

The Language Attitude of the Tanjungpinang City Towards the Indonesian Language

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Article Info

History Articles

Received:
July 2019
Accepted:
August 2019
Published:
August 2019

Keywords:

*domain of education,
language attitude,
tanjungpinang city
community*

DOI

<https://doi.org/10.15294/seloka.v8i2.33843>

Abstract

The Tanjung City Community has distinctive characteristics in terms of language. Cities that are located between two countries, namely Singapore and Malaysia, have a big influence in terms of acting speech in their daily lives. This study aims to describe the form of language attitude, which consists of language, language pride, and awareness of language norms. This study uses a sociolinguistic approach and a qualitative approach. The data of this study is a piece of speech from Tanjungpinang city community in the realm of education in daily communication in the classroom during teaching and learning activities. The observation point, namely Public High School 1 Bintan Timur, Public High School Tanjungpinang 1, and Public High School Tanjungpinang 2. This research produces the following findings. First, the manifestation of language loyalty in the realm of education in-class language loyalty that is realized through fragments of conversation that occur, language pride, and awareness of the existence of norms that are analyzed based on pragmatic rules and diction to produce findings that violate good and correct language rules.

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[p-ISSN 2301-6744](#)

[e-ISSN 2502-4493](#)

INTRODUCTION

Language in a sociolinguistic study of its existence is not monolithic but always has variety or variation. This assumption implies that sociolinguistics views the society they study as a diverse society at least in terms of language use. Language, as a single tool of communication, has many functions. Apriliyani, and Rokhman (2016) explained that language is a tool to collaborate with fellow human beings. Therefore, all fields of life need language as a communication tool for various purposes.

In line with this formula, Wijana, and Rohmadi (2010) states that research on sociolinguistics seeks to explain the relationship between variations in language use with social, cultural, and situational factors in bilingual or multilingual societies.

A language attitude arises when a person is a bilingual or multi-lingual society. As stated by Dittmar (1976) that attitudes are marked by several characteristics, including the choice of language in multilingual societies, the distribution of language treasury, dialect differences and problems that arise as a result of interactions between individuals. This is apparent when a nation that has enough regional languages wants to determine its national language. The choice of one language among the many languages that the nation has is certainly felt by the positive attitude of the people towards the language chosen. Without this attitude, it is almost impossible for a society to be willing to set aside the language of its ethnic group and agree to choose another language as the national language.

Tanjungpinang is a city located between two countries, namely Singapore and Malaysia. Language choice is the result of the process of choosing one of the languages mastered by both bilingual and multilingual speakers. Widiyanto, and Zulaeha (2016) explained that with language choice, speakers could see their wisdom in using language skills according to needs, situations, and conditions. Also, Kholidah and Haryadi (2017) explain that linguists use the term language choice as a form of rationality from the

implications of the emergence of a diversity of bilingualism or multi-linguists. Accordingly, the language of the Tanjungpinang community is strongly influenced by the choice of foreign languages coming from outside as well as from migrants from the local community. Tanjungpinang people usually use Malay in every realm of life. The heterogeneity of the tribes in the city of Tanjungpinang caused a unique situation of grammatical diversity.

Rizkiansyah, and Rustono (2017) explained that the attitude of community language reflects the loyalty of the use of community language. The relationship between culture and language is that culture influences language behavior. Social and situational factors cause the emergence of language varieties. The existence of language varieties shows the use of heterogeneous languages (Saddiyah, and Rokhman, 2018). In this connection, studies that have been carried out by sociolinguistics experts have produced a conclusion that multi-linguistic countries have more problems than non-linguistic countries. At a practical level, a country's communication difficulties can become obstacles to economic and industrial life and social disturbances. More seriously, language diversity works in the opposite direction of nationalism.

Subsequently, study entitled "Language Attitudes and Identity: Study of the Narum Society's Case, Sarawak." Respondents were studied as many as 180 people consisting of several age groups. The results were obtained from two instruments, namely the imaginary attitude and affective attitude. The results of the study of manner attitude are the attitude of the Narum community towards mother tongue, including a positive attitude because it gets a percentage above 80% of all respondents.

Research that has focused on language attitudes has also been conducted by Apriana, Karomani, and Tarmini (2012) researched about "*Sikap Bahasa Siswa Kelas VII SMP Darma Bangsa dan Implikasinya terhadap Pembelajaran.*"

The results were obtained from 34 respondents based on an individual statement rating scale in a category that was given the highest to lowest range. The range is in the form

of letters (A, B, C, D, E) or numbers (5, 4, 3, 2, 1). The range of categories can be written high, medium, low or good, medium, or less. Each respondent is given one questionnaire containing twenty questions. The question has the lowest value of twenty and the highest value of one hundred. The results of the study were 16 students (47.06%) included in the good category with a score range of 61-80 and 18 students (52.94%) included in the very good category with a score range of 81-100.

Furthermore Haerudin (2005) had examined the language attitudes of students in a scientific article entitled "Student Language Attitudes." The results of his research were the language attitudes of the Department of Foreign Language Education of the Indonesian Education University (UPI) towards Indonesian as a national language (STBN), Indonesian as a subject (STMK), and the attitude of the language in using Indonesian in daily life (SB) is classified as a positive attitude. He conducted the process of collecting data using a questionnaire consisting of 64 items, namely 34 items, positive statements, and 30 items negative statements. The language attitude of UPI Foreign Language Education Students towards STBN is included in a positive attitude because it gets a score of 42.7, and the result is above the ideal score of 35. The language attitude of UPI Foreign Language Education Students towards STMK is included in a positive attitude because it gets a score of 51, 67, and the score is above the ideal score of 42.50.

The language attitude of UPI's Foreign Language Education Department students towards SB was included in a positive attitude because it obtained a score of 51.92, and the result was above the ideal score of 46.50.

Astuti (2007) also examined language attitudes entitled "*Sikap Bahasa Mahasiswa dan Dosen terhadap Istilah Terjemahan dan Istilah Serapan Bidang Ekonomi Hasil MABBIM.*" translation and uptake in the field of economics resulting from the Brunei-Indonesia-Malaysia Language Assembly (MABBIM). These results are seen from social variables, such as gender, age, education, occupation, language background, and the length of time in economics.

That is, the two groups of respondents have a positive attitude towards the Indonesian term of economic results from MABBIM. The average value proves indications of a positive attitude above 1,500, which indicates a positive attitude towards the Indonesian term, both in terms of translation and absorption.

In addition to the research that has been presented, there is also research conducted by He, and Li (2009) with the title "Language Attitudes and Linguistic Features in The 'China English' debate." The results of the study are that the Chinese English learners and users benefit if the features The prominent linguistics of 'China English' does not appear to be a shame, but something that gives the power to recognize the legitimacy of 'China English' from the basic pedagogic model on an NS basis. This can help to promote the strongest sense of ownership of English users in mainland China. The challenges in 'Chinese English' research are (a) identifying and selecting the linguistic features that stand out from the 'China English' that represents the territory of China, (b) finding the right procedure of codification, and (c) convincing national education managers that learning English the ideal in China must be based on the NS norm-based learning model. The learning model can be supplemented with optional features (variants) from "Chinese English."

Suwito (1983) states that sociolinguistics has a language position with its use in society. Sociolinguistics has the understanding of language as a social system and a communication system and is part of a particular society and culture, while what is meant by language use is a form of social interaction that occurs in a concrete situation.

In line with this opinion, Sumarsono, and Partana (2002) explained sociolinguistic is a study of language that is associated with social conditions (studied by social sciences, especially sociology). Sociolinguistics highlights the overall problems related to the social organization of language behavior, not only involving the use of language, but also the attitudes of language, behavior towards language, and language users.

Rusyana (1984) states that the language attitude of a language user or language community both bilingual and multi-linguist will manifest in the form of feelings of pride or mocking, rejecting or accepting a particular language or the community of users of a particular language, both towards the language that is mastered by each individual and by members of the community. It has to do with the status of language in society, including political and economic status. Likewise, the use of language is associated with the life of certain groups of people, often stereotyped because language is not only a means of communication but also a social identity. Pateda (1987) language attitudes can be grouped into two parts, namely attitudes toward language and language attitudes. Attitude toward language emphasizes the responsibility and respect for language, while language attitude is emphasized on self-awareness in using language in an orderly manner.

Garvin, and Mathiot (Suwito, 1989) suggest that language attitudes at least contain three main characteristics, namely language loyalty that encourages the community of a language to maintain its language and if necessary prevent the influence of other languages; language pride that encourages people to develop their language and use it as a symbol of community identity and unity; and awareness of the norm of language (awareness of the norm) that encourages people to use their language carefully and politely is a very big factor influencing actions: language use A positive attitude is an enthusiastic attitude towards the use of language (the language used by the group or the speech community where it is located).

METHODS

The approach used in this study, there are two kinds of approaches, namely the theoretical and methodological approaches. The theoretical approach used is sociolinguistic. The methodological approach used is a qualitative phenomenological approach. Data collected using methods refer to. There are two types of

techniques in the methods refer, namely the basic techniques and advanced engineering. Basic techniques such as the technique of tapping, the researchers C use one's language: the advanced techniques in the form of free Engaged considerably (SBLC), record, and record.

Data have been obtained its validity tested using triangulation techniques. Analysis of the data in this study is divided into two stages, the analysis during the process of data collection and analysis after data collection. Exposure data analysis using informal methods. That is, the presentation of data is done by using ordinary words. The presentation of a descriptive and use technical terminology.

RESULTS AND DISCUSSION

A form of loyalty and pride of the people speak against Indonesian Tanjungpinang city as the national language is found in Tanjungpinang community conversation in the realm of education. The form is analyzed through the cognitive component, affective component, and component connotative, phonological, and diction. These three components can not stand alone and be present in the form of conversations and foe speaker said. The findings of the research adapted to the purpose of the first, which describe a form of loyalty and pride of the people speak against Indonesian Tanjungpinang city as a national language in Indonesia.

Being Loyalty and Pride with Components Construction Cognitive, Affective Components and Components Conative

The cognitive component which is closely related to affective and conative parts visible from Tanjungpinang community conversation while communicating in the area of education with the hearer. Embodiments of the cognitive component through the use of Indonesian lingual unit following the rules of standard Indonesian. Being a cognitive component which is manifested through the conative component can be seen in the following conversation piece.

Context:

An education (P1) are communicating with students (P2) on the activities conducted student night at home.

P1 : What might still remember?

Afi still remember learning anything last night?

Overnight Afi, Afi material, not his job Afi.

P2 : Various text.

Snippets of conversation (1) occur at high school 2 Tanjungpinang. Fragments of the conversations between educators (P1) with the learner (P2). P1 and P2 talk with about the activities carried out at the house at night. There is a cognitive component which is manifested through the conative component in a piece of the conversation. The cognitive component, which is manifested through the conative component P1, can be observed from the conversation. The component is reflected in the conversation P1 is used to communicate with P2.

The cognitive component, which is manifested through the conative component can be observed from the use of interrogative sentence in a conversation P1. There interrogative sentence 'Afi still remember learning anything last night?' in conversation 'What about still remember? Afi still remember learning anything last night? Overnight Afi, Afi material, not his job Afi'. That phrase has the function of subject-predicate-object-caption time. The use of the sentence according to the syntactic function. It shows P1 to master the cognitive component manifested through the conative component. This is evident from the use of the phrase when spoken with P2 and P1. Thus, the cognitive component which is manifested through the conative component reflected from P1 conversation.

Being Loyalty and Pride with Components Construction Cognitive, Affective Components, and Component Phonological Rules Conative

The cognitive component which is closely related to affective and conative parts visible from Tanjungpinang community conversation while

communicating in the area of education with the hearer. Embodiments of the cognitive component through the use of Indonesian following the rules of phonology. Being a cognitive component which is manifested through the conative component can be seen in the following conversation piece.

Context:

An education (P1) invited learners (P2) presented the group's work before the classroom.

P1 : Starting from the group Nando, Nando dah ready?

Let's take a look please forward Nando Nando group's work.

Yes please forward the others please observed yes.

If she wants to be added or taken, please.

Come on Nando Nando is up to the Michael Jackson would want Kaldus, Latib or stand there *gak papa*.

Others, please hear me if you want to respond, please.

P2 : yes, Mam

Snippets of conversation (5) of the group's work presented in front of the class. Such conversations are a form of affective components manifested through conative component in the form of the word raw not done by the speaker while communication — the known form of diction or choice of words educator (P1). Conversations occur between educators (P1) and students (P2) in the classroom high school 2 Tanjungpinang.

Affective component manifested through conative components contained in a piece of conversation in the phrase 'Starting from the group Nando, Nando dah ready? Let's take a look please forward Nando Nando group's work. Yes please forward the others please observed yes. If she wants to be added or taken kindly, come on Nando Nando is up to the Michael Jackson would want Kaldus, Latib or stand there *gak papa*. Others, please hear me. If you want to respond, please'. The use of the word is not standard '*dah*,' '*here*' and '*if*' and '*gak papa*' contained in that sentence. The word '*bye*' and '*yuk*' included in

zeroisasi apheresis for their removal or calendar *awala* two phonemes in words, so that the pronunciation of the word 'had' to 'dah' and said 'come on' to 'here.' Other than that, the word 'if' and 'gak papa' included in monophthongization due to a change of two vowels or vowel multiple (diphthong) into a single vowel (monophthongal), so the word 'if' to 'if' and says it's okay to be 'gak papa.' Monophthongization be perceived as ease pronunciation of the sounds of diphthongs. Thus, there is a form of affective components manifested through conative components on a fragment of the conversation.

A Form of Loyalty and Pride with The Construction of The Cognitive Component, Affective Component, and Component Konatif Diction Rules

The cognitive component which is closely related to affective and conative parts visible from Tanjungpinang community conversation while communicating in the area of education with the hearer. Embodiments of the cognitive component through the use of Indonesian following the rules of diction. Being a cognitive component which is manifested through the conative component can be seen in the following conversation piece.

Context:

Students (P2) answering questions educators (P2) text of the statement in SMA Negeri 1 Bintan East.

P2 : A text that is poured from an observation activity which I presented in text form.

P1 : Good, applause for the Chandra.

So the text of the report, a result that starts written in the observation of the observed and forth in the form of text and writing should be adjusted to (you said what?), and should be adjusted to the steps.

Haaaaaaa, udah find themselves notion.

So, no results eeeeeee... then begins a result of the observations contained in the form of text and then explained the steps.

What are the first steps in the text of the report should be prioritized so that not just any direct first. *write* understanding.

Thursday *we*, *Belum* pre-test – post-test.

Duluya pre-test.

Is it already recorded?

P2 : Already.

Educators (P1) and students (P2) have a conversation in the classroom high school 2 Tanjungpinang on a conversation piece (6). In a fragment of the conversation, there are affective component educators manifested through conative components contained in the P1 conversation. The component is reflected in the conversation P1. Reflection affective component manifested through the conative component identified as the insertion of English words. The insertion of English words is done by educators (P1) on the word 'pre-test' and 'post-test' when communicating.

The insertion of English words contained in the sentence 'Well, applause to the Chandra. So the text of the report, a result is written in the observation that starts from the observed and forth in the form of text and writing should be adjusted to (you said what?), and should be adjusted to the steps. *Haaaaaaa*.. *udah* find themselves notion. So, no results eeeeeee... then begins a result of the observations contained in the form of text and then explained the steps. What are the first steps in the text of the report should be prioritized so that not just any direct first. Write understanding. Thursday *we*. *Belum* pre-test – post-test. A pre-test was yes. Already recorded?. Said pre-test contained in the two sentences. The word is a word of English. Said pre-test has synonym 'before the test,' and the post-test have the equivalent word 'enters the test' in Indonesian. Thus, there is the insertion of English words as a form of affective component manifested through conative components on a fragment of the conversation.

The components associated with the decision to use Indonesian or add inserts a foreign language when spoken. In conducting the speech act, educators use Indonesian. Affective component educators manifested through cognitive-affective component can be observed from the insertion of English words.

CONCLUSION

The attitude of the language is a form of a person's inclination towards a particular language as a form of confidence to react in a way that he considered true. No language attitudes are positive and negative, depending on one's addressing the language used in every day.

The attitude of studied language to give a presentation on the form of loyalty and awareness level of the public speaking norm against Indonesian Tanjungpinang includes careful use of language, i.e. use language carefully and minutely tuned Indonesian rule is right and good.

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