

Language attitudes of BIPA students (Indonesian for foreign speakers) towards Indonesian

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ABSTRACT

Having a positive attitude towards Indonesian is a necessity. To have good Indonesian language skills, BIPA students must have a positive attitude towards Indonesian. This study aims to describe the language attitudes of BIPA students towards Indonesian. The method used in this research is descriptive method. The data used in this study were collected through a questionnaire technique. The statements given consist of three aspects, namely language loyalty, language pride, and awareness of language rules. Data obtained through a questionnaire, processed quantitatively. As a result, language loyalty aspects scored 25.2 (72%), pride in language 24.8 (70.86%), and awareness of norms 25.4 (72.57%). Thus, it can be concluded that the majority of BIPA students (71.81%) have a positive attitude towards Indonesian.

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Introduction

Indonesian has an important role in communication activities. Having a positive attitude towards the Indonesian language is an absolute necessity. Discipline in Indonesian will be realized through a positive attitude (Moeliono, 1985; Muslich, 2012). Moreover, language attitude is one of the determining factors for the success of learning a language (Baker, 1992).

The form of implementation is having a positive attitude towards Indonesian, namely not feeling ashamed of using Indonesian, using Indonesian in accordance with the rules and language situation, then having high motivation to learn it. A positive language attitude will only be reflected if the wearer has a sense of loyalty to maintain and maintain his language as a means of communication. A positive attitude is found in someone who has a sense of pride in their language as a marker of identity (Garvin & Mathiot, 1968).

Today, many Indonesian speakers have a negative attitude. To overcome the problems of negative attitudes towards the Indonesian language, it is not only carried out by official institutions, but by all interested parties (Effendi, 1984). Language attitudes are acquired and fostered through the learning process, and can be modified by language experience (Baker, 1992). Thus, education plays a role in shaping a person's language attitude.

Indonesian for Foreign Speakers (BIPA) focuses on everyday Indonesian to scientific varieties. This can be seen from the Regulation of the Minister of Education and Culture no 27 of 2017 concerning Competency Standards for BIPA Graduates. This policy is in accordance with the needs of BIPA students in accommodating daily needs and academic needs in Indonesian.

BIPA course and training programs have developed both in Indonesia and abroad. BIPA course and training institutions, especially those in Indonesia, will be one of the institutions where Foreign Workers (TKA) really need it. In several regions of Indonesia, the ability to speak Indonesian for foreign workers is one of the keys to success in their work in Indonesia. Therefore, foreign workers are expected to have a positive attitude towards the Indonesian language.

As a country with the largest language and economy in the ASEAN region, BIPA courses and training programs have a crucial role in developing and maintaining rich traditions and culture (Rejeki & Asari, 2019; Herdiawati et al, 2020). Even though this has shown good results, efforts are still needed to gain wider recognition both at the regional and international levels by developing reliable and accountable graduate competency standards.

Every BIPA student is required to have Indonesian language skills from level 1 to level 7. Related to this BIPA course and training, the specific development direction that will be carried out is to place more emphasis on BIPA students to be able to communicate well, politely and fluently with the Indonesian people to various goals in various contexts. To have good Indonesian language skills, BIPA students must have a positive attitude towards Indonesian. A person's language ability is influenced by his language attitude (Chaer & Agustina, 2010; Hidayatullah, 2019; Wijayanti, et al, 2018).

This study aims to describe the language attitudes of BIPA students towards Indonesian. Much research has been conducted on language attitudes, some of which were carried out by Astuti (2019), Hidayatullah & Gunawan (2021), and Gusnayetti (2021). Astuti (2019) examines Attitudes and Maintenance of Indonesian among Academics. As a result, it seems that academics in higher education still lack a positive attitude towards language, especially at STKIP PGRI Lubuklinggau. Even though universities have a role as agents of change and agents

of development, so they must be an example of being positive in using Indonesian, both orally and in writing. Hidayatullah & Gunawan (2021) analyzes Students' Language Attitudes towards Scientific Variety Indonesian. The results are (1) the majority of students (81.08%) have a positive attitude towards the scientific variety of Indonesian; (2) the determinants of language attitudes consist of two things, namely the prestige or strength of the language and the internal system of the language. Gusnayetti (2021) examines language attitudes and Indonesian language learning in universities. According to him, an understanding of Indonesian in accordance with good and correct Indonesian language rules is necessary for students to have a positive attitude in using Indonesian. A positive Indonesian language attitude can be shown in the form of language loyalty, language pride, and awareness of language norms.

Method

The method used in this research is descriptive method. The way this method works is to describe and explain the findings in the field that are contained in the use of Indonesian by BIPA students (Fraenkel & Wallen 2008; Creswell, 2015).

The data in this study are statements from BIPA students in a questionnaire. The data required is sourced from BIPA students. It is hoped that this research can produce general conclusions about the language attitudes of BIPA students.

The data needed in this study was collected through a questionnaire technique. Questionnaire technique (questionnaire) to determine the attitude of respondents to the Indonesian language. The questionnaire technique in this study used a Likert scale. Rasinger (2008) reveals that to measure abstract concepts, such as attitudes and beliefs, differential semantic techniques or Likert scales can be used. The statement that will be given consists of three aspects, namely language loyalty, language pride, and awareness of language rules.

The data obtained through a questionnaire will be processed in quantity. Determining the language attitude of BIPA learners towards Indonesian, positive or negative, depends on the respondent's answers.

Results and Discussion

Language attitudes of BIPA learners towards Indonesian

The characteristics of language attitudes used in this study refer to the opinions of Garvin and Mathiot (1968) who argued that the characteristics of positive language attitudes were language loyalty, language pride, and awareness of the existence of norms (awareness of the norms).

The research data was obtained through a questionnaire technique. Questionnaire techniques are used to determine the language attitudes of BIPA students.

The statements on the questionnaire consist of 15 statements. The questionnaire uses a Likert scale. Respondents' answers in the questionnaire were weighted with a score of 5 for strongly agreeing answers, a score of 4 for agreeing answers, a score of 3 for disagreeing answers, a score of 2 for disagreeing answers, and a score of 1 for strongly disagreeing answers.

The following is the acquisition of scores for the language attitudes of BIPA students obtained through a questionnaire consisting of aspects of loyalty to the Indonesian language, pride in speaking Indonesian, and awareness of the existence of language rules.

Indonesian language loyalty

The loyalty aspect of speaking Indonesian consists of 5 statements, namely 1) learning Indonesian is fun, 2) using Indonesian makes you more confident, 3) Indonesian is very important, 4) reading books in Indonesian makes it easy to understand, and 5) when speaking Indonesian, all words used are Indonesian words. Indonesian loyalty aspects are described in table 1.

Table 1. Recapitulation Aspect Faithfulness Indonesian

No	Statement	Alternative Answers					Total Score
		SS	S	N	TS	STS	
1.	Learning Indonesian is fun.		7				28
2.	The use of Indonesian makes more confident.		3	4			24
3.	Indonesian is very important.		3	4			24
4.	Reading books in Indonesian makes it easier to gain understanding.		3	4			24
5.	When speaking Indonesian, all the words used are Indonesian words.		5	2			26
	TOTAL		21	14			126
	AVERAGE		4,2	2,8			25,2

Based on the table 1, the loyalty aspect in Indonesian gets an average score of 25.2. These results indicate that the majority of students (72%) speak Indonesian faithfully. This statement can be proven by obtaining respondents' answers to the questionnaire, as many as 4 respondents stated their loyalty to the Indonesian language. While the other 3 respondents have not shown their loyalty to the Indonesian language.

Indonesian language pride

The pride aspect of speaking Indonesian consists of 5 statements, namely 1) the use of Indonesian fosters a sense of pride, 2) mastery of Indonesian makes it easier to express various opinions, 3) speaking Indonesian reflects intellectuality, 4) speaking Indonesian reflects modernity, and 5) I believe that by mastering the Indonesian language will easily get a job. Aspects of pride in speaking Indonesian are illustrated in table 2.

Table 2. Recapitulation Aspect Indonesian language pride

No	Statement	Alternative Answers					Total Score
		SS	S	N	TS	STS	
1.	The use of the Indonesian language fosters a sense of pride		6	1			27
2.	Mastery of the Indonesian language makes it easier to express various opinions.		3	4			24
3.	Speaking Indonesian reflects intellect.		3	4			24
4.	Speaking Indonesian reflects modernity.		3	4			24
5.	I believe that by mastering the Indonesian language it will be easy to get a job.		4	3			25
TOTAL			19	16			124
AVERAGE			3,8	3,2			24,8

Based on the table 2, the pride aspect of speaking Indonesian obtains an average score of 24.8. These results indicate that most students (70.86%) are proud to speak Indonesian. This statement is proven by obtaining answers from 4 respondents who expressed their pride in the Indonesian language. Meanwhile, the other 3 respondents did not show their pride in the Indonesian language.

Awareness of the existence of language norms

The Indonesian language loyalty aspect consists of 5 statements, namely 1) in formal situations, the use of Indonesian according to the rules is the right choice, 2) I always write scientific assignments according to good and correct Indonesian rules, 3) when writing terms unknown Indonesian, I always refer to KBBI, 4) I try to master standardized Indonesian vocabulary and spelling, and 5) I pay attention to the language I use so as not to offend the other person. Awareness of the existence of language norms is explained in several aspects in table 3.

Table 3 Recapitulation Aspect Awareness of the existence of language norms

No	Statement	Alternative Answers					Total Score
		SS	S	N	TS	STS	
1.	In formal situations, the use of Indonesian according to the rules is the right choice.		7				28
2.	I always write scientific assignments according to the rules of good and correct Indonesian.		2	5			23
3.	When writing unfamiliar Indonesian terms, I always refer to KBBI.		5	2			26
4.	I try to master the standardized Indonesian vocabulary and spelling.		4	3			25
5.	I pay attention to the language I use so as not to offend the other person.		4	3			25
TOTAL			22	13			127
AVERAGE			4,4	2,6			25,4

Based on the diagram above, the awareness aspect of language norms obtains an average score of 25.4. These results indicate that most students (72.57%) are aware of the existence of language norms. In other words, 72.57% of students know good and correct Indonesian language rules. If related to the scientific variety of Indonesian, language norms are very important.

The accumulation of the three aspects of language attitudes above can be said that 71.81% of BIPA students have a positive attitude towards Indonesian. These results indicate that most BIPA students have a positive attitude towards Indonesian. Having a positive attitude towards the language being studied is a must. People who have a positive attitude towards the language they learn will facilitate mastery of the language they learn. Conversely, people who have a negative attitude can slow down mastery of the language they are learning. This is very logical considering that psychological conditions or feelings can affect motivation to learn a language. Language users sometimes weigh or judge certain languages to be used in communication activities. The process of assessing language will indirectly have an impact on the position of language in one's belief system. In other words, language users determine feelings towards their own language or other people's language, like it or not, positive or negative (Tódor & Dégi, 2016; Mbato & Kharismawan, 2018; Larasati & Simatupang, 2020; Chengchen & Wei, 2022).

The attitude of students towards the language being studied has been widely studied. Most

researchers agree that a positive attitude towards the target language will influence more positive outcomes in learning. On the other hand, a negative attitude towards the language being studied is more likely to lead to negative results (Bouhmama & Dendane, 2018; Abbas & Iqbal, 2018; Ginting, 2018; Peric & Radic, 2021; Huwari, 2021). Negative or positive attitudes are conditioned by various rather complicated factors. Baker (1992) also put forward the same thing that language attitude is one of the determining factors for the success of learning a language. In other words, having a positive attitude towards the language being studied can affect the success rate of language learning. In addition, a person's language ability is influenced by his language attitude (Chaer & Agustina, 2010; Hidayatullah, 2019; Wijayanti, et al, 2018). Thus, language learners must have a positive attitude towards the language they are learning.

Conclusion

Based on the results of the research and discussion that have been stated above, it can be concluded that the majority of BIPA students (71.81%) have a positive attitude towards Indonesian. These results are an accumulation of three aspects of language attitudes: loyalty to speak Indonesian 72%, pride in speaking Indonesian 70.86%, and awareness of the existence of language norms 72.57%.

Declarations

- Author contribution** : Asep Hidayatullah is responsible for all writing processes. He also led the writing of scripts for data collection, transcription and analysis. The second author, Yeti Mulyati, provides input in the context of the contents of the article. The third, fourth, and fifth authors contributed to data collection and data analysis.
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