**Tertiary ESL Students’ Perceptions on the acquired and used languages**

**( A case study at university level)**

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**Abstract**

Language attitudes towards languages acquired and use in young generation is the main issue of this study, This study aimed to answer the following questions; 1. How do tertiary ESL students perceive their language acquisition and use? a. How do they rate their proficiency in each language? b.What language(s) are dominantly used ? for what purposes? In what settings? c.What do they think of their heritage language and its maintenance? 2. What efforts have they done to maintain their heritage languages and/or languages they acquired and use? a.What factors that motivate them to maintain their heritage languages and/or languages they acquired and use? b.What are the constraints in their efforts to maintain the languages? c. What strategies have they adopted in maintaning their heritage language?. The methodology used in this study is qualitative which employs 65 students of English department at fifth semester. The result of this study, all participants have positive attitudes towards the languages they acquired and used. Most of them perceive that they have to maintain their heritage languages, and some of them have done some efforts in maintaining it. Moreover, they also have the same problems in persevere their heritage language, that the languages are rarely used. So, in conclusion the students know that they have to something in maintaining the languages they have acquired and use, however, they did less action.

**Key words: Heritage language, Language attitude, Language acquisition, Language use, Perceptions**

1. **Introduction**

Acquiring multi languages and using them for communication in a world of globalization is a common phenomenon. People move or travel to other parts of the world that require them to use the language of the place they are visiting to convey and understand what others are saying.. The acquisition techniques of the language is varied, some acquire it through learning in formal or in informal education, some others are exposed to varieties of exposures. Some languages are also herited from parents. In Indonesia, it is common for the children to be herited more than one local languagedue to the its geografical condition, that it consists of a 17.504 islands and 34 provinces. This condition is actually very beneficial for young Indonesians to acquire a lot of languages. However, local languages that are herited from parents are endangared by any dominant language used in any area where they moved and lived recently. The preservation of local languages and the maintanance of the languages that have been acquired can be very difficult to be done. In relation to this phenomenon, The researcher was interested in doing a mini research concerning students’ attitudes towards the languages they have acquired and used.

This small-scale research aims to explore Tertiary ESL Students’ attitudes towards the languages they acquired and use. In order to do so, this research is conducted to answer the following questions:

1. How do tertiary ESL students perceive their language acquisition and use?

a. How do they rate their proficiency in each language?

b.What language(s) are dominantly used ? for what purposes? In what settings?

c.What do they think of their heritage language and its maintenance?

1. What efforts have they done to maintain their heritage languages and/or languages they acquired and use?

a.What factors that motivate them to maintain their heritage languages and/or languages they acquired and use?

b.What are the constraints in their efforts to maintain the languages?

c. What strategies have they adopted in maintaning their heritage language

1. **Theoretical Framework**

**Attitude towards a language**

Some studies related to attitude towards a language have been done in some ways. Some scholars like Engen & Kulbrandstad, 2004; as well as Grosjean, 1982 define attitude as the viewpoint of bilingualism. Language involves attitudes and values ​​expressed by both its users and those who do not know the language. Language is not just a means of communication. It is also a symbol of social or group identity, a symbol of group membership and solidarity, and serves several communication functions. It is a tool for thinking and learning and gives a sense of attribution and identity. In adiition, Richards, 1992 gives definition on attitude as the expressions of positive or negative feelings towards a language may reflect impressions of linguistics difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, social status etc. Moreover, (Saneleuterio, E., 2015; 2016) describes Language attitudes as an important role in bilingualism and second language learning. Language attitudes can play an important role in bilingualism and second language learning. In relation to that, (Bartrum, 2010), added that successful second language learners show a positive attitude towards language learning due to their good performance, while unsuccessful learners can take a negative attitude.

In addition Wu (2005) mentioned the creation of an individual's ethnic identity and language choice are linked to his attitude toward a language. When he supports a certain culture and its people, he chooses to identify as a member of the group and speaks the language. After more practice with the language, his ability to use it improves. From the standpoint of parent-child relationships, we can presume that children are more likely to be influenced by their parents' attitudes and behaviors toward heritage languages.

Moreover, Baker (1992) defined attitude as a term used to describe the body posture or posture a person takes when drawing a portrait. Studies conducted on students’ attitude also done by Baker in bilingual education. Moreover Gardner and Lambert (1950s) created a series of questions to measure student attitudes towards language and added two new concepts about attitudes: instrumental attitudes and integrative attitudes. Instrumental attitudes are associated with the motivation to learn a language for personal needs. That is the desire to get social status recognition or profitable advantages. Integrative attitudes are related to the desire to be accepted and function in the community of other languages. Gardner (1985) gave more description that these roles explain the student's position in relation to the language learning situation. Instrumental attitudes are when students are learning a language from their personal interests, and integrative attitudes are when students are learning a language with the desire to be integrated into a particular community that speaks that language. Students learning a second language may exhibit both instrumental and integrated attitudes, depending on the instrument that measures these attitudes. In addition, Baker (1992) used a causal model to test whether student attitudes were influenced by multiple factors at the same time.

**Components of attitude**

Ladegaard (2000) proposed that attitude can be measured by three components. They are knowledge, emotion, and behavior. Each has different features and experiment that can be identified in eliciting the results of the language attitude. Knowledge can be seen from the degree of someone’s language. While the emotion can be seen from the feeling of the bilingual towards the language. Moreover, the behavior can be shown through the reaction and action that the bilingual take in acquiring the language.

Attitude towards a particular subject is tentative depend on how people act on it. According to Baker in Kansikas (2002), attitude were built by three components such as: cognition, affect and readiness for action. The cognitive component concerns thought and beliefs. For instance, someone learns a second language, because he believes that the language fulfil his needs. The affective component refers to feelings towards the attitude object (e.g. second language). The feeling may be like or dislike to the language. The last component of attitude is readiness for action or conative. It is related to behavioral intention

**Language attitude measurement**

Measuring someone’s attitude towards a language according to Jendra (2010) has three methods, direct, indirect, and commitment. Using those methods, it can be figure out whether the attitude is considered positive or negative.

1. **Direct Method**

A direct method is a method used in measuring language attitudes by asking questions in an interview or by giving a questionnaire to fill in by some respondents. In using questionnaire, a respondent has to rate a statement to show an agreement or disagreement on the issue presented. The parameter used is Language Attitude Scale (LAS).

1. **Indirect Method**

An indirect method is a method of measuring a person's attitude towards language. This method is used so that participants do not know that their attitude is being measured. The most popular type is called matched guess. Researchers using this method conducted experiments to get their informants to determine the character of the speaker from the recorded speeches they heard.

1. **Commitment method**

This method is intended to find out whether the attitudes and behavior of respondents in interviews or surveys are consistent. The data can be said valid if they are consistent.

1. **Research Methods**

This section introduces this research survey methods and provides information about respondents, survey equipment, data collection techniques, survey locations, and data analysis techniques.

1. **Participants**

Participants’ total number is 56, consist of 42 male and 14 female, they are the 3rd semester students of English education department coming from several number of ethnic groups, acquired and used a variety of languages as shown in the following table.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO** | **NAME**  **(Pseudo name)** | **PLACE OF BIRTH** | **LANGUAGE ACQUIRED** | **LANGUAGE USED** |
| 1 | SAN | TANGERANG | INDONESIAN, ENGLISH | INDONESIAN |
| 2 | RFA | REJOMULYO | INDONESIAN, ENGLISH | INDONESIAN, ENGLISH |
| 3 | FS | JAKARTA | INDONESIAN, ENGLISH | INDONESIAN, ENGLISH |
| 4 | NN | TANGERANG | SUNDANESE,INDONESIAN, ENGLISH | INDONESIAN, ENGLISH |
| 5 | SNA | TANGERANG | INDONESIAN, ENGLISH, JAVANESE, ARABIC | INDONESIAN, ENGLISH |
| 6 | NNA | TANGERANG | INDONESIAN, ENGLISH | INDONESIAN |
| 7 | ANS | SURABAYA | SUNDANESE,INDONESIAN, ENGLISH, JAVANESE,KOREAN | SUNDANESE,INDONESIAN, ENGLISH,JAVANESE,KOREAN |
| 8 | CEV | LAMONGAN | INDONESIAN, ENGLISH | INDONESIAN |
| 9 | AFR | PADANG | INDONESIAN, ENGLISH,PADANGNESE,NORWAYGIAN, | INDONESIAN, PADANGNESE, ENGLISH |
| 10 | EM | TANGERANG | SUNDANESE,INDONESIAN, ENGLISH, JAPANESE | SUNDANESE,INDONESIAN, ENGLISH, JAPANESE |
| 11 | PA | MAGETAN | INDONESIAN, ENGLISH, JAVANESE, ARABIC | INDONESIAN, ENGLISH, JAVANESE |
| 12 | EF | BANDUNG | SUNDANESE,INDONESIAN, ENGLISH, | INDONESIAN |
| 13 | BS | TANGERANG | INDONESIAN, LAMPUNGNESE, ENGLISH, JAPANESE | INDONESIAN, LAMPUNGNESE, ENGLISH |
| 14 | IVD | TANGERANG | SUNDANESE,INDONESIAN, ENGLISH | SUNDANESE,INDONESIAN |

TABLE 1

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **NO** | **NAME** | **PLACE OF BIRTH** | **LANGUAGE ACQUIRED** | **LANGUAGE USED** | |
| 15 | ADP | JAKARTA | INDONESIAN, ENGLISH | INDONESIAN | |
| 16 | RHS | TANGERANG | INDONESIAN, ENGLISH | INDONESIAN, ENGLISH | |
| 17 | MEM | GARUT | SUNDANESE,INDONESIAN, ENGLISH, JAPANESE | SUNDANESE,INDONESIAN, ENGLISH, JAPANESE | |
| 18 | AF | INDRAMAYU | SUNDANESE,INDONESIAN, ENGLISH | SUNDANESE,INDONESIAN | |
| 19 | AJ | JAKARTA | SUNDANESE,INDONESIAN, ENGLISH | SUNDANESE,INDONESIAN, ENGLISH | |
| 20 | TR | SINAR GUNUNG | SUNDANESE,INDONESIAN, ENGLISH | SUNDANESE,INDONESIAN, ENGLISH | |
| 21 | SH | TANGERANG | INDONESIAN, ENGLISH | INDONESIAN, ENGLISH | |
| 22 | ASF | TANGERANG | INDONESIAN | INDONESIAN | |
| 23 | AH | TANGERANG | INDONESIAN, ENGLISH | INDONESIAN, ENGLISH | |
| 24 | AIH | TANGERANG | INDONESIAN, ENGLISH | INDONESIAN | |
| 25 | TI | TANGERANG | SUNDANESE,INDONESIAN, ENGLISH | SUNDANESE,INDONESIAN, ENGLISH | |
| 26 | ACRS | KLATEN | INDONESIAN, JAVANESE, ENGLISH | INDONESIAN, JAVANESE, ENGLISH | |
| 27 | WSM | TANGERANG | INDONESIAN, ENGLISH | INDONESIAN, ENGLISH | |
| 28 | MPS | TANGERANG | INDONESIAN, ENGLISH | INDONESIAN, ENGLISH | |
| 29 | FM | NARATHIWAT | MALAY,THAI,INDONESIAN,ENGLISH | MALAY,THAI,INDONESIAN,ENGLISH | |
| 30 | ND | NARATHIWAT | MALAY,THAI,INDONESIAN,ENGLISH | MALAY,THAI,INDONESIAN,ENGLISH | |
| 31 | AP | PURWODADI | INDONESIAN, ENGLISH | INDONESIAN | |
| 32 | RNF | JAKARTA | INDONESIAN, ENGLISH | INDONESIAN | |
| 33 | AR | MALANG | INDONESIAN, ENGLISH | INDONESIAN | |
| 34 | DGA | MAJALENGKA | SUNDANESE,INDONESIAN, ENGLISH | SUNDANESE,INDONESIAN, ENGLISH | |
| 35 | AQH | TANGERANG | INDONESIAN, JAVANESE, ENGLISH,KOREAN | INDONESIAN, ENGLISH,KOREAN | |
| 36 | APP | SRAGEN | INDONESIAN, JAVANESE, ENGLISH | INDONESIAN | |
| 37 | DAI | TANGERANG | SUNDANESE,INDONESIAN, ENGLISH,CHINESE | INDONESIAN,ENGLISH | |
| 38 | FMI | TANGERANG | SUNDANESE,INDONESIAN, JAVANESE, ENGLISH | INDONESIAN, ENGLISH | |
| 39 | EA | TANGERANG | SUNDANESE,INDONESIAN, ENGLISH | | INDONESIAN, ENGLISH |
| 40 | IN | TANGERANG | SUNDANESE,INDONESIAN, JAVANESE, ENGLISH | | SUNDANESE,INDONESIAN, JAVANESE, ENGLISH |
| 41 | NB | TANGERANG | SUNDANESE,INDONESIAN, ENGLISH | | INDONESIAN, ENGLISH |
| 42 | FS | SALATIGA | INDONESIAN, JAVANESE,ENGLISH | | INDONESIAN, JAVANESE,ENGLISH |
| 43 | JF | TANGERANG | INDONESIAN, JAVANESE,ENGLISH | | INDONESIAN, ENGLISH |
| 44 | AEB | JAKARTA | INDONESIAN, JAVANESE,ENGLISH,ARABIC | | INDONESIAN, JAVANESE,ENGLISH |
| 45 | LDR | TANGERANG | SUNDANESE,INDONESIAN, MALAY, ENGLISH | | INDONESIAN, ENGLISH |
| 46 | IF | TANGERANG | INDONESIAN, ENGLISH | | INDONESIAN, ENGLISH |
| 47 | AK | TANGERANG | INDONESIAN, ENGLISH | | INDONESIAN, ENGLISH |
| 48 | ED | GROBOGAN | INDONESIAN, JAVANESE,ENGLISH | | INDONESIAN, JAVANESE,ENGLISH |
| 49 | BM | BOGOR | SUNDANESE,INDONESIAN, ENGLISH | | SUNDANESE,INDONESIAN, ENGLISH |
| 50 | ST | NARATHIWAT | MALAY,THAI,INDONESIAN,ENGLISH,JAWI | | MALAY,THAI,INDONESIAN,ENGLISH |
| 51 | W | TANGERANG | INDONESIAN, ENGLISH | | INDONESIAN, ENGLISH |
| 52 | AMN | TANGERANG | INDONESIAN, JAVANESE,ENGLISH, SUNDANESE, PADANESE | | INDONESIAN, JAVANESE,ENGLISH, SUNDANESE |
| 53 | SC | TANGERANG | INDONESIAN, ENGLISH | | INDONESIAN, ENGLISH |
| 54 | YPS | JAKARTA | INDONESIAN, JAVANESE,ENGLISH | | INDONESIAN, ENGLISH |
| 55 | UW | NARATHIWAT | MALAY,THAI,INDONESIAN,ENGLISH | | MALAY,THAI,INDONESIAN |
| 56 | NAS | TANGERANG | INDONESIAN, ENGLISH,ARABIC | | INDONESIAN |

1. **Research Instrument**

Questionnaires and interviews were used as the research instruments to collect the data. The questionnaires was in the form of likert scale. participants were asked to answer to strongly agree to strongly disagree on a five-point likert scale. To confirm the data obtained, three respondents were interviewed. They were asked to answer ten interview questions..

1. **Data Collection Technique**

Questionnaires were distributed randomly to the respondents by both electronic and direct systems, and the respondents were asked to fill in the questionnaires. Interviews were conducted to three respondents.

1. **Place of the Research**

This research was conducted in Cikokol Tangerang city.

1. **Data Analysis Technique:**

To explore parents’ attitudes toward the languages they acquired and used, respondents were asked to fill in a questionnaire and to answer interview questions. In the questionnaire, participants were asked to answer to strongly agree to strongly disagree on a five-point likert scale. To confirm the data obtained, three respondents were interviewed. They were asked to answer ten interview questions. The data obtained from the questionnaires and interviews were then categorized and analised.

1. **Results and Discussion**
2. **Resultss from the questionnaire**
   1. **Students’ perceptions towards languages they acquired and used**

**TABLE 2**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **PERCEPTIONS** | **Sangat tidak setuju** | **Tidak setuju** | **Netral** | **Setuju** | **Sangat setuju** |
| Bahasa sebagai identitas diri | 1,79% | 1,79% | 5,36% | 28,57% | 62,50% |
| Bahasa untuk meningkatkan status sosiaL | 7,14% | 3,57% | 7,14% | 32,14% | 50,00% |
| Mengenal budaya yang berbeda | 3,57% | 0,00% | 3,57% | 21,43% | 71,43% |
| Menguasai dan mempertahankan bahasa daerah itu penting | 1,79% | 1,79% | 12,50% | 23,21% | 60,71% |
| Bahasa daerah adalah identitas diri | 0,00% | 5,36% | 16,07% | 33,93% | 44,64% |

**1.2 Students’ language proficiencies**

**TABLE 3**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **LANGUAGES** | **SKILLS** | **VERY POOR** | **POOR** | **GOOD** | **VERY GOOD** |
| BAHASA INDONESIA | SPEAKING | 1,79% | 3,57% | 44,64% | 50,00% |
|  | LISTENING | 0,00% | 1,79% | 41,07% | 57,14% |
|  | WRITING | 0,00% | 5,36% | 42,86% | 51,79% |
|  | READING | 0,00% | 1,79% | 35,71% | 62,50% |
| ENGLISH | SPEAKING | 35,71% | 0,00% | 60,71% | 3,57% |
|  | LISTENING | 1,79% | 19,64% | 64,29% | 14,29% |
|  | WRITING | 0,00% | 32,14% | 57,14% | 10,71% |
|  | READING | 0,00% | 14,29% | 73,21% | 12,50% |
| LOCAL LANGUAGE | SPEAKING | 1,79% | 26,79% | 57,14% | 14,29% |
|  | LISTENING | 3,57% | 10,71% | 48,21% | 37,50% |
|  | WRITING | 10,71% | 33,93% | 46,43% | 8,93% |
|  | READING | 5,36% | 19,64% | 50,00% | 25,00% |

From the table above we can see that students’ answers are mostly on the agree and strongly agree that shows the positive perceptions on languages which in line with the rate of language proficiency that mostly high on the answers good and very good (table2 and 3).

* 1. **Students’ purposes of using the languages they acquired**

**TABLE 4**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **LANGUAGES** | **PURPOSES** | | | |
| **To communicate with parents** | **To communicate with friends** | **For informal settings** | **For formal settings** |
| BAHASA INDONESIA | 77% | 82% | 86% | 75% |
| LOCAL LANGUAGE | 23% | 13% | 7% | -2% |
| ENGLISH | 0% | 2% | 4% | 23% |

In the table 4, the purposes of using the language are not slightly different in Bahasa Indonesia. However, in local language mostly answers are on the communication with parents, it is also found in the data got from the interview that saying the role of parents are important in raising the use of local language (table 14), since it is the heritage language parents bring to children. While English in table 4, showing that it is used mostly in formal settings. It can be understood that students mostly use English in classroom settings, since they are students of English educational department.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **languages** | **Always used in formal settings** | **Always used in daily activities** | **Always used in informal settings** | **Taught to my family** | **Taught at schools or other formal institutions** |
| LOCAL LANGUAGE | 4% | 20% | 46% | 27% | 4% |
| BAHASA INDONESIA | 25% | 11% | 57% | 0% | 7% |
| ENGLISH | 34% | 7% | 18% | 13% | 29% |

* 1. **Students’ efforts to maintain the languages acquired and used**

**TABLE 5**

Some efforts have been done to maintain the languages, the students acquired and used, for instance in table 5 showing that students have used their local languages very high in the informal settings which is explained in the data of interview that they mostly used local languages in the family gathering where relatives mostly attend (table 10 and 15). For Bahasa Indonesia, they used both in formal settings and informal settings. While for English it is still mostly on formal settings and schools.

* 1. **Factors that support/motivate students to maintain the languages they have acquired and used**

**TABLE 6**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **LANGUAGES** | **Easy to use** | **Communities avalability** | **To ease my job** | **A media to learn other cultures** | **A media for my business** |
| BAHASA INDONESIA | 57% | 20% | 9% | 9% | 5% |
| **LOCAL LANGUAGE** | 34% | 25% | 2% | 39% | 0% |
| **ENGLISH** | 2% | 25% | 36% | 27% | 11% |

The table 6 shows that there is very slightly different for bahasa Inddonesia, local language, and English in the communinity avalability. It means that when there is community of the same spoken language, then there will be motivation in using the language. Moreover, for learning others’ culture, they have slightly different answer on local language and English. In addition, local language is even a little bit higher in the motivation of knowing others’ culture. This finding showing that actually the students are interested in learning their heritage language and culture. From the table, it can also seen that English is learnt in relation to their job and business, it can be understood, since they are studying at English education department and most of them are English teachers at schools.

* 1. **The constraints that the students perceive in maintaining their acquired and used language**

**TABLE 7**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **LANGUAGES** | **Uneasy to use** | **There is not enough communities using the language** | **There is not enough supports from the government** | **It is not taught to younger generations** |
| BAHASA INDONESIA | 21% | 32% | 23% | 23% |
| **LOCAL LANGUAGE** | 18% | 57% | 5% | 20% |
| **ENGLISH** | 61% | 30% | 4% | 5% |

Constraints can be seen on the community availability of the language. For all the languages they acquired and used, mostly have the same opinion that it needs spoken language community for maintaining the languages.

* 1. **The Strategies that the students used to maintain the languages they acquired and used**

**TABLE 8**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **LANGUAGES** | **CREATE SOCIAL MEDIA GROUPS** | **TEACHING IT TO MY SIBBLINGS/CHILDREN** | **PROMOTING THROUGH AN EVENT** | **WRITING AN ARTICLE AND PRESENT IT** |
| BAHASA INDONESIA | 23% | 23% | 22% | 32% |
| **LOCAL LANGUAGE** | 18% | 57% | 5% | 20% |
| **ENGLISH** | 31% | 9% | 26% | 34% |

Strategies students do to preserve the language they have acquired and used for local language is high on the teaching it to sibblings or children, while English is high on writing article and present it, this shows the chance for them in using English is attending seminars or conference by writing article and presenting it, so that they can keep using the language. Additionally, they create social media group for English community or club. However, surprisingly, for bahasa Indonesia they have similar idea that is writing article and present it. This can related to their job as the teacher of language.

1. **Results from the interview**
   1. **The Respondents’ data**

**TABLE 9**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **NAME** | **ADDRESS** | **PLACE OF BIRTH** | **FATHER** | **MOTHER** | **LANGUAGE ACQUIRED** | **LANGUAGE USED** | **DOMINANT LANGUAGE** |
| **NNA** | TANGERANG | TANGERANG | TANGERANG | EAST JAVA | BAHASA INDONESIA, ENGLISH,SUNDANESE | BAHASA INDONESIA, ENGLISH, SUNDANESE | BAHASA INDONESIA |
| **CRK** | TANGERANG | LAMONGAN EAST JAVA | LAMONGAN EAST JAVA | LAMONGAN EAST JAVA | BAHASA INDONESIA, ENGLISH, EAST JAVA | BAHASA INDONESIA, ENGLISH, | BAHASA INDONESIA |
| **AIH** | TANGERANG | TANGERANG | BETAWI KP.MELAYU | BETAWI TJ. PRIOK | BAHASA INDONESIA, ENGLISH, | BAHASA INDONESIA, ENGLISH, | BAHASA INDONESIA |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **NAME** | **LANGUAGE** | **VERY POOR** | **POOR** | **GOOD** | **VERY GOOD** |
| **NNA** | BAHASA INDONESIA | \_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_ | Bahasa Indonesia saya bagus untuk semua penggunaan baik berbicara, menulis, membaca dan mendengarkan | \_\_\_\_\_\_ |
| ENGLISH | \_\_\_\_\_\_\_\_\_ | Saya kurang dalam menulis bahasa Inggris, mungkin karena kurang latihan. | Bahasa Inggris saya taraf bagus untuk speaking, listening, reading | \_\_\_\_\_\_ |
| LOCAL LANGUAGE | \_\_\_\_\_\_\_\_\_ | Kan sehari-harinya lebih banyak berbahasa Indonesia, sama orangtua juga berbahasa Indonesia, jadi pemahaman bahasa Jawa dan sundanya sulit. | Karena bahasa sunda sering saya pakai dalam berkumpul dengan keluarga ayah saya.. | \_\_\_\_\_\_ |

* 1. **Students’ language proficiency**

**TABLE 10**

**TABLE 11**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **NAME** | **LANGUAGE** | **VERY POOR** | **POOR** | **GOOD** | **VERY GOOD** |
| **CRK** | BAHASA INDONESIA | \_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_ | Bagus untuk semua, berbicara, menulis,membaca,mendengar | \_\_\_\_\_\_\_\_\_ |
| ENGLISH | \_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_ | Menurut saya bahasa Inggris saya bagus dalam berbicara. | \_\_\_\_\_\_\_\_\_ |
| LOCAL LANGUAGE | \_\_\_\_\_\_\_\_\_ | Bahasa daerah kurang bagus dalam berbicara, karena jarang digunakan. | Tapi klomendengarkan saya mengerti | \_\_\_\_\_\_\_\_\_ |

**TABLE 12**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **NAME** | **LANGUAGE** | **VERY POOR** | **POOR** | **GOOD** | **VERY GOOD** |
| **AIH** | BAHASA INDONESIA | \_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_ | Bagus dalam berbicara,menulis,membaca dan mendengar | \_\_\_\_\_\_\_\_\_ |
| ENGLISH | \_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_ | Bagus untuk speaking, writing,listening, dan reading | \_\_\_\_\_\_\_\_\_ |
| LOCAL LANGUAGE | \_\_\_\_\_\_ | Saya kurang bagius dalam berbicara bahasa daerah karena tidak terbiasa menggunakannya | Dalam logatnya saja, karena orangtua saya menggunakan logat Betawi walaupun tidak menggunakan bahasa Betawi.. | \_\_\_\_\_\_\_\_\_ |

* 1. **Students’ perceptions on the languages they have acquired and used preservation**

**TABLE 13**

|  |  |
| --- | --- |
|  | **Menurut kamu,memelihara bahasa daerah/warisan itu penting ga?** |
| NNA | Perlu sih karena kan Indonesia terdiri dari berbagai pulau dan juga banyak keragaman budaya, jadi ya patut aja karenakan bahasa daerah adalah warisan negara budaya. Sebelum lahirnya bahasa Indonesia kan terlebih dahulu adanya bahasa daerah, jadi patut untuk dipelihara. |
| CRK | Bahasa daerah sangat perlu dipelihara karena saya juga sangat kurang dalam menggunakan bahasa daerah jadi menurut saya sangat perlu untuk dipelihara supaya bahasa daerah tsb bisa kita lestarikan |
| AIH | Bahasa daerah sangat perlu dipelihara karena itu adalah identitas diri, keluarga, dan bangsa. Bahasa daerah menunjukkan bahwa saya punya daerah, inilah daerah saya |

* 1. **The constraints in preserving the heritage languages**

**TABLE 14**

|  |  |
| --- | --- |
|  | **Menurut kamu, apa sih kendalanya dalam pemeliharaan bahasa daerah** |
| NNA | Kendalanya mungkin karena ga terbiasa, tidak sering digunakan dalam kegiatan sehari-hari. Kan sehari-harinya banyak berbahasa Indonesia, sama orangtuapun lebih banyak berbahasa Indonesia. Jadi untuk pemahaman Jawa dan Sundanya sulit. |
| CRK | Kendalanya ya karena tidak biasa menggunakan bahasa daerah dalam kegiatan sehari-hari |
| AIH | Nah itu, masalahnya orangtua saya memang betul berasal dari Betawi, tapi orangtua saya dihadapan sayapun tidak pernah menggunakan bahasa betawi, hanya logatnya saja. |

* 1. **The strategies that the students used to overcome the constarints of preserving the languages they acquired and used**

**TABLE 15**

|  |  |
| --- | --- |
|  | **STRATEGI APA MENURUT KAMU YANG HARUS DILAKUKAN UNTUK MEMELIHARA BAHASA DAERAH/WARISAN?** |
| NNA | Sering berkomunikasi dengan komunitas berbahasa Sunda atau Jawa. |
| CRK | Strategi saya dalam memelihara bahasa daerah adalah pada setiap saya pulang kampung, saya selalu melatih dan praktek bicara dengan saudara-saudara saya di sana |
| AIH | Harus sering dipakai dengan komunitas yang berasal dari daerah yang sama |

1. **Conclusion**

From the results it can be concluded that the participants of this study have positive attitudes towards the languages they acquired and used (table 5 and 6). It can also be drawn a conlusion that they realize the importance of maintaining the languages they acquired and used by doing some efforts (table 8).Most of the participants have higher rank in the dominant language that is Bahasa Indonesia.Most of them realize the importance of preserving the heritage languages, however, there are some constraints that hinder them in doing it. One common problem is that because parents do not use the language anymore. The students strategies in maintaining and preserving the language is by mostly using it as much as possible with the community of the language,

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