Conference Paper

Attitude of Nonlanguage Program Students Toward the Indonesian Language at the Universitas Mulawarman

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Abstract

The purpose of this study was to describe the attitude of the nonlanguage program students of the Universitas Mulawarman to the Indonesian language. Nonlanguage program students were required to take Bahasa Indonesia as a General Compulsory Subject (MKWU) in order for students to have Indonesian language skills, both spoken and written. The data collection stage was carried out by using a questionnaire, observation, documentation, and interviews. The Likert scale technique was used to analyze the quantitative data while the qualitative data in the form of speech was analyzed using the speech act model of Dell Hymes and the language error analysis technique to analyze the data in paper form. The results showed that the language attitude of the students at the FKIP Universitas Mulawarman toward the Indonesian language tends to be negative. Their tendency to underestimate and ignore Indonesian grammar was visible in the spoken and written language they used. This was based on the results of respondents' questionnaires as evidenced by the presence of code mixing in all speech and morphological and syntactical errors in all the written work of the respondents.

Keywords: language attitude, nonlanguage program students, sociolinguistics

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1. Introduction

Bahasa Indonesia (Indonesian language) is the language of instruction in educational institutions and is a subject that must be studied by learners from elementary school to college. The purpose of Indonesian language development through formal education is for learners to have oral and written language skills [1]. Scientific works at universities (such as reference books, students' theses and dissertations, and research results or reports) written in the Indonesian language show that Indonesian has become a means of transmitting science and technology as well as dismissing the notion that

the Indonesian language has not been able to accommodate the concept of science and technology [2].

For students, especially FKIP students, Indonesian must be studied as a subject in the hope that prospective educators have a solid identity as professional teachers and capitalize on the attitude of good and correct Indonesian language usage, as expressed by Anderson [3]. Language attitudes are relatively long-term beliefs or cognitions that use language as a language object to react in a particular way that it pleases [4]. Being an educator is not an easy profession, given that the future of the nation's next generation is in the hands of educators. In harmony with this statement, "an attitude is a disposition to respond favorably or unfavorably to an object, person, institution, or event. Although formal definitions of attitude vary, most contemporary social psychologists agree that the characteristic attribute of attitude is its evaluative (pros-cons, pleasant-unpleasant) nature" [5]. It takes mastery of a discipline and good language skills to become a reliable teacher. Good language skills are demonstrated through the proper use of the Indonesian language both in oral and written terms.

Today, however, the use of Indonesian seems to be beginning to decline. Not a few Indonesian people who see one eye to the good and correct Indonesian language when communicating daily both in oral and written form. Today's society is more proud of foreign languages like English than the Indonesian language.

Moreover, with the phenomenon of *Hallyu Wave* or Korean fever in Indonesia, young people in particular, who are mostly students, are more proud to communicate using the Korean language in daily communication with a view to following their favorite Korean artist.

Disloyalty to the use of the Indonesian language is also experienced by students at Universitas Mulawarman, especially students of the nonlanguage program at FKIP. They believe that learning good and correct Indonesian is only for students majoring in a language program.

The phenomenon of ignoring the Indonesian language among students reflects the negative attitude toward language, especially toward the use of Indonesian in spoken or written form, and particularly when using the Indonesian language in the Personality Development course. This condition is the reference to researchers doing research attitude language. The purpose of this study is to understand the attitude of language students at Mulawarman University.

2. Methods

This research employed a mixed research design. Quantitative research is done by collecting data in the form of numbers, or data in the form of words or sentences that are converted into numeral data [6]. A quantitative approach is used to measure the quality level of students' language attitudes with numerical results. Qualitative research is a research procedure that produces descriptive data in the form of speech or writing and the behavior of people observed from a particular individual, group, or organization in a given context or situation studied from a comprehensive and holistic perspective [7]. The data analysis phase used three analysis techniques for each data, namely the Likert technique, speech pattern analysis techniques [8], and language error analysis techniques. To find out the language attitude value using a Likert scale the average value is calculated using the following formula:

$$\text{Mean} = \frac{(n_1 x_1) + (n_2 x_2) + (n_3 x_3) + (n_4 x_4) + (n_5 x_5)}{n_1 + n_2 + n_3 + n_4 + n_5}$$

where:

Mean = Average

n_1 = Number of respondents who assigned a score of 1

n_2 = Number of respondents who assigned a score of 2

n_3 = Number of respondents who assigned a score of 3

n_4 = Number of respondents who assigned a score of 4

n_5 = Number of respondents who assigned a score of 5

These scores are then grouped into two:

a. A score of 1.0–2.5 is interpreted as *Disagree* and categorized as a negative attitude (N), and

b. A score of 2.6–5.0 is interpreted as *Agree* and categorized as a positive attitude (P).

Determination of the number of samples refers to Issac and Michael's opinion that the number of samples above 1000 respondents is 1%, 5%, and 10% [6, 9]. Sampling data on nonlanguage programs present on Table 1. The researcher chose to take the 5% level of each department for the respondents who would fill out the questionnaire and take the 1% level for the data in the form of recordings and papers. Table 2 presents data on the number of students majoring in nonlanguage programs at FKIP Universitas Mulawarman.

TABLE 1: Sampling data on nonlanguage programs for students at Mulawarman Univerrsity, 2015.

No	Study Program	Number of Students	Level 5%	Number of Samples
1	Counseling	169	5%	8
2	Biology	122	5%	6
3	Economics	105	5%	5
4	Physics	94	5%	5
5	PGSD (Primary Teacher Education)	222	5%	11
6	PAUD (Early Childhood Education)	110	5%	6
7	Sports	208	5%	10
8	Chemistry	112	5%	6
9	Mathematics	113	5%	6
10	PPKN	145	5%	7
11	History	34	5%	2
12	Geography	22	5%	1
13	Computer	32	5%	2
14	Accounting	105	5%	5
	TOTAL	1593	5%	80

Source: Academic Information System (SIA) FKIP UNMUL

TABLE 2: Data on students of nonlanguage programs at FKIP Mulawarman University, 2015.

No	Study Program	Number of Students
1	Counseling	169
2	Biology	122
3	Economics	105
4	Physics	94
5	PGSD (Primary Teacher Education)	222
6	PAUD (Early Childhood Education)	110
7	Sports	208
8	Chemistry	112
9	Mathematics	113
10	PPKN	145
11	History	34
12	Geography	22
13	Computer	32
14	Accounting	105
	TOTAL	1593

Source: Academic Information System FKIP Mulawarman University

3. Results

The results of the research that has been done on the students of nonlanguage programs at the FKIP of Universitas Mulawarman show that the loyalty of the students' language is negative, the language pride of students is positive, and the awareness of the students' language norm is negative. So, it can be concluded that the attitude of the students majoring in nonlanguage programs at the FKIP Universitas Mulawarman toward the Indonesian language tends to be negative because two of the three characteristics show negative results. This result is obtained through the average calculation of each question for each characteristic. The characteristic of loyalty indicates negative (N) results because eight of the 15 questions fall into the negative value category of 1.0–2.5 with the lowest score of 2.1 on questions 2 and 18. Table 3 shows the average language loyalty values of the respondents, awareness of language, and language norm. This is consistent with the following statement that there are many psychological experts who agree that attitude is the most influential factor in determining whether a student succeeds or fails. A positive attitude, strong interest, and effort in learning will help students to master the language that is being learned quickly, easily, and effectively. Students always think of appropriate and effective strategies to enhance skills in learning, while negative attitudes such as laziness, apathy, hate, or looking down on a language will cause difficulty in learning and mastering the language that is being learned [10].

Attitudes tend to be negative that is owned by the respondent based on the background of respondents who in every day more communicate by using non-standard Indonesian variety which is inserted code in the form of foreign language or slang language. The use of these insertions is due to the use of foreign terms, which in fact have equivalents in the Indonesian language. This is evidenced by the obtained value of 2.1 for question number 2, i.e. *I always use the term "slide" power point rather than the term "salindia" during class discussion*. The next lowest score at number eight is about 18, which is *I will use a foreign language when communicating with my foreign friends*. The loyalty of the respondents is said to be lost because respondents would prefer to use foreign languages when communicating with foreign nationals and the determination of the policy requirement for the thesis examination should take the TOEFL test not accompanied by the UKBI test, leading to low Indonesian language skills.

Furthermore, the acquisition of values in relation to language pride shows a positive attitude because 12 questions have values in the range of 2.6–5.0, while the other three have values of 1.0–2.5. This shows that subjectively the respondents still have a

TABLE 3: The average language loyalty scores of students of nonlanguage programs.

Characteristics	Question Number	Frequency					Mean	Language Attitude
		SA	A	LS	DA	SDA		
Language Loyalty	2	15	43	22	0	0	2.1	N
	4	24	28	10	8	10	2.9	P
	8	5	26	14	8	21	2.6	P
	11	16	14	30	15	5	2.7	P
	13	3	30	30	10	3	2.6	P
	15	15	20	22	18	5	2.7	P
	18	17	49	7	6	1	2.1	N
	19	6	54	13	7	0	2.3	N
	21	0	0	23	47	10	3.8	P
	33	10	37	20	7	6	2.5	N
	34	5	53	15	7	0	2.3	N
	36	14	40	10	7	8	2.4	N
	41	17	40	10	5	7	2.3	N
	43	15	35	23	2	4	2.3	N
	50	13	10	50	3	2	2.6	P
SA = Strongly Agree *Source: Respondent Questionnaire*								
A = Agree								
LS = Less Agree								
SDA = Strongly Disagree								
DA = Disagree								

sense of pride in the Indonesian language. This pride is seen with the agreement of respondents to the problems that lead to the development of the Indonesian language. Table 4 presents the language pride characteristic values.

Pride shows a positive value because the respondents are proud of the Indonesian language. Pride is evidenced by the selection of Indonesian for the daily communication of respondents rather than foreign languages.

The third characteristic is awareness of the language norm, which shows negative results. The results obtained from the respondents for this characteristic are concerning because 16 of the 20 questions fall into the negative category of 1.0–2.5. These results indicate that the respondents still have minimal knowledge of both oral and written Indonesian language norms. Table 5 indicates the acquisition of values for awareness characteristics of language norms.

TABLE 4: Average value of language pride of the nonlanguage program students at FKIP.

Characteristics	Question Number	Frequency					Mean	Language Attitude
		SA	A	LS	DA	SDA		
Language Pride	1	10	70	0	0	0	4.1	P
	5	30	50	0	0	0	4.4	P
	7	0	15	57	4	4	3.0	P
	9	6	13	15	24	21	3.5	P
	10	0	58	10	7	5	2.5	N
	12	3	50	20	6	1	3.6	P
	14	15	10	41	7	7	2.8	P
	16	19	25	19	12	5	2.5	N
	20	0	11	26	28	10	3.3	P
	23	20	35	9	10	6	2.3	N
	25	13	52	5	8	0	3.8	P
	26	2	13	30	18	17	3.0	P
	27	3	51	10	16	0	3.5	P
	35	13	64	2	0	0	4.1	P
	49	5	55	12	7	0	3.7	P

Source: Respondent Questionnaire

Furthermore, the obtained values for language pride show a positive attitude because 12 questions have values in the range of 2.6–5.0 while the other three have values of 1.0–2.5. This shows that subjectively the respondents still have a sense of pride in the Indonesian language. This pride is seen with the agreement of respondents to the problems that lead to the development of the Indonesian language. Table 6 shows the values of language pride characteristics.

4. Conclusion

Based on the results of research that has been done on 80 respondents from all study programs at the FKIP Universitas Mulawarman the following conclusions can be drawn.

1. The language loyalty of the respondents as indicated by the results tends to be negative because eight of the 15 questions according to these characteristics are in the range of 1.0–2.5, which falls into the negative category.

2. The pride in the language of the respondents shows positive results because 12 of the 15 questions for this characteristic are valued at 2.6–3.0, which is categorized as positive.

TABLE 5: Average values of awareness of language norms of nonlanguage program students.

Characteristics	Question Number	Frequency					Mean	Language Attitude
		SA	A	LS	DA	SDA		
Language Norm Awareness	3	6	42	19	13	0	2.5	N
	6	16	39	15	3	7	2.3	N
	17	21	33	7	13	5	3.6	P
	22	13	30	28	4	5	2.5	N
	24	16	14	44	3	2	2.5	N
	28	13	13	36	5	12	3.1	P
	29	20	30	13	10	7	2.4	N
	30	18	30	10	17	5	2.5	N
	31	40	28	4	4	1	1.6	N
	32	26	30	13	6	5	2.2	N
	37	10	64	3	1	0	1.9	N
	38	25	30	20	4	0	2.0	N
	39	10	30	20	13	6	3.3	P
	40	5	58	10	6	0	3.7	P
	42	23	42	8	2	4	2.0	N
	44	20	45	8	4	2	2.0	N
	45	17	42	10	7	2	2.1	N
	46	20	14	45	0	0	2.3	N
	47	17	38	10	7	7	2.3	N
	48	8	63	4	3	2	2.1	N

Source: Respondent Questionnaire

3. The awareness of the norm possessed by the respondents shows negative results because 16 of the 20 questions about this characteristic are valued at 1.0–2.5, which belongs to the negative category.

4. The language attitudes of nonlanguage program students of the FKIP Universitas Mulawarman toward the Indonesian language are likely to be negative because the obtained value of two of the three characteristics of the questionnaire builder is negative.

5. The attitude of nonlanguage program students of the FKIP Universitas Mulawarman towards the Indonesian language tends to be negative, as proved by the results of the recording analysis and the writing of the respondents. In the recording, there is a language event in the form of code mixing and phonological errors in all of the respondents' speech in the learning interaction in the classroom for

TABLE 6: Average value of language pride of nonlanguage program students.

Characteristics	Question Number	Frequency					Mean	Language Attitude
		SA	A	LS	DA	SDA		
Language Pride	1	10	70	0	0	0	4.1	P
	5	30	50	0	0	0	4.4	P
	7	0	15	57	4	4	3.0	P
	9	6	13	15	24	21	3.5	P
	10	0	58	10	7	5	2.5	N
	12	3	50	20	6	1	3.6	P
	14	15	10	41	7	7	2.8	P
	16	19	25	19	12	5	2.5	N
	20	0	11	26	28	10	3.3	P
	23	20	35	9	10	6	2.3	N
	25	13	52	5	8	0	3.8	P
	26	2	13	30	18	17	3.0	P
	27	3	51	10	16	0	3.5	P
	35	13	64	2	0	0	4.1	P
	49	5	55	12	7	0	3.7	P

Source: Respondent Questionnaire

the field of Practice of Field Experience (PPL) 1 or class discussion. In the writing of the respondents, fatal mistakes are found in the case of morphology in the form of writing prepositions before the following word, compound words where there are spelling and syntax errors, especially in the composition of sentences, and a tendency to use incomplete grammatical structures. This happens because of the inaccuracy of respondents and also because of typing applications that do not have the rules of the Indonesian language.

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