CHAPTER I

INTRODUCTION

1.1 Background

Language is one of the human characteristics that distinguish it from other creatures. In addition, language has a social function, both as a means of communication and as a way to identify social groups. In a general sense, language is understood as a communication or tool to communicate, so that the word language is often used in various everyday expressions with various meanings or even become a term, such as "body language" "animal language" "natural language" and other language terms. Bloomfield in Yendra (1976: 34) said that language is an arbitrary system of sound symbols that allows all humans to build a culture or learn a system of culture to communicate or interact.

Referring to the opinion of the expert above, it can be said that language has an important role in interacting. Besides functioning as one of the main communication tools, language is also one of the skills possessed only by humans this is what distinguishes human interaction from the interaction of other creatures on earth. So in outline it can be defined that language as a sound system that has meaning, symbol of sound, and it is spoken from an arbitrary human system in a reasonable situation that is used as a communication tool.

As a communication tool language also has an attitude that showed by its users in communicating. As according to (Bogardus, 1931: 62) in G. Allport (1935:804) an attitude is a tendency to act toward or against something in the environment which becomes thereby a positive or negative value. So it can be say that language and attitude have a relationship where language is a communication tool used by humans to interact

with each other and attitude is a tendency of human to act or respond to the language in an environment which is called language attitude.

Baker (1992) in Korth Britta (2005: 32) explain that language attitude are strongly formed during language acquisition and learning and differ depending on the atmosphere in which the specific language is taught or spoken, since language associated with pleasant events are more likely to arouse positive feelings. Language attitude are usually formed through experiences with speakers of a particular language, through public discourse or language teaching. Seram Island is one of the islands located in north of Ambon island, Moluccas province, Indonesia. In Seram Island there are three regencies, namely Central Moluccas regency with the capital city of Masohi and two regencies resulting from the division, namely the East Seram regency with its capital city of Bula and West Seram regency with the capital city of Piru.

Seram language is spoken by people in Waru Village, Teluk Waru Sub-District, Geser Village, East Seram District and Kataloka Village, East Gorom District. Seram language consists of three languages, namely (1) Waru language spoken by the people of the Waru village; (2) the Geser language spoken by the people of the Geser village, East Seram district; (3) The Gorom language spoken by the people of Kataloka Village, East Gorom Sub-district. The percentage difference between the three language ranges from 55-77%.

From the three of languages above, the researcher only researches the Gorom language which is spoken by the people in Gorom Island. So, the location of the research area will be in the East Gorom sub-district to be precise in Klikoda Village, which is to research the language attitudes of teenagers towards Gorom language in Kilkoda village. For this reason, the researcher will explain a little about the use of the Gorom language.

Gorom language is used as a language of daily interaction orally, both in the family environment and in informal situations, such as in customary government systems, such as in traditional ceremonies and culture. Apart from that, the Gorom language is also used in special ceremonies, which are expressed through movement, dance, song (Koba Seut), poetry (Nagan), and Kapata-Kapata (Takuno). Takuno or kapata, usually pronounced in the form of traditional songs of worship, for kings' ceremonies, for example in weddings, circumcisions, coronations, and death. Based on population census statistical data obtained from the Head of the Office of the Ministry of Education and Culture, East Seram District, the number of Gorom speakers on Gorom Island is 15,836.

1.2 Statements of Problem

Based on the background above, the researcher formulates two problems as follows:

1.2.1 What are the characteristics of language attitude of teenagers toward Gorom language?

1.2.2 What are the influencing factors of the language attitude of teenagers toward Gorom language?

1.3 Scope of Study

From the statements of the problem above, the researcher limited the problem only on analyzing the characteristics of language attitude of teenagers toward Gorom language and the influencing factors of the language attitude of teenagers toward Gorom language.

1.4 Objective of Study

In this step the study has two objectives of the study, namely:

1.4.1 To describe the characteristics of language attitude of teenagers toward Gorom language.

1.4.2 To describe the influencing factors of the language attitude of teenagers toward Gorom language.

1.5 Significance of Study

It is hoped that this research will be useful both theoretically and practically. There are some benefits to the research as follows:

1.5.1 Theoretical Significances

This study is expected to provide knowledge for the reader about language especially how to analyze language attitude by using a sociolinguistics approach related to analyzing the characteristics of language attitude of teenagers toward Gorom language and the influence factors of the language attitude of teenagers toward Gorom language

1.5.2 Practical Significance

1.5.2.1 For the researcher, this study is a media to enhance the ability and creativity of the researcher to analyze language especially related to the language attitude of teenagers toward Gorom language in Kilkoda Village East Seram Regency, Moluccas Province.

1.5.2.2 For students, this study is expected to help and understand the language attitude of teenagers toward Gorom language and give details explanations about how to analyze language attitude by using a sociolinguistics approach.

1.5.2.3 This research is expected to increase the number of research collections at Khairun University especially the Faculty of Letters and Culture, English Letter Study Program. This study will be used as a comparison with other studies that have been conducted by other students previously.

1.6 Review of Related Literature

The researcher found some research that has been conducted by other students who have already research about language attitude, as follow:

Mulyanah (2018) wrote his undergraduate thesis entitled *"The Newest Survey on Language Attitude of Sundanese Urban Community in West Java Province, Indonesia*

against Sundanese, Indonesian, and Foreign Language" A Study on Multilingual Speaker. The result of his research indicates that (1) the attitude of the Sundanese urban community in West Java to the Sundanese language is good category, because the average only reaches 64.11%. The language attitude of people in Bogor is the lowest among the three cities. (2) The language attitude of the Sundanese urban community in West Java to the Indonesian language is in fair category, because the average is only 56.19%. The lowest language attitude of urban community in West Java toward Indonesian language is Bekasi. (3) The attitude of the Sundanese urban community in West Java to foreign languages is in good category because the average reaches 69.85%. The highest language attitude toward foreign language is Bogor.

The second is from Firmanto and Rachmat (2014) wrote their thesis entitled *"Sikap Bahasa Masyarakat Kota Surabaya Terhadap Bahasa Jawa Dialek Surabaya dan Bahasa Jawa Dialek Sala-Yogyakarta"* This research discusses about language attitude of Surabaya citizens toward Javanese dialects of Surabaya and of Sala-Yogyakarta. Data that is used is based on their expression of beliefs around Javanese dialect of both places. The result of the analysis shows respondents belief that Javanese dialect of Surabaya is impolite and informal language, but also a part of citizens identity and national cultural diversity that must be acknowledge, preserved and be proud of.

Rahayu (2014) wrote her undergraduate thesis entitled *"Sikap Berbahasa Indonesia Siswa Kelas X SMA Negeri 1 Kota Metro Provinsi Lampung"* This study aimed to describe the attitude of using Indonesian language and the factors that causes of students' language attitudes SMA Negeri 1 Metro. The technique of collecting data is by using questionnaire. The data were processed and analyzed by using a qualitative approach. The results showed that students' attitude in Indonesian language is still quite good. This is evidenced by the answers of all respondents who feel proud to be able to speak

Indonesian and 95% of respondents would continue to study the Indonesian although they have already mastered several foreign languages. The dominant factor that causing the attitude of students' language is experience as proved by the responses to questionnaires which mostly have a percentage above 80%.

Based on the previous researchers mentioned above, the researcher indicates that apparently some people have already done research about language attitude but what makes this research different is that the material objects and focus analysis of this research are different from the three researches above.

1.7 Theoretical Bases

The researcher needs theories to support the research, at the first the researcher would explain some definition of language attitude, characteristics of language attitude, factors influencing language attitude, and sociolinguistics approach.

1.7.1 Language Attitude

Baker (1992) in Korth Britta (2005: 32) explain that language attitude are strongly formed during language acquisition and learning and differ depending on the atmosphere in which the specific language is taught or spoken, since language associated with pleasant events are more likely to arouse positive feelings. Language attitude are usually formed through experiences with speakers of a particular language, through public discourse or language teaching. Ryan defines language attitude as any affective, cognitive or behavioral index of evaluative reactions toward different language varieties or speakers (Ryan, 1982: 7) in Amara, Hasan Muhammad (1999: 167)

Fasold (1984) in Ginting Aisyah (2018: 126) also said that although attitudes cannot be observed directly and must be demonstrated through the actual behavior, but the attitudes towards language can be observed from the way of the language users in

talking, in communicating, and in using the language itself, as according to Crystal (2000) in Ginting Aisyah (2018: 126) state that different communities have different kinds of attitudes and aspirations in relation to their language. Based on the decription of the experts above it can be explains that peoples have different attitude in different community that called positive and negative attitude towards the language.

From all the theory above, the researcher prefers to use Fasold's theory cause his theory about language attitude include other theories.

1.7.2 Characteristics of Language Attitude

Garvin and Mathiot (1968) in Ginting Aisyah (2018: 126) formulate the following three characteristics of positive language attitude, namely: (1) Language loyalty, (2) Language pride, (3) Awareness of the norms, and negative language attitude, namely: (1) Language disloyalty, (2) Language lack of pride, (3) Unawareness of the norms. These three features of language attitude relate to the basis of people in choosing a language form variety of languages that will be used for communication.

1.7.2.1 Positive Language Attitude

Garvin and Mathiot (1968) in Ginting Aisyah (2018: 127) state that positive language attitude is to use or to treat the language positively in daily interaction. A positive language attitude is an eagerness of the community to use language in all aspects of life. The positive language attitudes are really crucial in maintaining a certain language used by a certain community.

1.7.2.1.1 Language Loyalty

Language loyalty is an attitude that encourages the speaker of a certain language to maintain their language viability from the adverse impact of foreign languages and if it is needed, prohibit the effect of other language influence the existences of their own

language. The speaker's loyalty in using and maintaining their own language indicates the positive attitude of the speakers.

1.7.2.1.2 Language Pride

Language pride is an attitude that encourages a person or a group of people to make the language as a symbol of personal identity or as their group identity where the people of a certain language encourage themselves to spread and use the language as a symbol of identity and symbol of unity. The pride of the speakers to use their language indicates the positive attitudes of the speaker.

1.7.2.1.3 Awareness of the Norm

Awareness of the norms is an attitude that encourages the use of language carefully, corrective, polite, and decent by the speakers. It encourages the language speaker to use the language in accordance with the applicable norms where the people of a certain language encourage themselves to use the language and accurately. The language awareness is reflected in the responsibility, attitude, and feeling of having a language that raises the willingness to foster and develop the language. Awareness of the norm is an important factor in determining the use of language.

1.7.2.2 Negative Language Attitude

Negative language attitude indicates that a certain community does not support the efforts to use a certain language in their domains. Garvin and Mathiot (1968) in Ginting Aisyah (2018: 127) state that negative language attitude is unwillingness of the community to use language in all domains. It is believed that negative language attitude categories do not support the language to be maintained.

1.7.2.2.1 Language Disloyalty

Language disloyalty is where the people of certain language do not encourage themselves to maintain their own language and do not prohibit the effect of other language influence their own language if it is needed. It may indicate that people who do not have the language loyalty are easily influenced by negative factors that force them to leave their language and supposed to use another language to communicate with others.

1.7.2.2.2 Language lack of Pride

Language lack of pride is where the people of certain language do not encourage themselves to spread and do not use the language as a symbol of identity and symbol of unity. Language lack of pride means that peoples are able to use another language to communicate with other because the reason that they do not feel proud of having the language. The assessment of other people is the important consideration that influences them for being less to use their own language.

1.7.2.2.3 Unawareness of the Norms

Unawareness of the norms is where the people of a certain language do not encourage themselves to use the language accurately. This is considered as a dominant factor to influences the action of language use. Unawareness of the norms towards the language means that people do not tend to use the language politely, carefully, and correctly.

1.7.3 Factors Influencing Language Attitude

According to Jendra (2010) in Ginting Aisyah (2018: 128) state that there are several factors may influence the language attitudes:

1.7.3.1 Prestige and Strength of Language

Prestige and strength of language factor associated with things possessed by a language. Language has an attraction that can make people want or not to learn or use the language. A language may have higher prestige and strength than any other language, thus encouraging it to be the language chosen to learn and use. In great context, the national language, a language has its own prestige and strength that are influenced by several things. However, the language attitude caused prestige and strength of the language is not fully applicable to other individuals/groups/countries. This is because nationalism is not only limited to the interest of foreign languages but more to the principle of nation and culture that it has. It could be learning or using a foreign language, but the attitude and identity of language as well as the culture of origin remain firm and sure.

1.7.3.2 History of State

The historical factor was related to historical experienced by an individual/group/country with a specific language. Individuals/groups/countries may have an attitude of not using the language of a particular tribe or country because of its history that was incompatible with it. For example, nations in the Middle East were reluctant to use English, because in their history the British state was a colonialist country that was very contrary to his country.

1.7.3.3 Social and Tradition

The next factor is from social and traditional. This factor is related to the assumptions that occur in society toward a particular language. Languages that have a higher language position than other languages are considered by people as a better language. The assumption cannot be separated from social circumstances and traditions that have been rooted in the thinking of the society.

1.7.3.4 Internal Language System.

The last factor is internal language system. Internal language system can be lexicon, grammar, or pronunciation. In relation to language attitudes discussed, people tend to be more positive towards the language that has an internal system that is easy. Such positive attitude was shown by the people's desire to learn the language. As for some factors that made a language difficulty was the existence of gender differentiator, intonation, particle, and so on.

1.7.4 Sociolinguistics Approach

A term sociolinguistics is a derivational word. Two words that form it are sociology and linguistic. Sociology refers to a science of society; and linguistic refers to a science of language. A study of language from the perspective of society may be thought as linguistics plus sociology. Rokhman (2013: 1) in Nurlina Indah (2017: 28) states that Sociolinguistic is an interdisciplinary science between sociology and linguistics, two areas of empirical science which has closely linked. Sociology is the study was objective and scientific about the people in society. Linguistics as the study of the language and take it as an object of study. Thus, it can easily be said that sociolinguistic is the interdisciplinary science that studies the language in relation to the use of language in society.

While, Downes (2003: 123) in Nurlina Indah (2017: 25) characterizes sociolinguistics approach as work which is intended to achieve a better understanding of the nature of human language by studying language in its social context and/or to achieve a better understanding of the nature of the relationship and interaction between language and society. Spolsky (1998: 3) in Nurlina Indah (2017: 26) defines a sociolinguistics approach is the field that studies correlation between language and society, between the uses of language and the social structures in which the users of language live.

From all the definition above it can be said that sociolinguistics approach is the study of how language and social factor interact, study of language speakers in connection with it as a member of society. The researcher use Downes' theory to analyze this research, because his theory very relate with the focus of this research.

1.8   Conceptual Scheme
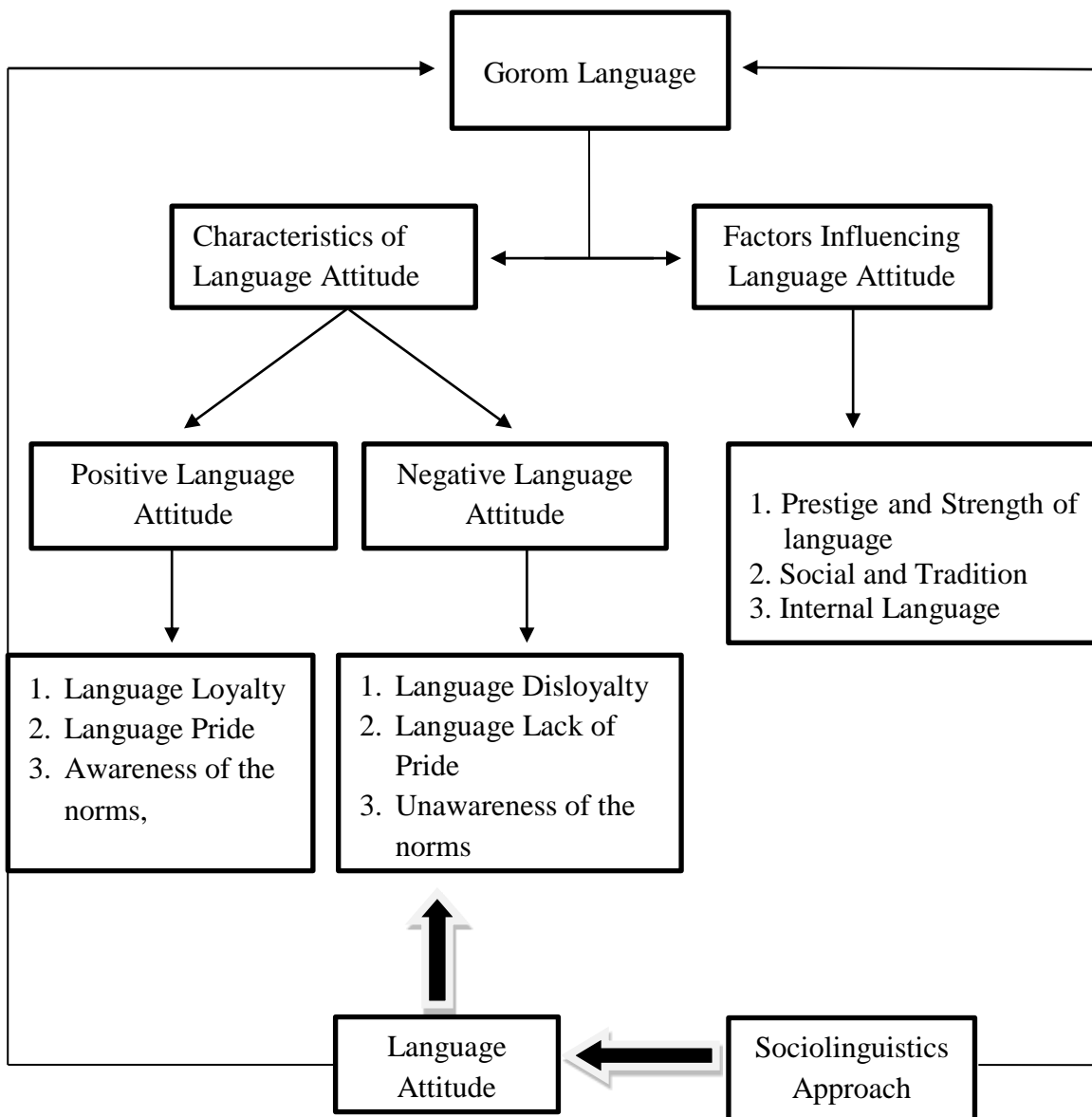
Based on the conceptual scheme above, the researcher wants to analyze Language Attitude of teenagers toward Gorom language in Kilkoda village East Seram Regency, Moluccas Province which consists into two problems namely what are the characteristics of language attitude of teenagers toward Gorom language and what are the influencing factors of the language attitude of teenagers toward Gorom language.

In the first statement of problem there are characteristics of language attitude that consist of two which are positive language attitude and negative language attitude. Actually factors influencing language attitude itself are prestige and strength of language, history of state, social and tradition and the last is internal language system, but the researcher limited the analysis into two that are prestige and strength of language, and the last social and tradition. Furthermore those are being analyzed by the sociolinguistics approach

1.9 Method and technique of the study

To do this research, the researcher use method and techniques as follows:

1.9.1. Qualitative Method

Qualitative method does not involve measurement or statistic, because qualitative method not measure about a quantity but refer to the quality, and then this method more focus to meaning and bound to value. This research used if the problem unclear, to know imply meaning, to understand social interaction, to develop the theory, to ensure the truth of data and research history development. As according Brink (1993) in Mohajan Kumar (2018: 2) said that qualitative researchers are interested in people's belief, experience,

and meaning systems from the perspective of the people. Qualitative research does not include statistical analysis and empirical calculation.

From the statement above, qualitative method is usually in form of text, because the words are including part of text. Therefore, this method is much related to the object of analysis, so it is necessary to use this method.

1.9.2 Technique of Collecting Data

The researcher has carried out two techniques to collect data in this study, which are as follows:

1.9.2.1. Observation

Observation is a data collection technique, where researchers make observations directly to the object of research and to look closely at the activities carried out (Riduwan 2004). In this case, the researcher went directly to the field by observing the social phenomena of language use to take notes so that the researcher could get accurate data about the language attitudes of the Kilkoda community.

(https://www.zonareferensi.com/pengertian-observasi/)

1.9.2.2. Questionnaire

The questionnaire is a data collection technique which is done by giving a set a written statement to the respondent to answer Sugiyono (2005: 162). In this technique, the researcher makes some statements that related to the research itself to get accurate data. The statements used by the researcher as an instrument in this research, with respondents' answers in the form of choices from five available alternatives, namely:

1. DA   : Definitely Agree

2. A   : Agree

3. N   : Neutral

4. D   : Disagree

5. DD   : Definitely Disagree

(https://www.kumpulanpengertian.com/2018/07/pengertian-kuesioner-menurut-para-ahli.html)

1.9.2.3 Interview

Interview in this case, this researcher was immediately asked the native speaker that is teenagers in Kilkoda village related to language attitude toward Gorom language.

1.10. Data Resource

1.10.1. Primary Data

The primary data in this study is Gorom language, which is obtained through the distribution of questionnaires that related to the language attitudes of teenagers in Kilkoda village.

1.10.2 Secondary Data

Secondary data of this study is data obtained from previous research that can be in the form of archives or documents which include literature, magazines, internet, journals, and articles relating to the focus of the research there are :

1.10.2.1 Library study

The library is a medium for searching data, to supplement data, the researcher looking for books related to the title of this research.

1.10.2.2 Internet

The internet has always been an important way to find theory, and knowledge of the same object and that is relevant to the title of the research.

1.11 Technique of Analyzing Data

The researcher divides the techniques of analyzing data into two types, namely:

1.11.1 Classification

In this part, the researcher would like to classify the primary data that has been collected, which is about language attitude of teenagers toward Gorom language in Kilkoda village.

1.11.2 Explanation

After all the data has been collected and classified, the researcher explains the data accurately based on the results of research that directly takes in Kilkoda village.

1.12 Population and Sample

1.12.1 Population

In linguistics research, the population is the unit of the speaker and the unit of the territorial. As a unit of the speaker in this research, the population in Kilkoda village is about 263 people with a population of male 139 people and female 124 people. Then the unit of territorial/ location of the speakers, the researcher chooses Kilkoda village as the location of this research.

1.12.2 Sample

The sample is part of the population as information. The researcher just takes a part of them to be the sample. The researcher takes 75 (seventy-five) teenagers as the

sample of this research which is related to the language attitude of teenagers in Kilkoda village.