

**THE LACK OF LANGUAGE ATTITUDE AMONG BATAKNESE TEENAGERS
TOWARDS SECOND LANGUAGE ACQUISITION**

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ABSTRACT

This research deals with language attitude and language acquisition. One language is different to other languages in this world. It insists the language user have to create the important way to maintain. Language attitude has the important role in maintaining one language. The language acquisition will be also influenced by the language attitude whether it is positive or negative. If one vernacular can be maintained by its user, it will be survived in the society or vice versa it will be lost and its acquisition is affected negatively. In other words, it can be defined that there will be a language sound change of one vernacular and it can make one language has lost its identity if the users has the negative language attitude. Batak language is one of the vernaculars in Indonesian and most dominantly used in North Sumatra. In this mini research, it will be presented that the existence of Batak language is going to be shifted by other language.

KEY WORDS:Language attitude, bataknese teenager, language acquisition

INTRODUCTION

This research paper presents a description Language attitude in sociolinguistic research has become a widely studied topic for several reasons (Baker, 1992; Oskamp, 1991). Attitude can be an indicator of thoughts and beliefs about language within a community, it is a concept that has been widely studied in social psychology (it has some psychological validity), attitude can become the cause of some behavior of the individual (e.g., language use), and it is an interdisciplinary concept. Attitudes are complex structures that may be include both positive and negative feelings attached to a language situation (Baker 1988:112-115).

Indonesia as the multicultural country has made Bahasa Indonesia as National Language and some vernacular as the second language. Indonesian has many kinds of vernacular and those make Indonesia as the multilingual languages. Each vernacular must be very important for every race of Indonesian people. That is why the users of the vernacular must have the positive language attitudes. In sociolinguistic environments with two or more languages, the study of language attitudes becomes even more important because attitude towards a language may explain certain behaviors such as language choice and use. They are free to choose which language is going to be spoken considering the use of the language in their daily life.

REVIEW OF LITERATURE

Language Attitude

In psychology, attitudes reflect a tendency to classify objects and events and to react to them with some consistency. Attitudes are not directly observable but rather are inferred from the objective, evaluative responses a person makes. Thus, investigators depend heavily on behavioral indicators of attitudes — what people say, how they respond to questionnaires, or such physiological signs as changes in heart rate. Attitude research is employed by social psychologists, advertising professionals, and political scientists,

among others. Public-opinion researchers often attempt to distinguish attitudes from related concepts such as values, opinions, and knowledge. Language attitudes are the feelings of people about their own language variety or the languages or language varieties of others. Ryan defines language attitudes as “any effective, cognitive or behavioral index of evaluative reactions toward different language varieties of speakers” (Ryan et al. 1982:7)

Fasold (1984) argues that attitudes toward a language are often the reflection of attitudes toward members of various ethnic groups and people’s reactions to language varieties reveal much of their perception of the speakers of these varieties (Edwards, 1982). “Speakers of standard varieties are often valued while speakers of non-standard varieties are often disparaged because of their speech” (Renoud, 2007).

Language Holmes (1992) expresses three levels of attitudes towards a social or ethnic group. The *first level* is that of attitudes towards a social or ethnic group. The *second level* is that of attitudes towards the language of that group and *the third* is attitude towards individual speakers of that language. This is the formation of attitude developmental levels. People generally do not hold opinions about languages in a vacuum. They develop attitudes towards language which reflect their views about those who speak the language, and the contents and functions with which they are associated.

Holmes points out that the underlying assumption is that in a society, social or ethnic groups have certain attitudes towards each other, relating to their differing positions. These attitudes affect attitudes towards cultural institutions or patterns characterizing these groups such as language, and carry over to and are reflected in attitudes towards individual members of the group (1992:16). She goes on to state that it has been suggested that intelligibility is also affected by attitudes, so people find it easier to understand languages and dialects spoken by people they like or admire. A closely related point, at least for majority group members, is that people are more highly motivated and consequently often more successful in acquiring a second language when they feel positive towards those who use it (1992:345). Therefore attitudes to language reflect attitude to the users and the uses of that language. Attitudes are also strongly influenced by social and political factors.

Second Language Acquisition

Second language acquisition is the process by which people learn languages in addition to their native language (s). The term second language is used to describe any language whose acquisition starts after early childhood (including what may be the third or subsequent language learned). The language to be learned is often referred to as “the target language” or “L2”, compared to the first language.

The term language acquisition became commonly used after Stephen Krashen constructed it with formal and non-constructive “learning”. Today, most scholars use “language learning” and “language acquisition” interchangeably, unless they are directly addressing Krashen’s work. However, Second Language Acquisition or “SLA” has become established as preferred term for this academic discipline. SLA is typically concerned with the language system and learning process themselves, whereas applied linguistics may focus more on the experiences of the learner. In this project research, Batak language is called as second language because Indonesia is the first language. The participants whom are going to be interviewed must be the people who use Indonesian as their first language and Batak as their second language. It will be seen whether the second language acquisition is affected by the lack of language attitude among the teenagers toward their second language.

RESEARCH QUESTIONS

This study aims to know the lack of language attitude among Bataknese teenagers towards second language acquisition. Therefore, this study seeks to answer the following research questions:

1. What are the reason of the lack language that Bataknese teenager do towards language acquisition?
2. What are factors the lack language attitude among Bataknese teenager towards language acquisition?

METHODOLOGY

This study used questionnaire research approach in an effort to obtain outcomes and sufficient information from the respondent about the language attitude toward second language acquisition. It is aimed to find out the reason why Batak language as the second language can be shifted by another language and what the factors influence their second language acquisition.

RESULT AND DISCUSSION

The study utilized the sample of the Bataknese teenagers in Batak Community in Medan. The sample contained 6 teenagers, three are female and male about 15 – 21 years old, and who voluntarily participated in the study. The teenagers are investigated because this range of age is the suitable one. The participants are chosen based on the similarity of their back ground. All the participants first language (mother tongue) is Indonesian. They attend the youth organization in HKBP church since they were children. Their neighborhood consists of several ethnics or races. They are difficult to use Batak language in their daily conversation however they are still able to distinguish Batak language to other vernaculars.

THE DATA AND FINDINGS

The data

There are 6 participants as the data that the research taken from interview, three boys and three girls. Here are about they self briefly:

Boys

1. Putra Hutahean 18 years old.
His mother is Batak Simalungun and his father Batak Toba. Both of them could speak Batak language very fluently and often use it at home. He was born and grew up in Medan. He has attended HKBP church since he was 2.5 years old. However, he doesn't know speaking in Batak language for he is not interested in it.
2. Saut Adi Pane 21 years old.
His mother and father are Bataknese, however, his mother couldn't speak Bataknese at all. He was born in Medan, but often moves to other provinces in Indonesia. He knew about Batak language when he was in second grade of elementary school as he attended HKBP church. He liked learning Batak language.
3. Herbert Panjaitan 20 years old.

Both of his mother and father are Bataknese who could speak Batak language very fluently. They use Batak language all the time they talk to him. He was born and grew up in Medan. He even has a music group that often sings Bataknese songs. However, he seldom speaks Bataknese with the same ethnic.

Girls

1. Inre Pasaribu 21 years old.
 She was born and grew up in Sidikalang. Her first language is Indonesian and she knows talking Javanese. Her parents are Bataknese and could speak Batak language. She knows about Batak language since she moved to Medan. Actually, she could use little bit Batak language when she was in college and in working.

2. Ernawati Manik 20 years old.
 Her family and her moved from Padang to Medan when she was in fifth grade of elementary school. She often uses Minang language besides Indonesian. She knows Batak language not from her parents, but when she works in traditional market in Medan.

3. Rohaya Sagala 21 years old.
 She came from traditional Batak family. Her mother and father are Bataknese and could speak Batak. Even though she can speak Indonesian fluently; she had to learn Batak language. She always uses Batak language in her family.

No	The Questions	Responses					
		Putra	Saut	Herbert	Inre	Erna	Rohaya
1	Sejak kapan anda mengetahui bahasa Batak dan apakah anda cukup menguasainya?	3 years/ tidak	7 years/ lumayan	3 years/ ya	12 years/ tidak	10 years/ lumayan	3 years/ yes
2	Apa pendapat anda tentang bahasa Batak?	Tidak bagus	bagus	bagus	bagus	Tidak bagus	Sangat bagus
3	Bahasa apa yang anda gunakan sehari-hari?	Indonesia	Indonesia	Indonesia	Indonesia	Indonesia	Indonesia
4	Bagaimanakah (dari manakah) anda mempelajari bahasa Batak?	teman	Orang tua dan saudara	Orangtua dan tetangga	teman	tetangga	Orang tua
5	Seberapa sering anda menggunakan bahasa Batak?	Tidak pernah	jarang	kadang	kadang	jarang	sering
6	Apakah anda merasa bangga menggunakan bahasa Batak? Mengapa?	Ya daripada bahasa	Ya karena saya	Ya karena saya	Ya karena gampang	Tidak saya lebih suka bahasa	Ya saya suka bahasa

		suku lain	orang batak	suku batak	digunakan	Minang	batak
7	Apakah bahasa Batak penting untuk anda pelajari? Mengapa?	Tidak gak tahu	Ya karena identitas	Ya	Ya untuk bersosialisasi	Tidak karena sudah ada bahasa Indonesia	Ya untuk menunjukkan adat kita
8	Apakah anda tertarik mempelajari budaya Batak?	No	No	No	No	No	Yes
9	Apakah penggunaan bahasa daerah (Batak) dapat menunjukkan identitas anda sebagai orang Batak?	No	Yes	Yes	No	Yes	Yes
10	Apa pendapat anda tentang orang yang berasal dari daerah tapi tidak suka menggunakan bahasa daerah (Batak)	Entah	Sombong sekali	Saya tidak suka itu	Bukan urusanku	Biasa saja	Penghianat

Findings

Some of Batakese teenagers in Medan use Batak language in informal situation. It is happened because most of them learn the language through the informal circumstances, except Rohaya. The teenagers live in Batak surrounding neighbourhood, however, they start to adapt with the language from other sources, such as, friends in work and school. Sometimes, it makes them to think that Batak language is not need to much in their daily conversation. Some of the participants have the positive attitude towards their second language but because Batak language is not as useful as Indonesian language, they shifted to Indonesian.

The participants use Indonesian fluently as their mother-tongue or first language acquisition. Even though they have the positive language attitude to Batak language, but because their environments do not support them to use it, they cannot use Batak language well. They don't think that learning Batak language is important for them. So here, the users of Batak language must have the high motivation so they will not leave their vernacular language. Motivation is defined as the learner's orientation with regard to the goal of learning a second language. Motivation is divided into two basic types: integrative and instrumental. Integrative motivation is characterized by the learner's positive attitudes towards the target language group and the desire to integrate into the target language community. Instrumental motivation underlies the goal to gain some social or economic reward through L2 achievement, thus referring to a more functional reason for language learning. Both forms of motivation are examined in light of research which has been undertaken to establish the correlation between the form of motivation and successful second language acquisition. So it can be stated that the higher motivation of the vernacular language users have, the less change of the languages lost.

CONCLUSION

Attitude changes both as a function of individual needs and motives as a function of social situations. The need for success, reward and cognitive consistency interacts with the effect of pleasurable contexts and environments and valued models. Attitudes can change through activity which is self-directed and purposefully planned, as well as through the need for security and status within a group and through societal demands. The influence of parental language attitudes on children's languages is likely to be considerable. It will be in danger if the parents have the negative language attitude to Bataknese language and they will tend to match, or be similar, to their parents.

A high correspondence may be due to effects of relations, neighbors, friends and school. Cross-generational similarities in terms of community, economic conditions, and especially cultural experiences may underlie parental effects rather than, or as well as, parental indoctrination. Some teenagers grow up with opposite views to their parents. Such a reaction to parents could indeed demonstrate the effect of parental influence. Parents who are strongly anti-minority language may provoke a pro-minority language reaction in their offspring.

It is popular to believe that familial influence on language attitudes has weakened this century, with other socialization agencies such as peer groups and mass media having increasing effects. The various institutions may affect language attitudes. Through the status given to a language and through the teaching of a language attitudes to a language may change. Popular belief asserts that mass media affects attitudes in an influential manner. Overall, research suggests that mass media does not have large effects on public attitudes (McGuire, 1985). Television, records, cassettes, videos, films, radio and computer software are often regarded as having an influence on the language attitudes of teenagers in particular. Attitudes may be changed by a variety of ritual and ceremonial devices aimed at influencing language use and attitude

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