

TERTIARY ESL STUDENTS' PERCEPTIONS ON THE LANGUAGE THEY ACQUIRED AND USED (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 maintaining 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

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 language due to the its geographical 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 endangered by any dominant language used in any area where they moved and lived recently. The preservation of local languages and the maintenance 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:

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?

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 maintaining their heritage language

THEORETICAL FRAMEWORK

a. 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 addition, 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.

b. 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

c. 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).

2. 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.

3. 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.

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.

a. 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.

Table 1. Participants' data as well as languages acquired and used

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
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

b. 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..

c. 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.

d. Place of the Research

This research was conducted in Cikokol Tangerang city.

e. 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 analysed.

RESULTS AND DISCUSSION

a. Resultss from the questionnaire

Table 2. Students' perceptions towards languages they acquired and used

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%

Table 3. Students' Language Proficiencies

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%
ENGLISH	READING	0,00%	1,79%	35,71%	62,50%
	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).

Table 4. Students' Purposes Of Using The Languages They Acquired

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.

Table 5. Students' Efforts To Maintain The Languages Acquired And Used

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%
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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.

Table 6. Factors That Support/Motivate Students To Maintain The Languages They Have Acquired And Used

LANGUAGES	Easy to use	Communities availability	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 Indonesia, local language, and English in the community availability. 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.

Table 7. The Constraints That The Students Perceive In Maintaining Their Acquired And Used Language

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.

Table 8. The Strategies That The Students Used To Maintain The Languages They Acquired And Used

LANGUAGES	CREATE SOCIAL MEDIA GROUPS	TEACHING IT TO MY SIBBLING S/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%

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Strategies students do to preserve the language they have acquired and used for local language is high on the teaching it to siblings 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.

b. Results from the interview

Table 9. The Respondents' Data

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	_____

NAME	ADDRESS	PLACE OF BIRTH	FATHER	MOTHE R	LANGUAGE ACQUIRED	LANGUAGE USED	DOMINA NT LANGUA GE
NNA	TANGERA NG	TANGE RANG	TANGERA NG	EAST JAVA	BAHASA INDONESIA, ENGLISH, SU NDANESE	BAHASA INDONESIA , ENGLISH, SUNDANES E	BAHASA INDONES IA
CRK	TANGERA NG	LAMON GAN EAST JAVA	LAMONG AN EAST JAVA	LAMONG AN EAST JAVA	BAHASA INDONESIA, ENGLISH, EAST JAVA	BAHASA INDONESIA , ENGLISH,	BAHASA INDONES IA
AIH	TANGERA NG	TANGE RANG	BETAWI KP.MELA YU	BETAWI TJ. PRIOK	BAHASA INDONESIA, ENGLISH,	BAHASA INDONESIA , ENGLISH,	BAHASA INDONES IA

Table 10. Students' Language Proficiency

	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..	_____

Table 11. Students' Language Proficiency

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 bagus dalam berbicara bahasa daerah karena tidak terbiasa menggunakan	Dalam logatnya saja, karena orangtua saya menggunakan logat Betawi walaupun tidak menggunakan bahasa Betawi..	_____

Table 13. Students' perceptions On The Languages They Have Acquired And Used Preservation

	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 karekan 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

Table 14. The Constraints In Preserving The Heritage Languages

	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.

Table 15. The Strategies That The Students Used To Overcome The Constarints Of Preserving The Languages They Acquired And Used

	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

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 conclusion 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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