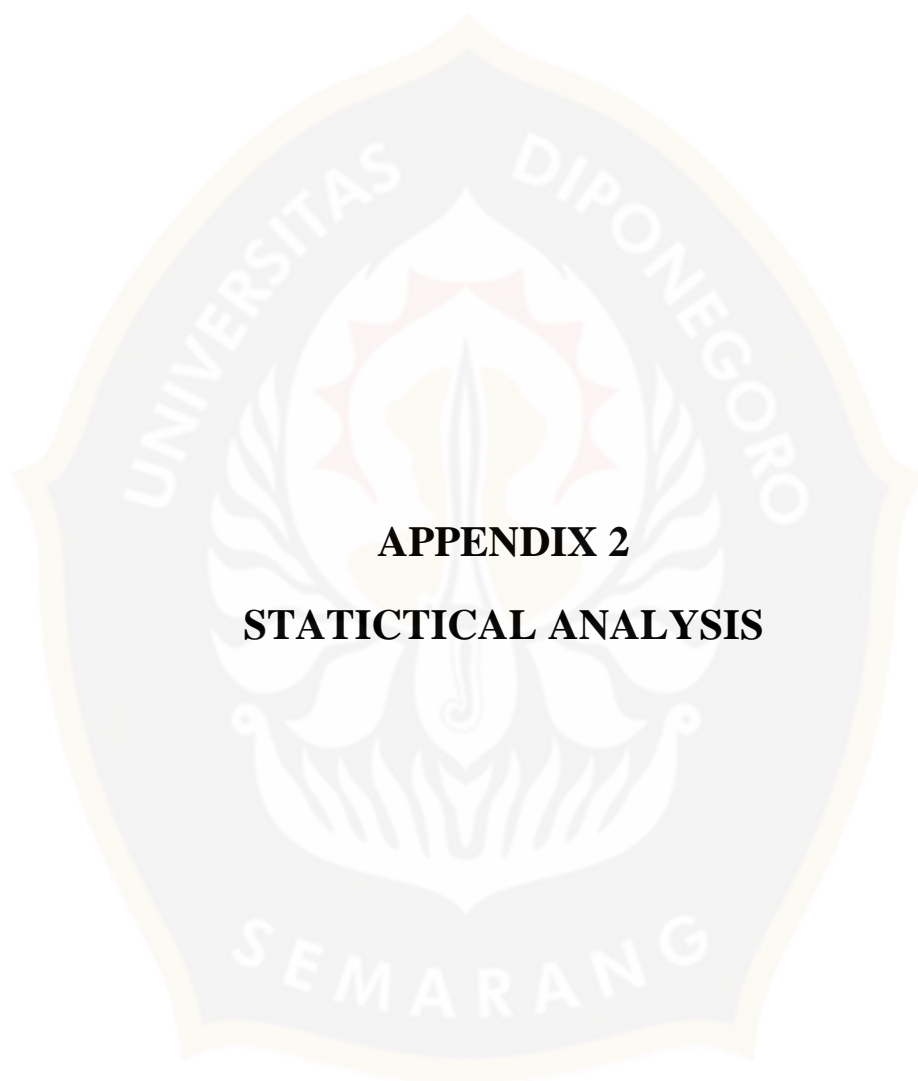
Ketika Anda berbicara dengan orang asing (lain suku) Bahasa apa yang biasanya Anda gunakan?

.....
.....

Apakah orang tua Anda menekankan penggunaan Bahasa tertentu di rumah?

Jika Ya, Bahasa apakah itu?

.....



APPENDIX 2

STATICTICAL ANALYSIS

1. The Mean Scores of Respondents' Language Attitude

Resp.	Item																											Tot.	Ave.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27		
R1	5	5	5	5	4	5	4	5	4	4	5	4	5	3	3	3	1	2	2	2	2	3	4	4	4	5	3	101	3,741
R2	5	5	5	5	4	4	4	4	4	4	5	2	5	2	2	3	3	5	3	2	2	4	3	4	4	5	2	100	3,704
R3	5	5	5	5	5	4	5	5	3	4	4	2	5	3	3	1	3	5	3	3	3	5	4	4	4	5	3	106	3,926
R4	5	5	4	5	4	5	5	4	5	2	5	4	5	2	2	4	2	3	2	3	5	4	4	4	5	5	4	107	3,963
R5	5	5	5	5	5	5	5	5	5	5	5	3	5	3	3	4	5	5	2	3	3	5	3	5	3	5	2	114	4,222
R6	5	5	4	5	4	5	5	5	4	5	5	1	5	2	2	4	1	3	3	3	3	3	3	4	3	5	2	99	3,667
R7	4	5	5	5	2	4	4	5	5	5	5	4	5	5	4	2	5	5	5	2	2	2	4	4	4	5	4	111	4,111
R8	5	5	4	5	5	5	4	5	4	4	5	4	4	4	2	4	4	4	4	2	2	5	4	4	4	5	2	109	4,037
R9	5	5	5	5	3	5	4	5	5	5	5	5	5	2	3	1	5	3	4	4	5	3	4	4	5	4	5	114	4,222
R10	5	5	5	5	4	4	5	5	5	4	5	3	4	2	4	3	5	4	3	3	4	5	4	4	3	5	3	111	4,111
R11	5	5	5	5	5	5	5	4	5	5	4	5	4	5	2	5	5	4	2	4	2	5	4	4	4	4	2	115	4,259
R12	5	5	4	5	5	5	5	5	4	4	5	5	5	5	3	5	3	4	3	4	4	4	5	4	4	5	5	121	4,481
R13	5	5	3	5	4	5	4	4	4	4	5	3	5	3	3	2	4	4	4	2	3	4	5	5	4	4	3	106	3,926
R14	5	5	5	5	5	4	4	5	4	4	5	3	5	5	3	4	5	5	4	5	3	5	5	4	4	5	3	119	4,407
R15	5	5	5	5	4	5	5	3	3	4	5	1	5	4	3	3	4	3	2	2	5	5	4	4	4	5	2	104	3,852
R16	5	5	5	5	4	4	4	5	5	5	5	3	5	3	3	3	4	4	5	3	3	5	5	4	5	5	3	115	4,259
R17	5	4	5	4	4	4	5	4	5	4	5	4	5	3	3	4	3	3	3	3	3	4	5	4	4	5	4	109	4,037
R18	4	4	4	5	3	4	4	5	5	5	5	4	5	5	4	3	4	4	2	2	4	5	4	4	4	4	4	110	4,074
R19	5	4	5	4	4	3	4	5	5	5	5	5	5	5	3	5	5	4	4	3	3	5	4	5	5	5	3	118	4,37
R20	5	5	4	5	4	5	5	4	4	4	5	2	4	4	3	3	3	5	3	3	3	5	4	4	3	4	3	106	3,926
R21	4	5	4	5	4	4	5	4	4	4	4	4	5	3	3	3	4	4	3	3	3	4	5	5	4	4	4	108	4
R22	5	3	4	4	4	5	4	5	4	5	5	4	4	4	3	3	3	4	4	4	4	5	5	5	5	5	3	113	4,185
R23	5	5	5	5	5	5	5	5	5	5	5	5	4	3	3	5	3	2	1	4	3	5	3	3	4	5	3	111	4,111
R24	5	5	4	5	4	5	5	5	5	5	5	3	5	3	3	3	5	4	5	3	5	5	5	4	3	5	5	119	4,407
R25	5	5	4	5	4	5	4	5	3	5	4	3	4	3	3	4	3	4	3	3	3	5	3	4	3	5	3	105	3,889
R26	5	4	5	4	4	4	4	2	4	2	4	4	5	2	1	4	3	4	3	3	2	4	4	4	4	5	3	97	3,593
R27	5	5	5	5	3	5	5	5	4	4	5	4	5	4	3	4	3	5	2	4	4	5	5	4	5	5	3	116	4,296
R28	4	5	5	5	3	4	2	4	3	4	4	3	5	5	5	5	2	3	3	4	3	4	3	4	2	4	2	100	3,704
R29	5	5	3	5	5	3	4	4	5	4	4	4	4	3	2	2	3	5	3	3	2	5	5	4	5	5	1	103	3,815
R30	5	5	5	5	5	5	4	5	3	5	5	5	5	2	3	4	2	5	1	3	4	5	5	4	4	5	1	110	4,074
R31	5	5	5	5	5	5	5	5	5	5	5	5	5	1	4	5	5	5	1	4	2	4	5	4	5	5	5	120	4,444
R32	5	4	3	5	4	4	5	5	5	4	5	4	4	2	3	4	3	1	4	3	5	4	4	4	4	4	5	107	3,963
R33	4	5	4	5	3	4	5	4	4	3	4	5	4	3	3	3	4	4	2	3	2	4	4	4	4	5	3	102	3,778
R34	5	5	4	5	4	5	5	5	4	5	5	4	5	2	2	4	1	3	2	3	3	3	4	4	4	3	4	103	3,815
R35	4	5	3	5	4	5	5	4	4	4	4	5	4	3	4	5	3	5	4	4	4	5	4	4	4	4	4	113	4,185
R36	5	5	4	5	5	4	5	5	4	4	4	4	4	3	5	4	5	1	3	3	4	4	4	3	3	4	4	109	4,037
R37	5	5	3	5	4	5	5	5	4	5	5	3	5	4	1	5	3	4	2	3	3	5	4	4	5	5	3	110	4,074
R38	5	5	5	4	5	5	5	5	5	5	5	3	5	3	4	3	4	3	1	3	1	5	4	4	5	5	3	110	4,074

Σ Ave. cognitive 4,52
 Σ Ave. affective 3,79
 Σ Ave. conative 3,78

R39	5	5	5	5	5	5	5	5	5	3	3	5	3	3	3	5	3	4	4	5	4	5	5	4	4	4	4	117	4,333	
R40	5	5	4	5	4	4	4	5	4	4	4	5	4	3	4	3	4	3	4	5	5	4	4	4	4	5	4	113	4,185	
R41	5	5	5	5	5	5	5	5	5	5	5	5	5	3	3	5	5	4	3	3	5	4	4	5	5	4	5	123	4,556	
R42	5	5	4	5	4	5	5	4	4	4	5	3	4	4	3	3	4	4	2	4	3	4	4	4	4	5	3	108	4	
R43	5	5	5	5	4	5	4	5	3	3	5	3	5	2	3	2	3	2	4	4	2	4	4	4	4	3	4	102	3,778	
R44	5	5	4	5	5	5	4	5	5	5	5	3	4	2	3	3	4	5	1	3	2	4	4	5	5	5	5	111	4,111	
R45	5	5	3	5	3	4	5	5	4	4	5	1	4	2	2	3	3	3	2	3	3	4	4	4	4	4	3	97	3,593	
R46	5	5	5	5	5	4	4	4	5	5	5	3	4	3	5	4	5	5	2	3	3	4	4	4	5	4	4	114	4,222	
R47	5	4	4	5	4	4	5	5	5	5	5	3	5	3	3	2	5	5	1	5	3	4	4	4	5	5	3	111	4,111	
R48	5	5	5	5	5	4	4	4	4	4	4	2	4	3	3	3	4	4	2	2	3	4	4	4	4	3	4	102	3,778	
R49	5	4	5	5	4	4	5	5	4	4	5	2	4	4	4	2	4	5	2	2	2	4	5	4	4	4	4	106	3,926	
R50	5	3	5	4	3	4	5	4	4	4	4	3	4	3	3	3	4	2	3	4	1	4	3	3	4	3	3	95	3,519	
R51	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	3	5	4	4	3	5	4	4	4	5	4	4	123	4,556	
R52	5	5	3	4	4	4	4	4	5	5	5	5	4	5	3	4	4	4	3	2	4	3	4	5	4	4	4	109	4,037	
R53	5	4	3	4	5	3	3	5	4	5	5	4	5	3	3	4	1	3	1	2	2	3	3	4	3	4	3	94	3,481	
R54	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	3	5	4	4	3	5	4	4	3	4	5	4	122	4,519	
R55	5	5	4	3	4	5	4	5	2	2	5	2	5	2	3	4	5	3	4	2	3	3	3	3	2	3	3	94	3,481	
R56	5	5	5	4	4	4	5	5	4	5	5	5	5	2	4	2	1	2	2	4	4	5	4	4	5	4	109	4,037		
R57	5	5	4	5	3	5	5	4	5	4	5	2	5	3	3	4	4	2	1	4	1	4	4	4	5	4	2	102	3,778	
R58	5	5	5	4	5	5	5	5	4	5	5	5	5	3	3	4	2	3	2	2	5	4	4	4	4	4	4	111	4,111	
R59	4	4	5	4	4	4	4	4	4	4	3	4	2	1	2	4	2	2	1	1	2	4	4	4	4	2	4	1	84	3,111
R60	5	4	5	5	3	4	4	5	5	5	5	5	5	2	3	5	5	4	5	5	3	3	4	4	5	4	5	117	4,333	
R61	5	4	4	3	4	4	5	4	4	2	5	4	4	4	1	4	4	1	2	2	4	3	4	4	4	2	2	93	3,444	
R62	5	4	5	4	4	4	4	5	4	4	5	3	4	2	3	5	1	1	2	3	4	4	4	4	3	5	3	99	3,667	
R63	5	5	3	4	5	4	3	5	4	4	4	3	5	3	3	3	3	2	4	2	4	3	3	4	4	4	3	99	3,667	
R64	2	4	2	4	4	4	4	4	4	4	4	4	4	4	2	4	2	4	2	4	2	4	4	4	4	4	2	94	3,481	
R65	4	5	5	5	5	5	5	5	4	4	5	2	5	4	2	4	2	2	2	4	2	4	4	4	4	4	3	104	3,852	
R66	5	5	4	5	4	4	4	5	5	3	5	4	5	4	2	4	2	2	1	2	2	4	4	4	4	4	3	100	3,704	
R67	5	5	4	5	4	5	5	5	4	5	5	1	5	2	2	4	1	3	3	3	1	4	5	4	4	4	5	103	3,815	
R68	5	5	5	5	4	4	4	5	5	5	5	5	4	3	3	4	2	3	3	4	3	4	3	3	5	4	3	108	4	
R69	5	4	4	4	4	4	5	5	5	4	5	3	4	5	3	5	5	5	3	4	3	4	4	4	5	5	3	114	4,222	
R70	5	5	4	5	4	5	5	5	5	5	5	3	5	5	3	2	5	4	3	4	3	4	3	5	5	5	4	116	4,296	
R71	5	4	4	5	4	4	5	4	5	5	5	3	5	3	3	2	5	4	1	5	3	4	4	4	5	5	3	109	4,037	
R72	5	4	4	5	3	4	5	3	3	2	4	3	4	2	3	4	3	3	2	3	2	4	3	3	3	3	4	91	3,37	
R73	5	5	5	5	4	5	5	5	5	5	5	3	5	4	3	5	3	5	1	4	4	3	4	4	5	4	3	114	4,222	
R74	4	3	4	1	3	3	1	4	4	3	3	4	4	3	3	2	2	2	2	3	4	3	4	2	5	4	3	83	3,074	
Total	358	348	322	347	306	329	330	342	317	314	351	260	341	239	217	267	254	264	196	237	228	306	300	296	303	326	244	107,3	3,975	
Σtotal	2340											3362											2240							
Average	4,8	4,7	4,35	4,69	4,14	4,45	4,46	4,62	4,28	4,24	4,743	3,51	4,61	3,23	2,93	3,61	3,43	3,37	2,65	3,2	3,08	4,14	4,05	4	4,09	4,405	3,3			

2. The Mean Scores of Language Choice and Use

No.	Respondents	Domains																				Total	Ave.
		Family					School					Neighbourhood					SNS						
		1	2	3	4	5	6	1	2	3	4	5	1	2	3	1	2	3	4	5			
1	R1	5	5	4	3	5	5	1	1	1	3	2	3	2	2	1	1	1	1	2	48	2,526	
2	R2	2	3	3	3	3	4	1	1	1	1	2	3	2	2	1	1	1	1	2	37	1,947	
3	R3	3	3	2	3	1	1	2	2	3	3	2	3	2	2	2	2	2	2	2	42	2,211	
4	R4	2	2	2	1	3	3	1	2	1	3	3	2	2	2	2	2	2	2	3	40	2,105	
5	R5	5	5	4	4	5	5	2	3	4	4	3	4	3	3	2	3	2	2	4	67	3,526	
6	R6	1	2	3	1	2	2	1	2	1	1	3	3	1	1	1	1	3	1	3	33	1,737	
7	R7	5	5	4	2	4	4	2	3	3	4	3	5	3	3	2	3	3	3	3	64	3,368	
8	R8	5	5	4	3	5	5	2	2	2	4	3	4	3	3	2	2	3	3	4	64	3,368	
9	R9	2	4	3	4	1	5	2	3	3	4	3	5	3	3	2	2	3	2	2	56	2,947	
10	R10	3	4	2	2	5	5	2	2	2	2	3	4	2	3	2	2	2	2	4	53	2,789	
11	R11	4	4	2	2	5	5	1	2	2	4	3	4	3	2	2	3	3	2	4	57	3	
12	R12	4	4	3	3	5	5	2	2	2	3	3	5	3	2	2	3	1	3	4	59	3,105	
13	R13	2	2	2	2	4	4	1	2	2	4	2	3	2	2	1	2	2	3	2	44	2,316	
14	R14	2	2	2	2	5	5	1	2	1	3	2	4	3	3	2	2	3	3	4	51	2,684	
15	R15	1	2	1	1	3	3	1	1	1	1	2	3	2	1	1	2	1	1	2	30	1,579	
16	R16	5	5	4	3	5	5	1	2	1	2	3	3	3	3	1	3	3	3	3	58	3,053	
17	R17	4	5	4	2	2	4	2	1	3	4	2	3	3	3	2	3	2	3	3	55	2,895	
18	R18	2	1	2	2	1	1	1	2	1	2	2	3	2	2	2	2	2	2	3	35	1,842	
19	R19	4	4	3	3	5	5	2	2	2	3	3	5	3	3	3	3	3	3	4	63	3,316	
20	R20	4	4	3	3	4	4	2	2	2	3	3	4	3	2	2	2	3	2	2	54	2,842	
21	R21	2	2	2	2	3	3	1	2	1	2	2	3	2	2	1	2	3	2	3	40	2,105	
22	R22	2	2	2	2	3	3	1	2	1	3	2	3	2	1	1	2	1	1	2	36	1,895	
23	R23	4	4	4	4	4	4	2	2	1	2	3	3	2	2	3	3	1	2	3	53	2,789	
24	R24	2	2	2	2	3	3	1	1	1	3	2	3	2	2	1	2	3	3	3	41	2,158	
25	R25	2	2	2	1	2	2	1	1	1	1	2	2	2	1	2	2	1	2	1	30	1,579	
26	R26	3	3	3	2	4	4	1	3	3	2	2	4	3	3	2	2	2	2	3	51	2,684	
27	R27	1	1	1	1	2	2	1	1	1	2	2	3	2	2	1	2	1	1	1	28	1,474	
28	R28	2	2	1	1	2	1	1	1	1	3	2	2	3	3	1	3	2	2	3	36	1,895	
29	R29	4	5	3	3	5	5	1	3	1	3	3	4	3	3	2	3	3	3	3	60	3,158	
30	R30	2	2	2	2	4	4	1	2	2	3	3	4	3	3	1	2	1	2	3	46	2,421	
31	R31	2	2	3	3	4	4	1	1	1	3	4	4	3	3	1	3	3	3	3	51	2,684	
32	R32	2	2	2	2	3	3	1	2	3	3	3	3	3	3	3	3	3	3	3	50	2,632	
33	R33	4	4	4	4	5	5	2	3	2	4	4	4	3	3	2	2	3	3	3	64	3,368	
34	R34	2	2	1	1	1	1	1	2	1	1	2	3	2	2	1	2	1	2	2	30	1,579	
35	R35	1	2	2	2	4	4	1	1	1	1	2	3	2	2	1	2	1	2	2	36	1,895	
36	R36	4	4	3	2	5	5	1	3	3	4	4	5	3	3	1	3	3	3	4	63	3,316	

37	R37	4	4	3	3	5	5	1	3	1	3	2	4	3	3	1	1	1	1	3	51	2,684
38	R38	2	2	2	2	4	3	1	1	2	2	4	3	3	3	1	2	3	3	3	46	2,421
39	R39	2	2	2	2	3	3	1	2	1	3	2	3	3	3	1	2	2	2	3	42	2,211
40	R40	3	3	3	3	3	3	2	2	2	2	2	2	3	2	3	2	1	2	3	46	2,421
41	R41	3	3	2	1	2	2	2	3	2	3	3	3	3	3	2	2	3	3	3	48	2,526
42	R42	3	3	3	3	2	2	2	2	2	2	1	2	3	3	3	1	2	1	2	41	2,158
43	R43	2	3	3	3	1	4	1	1	1	2	2	4	2	2	1	2	2	2	3	41	2,158
44	R44	2	3	3	3	3	3	2	2	1	3	2	3	2	2	2	2	2	2	2	44	2,316
45	R45	3	3	2	2	2	3	1	2	2	3	3	3	2	2	1	3	2	2	3	44	2,316
46	R46	2	3	3	2	5	5	2	2	2	3	3	4	3	2	1	1	1	1	3	48	2,526
47	R47	5	5	4	3	5	5	2	2	1	3	4	5	4	3	1	2	2	1	3	60	3,158
48	R48	2	3	2	3	4	4	1	1	1	2	4	4	4	3	1	2	1	2	3	47	2,474
49	R49	4	4	4	4	4	4	1	1	1	1	3	3	1	3	1	3	3	3	3	51	2,684
50	R50	3	4	3	2	5	5	3	2	3	4	3	5	4	3	1	2	3	2	2	59	3,105
51	R51	3	3	3	3	2	4	3	3	3	3	3	4	4	4	2	3	3	3	4	60	3,158
52	R52	4	4	4	1	5	5	3	2	2	3	3	4	4	3	2	2	3	3	1	58	3,053
53	R53	4	1	4	1	5	5	2	3	3	5	4	5	4	3	2	3	3	3	4	64	3,368
54	R54	3	3	3	2	5	5	3	3	4	5	4	5	4	4	3	3	2	2	4	67	3,526
55	R55	2	2	1	1	2	2	1	1	1	1	2	1	2	1	1	1	1	1	1	25	1,316
56	R56	5	5	5	5	4	4	3	3	3	5	4	5	4	3	3	3	3	3	3	73	3,842
57	R57	2	2	2	2	5	5	2	3	2	3	4	5	4	4	3	3	2	3	4	60	3,158
58	R58	5	4	4	4	4	4	3	3	3	5	4	5	4	4	3	3	4	4	4	74	3,895
59	R59	3	3	2	2	4	4	3	4	1	4	3	4	4	4	3	3	3	2	3	59	3,105
60	R60	4	4	4	4	4	4	2	2	1	5	4	4	4	4	3	1	1	3	1	59	3,105
61	R61	4	4	3	3	4	3	3	4	4	4	3	3	3	3	3	3	3	3	4	64	3,368
62	R62	5	4	4	4	4	4	2	3	3	2	4	5	4	4	1	3	4	4	4	68	3,579
63	R63	3	2	1	1	4	4	2	2	2	3	3	2	2	3	1	3	3	3	2	46	2,421
64	R64	5	5	5	5	5	5	4	4	4	4	4	4	4	4	3	3	4	4	4	80	4,211
65	R65	5	5	3	3	4	4	2	4	3	2	4	2	3	3	3	3	2	3	4	62	3,263
66	R66	4	4	3	3	4	4	3	3	4	4	4	3	3	2	1	1	2	3	2	57	3
67	R67	3	2	3	2	3	3	1	2	2	2	2	2	2	2	1	1	2	1	2	38	2
68	R68	4	4	4	4	4	4	4	2	2	1	4	3	3	3	3	3	2	1	3	58	3,053
69	R69	5	5	4	4	5	5	3	4	4	5	4	5	4	3	2	4	3	3	4	76	4
70	R70	5	5	5	4	5	5	3	4	4	5	4	5	4	3	2	4	4	4	4	79	4,158
71	R71	5	5	5	3	5	5	2	2	1	3	3	4	4	4	1	2	1	3	4	62	3,263
72	R72	2	2	2	2	3	3	1	2	1	3	3	3	2	1	1	1	1	1	1	35	1,842
73	R73	4	4	4	3	5	5	2	1	1	5	4	5	4	3	1	1	1	3	2	58	3,053
74	R74	3	3	2	2	3	4	3	2	1	2	2	3	2	2	3	3	3	2	3	48	2,526

NOTES:

Family:	1. Father	School: 1. Headmaster	Neighborhood: 1. Elder people	SNS: 1. Uploading a post
	2 Mother	2 Teachers	2 Fellows	2 Commenting on fellow's post
	3 Older sisters/brothers	3 Staffs	3 Younger people	3 Commenting on elder people's post
	4 Younger sisters/brothers	4 Canteen worker		4 Commenting on younger people's post
	5 Grandfather	5 Friends		5 Chatting/Direct Message
	6 Grandmother			



3. Validity and Reliability of Questionnaire

Case Processing Summary

		N	%
Cases	Valid	30	96.8
	Excluded ^a	1	3.2
	Total	31	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.903	31

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
it1	121.3000	151.183	.826	.895
it2	121.8000	153.062	.531	.898
it3	121.8333	153.385	.530	.898
it4	121.8333	152.351	.671	.897
it5	121.6333	153.482	.633	.897
it6	122.5333	166.740	-.130	.912
it7	121.4000	153.352	.627	.897
it8	121.8333	153.109	.513	.899
it9	121.9000	164.852	-.057	.910
it10	121.5000	153.431	.640	.897
it11	121.3333	151.195	.824	.895
it12	121.3333	152.023	.768	.896
it13	121.3667	152.033	.769	.896
it14	121.1333	158.809	.453	.900

it15	122.6333	147.551	.519	.899
it16	121.3667	151.275	.752	.895
it17	122.8667	148.533	.415	.903
it18	122.3333	162.437	.019	.911
it19	121.4000	151.903	.716	.896
it20	121.3667	153.620	.608	.898
it21	121.3667	152.930	.650	.897
it22	121.3333	151.195	.824	.895
it23	121.2667	153.375	.757	.896
it24	122.9000	148.162	.571	.897
it25	122.0667	156.271	.415	.900
it26	121.1333	153.637	.701	.897
it27	121.4333	157.633	.453	.900
it28	122.4667	169.499	-.236	.914
it29	121.8667	155.706	.396	.901
it30	121.6000	153.628	.528	.898
it31	122.8667	150.602	.436	.901

AFTER DISQUALIFY THE INVALID ITEMS

Case Processing Summary

		N	%
Cases	Valid	30	96.8
	Excluded ^a	1	3.2
	Total	31	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.938	27

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
it1	107.2000	157.200	.861	.933
it2	107.7000	159.321	.548	.937
it3	107.7333	159.651	.547	.937
it4	107.7333	159.030	.665	.935
it5	107.5333	160.533	.605	.936
it7	107.3000	159.114	.677	.935
it8	107.7333	159.444	.526	.937
it10	107.4000	159.697	.661	.935
it11	107.2333	157.289	.854	.934
it12	107.2333	158.185	.795	.934
it13	107.2667	158.271	.790	.934
it14	107.0333	165.689	.439	.938
it15	108.5333	154.189	.514	.939
it16	107.2667	157.444	.775	.934
it17	108.7667	154.668	.426	.942
it19	107.3000	157.872	.752	.934
it20	107.2667	159.513	.650	.935
it21	107.2667	159.237	.667	.935
it22	107.2333	157.289	.854	.934
it23	107.1667	159.523	.789	.935
it24	108.8000	155.338	.544	.937
it25	107.9667	162.723	.426	.938
it26	107.0333	160.585	.677	.935
it27	107.3333	164.920	.410	.938
it29	107.7667	162.392	.394	.939
it30	107.5000	160.534	.512	.937
it31	108.7667	156.047	.476	.939

4. The Result of Frequencies Analysis of Language Attitude

Statistics

		Cognitive	Affective	Conative
N	Valid	518	814	665
	Missing	296	0	149

Frequencies

Cognitive

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	.2	.4	.4
	2	4	.5	.8	1.2
	3	31	3.8	6.0	7.1
	4	166	20.4	32.0	39.2
	5	315	38.7	60.8	100.0
Total		518	63.6	100.0	
Missing	System	296	36.4		
Total		814	100.0		

Affective

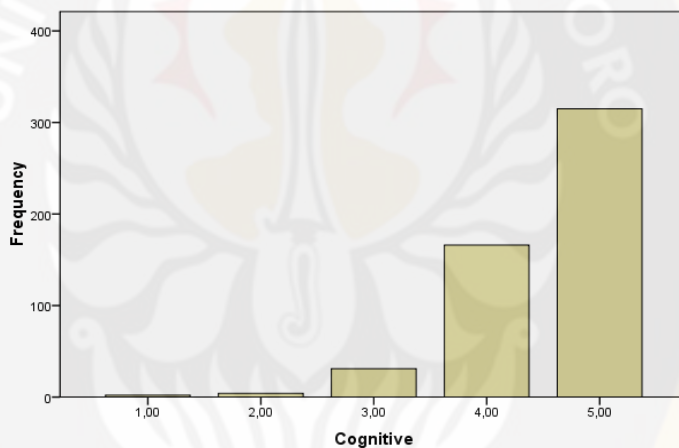
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	21	2.6	2.6	2.6
	2	78	9.6	9.6	12.2
	3	171	21.0	21.0	33.2
	4	244	30.0	30.0	63.1
	5	300	36.9	36.9	100.0
Total		814	100.0	100.0	

Conative

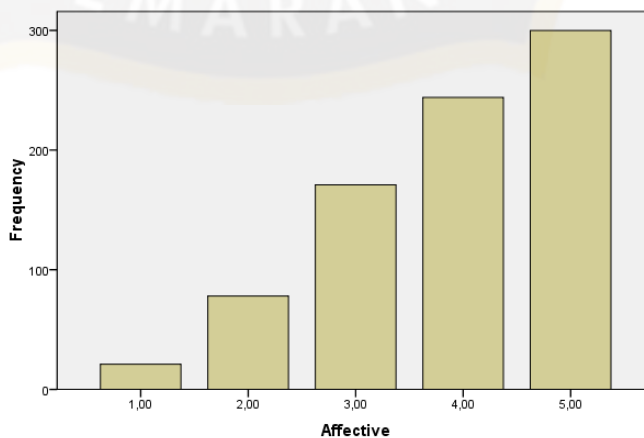
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	21	2.6	3.2	3.2
	2	73	9.0	11.0	14.1
	3	145	17.8	21.8	35.9
	4	190	23.3	28.6	64.5
	5	236	29.0	35.5	100.0
	Total	665	81.7	100.0	
Missing	System	149	18.3		
Total		814	100.0		

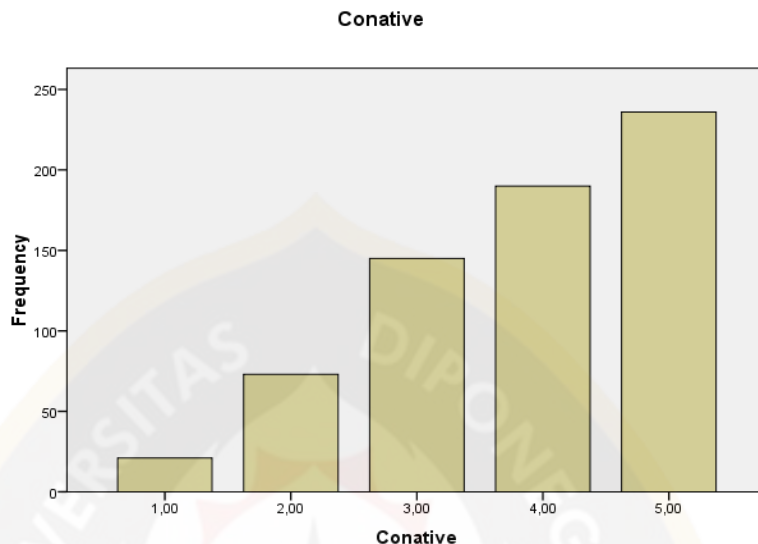
Bar

Cognitive



Affective





5. The Category of Language Attitude and Muna Language

Statistics

		Attitude	Language Use
N	Valid	74	74
	Missing	0	0
Percentiles	25	3.00	2.0000
	50	3.00	2.0000
	75	4.00	3.0000

The Category of Language Attitude

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Positive	41	55.4	55.4	55.4
	Extremely Positive	33	44.6	44.6	100.0
Total		74	100.0	100.0	

The Category of Muna Language Use

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Extremely Low	13	17.6	17.6	17.6
Low	35	47.3	47.3	64.9
High	24	32.4	32.4	97.3
Extremely High	2	2.7	2.7	100.0
Total	74	100.0	100.0	

6. The Relationship between Respondents' Attitude and Their Muna Language Use

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Cat.Attitude * Cat. Muna Language Use	74	100.0%	0	.0%	74	100.0%

Language Attitude * Category of Muna Language Use Crosstabulation

			Category of Muna Language Use			Total
			Extr. Low	Low	High & Extr.High	
Language Attitude	Positive	Count	10	18	13	41
		Expected Count	7.2	19.4	14.4	41.0
		% within LanguageAttitude	24.4%	43.9%	31.7%	100.0%
	Extremely Positive	Count	3	17	13	33
		Expected Count	5.8	15.6	11.6	33.0
		% within LanguageAttitude	9.1%	51.5%	39.4%	100.0%
Total		Count	13	35	26	74
		Expected Count	13.0	35.0	26.0	74.0
		% within LanguageAttitude	17.6%	47.3%	35.1%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.968 ^a	2	.227
Likelihood Ratio	3.139	2	.208
Linear-by-Linear Association	1.921	1	.166
N of Valid Cases	74		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.80.

7. The Relationship between Muna Language Use and Respondents' Living Place

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Language use 2 categories * School	74	100.0%	0	.0%	74	100.0%

Language use 2 categories * School Crosstabulation

			School		Total
			SMAN 1 Watopute	SMAN 2 Watopute	
Language use 2 categories	Extremely Low and Low	Count	35	13	48
		Expected Count	28.5	19.5	48.0
	High and Extremely high	Count	9	17	26
		Expected Count	15.5	10.5	26.0
Total	Count	44	30	74	
	Expected Count	44.0	30.0	74.0	

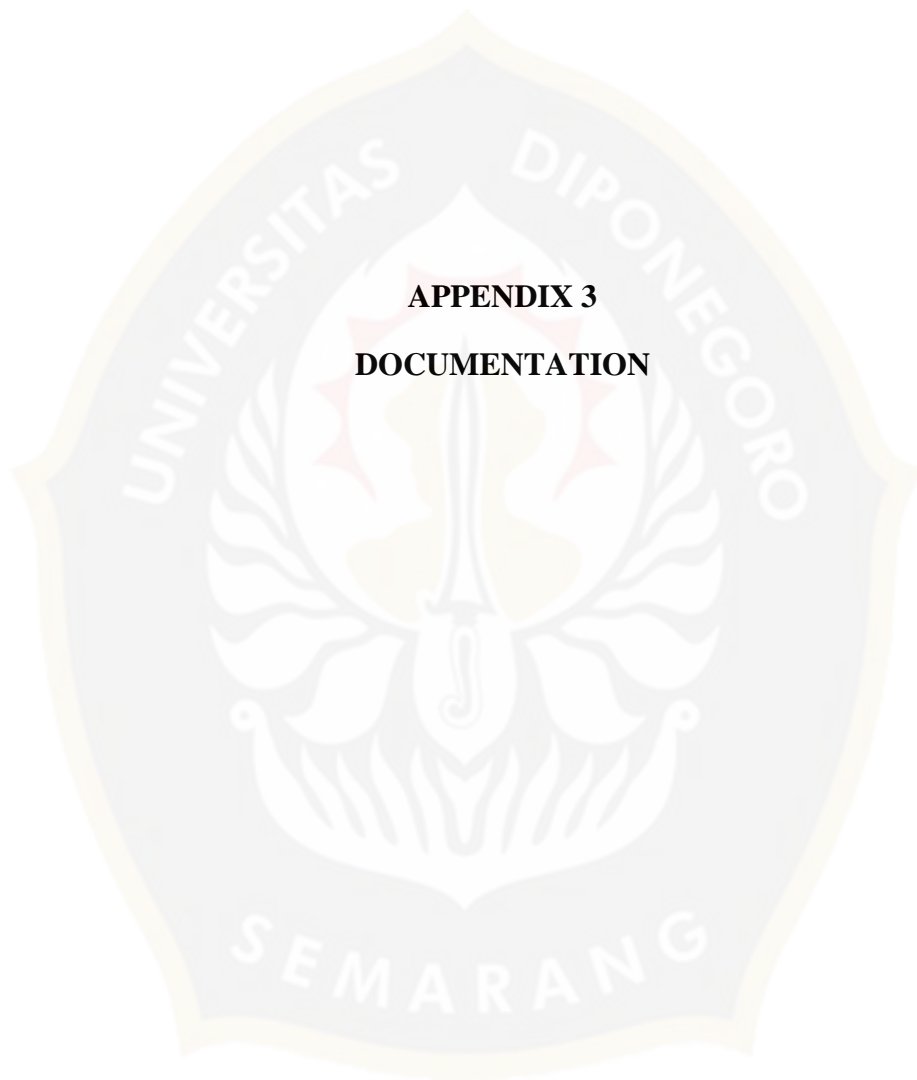
Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	10.264 ^a	1	.001		
Continuity Correction ^b	8.736	1	.003		
Likelihood Ratio	10.307	1	.001		
Fisher's Exact Test				.003	.002
Linear-by-Linear Association	10.125	1	.001		
N of Valid Cases ^b	74				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 10.54.

b. Computed only for a 2x2 table





1. SMAN 1 Watopute



2. SMAN 2 Watopute

