THE LANGUAGE ATTITUDE OF WEST JAVA PROVINCE
PUBLIC OFFICIALS
(SIKAP BAHASA PEJABAT PUBLIK DI WILAYAH PROVINSI JAWA BARAT)

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Abstrak


Kata kunci: sikap bahasa, pejabat publik, gender, usia, pendidikan

Abstract

The law demands that public officials give their speech fully in Indonesian language. However, it is common to find ones who switch to foreign language expressions in theirs. Such practice is somewhat bothering because they play an important part in the society as role models. For that reason it is necessary to find out the language attitude of public officials towards native language, Indonesian language, and foreign language. The quantitative aspect of the instrument solicits the respondents' agreement in a four-point Likert's scale (2010). The result shows that in general the respondents show a positive language attitude towards native language, a very positive attitude towards Indonesian language, and a negative language attitude towards foreign language. However, female respondents' language attitude is different from that of in western society. The reason is due to a difference in sociocultural context.

Key words: language attitude, public officials, gender, age, education
1. Introduction

1.1 Background

In Indonesia there are language differences amongst all the ethnicities and they can be obstacles in interethnic communication practices. However, such differences were overcome by the emergence of Indonesian language as the lingua franca officially on October 28th 1928. From thereon Indonesian people use Indonesian language as their national language. Slowly but surely the use of Indonesian language is spreaded throughout Indonesian archipelago and continually being spoken, studied, developed, and perfected.

Indonesian language spoken in different places is inevitably influenced by local language dialects and thereafter becomes Indonesian language with Jakarta dialect, Indonesian language with Papua dialect, and so on. Such influence was due to the linguistics features of local native languages, namely lexical, phonological, morphological, and syntax interfering the Indonesian language system. The phenomena enrich the Indonesian language in terms of vocabulary and language system itself. The speakers of Indonesian language are basically bilinguals because they are exposed to two different language throughout their lives, namely the native language as their first language and the Indonesian language as the second language. And often we found Indonesian people who speaks three different languages or more to accommodate their multiethnics surroundings.

People who pursue higher education or pursue a better life by working in the cities came from various backgrounds. They could come from monolingual backgrounds by being exposed to one language the entire time, namely their first language and it is usually the native language. However, some of them might come from bilingual backgrounds by being exposed to another native language or Indonesian language. But there is possibility that all of them are exposed to third language, which is usually a foreign language like English, Dutch, or Arabic, in college or schools, work place, or even their new neighborhood. Such situation brings the fact that Indonesian people are prone to be multilinguals to master at least one native language, Indonesian language, and at least one foreign language.

In a bilingual or multilingual individual, the languages acquired are used in different settings. For example, native language is only used in communication among family members or in informal settings. Indonesian language as national language usually is used in a formal situation like at work places, schools, in correspondence, media, etc. Meanwhile, the foreign language is spoken in particular places such as international seminars, language courses, multinational companies, etc. Such different uses are due to the different function of each language. Inevitably one language is used in a broader setting than the others.

The existence of three intertwining languages in Indonesia, namely native language, Indonesian language, and foreign language have the tendency to set aside the less spoken ones. For instance, in a family surrounding or a close neighborhood native language is the most likely to be spoken among its homogenic members. However, the advanced spread of Indonesian language has a high probability to restrict such use of native language in homogenic community. In young homogenic Sundanese families there is a tendency of the fading of native language for it is not being taught to the youngsters. Khak (2013) found that there is a language shift among the homogenic Sundanese families because only 43.2% of the homogenic Sundanese parents transfer their native language to their children as an effort of language maintenance at home. Most of them have a less positive language attitude towards Sundanese language because they do not use it that much in their daily communication. Such less positive language attitude is supported by their environment which does not give enough opportunity to speak the Sundanese language. It happens mostly in heterogenic environments such as Depok, Bogor, and Bekasi. So, in that case instead of speaking Sundanese as their native language the homogenic Sundanese families are now speaking Indonesian language. But in some cases Indonesian language
is also under pressure of the use of foreign language, especially English, for its excessive borrowings in Indonesian language. Such excessive borrowings is because foreign language is perceived to have a higher prestige values than Indonesian language.

Kartika et al. (2013) carried out a study of West Java people’s language attitude on native language, Indonesian language, and foreign language. It took place in six regencies and four city in West Java Province, namely the regencies of Bandung, Sumedang, Cirebon, Indramayu, Majalengka, and Bekasi and the cities of Cianjur, Sukabumi, Ciamis, and Depok. The result shows that the people of West Java show a positive language attitude towards native language. Male respondents show a more positive language attitude than female respondents towards native language. Female respondents tend to use Indonesian language more than the male respondents because they need to strengthen their status in patriarchal society through a language that is considered more prestigious than native language, i.e. Indonesian language. In general, the people of West Java have a positive attitude towards Indonesian language and have a negative attitude towards foreign language. However, female respondents show a more positive attitude towards Indonesian language and foreign language than male respondents.

From such finding we can see that when the function and position of native language, Indonesian language, and foreign language is not managed and organized properly through a language policy by the authority, in this case by Badan Pengembangan dan Pembinaan Bahasa via Balai/Kantor Bahasa in each province, native language will not be able to survive and Indonesian language will contain too many borrowings from foreign language that makes it sound chaotic. Some measures must be taken to prevent such language lost.

Language planning requires careful and well planned step by step measures for short, middle, and long term execution. It is also necessary to map the problems faced by the speakers of native language, Indonesian language, and foreign language in Indonesia because it is tightly connected to their language attitude. A native language speaker whose language attitude towards his own native language is not positive will abandon his native language and switch to another language that meets his needs. Discovering the language attitude of the speakers of one language or some languages requires a study of language attitude within a speech community.

In 2003 Pusat Bahasa awarded President Susilo Bambang Yudhoyono and a few other public officials as The Best Indonesian Speaker. However, in 2013 such award was questioned for he was considered as using too much English in his speeches. A president or a public official in general who showed a positive language attitude towards foreign language after being acknowledged as the best Indonesian speaker is not an ideal role model. In Indonesia, a role model plays an important part in the community. Public figures or public officials are usually the people to look up to. Therefore, such high status people should meticulously watch what they say and what they do so that the community can learn from their examples.

Often people look up to public officials to give them good examples of how to conduct themselves in public, including how to speak in public. Most public officials care so much about it for they realize what the people demand from their important position. Public officials behaviour is considered to be able to affect the community. It is assumed that their language choice and their language attitude can affect the community. For that reason, in this writing the public officials were chosen to be the population of the respondents and. However, to narrow the population, the public officials in the Ministry of Culture and Education of West Java Province were determined to be the samples of the study.

It is necessary to carry out this study to give direction on the language planning measures to guide the stake holders in making the right decision to solve linguistic problems in West Java Province. This study is supposed to give inputs on language attitude of public officials in the Ministry of
Education and Culture of West Java Province. This study is conducted to find out the language attitude of public officials in the Ministry of Education and Culture of West Java Province based on three social feature, namely age, gender, and education.

1.2 Statement of the Problems (research)

There are two problems to solve in this writing, namely 1) what is government officials’ in the Ministry of Education and Culture of West Java Province’s language attitude towards native language, Indonesian language, and foreign language based on three social features of respondents, i.e. sex, age, and education?; 2) what is the impression of all respondents, namely government officials in the Ministry of Education and Culture of West Java Province’s language attitude? (the formulation of the second statement must be scientific)

1.3 Objectives

The objectives of the article is the following.
1. To find out the language attitude of government officials in the Ministry of Education and Culture of West Java Province towards native language, Indonesian language, and foreign language based on the respondents’ social characteristics of:
   a. gender,
   b. age, and
   c. education.
2. To gain an overall view on language attitude of all the respondents.

1.4 Methods

It is a quantitative study connecting the respondents’ social features with their opinions or justifications over some language attitude parameters. Language attitude towards the trio of native language, Indonesian language, and foreign language must be seen as a whole along with the assumption that one’s attitude towards a language may correlate positively or negatively towards one’s attitude towards another language.

Parameters used to measure the attitude is ability, impression, usage, and transmission vertically among different generations and horizontally among the same generation. One’s language attitude is considered good when the person has a good degree of ability, impression, usage, and transmission. Such parameters are elaborated into 60 statements of attitude, namely 20 statements about native language, 20 statements about Indonesian language, and 20 statements about foreign language which are composed parralellly to make it easy to anwer for the respondents. The instrument goes through a validity and a reliability tests using the program of SPSS 21.0 and comes out wholly valid and highly reliable. It means that the instrument is can be trusted.

The instrument uses Likert’s scale of 1—4, namely Strongly Agree/Very Good/Very Often = 4, Agree/Good/Often = 3, Do Not Agree/Bad/Rarely = 2, Strongly Do Not Agree/Very Worst/Very Rarely = 1. A statement of doubt is omitted from the instrument to prevent the respondents from giving a doubtful answer due to doubtfulness or lack of understanding of the given statements. All are positive statements.

This questionnaire consists of four parts. The first part consists of the social features of the respondents, that is gender, age, education, first language, and similarity of respondents’s first language to their domicile’s native language. But this paper will only discuss three social features, namely gender, age, and education. The second part consists of 60 statements about native language, Indonesian language, and foreign language measured by the Likert’s scale of 4. The third part consists of statements about respondents’s language use preferences in their daily activities. And finally, the last part is meant to measure extralinguistic factor, namely respondents’s reasons for choosing native language, Indonesian language, or foreign language. To make it easier to read it is converted to the language attitude index julat below.
This study is done by spreading of total 400 questionnaires in eight cities/regencies of West Java Province, namely Bandung City, Bandung Regency, Purwakarta Regency, Indramayu Regency, Cirebon City, Sukabumi City, Bogor Regency, and Bekasi City. It is equal to 50 questionnaires in each location. Only 327 of them return and are processed using SPSS (Statistical Package for Social Science) Version 21.0. The data are processed to determine the frequency of each respondents’ feature, the average language attitude of respondents, and the language attitude index for each language.

### Table 1 Language Attitude Index Julat

<table>
<thead>
<tr>
<th>Julat</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00—0.25</td>
<td>Very Negative</td>
</tr>
<tr>
<td>0.26—0.50</td>
<td>Negative</td>
</tr>
<tr>
<td>0.51—0.75</td>
<td>Positive</td>
</tr>
<tr>
<td>0.76—1.00</td>
<td>Very Positive</td>
</tr>
</tbody>
</table>

2. **Theoretical Framework**

2.1 **Language Attitude**

The term attitude may give an impression of a simple definition. But in fact, it is a complicated term that is not easy to define. As a general term, attitude does not necessarily refer to someone’s behaviour per se but it also refers to one’s state of mind, view, thought, concept, and evaluation towards things, human, or notions. All linguists do not coincide in defining what attitude is for they have different views about it. But most of them agreed that it is related to human experience concerning objects, ideas, or behaviour. The popular definition for attitude is that it is a positive or negative judgment on somebody or something (Bergroth, 2007:29). This is a behavioral point of view on attitude.

Meanwhile, McGroarty (1996:5) states that attitude consists of three elements, namely cognitive, affective, and conative (i.e. belief system, emotional reaction, and behavioral tendency towards the object of attitude). According to him, attitude in a broad sense contains behavior psychological predisposition to execute or judge in a certain way. It also means that attitude can be a reason for someone to act, whether to provoke or to prevent someone from doing something, academically or informally. This is a mentalist view.

Thus, the term language attitude refers to someone’s attitude, namely positive or negative judgment, towards exclusively language. Language attitude covers broad sense of language comprising different languages, different varieties of one language, or different speakers of one language. Fasold (1997) gives a broader sense of the term language attitudes as “all sorts of behaviour concerning language…including attitudes towards maintaining and planning efforts”. According to Knops and Hout (1988:1), language attitude is concerning language community, explaining linguistic changes, concerning language maintenance, explaining language shifts, and it is also an applied linguistics about intergroup communication, language planning, and education. Such statement indicates that it is indispensable to carry out a study about language attitude for it will provide explanation to many linguistic aspects, especially the language use in the society and its impact due to changes in language use. This writing tends to adopt the mentalist view that attitude is a mental process that encourages someone to act or do certain behavior. So attitude is not merely an act but comprises also the reason for an act to happen.

From the statements above, it can be concluded that the linguists view language attitude as a cognitive or mental act reflecting or being a reason of doing something. However, Knops and Hout (1988) propose a different point of view stating that a language attitude study implies on the probability of explaining some linguistic changes within the community and of predicting the future of the language. In such study, language is not the only object to be observed but also the attitude towards the speaker of a different language and their speech situation. This writing tends to adopt Knops and Hout’s point of view.

According to Knops and Hout (1988:1) language attitude relates to the understanding of a speech community, explanation of linguistic changes, language maintenance, language shifts, and the field of applied linguistic on intergroup
communications, language planning, and education. Such statement indicates that it is crucial to carry out a language attitude study for it will be able to explain many aspects of language mainly its usage in the community and its influence towards such changes.

Meanwhile McGroarty (1996:5) claims that attitude consists of three components, namely cognitive, affective, and conative (belief, emotional reaction, and behavioral tendency towards the object of attitude). In a broader sense, attitude contains a behaviour psychological predisposition to do something or to evaluate something in a certain way. Furthermore, McGroarty reveals that attitude is about one’s belief system which encourages or prevents one from making choices in every aspects of one’s academic or everyday life.

Anderson (1974 in Chaer, 2010:51) says that attitude is divided into two types, that is language attitude and non-language attitude. Non-language attitude comprises political attitude, social attitude, esthetic attitude, and religious attitude. According to Anderson the two types of attitude can relate to the belief or cognition towards language. Anderson thought that language attitude is a belief system or cognition that lasts relatively longterm partially towards language or the object of language. It gave a tendency to someone to act in a way one’s prefers. It means that language attitude is highly related to cognition and preferences. Both cognition and preferences is a mental process that takes place in human brain. Anderson’s statement is quite similar to that of Chaer’s stating that attitude is a mental activity.

2.2 Language and Gender

Gender is a language differentiator aspect. It means that there is a specific feature that differentiates men’s language from women’s language (Sumarsono, 2000:97). Such differences arise due to the fact that language as social phenomenon is highly related to social attitude. Both men and women are socially different because the society set different social roles for both sexes. They are also expected to behave differently. The broader and more rigid the differences between men’s and women’s social roles in the society, the broader and more rigid the language differences between both sexes (Sumarsono, 2009:113).

Women tend to use formal language and have a hypercorrected attitude. On the other hand, men tend to use vernacular form of language (Coulmas 1988; Holmes, 2001:157; and Stockwell, 2002:16). The difference between men’s and women’s language is due to the inferiority of women’s status to men’s in the society. Women try to improve their status by using the formal language. Such choice of language style is based on the assumption that the formal style has higher prestige, intellectuality, quality, independence, and strength than that of vernacular’s. Women’s language is also more correct than men’s language because socially they are demanded to behave correctly. Meanwhile, men tend to use vernacular languages because such form conveys their manhood, strength, and masculinity.

2.3 Language and Age

Holmes (2001:168—169) states that as people age, their language tends to become standard but overtime as they reaches retirement age it slowly changes into vernacular form. Such claim is based on the curve of vernacular language use for different age groups. The curve indicates that the highest use of vernacular language is within the group of young children and teenagers, then it reduces at middle age (mature age) when social pressure began to rise, and eventually rises again at retirement age.

2.4 Language and Education

Bernstein (in Nababan, 1984:63—64) proposes the theory of deficit hypothesis stating that the children from middle class use “elaborated code” while the children from working class use “restricted code” to communicate in daily life. At school environment the language form used is formal language that is similar to that of the elaborated code and it makes the children who
do not have access to the formal form or nearly to complete linguistic features have less success in the classroom compared to the children of middle class. However, Nababan (1984) confirms that the academic success is not solely dependent of the language factor although there is a close relation between language and academic content. Another factors pay a contribution to a pupil’s academic success, namely motivation, basic intellgence, sociocultural background, etc, as shown by Indonesian students studying abroad or by Japanese students in America and Europe.

3. Discussion and Findings

3.1 Government Officials’ Language Attitude Based on Gender

This study involves 327 respondents which consist of 226 (69.1%) male respondents and 101 (30.9%) female respondents. Such composition shows that male respondents outnumber female respondents. It means that the samples that were taken from the population of government officials of Education and Culture Ministry in West Java are dominated by male officials. Such composition will appear in the diagram below.

Diagram 1 Proportion of Male Respondents and Female Respondents

In Diagram 1 we can see that male respondents are twice that of female respondents. It means that the government officials of Education and Culture Ministry in West Java Province are dominated by males. Such fact is considered natural for socially males are expected to be the breadwinner of the family.

Diagram 2 Proportion of Ministry of Education and Culture of West Java Government Officials’ Language Attitude Index towards Native Language (NL), Indonesian Language (IL), and Foreign Language (FL)

Diagram 2 shows that female government officials’ language attitude index (0.72) is higher than that of male’s (0.69) towards native language. Such index means that female government officials language attitude is more positive towards native language is more positive than that of male government officials’. Referring such index to the julat in Table 1 it can be said that the language attitude of female and male government officials’ is positive towards native language for it is situated within the range of index julat 0.51—0.75.

Furthermore, the language attitude index of female government officials towards Indonesian language is 0.85 while that of the male’s is 0.86. It means that male government officials have a more positive language attitude towards Indonesian language than the female officials. However, based on the language attitude index julat, both gender qualify in the range of very positive, namely more than 0.76.

The government officials show a smaller number on their language attitude towards foreign language than that of theirs towards native language and Indonesian language. The female respondents show language attitude index of 0.41 while the male respondents show index of 0.38. It appears that female respondents show a higher language attitude index towards forein language than male respondents. Seeing those numbers means that the language attitude index julat of both gender is within the negative julat for it is situated in the range of 0.25—0.50.
Based on the data, it appears that female government officials’ show a higher degree of positive language attitude towards native language and foreign language than that of male government officials’. However, they show a more negative language attitude towards Indonesian language than the male government officials. This is an interesting finding for theoretically according to gender women tend to choose formal and correct form of language than men. Hence, according to gender, women is supposed to show a higher degree of positive language attitude towards Indonesian language rather than towards native language and foreign language. From such fact, it seems that female government officials ‘choose’ to establish their social status through native language and foreign language, which is considered as nonstandard forms of language in Indonesia. Probably, Indonesian women have different characteristics from western women which encourage them to choose to emphasize their social existence through vernacular and nonstandard forms of language.

3.2 Government Officials’ Language Attitude Based on Age

In this study, the respondents are classified into three groups of age. 24 respondents (7.3%) are classified into the group of under 40 years old (<40 years old), 294 (89.9%) respondents are in the group of between 40 and 50 years old (40—50 years old), and 9 respondents (2.8%) are within the group of over 50 years old (>50 years old). The group of 40—50 years old is dominating in this study. In Indonesia it is common to find a government official of over 40 years old because one’s carrier is improving when one reaches the age of 40. So, it is rather difficult to find an official who is under 40 years old. It explains why there is not so many government officials who is under 40 years old and over 50 years old. When they reach the age of over 50 years old, most of them are preparing for retirement. The respondents proportion according to the age group is in the diagram below.

Diagram 3 Respondents’ Proportion of Age

The small amount of the group age under 40 and over 50 years old means that it’s not represented in this study. However, it is the fact that is found. It shows that the respondents is dominated by the age group of between 40—50 years old. It could mean that there is no regeneration of officials yet.

Diagram 4 Comparison of Governments Officials’ Language Attitude Index towards Native Language (NL), Indonesian Language (IL), and Foreign Language (FL) Based on Age

Diagram 4 shows the government officials’ language attitude index. The numbers shows that their language attitude index towards native language in the group of <40 years old is 0.69, the group between 40—50 years old is 0.70, and in the group of >50 is 0.71. From such figures it can be seen that the most positive attitude is shown by the group of >50 years old and the less positive attitude is shown by the group of <40. Despite the difference, the three groups language attitude towards native language is within the category
positive according to the language attitude index julat (0.51—0.75).

The government officials’ language attitude index towards Indonesian language shows very high number. The age group below 40 years old shows language attitude index of 0.88, the age group between 40-50 years old shows the index of 0.86, and the age group of over 50 years old shows the index of 0.9. Such high numbers is categorized as very positive for it is situated over the index julat of 0.76. From those numbers we can see that the age group of 40-50 years old shows the lowest language attitude index towards Indonesian language compared to the other two age groups. The highest language attitude index for Indonesian language is shown by the age group of over 50 years old, while the second highest language attitude index towards Indonesian language is shown by the age group of below 40 years old.

The government officials’ language attitude index towards foreign language based on the age groups shows lower number compared to that of the index towards Indonesian language and native language. The age group of below 40 years old shows a language attitude index towards foreign language of 0.46. The age group of 40-50 years old shows a language attitude index towards foreign language of 0.38. And the age group of over 50 years old shows a language attitude index of 0.40. Based on those figures, we can see that the age group of below 40 years old shows the highest language attitude index towards foreign language and the second highest language attitude index is shown by the age group of 40-50 years old. The lowest language attitude index towards foreign language is shown by the age group of over 50 years old.

When we rank all of the language attitude indexes towards native language, Indonesian language, and foreign language altogether based on the age groups from the highest number to the lowest one, we can see that the highest number is the one towards Indonesian language. Such a high index can be considered as an indication of respondents’ very positive language attitude towards Indonesian language. The second highest language attitude index based on age groups is shown towards native language and it can be considered as respondents’ positive language attitude towards native language. Meanwhile, the respondents’ lowest language attitude index based on the age groups is shown towards the foreign language. The number is so low so that it can be considered as respondents’ negative language attitude towards foreign language.

Such outcome based on age group is totally different from the parameter set by the linguists. Holmes (2001) stated that the younger group of age will have the tendency of using the vernacular form of language and then their use of language will gradually change to standard language in their adolescenced and then change back to vernacular forms as they grow older as retirements. Native language can be considered as vernacular for the standard form is Indonesian language. In the diagram of language attitude index towards the native language it is shown that the highest index is that of the age group of over 50 years old. This same particular age group also shows the highest language attitude index towards Indonesian language. Such differences is assumed due to the success of promoting Indonesian language as the state language within the community. Such success builds a very positive language attitude towards the Indonesian language.

### 3.3 Government Officials’ Language Attitude Based on Education

![Diagram 5 The Distribution of Respondents Based on Their Education](image-url)
One of the classification of respondents social features in this writing is based on their education. The respondents’ education is divided into four groups, namely the group of respondents who own the diploma degree, the respondents who own the bachelor degree, the respondents who own the master degree, and the respondents who own the postdoctoral degree. Such classification can be seen in Diagram 5 above.

From the Diagram 5 we can learn that the respondents’ distribution is dominated by the group who own the master degree by the number of 179 respondents (54.7%). The ones who own the bachelor degree is 129 respondents (39.4%). The ones who own the postdoctoral degree is 10 respondents (3.1%) and the ones who own the diploma degree is 9 respondents (2.8%). Such distribution shows that the majority of government officials in this study are the ones who own the bachelor and the master degree.

Diagram 6 shows the government officials’ language attitude towards native language, Indonesian language, and foreign language. From the diagram it can be seen that the group of diploma degree have the highest language attitude indexes towards native language, Indonesian language, and foreign language altogether. Generally, the diagram shows a similar pattern of bars indicating the language attitude indexes towards the three languages although it varies in the values.

The group of diploma degree has the highest language attitude indexes, namely 0.8 towards native language, 0.9 towards Indonesian language, and 0.44 towards foreign language. The index of 0.8 and 0.9 is considered very positive for it is situated within the range of julat 0.76 – 1.00. However, the group of diploma degree shows a negative language attitude index towards the foreign language for the index of 0.44 is within the julat range of 0.26 – 0.5 which is considered negative according to index julat range in Table 1 above.

The group of bachelor degree have the language attitude index of 0.69 and the group of master degree have the language attitude index of 0.7, both towards the native language. Such number is quite close in range and indicates a positive language attitude for it is within the julat of 0.51 – 0.75. Both groups also show the exactly same language attitude index towards foreign language, that is 0.39. It indicates a negative language attitude for it is between the language attitude index julat of 0.26 – 0.5.

However, different language attitude index is shown by the group of postdoctoral degree. It shows the language attitude index of 0.66 towards the native language. Such value is an indication of positive language attitude towards the native language. An even higher value of index is shown by the group towards Indonesian language, namely 0.85. It means that the group has a very positive language attitude towards Indonesian language. On the other hand, they show a low value of language attitude index towards foreign language, namely 0.39. Such value indicates that the group has a very negative language attitude towards foreign language.

From the facts we learn from the passages above, we can infer that there is a tendency that the group coming from the lower educational background has a more positive language attitude compared to the ones coming from the higher educational background. The tendency to have a very positive language attitude towards Indonesian language is shown by all the groups of respondents. It is followed by the positive language attitude towards the native language and the tendency of a negative language attitude towards the foreign language. Such findings is assumed due to the fact that the four groups do not experience the advantages of mastering foreign language.
language. The positive language attitude towards Indonesian language and the positive language attitude towards native language is assumed as a cause of the benefit they gain in mastering the two languages.

4. Closing

4.1 Conclusion

From the discussion in previous sections, we can draw several conclusions concerning the respondents' language attitude towards native language, Indonesian language, and foreign language based on gender, age, and education. It is shown that the female respondents show a more positive language attitude towards native language and foreign language than that of the male respondents. However, the male respondents show a more positive language attitude towards Indonesian language than that of the female respondents. The reason for such difference of attitude is probably because the female respondents choose to affirm their social existence through native language and foreign language.

Based on the age group, there is a different story. The group of over 50 years old shows a more positive attitude towards the native language, Indonesian language, and foreign language altogether compared to the other age groups. It is due to the fact that the older one gets, the bigger the pressure they experience from their surroundings so that they are encouraged to correct their languages.

The respondents within the group of lower education background (diploma degree) have a generally more positive language attitude towards native language, Indonesian language, and foreign language, compared to those within the group of higher educational background (bachelor degree, master degree, and postdoctoral degree). It is due to the fact of being in the group of lower educational background the demand for ‘a correct form of language’ is considerably higher than that of the other groups with higher educational background. Such demand encourages them to correct their attitude through their language by using a ‘correct language form’.

In general, a very positive language attitude is shown by almost all of the respondents. It shows that the attempt to educate the community concerning the proper use of Indonesian language in West Java Province is a success. A positive language attitude towards native language is shown by all respondents based on the three social features discussed in this writing. It indicates the respondents’ comprehension of the importance of the native language maintenance in daily life. However, a negative language attitude is shown towards foreign language by all groups of respondents. It seems that the respondents have not yet gained an advantage of mastering the foreign language in daily life.

4.2 Suggestion

This writing still needs a follow up to perfection for it only covers the small quantity of the language attitude of government officials in West Java Province. The following study is hoped to tie the respondents cultural background to their language choices in order to be able to determine the government’s direction in language planning and language policy. The suitable language policy and language planning for the native language, Indonesian language, and foreign language will result in the existence of the three languages side by side without threatening each other.

References


