LANGUAGE ATTITUDE OF ENGLISH: ANALYSIS OF *SASAK*, *BUGIS*, *SUNDANESE*, *JAVANESE* AND *MINANG* SPEAKERS

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Abstract

Every people has their language attitude and this study concerns analysis of the language attitude of speakers whose the mother language are Sasak, Bugis, Sundanese, Javanese, and Minang. In this study is also analyzed certain variables influencing the language attitude of speakers from different region and culture. The result of this study shows that there is a significant difference of the stay period (in their hometown) variable with the language chosed. The significance value is 0.01. In a non-formal context, Javanese and Minang speakers are more consistent to use their mother language. In the formal context, Sasak speakers have more positive language attitude towards the region language. The speaker groups that have positive attitudes in English (based on the order of the more positive speaker) are Sundanese, Sasak, Javanese, Bugis and Minang. Based on the ANOVA test conducted to determine the differences of speaker's language attitude, it can be stated that there is no significant difference in language attitudes based on the speaker groups.

Keywords: *Language Attitude, Positive Attitude, Significance Value*

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1. Introduction

There is a different language attitude for every speaker of the language. The language attitude as stated by Jendra (2010: 106), leads to positive and negative attitudes. Positive or negative attitudes can be known from the practice of language usage by speakers. Those are language loyalty, language pride and language awareness. Language loyalty can be reflected in the act of sticking to the language and using it in certain activities and situations. The pride of language can also be known from the speakers' actions in prioritizing the language than other languages. Meanwhile, language awareness can be reflected through awareness of the rules of a particular language as well as which is learned.

2. Method

Data

The data in this study is obtained by collecting answers of questionnaire. Questions in the questionnaire consist of self-identity and questions related to language attitudes. Data collection is done through the selection of information disseminated through questionnaires to the respondents.

Respondents

In this study there are 25 respondents consisting 12 female respondents and 13 male respondents. The respondents used in this study are divided into five groups by Regional Language of speakers. There are 5 speakers of Sasak language, 5 Bugis speakers, 5 Sundanese speakers, 5 Javanese speakers and 5 Minang speakers.

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3. Discussion

Here is the distribution of respondents in each group involved the research.

Table 1. Respondents Data

Respondent	Sex		Total
	M	F	
Sasak Speakers	2	3	5
Bugis Speakers	2	3	5
Sundanese Speakers	3	2	5
Javanese Speakers	3	2	5
Minang Speakers	3	2	5
Total			25

All respondents were categorized as adults, aged 22-28 years. As Hurlock states that the adult category is at the age of 18-40 (Hurlock, 1990: 246). Furthermore each respondent is grouped based on regional languages that as their first language. The data obtained from the respondents is the result of answers collected through the distribution of questionnaires. In the questionnaire, three main issues were asked, which included: a) self-identity in which information relating to regional languages, sex, age, length of stay in hometown, and length of stay in other cities; b) language used in different communication settings, and c) respondent's assessment of attitudes possessed of Regional Language, Indonesian and English. Charging this questionnaire is done online through google form,

Language Choices

With regard to language choice, two different contexts are used. Those are the language used in the family and the choice of language used in communicating with friends in the classroom or school. Data obtained from the results of filling questionnaires are presented in the following table.

Table 2: Order of Language Used in the Family

Language	Respondent	Sex		Age	Live in Hometown (Year)	Live in other cities (Year)	Language Choice		
		L	P				Regional Language	Indonesian	English
Sasak	Azkia		V	26	25	1	1	2	0
	Rini Marlina		V	27	23	4	1	2	0
	Bq Safinatun		V	28	27	1	2	1	0
	Purna	V		25	15	10	2	1	0
	Muhardi	V		27	27	0	1	2	0
Bugis	Fitri		V	22	20	2	1	2	3
	Rini		V	24	23	1	1	2	0
	Nurmi		V	23	13	10	1	2	3
	Hasbi	V		24	22	2	1	2	0

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	Tiar	V		25	25	0	1	3	0
Sundanese	Muza		V	23	22	1	1	2	0
	Fakhira		V	22	15	7	2	1	0
	Ganjar	V		25	17	8	1	2	0
	Rehand	V		28	21	7	1	2	0
	Dadang	V		26	20	6	1	2	0
Javanese	Vemi		V	24	14	10	2	1	3
	Adelia		V	25	25	0	1	2	0
	Majid	V		27	26	1	1	2	3
	Heri	V		26	24	2	1	2	0
	Fajar	V		24	24	0	1	2	3
Minang	Putri		V	23	18	5	1	2	3
	Sivia Dona		V	24	22	2	1	2	3
	Aldeva	V		23	23	0	1	2	0
	Wendi	V		26	19	7	1	2	0
	Nofrahadi	V		24	23	1	1	2	0
Total		13	12						

Table 2 shows the answers of each respondent related to the language they use when talking to the family. Based on the table found that the language choice by each respondent is different. However, there are certain trends that can be observed through speaker groups of each Regional Language. Therefore, based on table 2 mapping the choice of languages is not only analyzed from each speaker but also based on each group of speakers. The following mapping results of each group of speakers of the Regional Language presented through table 3 and diagram 1.

Table 3 Language Choice in the family

Laguage Speakers	Number of speaker		
	Regional Language	Indonesian	English
Sasak	3	2	0
Bugis	5	0	0
Sundanese	4	1	0
Javanese	4	1	0
Minang	5	0	0

Diagram 1
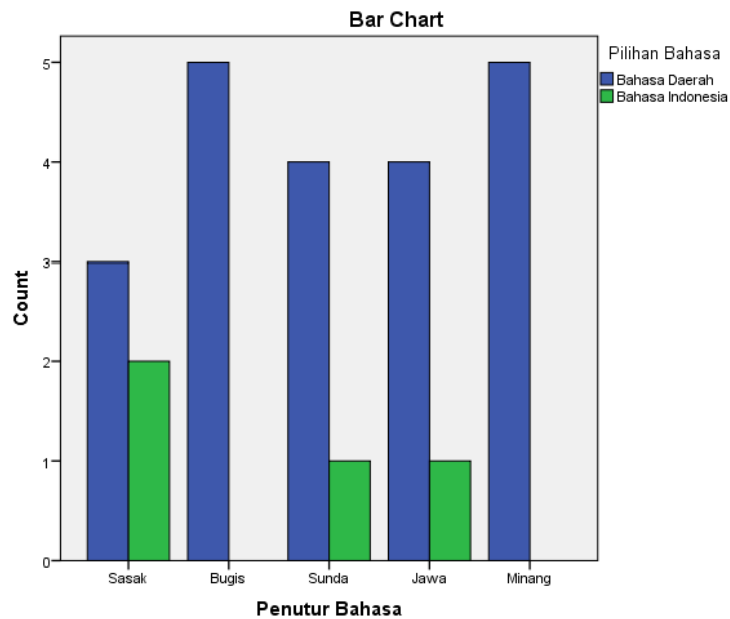
Based on the tables and diagrams it can be stated that in family communication, the language that became the first choice is the Regional Language and English is not an option. The striking thing from the data in table 2 is on the data of Bugis and Minang language speakers who all respondents chosed Regional Language as the first choice. This is in contrast to the almost equally balanced group of Sasak speakers between the number of speakers who choosed Regional Language (3 of five speakers) and speakers who choosed Indonesian (2 out of five speakers). Meanwhile, Javanese and Sundanese Speakers have the same number of speakers who choosed the Regional Language as well as the number of speakers who choosed Indonesian. Even so, it can be stated that Regional Language is the first choice of most respondents. It is also natural to be associated with a common family position in one house and as stated by Callan & Gallois that the house as the most conducive place to embody the 'authentic' culture and include the Regional Language respectively. (Callan & Gallois in Aziz, 2013: 10).

In contrast to the choice of language used in family communication, communication with friends conducted at places of lectures as well as in schools has a tendency to use Indonesian. The following is the choice of language data by respondents through table 4.

Table 4: Language Choice in school/college

Language	Respondent	Sex		Age	Live in hometown	Live in other cities	Language Choice		
		M	F				Regional Language	Indonesian	English
Sasak	Azkia		V	26	25	1	2	1	3
	Rini Marlina		V	27	23	4	3	1	2
	Bq Safinatun		V	28	27	1	2	1	0
	Purna	V		25	15	10	3	1	2
	Muhardi	V		27	27	0	2	1	0
Bugis	Fitri		V	22	20	2	1	2	3
	Rini		V	24	23	1	2	1	3
	Nurmi		V	23	13	10	0	1	2
	Hasbi	V		24	22	2	3	1	2
	Tiar	V		25	25	0	3	1	0

Sunda	Muza		V	23	22	1	3	1	2
	Fakhira		V	22	15	7	3	1	2
	Ganjar	V		25	17	8	3	1	2
	Rehand	V		28	21	7	2	1	3
	Dadang	V		26	20	6	0	1	2
Jawa	Vemi		V	24	14	10	2	1	3
	Adelia		V	25	25	0	2	1	0
	Majid	V		27	26	1	1	2	3
	Heri	V		26	24	2	3	1	0
	Fajar	V		24	24	0	2	1	3
Minang	Putri		V	23	18	5	2	1	3
	Sivia Dona		V	24	22	2	3	1	2
	Aldeva	V		23	23	0	2	1	3
	Wendi	V		26	19	7	0	1	2
	Nofrahadi	V		24	23	1	3	1	2
Jumlah		13	12						

Table 4 indicates that Indonesian became the first choice by most respondents. Only two respondents who did not use Indonesian as their first choice in communication with

friends at school/college. In the context of communication with friends at school/college places, English is sometimes selected even in third or second place. This is different with data in table 3 that English is not an option when communicating within the family. When viewed based on groups of speakers of five regional languages, the following trends in the order of choice found in languages through table 5 and diagram 2.

Table 5: Language Choosed in school / college

Language Speaker	Number of Speaker		
	Regional Language	Indonesian	English
Sasak	0	5	0
Bugis	1	4	0
Sundanese	0	5	0
Javanese	1	4	0
Minang	0	5	0

In table 5 the data entered in the table is only the first language of choice. Therefore, although English is sometimes the third or second choice sequence by the respondents but in the distribution table of each group of Regional Language, English is never the first choice.

Diagram 2: Language Choosed in school / college
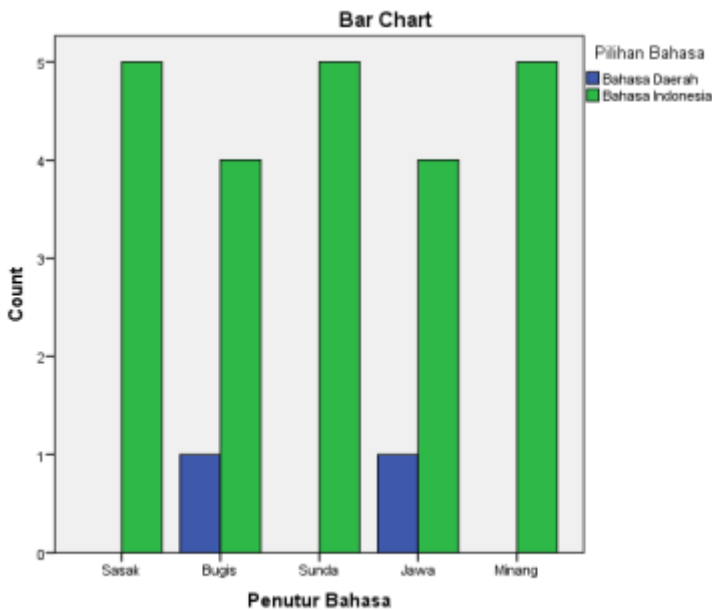
Meanwhile, based on diagram 2, it is known that there are 1 Javanese speakers and 1 Bugis speakers who choosed Regional Language as their first choice. These choices can be motivated by certain factors that exist within the respondent such as gender, age, duration of respondents settled in the city where the regional language is used actively. Related to the presence or absence of relationships or the influence of these factors on the choice of language used by respondents, in this study also conducted an analysis of the presence or absence variables influencing the language choice. To test the difference, the analysis is done by statistical calculations using IBM SPSS Statistics 22 software. The following tables and diagrams illustrate the presence or absence of significant differences between different variables. Table 6:

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Pilihan Bahasa * Usia	25	100,0%	0	0,0%	25	100,0%
Pilihan Bahasa * Menetap di Kota Asal	25	100,0%	0	0,0%	25	100,0%
Pilihan Bahasa * Berpindah ke Kota Lain	25	100,0%	0	0,0%	25	100,0%
Pilihan Bahasa * Jenis Kelamin	25	100,0%	0	0,0%	25	100,0%

In the early stages of the analysis is the processing of raw data (as contained in the questionnaire) to determine the data based on each variable. In table 6, it is known that some variables are used, among others, age, duration of stay in the city of origin, and length of stay in other cities.

Diagram 3: Language Choosed and Gender

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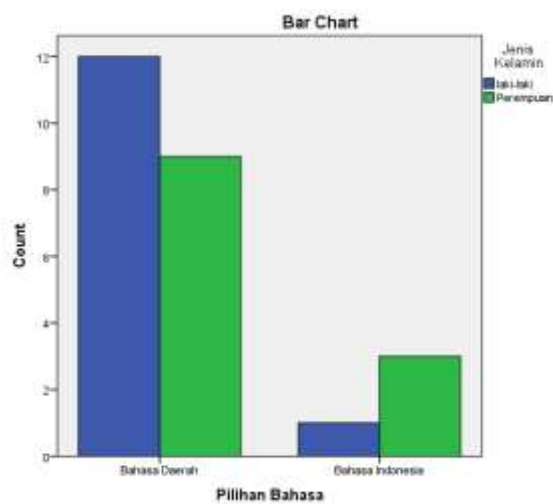
Based on diagram 3 it is indicated that the respondents who chosed Indonesian as the first choice were more dominated by female respondents while those who chose regional languages as the first choice were mostly done by men. However, after a different test, the results show that in gender variables there is no significant difference to the language choice. It is known from a significance value which is greater than 0.05.

Diagram 4: Language Choosed and Age
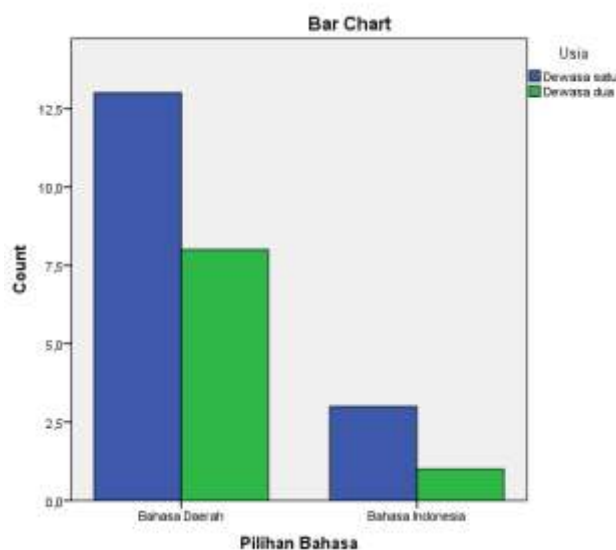
The mention of 'adult 1' in this analysis refers to respondents who are 23-25 years old and for respondents aged 26-28 is categorized in 'adult 2'. There is a difference in diagram 4 that Regional Language is the first choice for respondents. However, based on the significance value of different test results, it can be stated that in age variabe there is no significant difference to the language choice. It is known from a significance value which is greater than 0.05.

Diagram 5: Language Chosen and the duration of Live in Speaker' Hometown
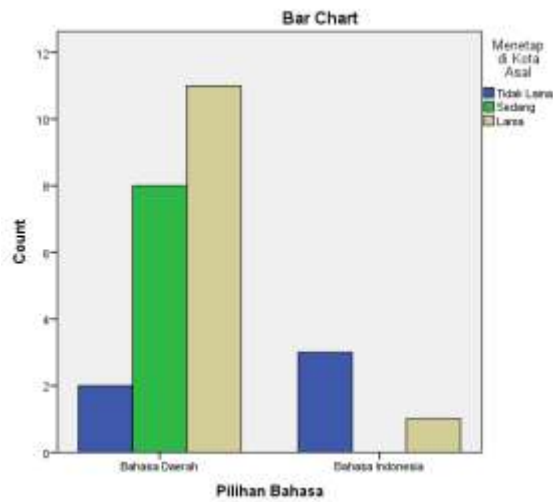
Based on different test conducted on language choice variable and duration of time settled in the speaker' hometown, it can be stated that there is significant difference through variable long time settled in hometown of language choice. It is known from significance value that is from 0.01 (summary table and attached significance value). Therefore, it is natural that respondents who live longer in their hometown will have differences in language attitudes and language choices.

Diagram 6: Language and Length of Stay Options in Other City
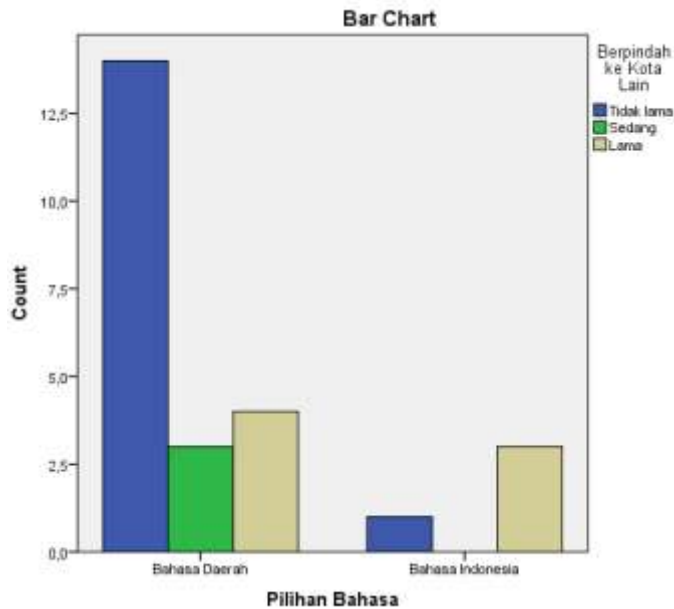
Based on table 6 it appears that there are no respondents with the time category of residence in other cities who choosed Indonesian. However, based on the significance value of different test results, it can be stated that with the variable time of residence in other cities there is no significant difference to the language choice. It is known from a significance value that greater than 0.05.

B. Language Attitude

Table 7: Respondents' Responses of Questions Related to Language Attitudes

Language	Respondent	Answers			
		1	2	3	4
Sasak	Azkia	B	B	A	B
	Rini Marlina	B	A	A	A

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	Bq Safinatun	B	A	A	B
	Purna	B	A	B	A
	Muhardi	B	A	A	A
Bugis	Fitri	B	A	A	B
	Rini	A	A	B	A
	Nurmi	B	A	A	A
	Hasbi	B	A	B	B
	Tiar	A	B	B	B
Sunda	Muza	B	B	B	A
	Fakhira	B	A	A	B
	Ganjar	B	A	A	A
	Rehand	B	A	A	B
	Dadang	B	B	B	A
Jawa	Vemi	B	A	A	B
	Adelia	B	B	A	B
	Majid	A	B	A	B
	Heri	B	B	B	B
	Fajar	B	A	B	B
Minang	Putri	B	B	A	B
	Sivia Dona	B	B	B	A

	Aldeva	B	B	A	B
	Wendi	B	B	B	B
	Nofrahadi	B	A	A	A

For Minang speakers, regional language is one of the identity that needs to be maintained, though not the only one. However, they also have a sense that their regional language can not be maintained if formal communication. In that condition they prefer to choose Indonesian. However, as native speakers of Minang regional languages, they still have a positive attitude towards Minang language hoping that the Minang language will remain alive in the community. The above-mentioned phenomenon can be attributed to conscious or unconscious attempts to preserve a particular language. However, there is a core family factor in every effort to maintain a positive attitude of a particular Regional Language. The family has a big role in ensuring the preservation of the language life and survival. Moreover, the language is seen as a symbol and the core values of the family's culture (Persky & Birman, 2005; in Aziz, 2013: 124). In the context of non-formal situations, groups of speakers of each Regional Language have different language choice. For Sasak speakers, all respondents prefer to use Indonesian as their first choice. It is also as an evidence that Sasak speakers have high cohesiveness and good faithfulness to Indonesian. Therefore, language attitude of Sasak speakers towards Indonesian is very positive. In addition, there are two groups of speakers who have almost the same characteristics. They are Minang and Sundanese.

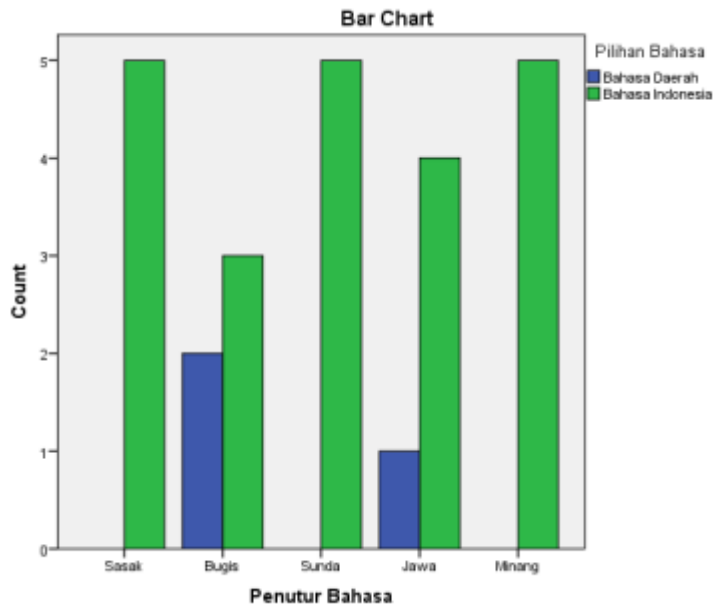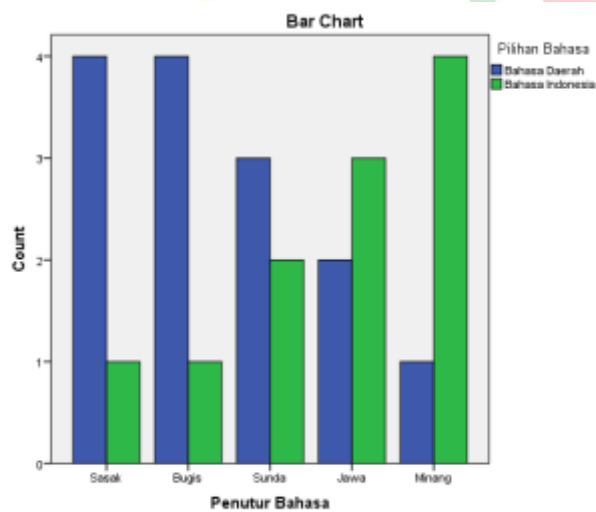Diagram 7: Language Selection and Speaker of Language in Non-formal Context 1

Diagram 8: Language Options in Non-formal Context 2

The phenomenon that is not too different is also found in non-formal context. The respondent's answers indicate that the Javanese and Minang speaker have a very positive language attitude character in the Regional Language compared to the other groups. The Regional Language was choosed when speaker met other friends who have same regional language. The Javanese and Minang speakers are more conservative in their language choice. Based on the questionnaire answer, Javanese and Minang speakers choosed to use the regional language eventhough their partner is not have the same regional language. It can be seen from two sides. In one side, it is a positive attitude of Javanese speakers to the language, but on the other hand it shows less sensitive of respondents to other partners. Then, the different cases were tested in a formal context. In a formal area/workplace, the speakers have different attitudes as illustrated in the diagram 8 below.

Diagram 9: Language Selection in Formal / Work Context
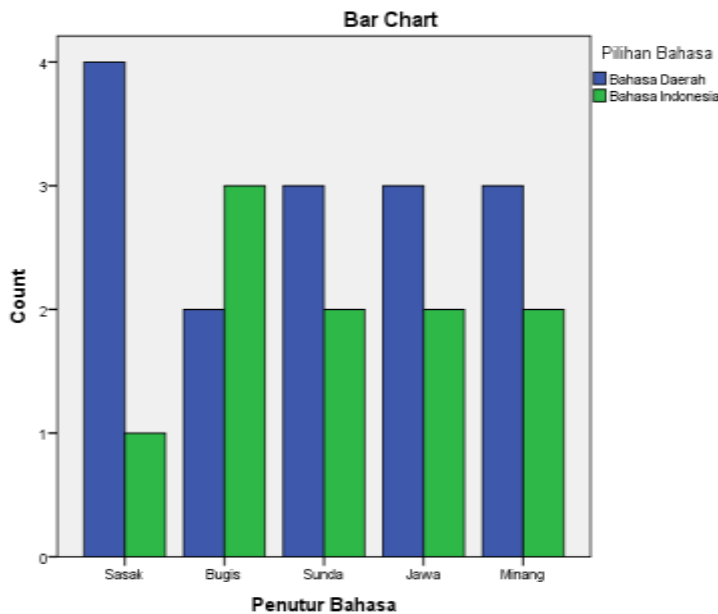
In the context of any public service depicted through the place of work, the respondents have a different language attitude. Sasak speaker have a high positive language attitude towards their regional language. Meanwhile, Sundanese, Javanese and Minang speakers almost have similarities to choose the language. Most of them choosed the regional

languages, but when it is compared with the number of speakers who choosed Indonesian, there is not too much difference of number. However that condition is different with language attitude of Bugis speakers. They have a very positive language attitude towards Indonesian in a formal context. This is a principle that it is far from the sensitivity to other speakers because in the workplace, Indonesian becomes a neutral thing to avoid the dominant regional language. Related to this Lanza & Sevendsen in Aziz (2013: 121) it is stated that the decision is a form of wanting to put forward public ethics rather than sentiment towards the local language, although of course it is also related to social networking that they want to maintain.

Table 8: Distribution of Respondents' Responses on Language Attitudes towards Indonesian

Language	Respondent	Answer		Average	Average
		2	5		
Sasak	Azkia	2	2	2	1.6
	Rini Marlina	1	1	1	
	Bq Safinatun	1	5	3	
	Purna	1	1	1	
	Muhardi	1	1	1	
Bugis	Fitri	1	2	1.5	5.3
	Rini	10	8	9	
	Nurmi	1	1	1	
	Hasbi	10	7	8.5	

	Tiar	7	6	6.5	
Sunda	Muza	1	1	1	2.5
	Fakhira	2	3	2.5	
	Ganjar	1	2	1.5	
	Rehand	1	3	2	
	Dadang	1	10	5.5	
Jawa	Vemi	1	2	1.5	3.1
	Adelia	10	8	9	
	Majid	1	1	1	
	Heri	2	4	3	
	Fajar	1	1	1	
Minang	Putri	8	7	7.5	5.6
	Sivia Dona	1	1	1	
	Aldeva	10	9	9.5	
	Wendi	10	8	9	
	Nofrahadi	1	1	1	
	Jumlah				

Based on the table 8, it appears that the speakers having more language attidues toward Indonesian are Sasak, Sundanese, Javanese, Bugis and Minang speakers. However,

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based on the data obtained in the questionnaire related to the attitude of respondents to the Indonesian language, also conducted Anova Test to determine the differences in attitude of the speakers. Based on ANOVA table it is found that p value is 0.311. So, it can be stated that there is no significant difference in language attitude based on existing group of speakers. (ANOVA test table is attached).

Table 9: Distribution of Respondents' Responses regarding Language Attitudes towards English

Language	Respondent	Answers						Average	Average
		1	3	4	6	7	8		
Sasak	Azkia	2	4	3	3	4	4	3.33	3.37
	Rini Marlina	2	3	2	2	3	4	2.67	
	Bq Safinatun	3	3	4	5	5	5	4.17	
	Purna	5	3	4	4	2	3	3.5	
	Muhardi	1	3	7	1	4	3	3.17	
Bugis	Fitri	1	4	1	1	4	5	2.67	5.8
	Rini	9	10	1	3	1	1	4.17	
	Nurmi	10	3	2	3	5	5	4.67	
	Hasbi	9	8	9	9	9	6	8.34	
	Tiar	10	10	9	10	9	7	9.17	
Sunda	Muza	1	3	1	1	3	6	2.5	2.5
	Fakhira	2	3	3	3	2	4	2.84	

	Ganjar	1	1	1	1	1	1	1	
	Rehand	2	4	5	3	5	5	4	
	Dadang	1	3	3	1	1	4	2.17	
Jawa	Vemi	2	2	2	2	2	2	2	3.53
	Adelia	8	8	8	9	9	7	8.17	
	Majid	1	1	1	1	1	10	2.5	
	Heri	2	2	2	1	3	2	2	
	Fajar	1	3	5	1	3	5	3	
Minang	Putri	8	6	9	8	7	5	7.17	6.1
	Sivia Dona	1	1	1	1	1	1	1	
	Aldeva	10	8	9	10	10	8	9.17	
	Wendi	10	9	10	8	8	6	8.5	
	Nofrahadi	3	5	5	5	5	5	4.67	

Based on the table, it appears that the sequence of speaker groups related to English attitudes (from the more positive attitude) are Sundanese, Sasak, Javanese, Bugis and Minang speakers. Meanwhile, Anova test is also conducted to know the difference of attitude of the speakers. Based on the result of ANOVA test, p value is 0.06. So, it can be stated that there is also no significant difference in language attitude based on existing group of speakers. (ANOVA test table is attached).

3. CLOSING

The results of this study indicate the following. There is a significant difference in the duration variable of living in hometown with the language choice that has 0.01 of a significance value. In the context of the non-formal situation, Every groups has different language choice. For Sasak, Sundanese and Minang speaker, most of respondents prefered to use Indonesian as first choice. Then, it is also as an evidence that Sasak speakers have high cohesiveness and good faithfulness to Indonesian. In a non-formal context, Javanese and Minang speakers are more conservative in their language choice. They are more consistent to use their regional language to other speaker having same regional language. On the one hand, this is a positive attitude of native speakers of the language, but on the other hand it shows less sensitive respondents to other speakers who do not have the same local language. In the formal context (workplace), Sasak Speakers have a high positive language attitude towards the local language. Meanwhile, the number of respondents from Sundanese, Javanese and Minang speakers has almost the same in language choice. Meanwhile, Bugis speakers have a very positive language attitude towards the Indonesian in a formal context. The sequence of regional language speakers who have more positive attitudes toward the Indonesian are Sasak, Sundanese, Javanese, Bugis and Minang speakers. Meanwhile, in terms of attitude towards English, the order of speaker groups that have more positive attitude are Sundanese, Sasak, Java, Bugis and Minang speakers. Furthermore, based on the ANOVA test conducted to determine the differences in attitudes of the speakers, it was stated that there is no significant difference in language attitudes based on the existing group of speakers.

Note

1. This study still needs a lot of improvement so the suggestions for improvement in further research are hoped.

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2. Thanks to all of the participants in this research.

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Tables

Pilihan Bahasa * Usia

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	,250[a]	1	,617		
Continuity Correction[b]	,000	1	1,000		
Likelihood Ratio	,262	1	,609		
Fisher's Exact Test				1,000	,542
Linear-by-Linear Association	,240	1	,624		
N of Valid Cases	25				

a. 2 cells (50,0%) have expected count less than 5. The minimum expected count is 1,44.

b. Computed only for a 2x2 table

Pilihan Bahasa * Jenis Kelamin

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1,391[a]	1	,238		
Continuity Correction[b]	,401	1	,527		
Likelihood Ratio	1,437	1	,231		
Fisher's Exact Test				,322	,265
Linear-by-Linear Association	1,335	1	,248		
N of Valid Cases	25				

a. 2 cells (50,0%) have expected count less than 5. The minimum expected count is 1,92.

b. Computed only for a 2x2 table

Pilihan Bahasa * Menetap di Kota Asal

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9,251[a]	2	,010
Likelihood Ratio	8,369	2	,015
Linear-by-Linear Association	4,623	1	,032
N of Valid Cases	25		

a. 4 cells (66,7%) have expected count less than 5. The minimum expected count is ,80.

Pilihan Bahasa * Berpindah ke Kota Lain

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5,300[a]	2	,071
Likelihood Ratio	5,075	2	,079
Linear-by-Linear Association	3,953	1	,047
N of Valid Cases	25		

a. 4 cells (66,7%) have expected count less than 5. The minimum expected count is ,48.

Descriptives

Pilihan Bahasa

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Sasak	5	3,20	,447	,200	2,64	3,76	3	4
Bugis	5	5,80	2,588	1,158	2,59	9,01	3	9
Sunda	5	2,40	1,140	,510	,98	3,82	1	4
Jawa	5	3,40	2,608	1,166	,16	6,64	2	8
Minang	5	6,00	3,162	1,414	2,07	9,93	1	9
Total	25	4,16	2,528	,506	3,12	5,20	1	9

Test of Homogeneity of Variances

Pilihan Bahasa

Levene Statistic	df1	df2	Sig.
2,952	4	20	,046

ANOVA

Pilihan Bahasa

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	53,360	4	13,340	2,668	,062
Within Groups	100,000	20	5,000		
Total	153,360	24			

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Descriptives

Penilaian terhadap Bahasa Indonesia

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Sasak	5	1,60	,894	,400	,49	2,71	1	3
Bugis	5	5,00	3,808	1,703	,27	9,73	1	9
Sunda	5	2,20	1,643	,735	,16	4,24	1	5
Jawa	5	3,00	3,464	1,549	-1,30	7,30	1	9
Minang	5	4,60	3,578	1,600	,16	9,04	1	9
Total	25	3,28	2,993	,599	2,04	4,52	1	9

Test of Homogeneity of Variances

Penilaian terhadap Bahasa Indonesia

Levene Statistic	df1	df2	Sig.
2,916	4	20	,047

ANOVA

Penilaian terhadap Bahasa Indonesia

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	43,840	4	10,960	1,280	,311
Within Groups	171,200	20	8,560		
Total	215,040	24			

Kuesioner

Petunjuk: Isilah sesuai dengan informasi yang diminta. Tidak ada informasi yang terkait dengan pribadi Anda yang akan diungkapkan dalam penelitian ini. Terima kasih atas kerja sama Anda.

A. Identitas responden

Nama:

Jenis kelamin :

Usia :

Kota Asal :

Bahasa daerah :

Lama tinggal di kota asal :

Pernah tinggal di kota lain:

Bila pernah, di kota: ...   selama: ...

B. Isilah dengan informasi yang biasa Anda alami atau lakukan

Bahasa apa yang Anda gunakan di rumah ketika berkomunikasi dengan keluarga? (Urutkanlah berdasarkan intensitas penggunaannya dengan menuliskan angka 1 (paling sering), 2 (jarang), 3 (sangat jarang) atau 0 (bila tidak digunakan))

Bahasa Daerah

Bahasa Indonesia

Bahasa Inggris

Bahasa apa yang Anda gunakan ketika berkomunikasi dengan teman di tempat kuliah? (Urutkanlah berdasarkan intensitas penggunaannya dengan menuliskan angka 1 (paling sering), 2 (jarang), 3 (sangat jarang) atau 0 (bila tidak digunakan))

Bahasa Daerah

Bahasa Indonesia

Bahasa Inggris

Anda sedang di tempat kuliah, berbicara dengan teman dan menggunakan bahasa daerah Anda. Lalu ada Anda lainnya, tetapi tidak memahami bahasa daerah Anda. Bahasa apa yang akan Anda gunakan ketika ingin melibatkannya dalam berkomunikasi?

Meneruskan berbicara dengan bahasa daerah

Beralih menggunakan bahasa Indonesia

Anda sedang berbicara dengan salah seorang teman Anda, menggunakan bahasa Indonesia. Tiba-tiba muncul seorang teman Anda yang berbahasa daerah sama dengan Anda. Ketika akan menyapa dan membuat obrolan kecil dengan teman yang

baru datang tersebut Anda:

Akan tetap menggunakan bahasa Indonesia

Beralih untuk berbicara menggunakan bahasa daerah

Anda sedang di tempat bekerja. Ada pihak luar yang harus Anda layani dan Anda tahu bahwa mereka berbahasa daerah sama dengan Anda, maka Anda:

Akan menggunakan bahasa Indonesia

Akan menggunakan bahasa daerah

Anda sedang berada di tempat umum. Ada turis asing yang tampak sedang mencari suatu tempat. Apakah yang Anda akan lakukan?

menjadi orang pertama yang menyapanya dan menawarkan bantuan

membantu bila ia bertanya pada Anda

C. Berikanlah tanggapan dengan memberikan skor 1-10!

1 = sangat penting/sangat senang 10 = sangat tidak penting/ sangat tidak senang

Bahasa Inggris penting dikuasai.

Bahasa Indonesia penting dikuasai.

Seberapa penting peran penguasaan Bahasa Inggris dalam kebutuhan masyarakat Indonesia saat ini?

Apakah Anda senang mempelajari Bahasa Inggris?

Apakah Anda senang mempelajari Bahasa Indonesia?

Kemampuan Bahasa Inggris merupakan hal yang penting untuk dikuasai oleh semua pelajar di Indonesia.

Kemampuan Bahasa Inggris merupakan hal yang penting dikuasai oleh semua pekerja di Indonesia.

Kemampuan Bahasa Inggris merupakan hal yang penting dikuasai oleh semua masayarakat Indonesia