LANGUAGE ATTITUDE OF NOMAD UNDERGRADUATE STUDENTS
CASE RESEARCH: NOMAD UNDERGRADUATE STUDENTS OF UNIVERSITAS
INDONESIA

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ABSTRACT

Language is always actively used as communication medium. In a communication involving more than one different language, one of the languages in the conversation can be chosen by a language the speakers. Language attitude that used by a native speaker is about mental position or feelings toward own language or another language (Kridalaksana, 2001, p. 197). In this borderless era, the interaction and mobilization between people are increasing. One of the examples is nomad undergraduate students who gain knowledge in universities in big cities, such as Universitas Indonesia. In this research, the researcher analyzed the language attitudes that used by nomad undergraduate students while communicating in the Universitas Indonesia. The theory used in this research came from Garret et al (2003) to analyze aspects related to language, and Jendra (2010) to sign the factors that became a tendency in language attitude. The researcher used questionnaires and interviews methods. Participants involved in this research were twenty undergraduate students from outside Jabodetabek with corpus data from questionnaires and interviews. From the data resulted in keyword about the reasons and factors of language attitude. This research concluded that the most influencing aspects of participants in language attitude in daily campus communication were behavior aspect and affective aspect. There were two main factors that encourage participants to use Indonesian dialect Jakarta; prestige and strength of that language and internal system of that language. Even so, they will try to use local language to their fellows from the same region, unless those fellows were reluctant to use local language, then the participants will adjust it by using Indonesian dialect Jakarta.

Keywords: attitude, communication, language, nomad, student

INTRODUCTION

Background

In this globalization era, communication between an individual with another one is increasingly unlimited. From communication medium that allows every person in the corners of the world can communicate with each other until transportation media that allows two people who have a long distance can be taken in a short time. The rapid development of the world is also influential to the mobility of community in obtaining a better education. Development of transportation and communication made people who came from the remote region easier to get access to education in big cities, no the exception in the Jabodetabek (Jaktarta Bogor Depok Tangerang Bekasi). One of the largest educational institutions, which represented the diversity of student’ home origin is Universitas Indonesia. The university that bears the name of Indonesia is a campus that can cover students from all corners of Indonesia.

In terms of education, it certainly has a very positive impact to the birth of graduates who can advance the nation and their regions. Nevertheless, the cultural mixture that arises from the phenomenon must also have other influential effects in the life of the perpetrator. One of the most striking impacts is in terms of communication language. As one thing that cannot be separated from humans, language is always used by individuals in interacting with other individuals. Every society of a particular culture must have its own language. If there are two or more cultures meet each other,
then the language of a particular culture cannot be used, because it will lead to potential failure in communication.

In sociolinguistics, phenomena related to language interaction can lead to three possibilities, namely language contact, language attitudes, and language retention. If two or more languages interact, and influence other languages, then that is what is called a language contact. It can be said that at the time of contact, the lending or attacker of language unit; lexicon, grammar, until the language system can occur. Language changes are the result of a language contact. The phenomenon of creole and pidgin language is an example of language contact result.

The second possible phenomenon is language attitude. The attitude of this language arises because at the time of language interaction does not occur as extreme language contacts. A language speaker will have the possibility to use *lingua franca* or follow the language of the addressee. *Lingua franca* is used to bridge communication comprehension. Holmes defined *lingua franca* as the language used for communication among people who have a first language or a different mother tongue (2013, p. 83). Simply put, Holmes explained that *lingua franca* was a term used to describe a language that is a means of communication among language groups in a multicultural language community (2013, p. 82).

Furthermore, if a language between two or more languages has factors that make it a dominant language compared to other languages, a *lingua franca* may not be used. As a result, dominant language in that interaction will be chosen as language media of communication. And speakers of other languages learn and use that dominant language. This is related to language contact. The core of language attitude is “... the feeling people have about their own language or the language of others” (Crystal, 1997, p. 215). There are several factors that affect a language into a dominating language, such as social, economic, and political.

A third phenomenon that may occur during language interaction is language preservation. How language speaker will choose to preserve their language when interacting with different language speakers. The speakers will still use their language, and not use *lingua franca*, or even mix among languages he uses and language addressee uses.

The problems about language attitude are also experienced by nomad students who are at Universitas Indonesia, who came and lived in big cities, such as Jabodetabek. The first language or mother tongue or regional language that they carried from their respective regions is reunited with languages that are commonly used in the areas of the big cities.

**Research Question**

According to the background, the researcher has a research question; what aspects and factors of language attitude of nomad students that exist in Universitas Indonesia.

**Research Objective**

This research aims to analyze aspects and factors of the language attitude of nomad students in Universitas Indonesia.

**METHOD**

**Research Methodology**

In this research, the researcher uses analytical description approach. According to Sudaryanto, this approach is done to obtain the purpose of analysis solely based on existing facts (Sudaryanto, 1998, p. 62). The data collected in this research through questionnaires and interview method. Initially, the data that have been collected from questionnaires and interviews are described, and then analyzed parts per parts that can support in giving conclusions in this research.

Researcher distributed questionnaires to twenty selected respondents with several criteria. The first criterion, the gender composition of all respondents is balanced, i.e. men and women, to obtain a balanced comparison of gender-based language attitudes. The second criterion, selected respondents came from outside Jabodetabek are, as the purpose of this research and never stay long in Jabodetabek
before. This means that respondents were those who came from tribes outside Jabodetabek area. The tribes that became respondents in this research came from Java, Minang, Sunda, and Mandailing. The third criterion, the selected respondents came from different semester major in order to obtain the variables that more represent the research.

**Theoretical Reviews**

The theories used in this language attitude of nomad undergraduate students at Universitas Indonesia research were from Garret et al (2003) and Jendra (2010). Garret et al suggested that language attitude was an attitude consisting of three aspects, namely cognitive, affective, and behavioral aspects. The cognitive aspect related to established paradigm derived from the existing stereotypes in the society towards a language and speaker. The stereotypes played an important role in shaping the legitimacy of a language. If the cognitive aspect related to individual/group thinking derived from the stereotype, then the affective aspect tend to be related to the feeling that came from individual/group towards a particular language. The last aspect, which was behavior aspect, was related to the act of a language treatment. The treat can be consciously or unconsciously.

These three aspects can integrate with each other, or just one aspect that dominates the other two aspects. For example, affective aspect that made individual feel ownership and pride of a language, of course individual behavior is a positive behavior that leads language attitude to use the language.

In addition to the existing aspects of language attitudes, the researcher also analyzed factors that influence the language attitude of nomad undergraduate students at Universitas Indonesia. For the analysis, researcher used theory proposed by Jendra (2010). According to Jendra, there were four main factors that influenced to language attitude of a person, namely prestige and strength of language, history of state, social and tradition, and internal language system.

Prestige and strength of language factor associated with things possessed by a language. Language has an attraction that can make people want or not 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.

The historical factor was related to historical experience that 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 (Wulandari D. and Sundari, W., 2012, p. 21).

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 variation 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.

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.

Those are the two theories that will be used by the researcher in analyzing the language attitude conducted by nomad undergraduate students in Universitas Indonesia.

**ANALYSIS**

According to the data through questionnaires and interviews, it found that at the time of the interaction between two different languages, in this case between nomad students with original
students of Jabodetabek or between nomad students but from other different regions, the language they used was language Indonesia dialect Jakarta. This was derived from twenty respondents who, in all, or a hundred percent of them, claim to use the language when communicating with another person who used language mentioned.

Referring to language attitudes theory from Garrett et al, of twenty respondents, fifteen percent of respondents positioned the affective aspect as their main reason for being a language like that language. Started from for more relaxed language reasons, language matches, until languages that can melt the air. The other eighty percent of respondents in this research chose to behave like the language mentioned because it is dominated by behavioral aspects. There were respondents who consciously used the language when met the other person who used the language, some were unconsciously used it. Respondents who consciously spoke Indonesian dialect Jakarta because as a response to other people who use that language. There was also because they were in an environment that required it to use the language. Until there were also respondents who directly communicated with the other person who was not from the same with them, then they used Indonesian dialect Jakarta language. For respondents who unconsciously used Indonesian dialect Jakarta because they were slipping and follow the style of language used by their interlocutors. Of three aspects of language attitudes described by Garrett et al, the cognitive aspect did not found as a dominant aspect of this research.

In relation to factors influencing language attitudes as proposed by Jendra, the researcher found two main factors that drive them, namely prestige and language strength factor and internal language system factor. From the reasons of respondents that influence their language attitudes while on campus, eighty percent of all respondents point to the reasons for prestige and language strength factor.

Eighty percent of the respondents mentioned that they were likely to follow the Indonesian dialect Jakarta because the majority of their interlocutors used it. By reason of adjusting and to be able to mingle with the association, made them choose to behave like the language of the interlocutor. There were also respondents who said that language was a trend language that was used in everyday life on campus. Therefore, respondents followed the trend. For the other twenty percent of respondents, the main factor affected the language attitude was due to the internal system of Indonesian dialect Jakarta language.

They said that the language had a concise and shorter grammar, made it an easy language to use in everyday communication. Even from the easy to learn the language it made the respondents unconsciously had been able to master the vocabulary even though they had not been so long in Jabodetabek area. Aside from grammar aspect, there was another internal element of that language that made it used by twenty percent of the respondents, namely lexicon. Some respondents replied that the vocabulary found in Indonesian dialect Jakarta language had fun and casual meaning component. This component made this language preferred by respondents when communicated with others.

From this research data also obtained information that it turned out fifty percent of respondents had been able to use Indonesian dialect Jakarta at the time stepping on their first semester of college. The other half ranged from third to sixth of the semester. It can be concluded that the majority of respondents had very positive behavior toward Indonesian dialect Jakarta because they accepted even used the language in a short time. As for other respondents, such positive behavior took more time by looking at existing circumstances. Although initially they tried to be firm in not used Indonesian dialect Jakarta which might sound strange if they used it, on their journey, they finally want to use that language in communication.

Even so, as said by Jendra, respondents who used Jabodetabek intercourse do not necessarily forgot their identity. This can be seen from twenty respondents, there were ninety five percent of respondents who will still use the local language when spoken to the local language. Only five percent or one respondent who at the time was invited to speak a local language he would answer it with the Indonesian language. This was caused by the family habits of respondents in the kampong who were using the Indonesian language.

The opposite condition was when a friend who originated the same was using the Indonesian language, although not Indonesian dialect Jakarta, to the respondents. When the question was directed to them about the language attitude to be chosen against their local compatriots using Indonesian, half of them will follow their compatriots and used the Indonesian language. The other ten percent of the
respondents mixed two languages in communicating, and the rest will remain firm in the local language even though the other person still speaks Indonesian.

These are the explanation for analyzing the data obtained. The data obtained are associated with theories of Garrett et al (2003) and Jendra (2010) to obtain information that provides an overview of aspects of the language attitude of nomad undergraduate students at Universitas Indonesia and the factors that influence it.

CONCLUSION

From this research, it can be concluded that one hundred percent of respondents used Indonesian dialect Jakarta. The dominance of initial time of use by nomad students is in the first semester. The dominant aspects found in language attitude of nomad students in Universitas Indonesia were behavior and affective aspects. The behavioral aspect related to forming of responses to the other person, being in an environment requiring the language, and reflective. And then, for affective aspect relates to more relaxed and suitable feelings and able to melt the atmosphere when used Indonesian dialect Jakarta.

For factors influencing language attitudes, there were two dominating factors, namely prestige and language strength factor, and internal language system factor. The prestige and language strength factor were from Indonesian dialect Jakarta power which had become commonly used in Universitas Indonesia environment. So as a form of adaptation by respondents was required. Then on prestige is caused by a trend that involves Indonesian dialect Jakarta as a communication language. The second factor affecting the language attitude of nomad undergraduate students was internal language system, which included a more concise and easy grammar, as well as lexicons that contained fun and casual meaning.

REFERENCES:


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