

Reinvestigating the attitude of youth generation in using language (A case of Aceh language in langsa: Sociolinguistic study)

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Abstract

This study deals with reinvestigating the attitude of youth generation in using language. It employs qualitative research design with a case study. This study aims to describe: 1) How Aceh Language Ability related to Attitude in Using Language by Teenager 2) How the attitude of teenager in Using Aceh language. The subjects were 31 children of intermarriage family, which the ages range between 15-26 years old. The instruments used of this study were questionnaire and interview the data were analyzed by Miles and Hubberman's data analysis. From analysis found that domain of language that use by teenager include 1) Teenagers use AL in family domain in most of the time, 2) next Teenagers use IL most of the time in Education domain and 3) Most of teenagers use IL in Religion domain and 4) the same quantity teenagers use AL and IL in friendship domain. There are 49 % have positive attitude and 51 % have negative attitude.

Keywords: language attitude, teenager, aceh language

Introduction

Language is both an individual possession and a social possession. We would expect, therefore, that certain individuals would behave linguistically like other individuals: they might be said to speak the same language or the same dialect or the same variety, i.e., to employ the same code, and in that respect to be members of the same *speech community*, a term probably derived from the German *Sprachgemeinschaft*. Indeed, much work in sociolinguistics is based on the assumption that it is possible to use the concept of 'speech community' without much difficulty. (Wardhaugh: 2006). The discussion of language which is done automatically is focused on where the language users live or it is often called as community. A group of people who has communication generally is called as speech community. Speech community is a group of people who communicate each other. Fishman (1972: 22) says that 'A speech community may be as small as a single closed interaction network, all of whose members regard each other in but a single capacity'. The speech community is a unity that completes their roles as the members of the community.

Community is no more than some kind of social group whose speech characteristics In the sense of knowledge of linguistic items and their meanings, the balance between social and individual is in favour of the social, since people learn their language by listening to others. At the same time, each individual's language is unique since no two people have the same experience of language. As language develop in community that consists of a group of speaker, it can be occur several language phenomenon in community, moreover the community that live in multiethnic of culture and language use.

The phenomenon of language attitude can be occurred in

group of community, Ruiz (1984) provides a typology for understanding language attitudes in any given society: language as a problem, language as a right, and language as a resource. The different language attitudes are rooted in different underlying language ideologies, cultural goals and social goals (Hornberger 1991). By having positive attitude toward language is one of way to renewal or regenerating a language, some authors refer to this as renewal (dunbar 2008) while spolsky (2003) use the term regeneration for efforts which focus on widening domain rather than traditional domain of uses. The term regeneration has been adopted by language planning agencies. The Maori Language commission which issued quedlines in 2007 stating that:

Regenerating a language involve

1. Raising people awareness of language and language use
2. Having positive attitudes toward and value in language
3. Learning the language
4. Continuously developing the language
5. Using the language

(Te Taura Whiri I te ReoMāori— Māori Language Commission 2007

Language attitudes and ideologies have been identified as important. Language ideology is defined as "sets of beliefs about language articulated by users as a rationalization or justification of perceived language structure and use" (Silverstein 1979: 193). Ruiz (1984) provides a typology for understanding language attitudes in any given society: language as a problem, language as a right, and language as a resource. The different language attitudes are rooted in different underlying language ideologies, cultural goals and social goals (Hornberger 1991).

Table 1: Language Attitude

Language attitude	Language as a problem	Language as a right	Language as a Resource
Language Goals	Language shift	Language Maintenance	Language development
Cultural Goals	Cultural Assimilation	Strengthened Cultural Identity	Cultural Pluralism
Social Goals	Social Incorporation	Civil Right Affirmation	Social Autonomy

Hornberger 1991 Language attitude depends on language user perspective, in the table above showed that language attitude will be affected to the sustainability of that language itself, it be shifting, maintaining or endangered. As Sallabank (2013) said that Language attitude is the key in assessing the chances of success of revitalization efforts for endangered language, the research about language attitude in Aceh language it needs to do, even though Aceh language is not include to endangered language but it needs to do to filtering the endangered language itself. The research problem formulating into:1) How Aceh Language Ability related to Attitude in Using Language by Teenager?2) How the attitude of teenager in Using Aceh language?

Material

Language Attitude

Attitude about language occur when the user of language has a positive feeling and attitude way toward their language especially vernacular language. Language attitudes are opinions, ideas and prejudices that speakers have with respect to a language. For example, it is often said that in order to learn a language, it often helps to have a positive attitude towards that language. Ulfa (2016:01).In addition, Scotton (2014:110) also argue that attitudes about languages as assessments that speakers make about the relative values of a particular language. Attitudes are largely unconscious, but this doesn't mean that people can't make judgments or act on the basis of their attitudes.

Some authors settle for brief and somewhat general definitions. For example, Henerson, Morris and Fitz-Gibbon (1987: 13) write: 'In this book, the word "attitude" will be used quite broadly to describe all the objects we want to measure that have to do with affect, feelings, values and beliefs.' Others offer more elaborate definitions. Oppenheim (1982) includes in his definition some of the many outcomes, including behaviours, from which people try to infer other people's attitudes. For him, an attitude is:

a construct, an abstraction which cannot be directly apprehended. It is an inner component of mental life which expresses itself, directly or indirectly, through such more obvious processes as stereotypes, beliefs, verbal statements or reactions, ideas and opinions, selective recall, anger or satisfaction or some other emotion and in various other aspects of behaviour. (Oppenheim, 1982: 39).

According to Zhang (2008:103) attitude is a simple terms, language attitudes refer to the feelings people have about their own language or the languages of other. Attitudes and also a crucial factors influencing language shift. Holmes (2002: 61) points out, some aspect contribute language shift; not highly valued of the language, and the language is not seen as the symbol of ethnic identity. He also assumes that positive attitudes of speakers support efforts to use the ethnic language variety of domains, these attitudes help people resists the pressure from the majority group to shift to their language.

Garrett *et al.* (2003:3) define attitude as an evaluative orientation to a social object of some sort, but that being a

disposition, an attitude is at least potentially an evaluative stance that is sufficiently stable to allow it to be identified and in some measured; furthermore they claimed that attitudes are systematically linked to behavior because they predispose us to act in a certain way.

Sailabank (2013: 73) argue that is commonly found that people will express one kind of attitude and then behave in a way which is inconsistent with this attitude. Attitude frequently fail to predict behavior and practices (Fishben in and Ajzein 1975 cited in Potter and Wetherell 1987: 53) Baker (1992: 15-16)

Factors that Influence Language Attitude

According to Holmes (2013:410) intelligibility also affected to language attitude. People generally 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. Clearly attitudes to language have interesting implications both for politicians and language teachers. People generally do not hold opinions about languages in a vacuum. They develop attitudes towards languages which indicate their views about those who speak the languages, and the contexts and functions with which they are associated. When people listen to accents or languages they have never heard before, their assessments are totally random. There is no pattern to them. In other words, there is no universal consensus about which languages sound most beautiful and which most ugly, despite people's beliefs that some languages are just inherently more beautiful than others.

Attitudes to language are strongly influenced by social and political factors, as was evident in the discussion in many earlier chapters. Language varieties have indexing properties which all members of the community are aware of. Language planners must take account of attitudes when they select a suitable language for development as an official or national language.

Holmes also state that education cannot be avoid from language attitude "Language attitudes can have a great influence in areas such as education". Wilson (2008) argues that the economic stability and growth that have occurred as a result of the success of the offshore banking and service industry in Isle of Man have provide the basis for changes in language attitude. Ingleharts (1977:3) also claim that values of western publics have shifting from overwhelming emphasis on material well-being and physical security toward greater emphasis on quality of life. Sallabank (2013: 80) argues that the attitudes of members of community who do not speak or use a minority language are thus relevant both to the practices of speakers and to the stances and policies adopted by gate keeping and funding authorities. Yet the attitudes of non-speakers are even less studies that

those of language activists.

Domain of Language Use

A pattern is a design element -- something to attend to when designing or studying any system. A pattern language for group process is a set of well-described patterns that also explains their interdependencies, dilemmas, strengths, potential consequences, histories, archetypal narratives, etc (Craig, 2010). The language use is analyzed through five domains according to Fishman. Fishman in Holmes

(2001:21) identifies the domain such as family, friendship, religion, education, and employment. Each domain has its own constellation of factors, such as location, topic, and participants. Therefore, for instance, under the domain of education, an expected interaction would include a teacher and students as participants, school as the location, and how to write a composition or solve a mathematics problem as the topic.

Domain of language use according to Fishman:

Table 2: Domain of language use

Domain	Addressee	Setting	Topic	Variety/Code
Family	Parent	Home	Planning a family party	_
Friendship	Friend	Beach	How to play beach tennis	_
Religion	Priest	Church	Choosing the Sunday liturgy	_
Education	Teacher	School	Solving math problem	_
Employment	Employer	Workplace	Applying for a promotion	_

Method of Research

This study was conducted in qualitative research design. According to Guba and Wolf in Bogdan & Biklen (1992:62) qualitative research is frequently called naturalistic because the researcher frequents places where the events he or she is interested in natural occur. The subjects in this study was 31 teenagers in range age between 18-23 years old. The subjects are from multicultural culture in Langsa (Aceh province).

The questionnaire was applied to collect the factors of language attitude used by teenager in Langsa. The audio record was used to record the interview. According to Bogdan and Biklen (1992: 2), In-depth interviewing is a common way in qualitative researcher. In this case, a set of interview with a recorder is applied by the researcher.

The Technique of Data Analysis

The data were done through interactive Model of Miles & Huberman (1984: 23), the data from questioner and interview is done through the following two procedures such as first, during data collection and after data collection. The first procedure of data collection is questioner. The data from the questionnaire is analyzed through these following steps:

1. Data reduction, then identification the patterns of the maintenance of addressing terms.
2. Data Display.
3. Verification and conclusion.

Next, the second procedure getting the data from interview through these following steps

1. Transcribe the data from audio recorder
2. Data transcribe is classified
3. Verify the language attitude
4. And the last conclude the reasons of the factors that influence teenagers' attitude

The Trustworthiness of the Study

In qualitative research, data must be auditable through checking that the interpretations are credible, transferable, dependable and confirmable. All of those are called as the trustworthiness.

Credibility

To make the research credible, the researcher triangulation

technique, they are triangulation methods, investigator triangulation, theory triangulation and triangulation of data sources.

a) **Triangulation Method**

The researcher used three different methods to check the data. The methods are observation, questioner and interview.

b) **Investigator Triangulation**

The researcher was collected the data from the data sources through different time. If the result will be different in every time, the researcher will be back to the field for getting definitive data.

c) **Triangulation of Data Sources**

In doing triangulation of data source the researcher interview the teenager as young generation of Acehnese tribe. In doing triangulation of data source the researcher complete the data through choosing the language ability of teenager into three classification such as ; 1) None Acehnese knowledge, 2) limited knowledge and 3) fluently knowledge.

Transferability

The transferability of this research was achieved by a thick description of the research processes to let the readers to see whether the results can be transferred to other different settings. In this study the researcher interested in language attitude of young generation, the researcher only teenagers as third generation, to make this research transferable the subject of the study can also use to other teenager in other tribe, example; between Bataknese and Padangnese, Javanese and Malay.

Dependability

The researcher's interpretation and conclusions were discussed with other people, in this case with the researcher's thesis advisor. The discussion is done with examine the product-the records from their point of view. The discussions attempt the dependability of the research.

Confirmability

In order to make this research result is confirmable, coding and referring to the appendixes was done.

Result and Discussion

In 2016, Ulfa had been done research about "Language

Attitude Of The Acehese Teenagers Towards Aceh Language (A Case Study In Langsa)”, in her research found that 50 % teenagers have positive attitude to be Acehese young generation. The result of interview found that there are about 2 children who have encouragement from their parents to use Aceh Language and 18 children did not have encouragement from both of their father or mother to use Aceh language.

Aceh language maintain by teenagers about 30 % or 6 teagers and 70 % or 14 teenagers use Indonesia language as their first language acquisition. Parental attitude can be as an indicator to know the way how parents influence their positive or negative attitude.

The relation between Attitude, Parental Attitude and the language choice by member in family its really influence children in maintain the language.

In order to find out how the attitude of teenager now in 2020, reinvestigating done in teenager in Langsa, by observing and interviewing 31 teenagers in Langsa, the result of language attitude will show in following below:

Language Ability

Aceh language Ability used to know how the ability of teenagers in Langsa in using vernacular language, before observe the attitude in using language the researcher would like to know is there any similarities and differences between language use and the attitude of language itself. From thirty one respondents found that ten subjects have non-ability in using Aceh language, nine of them have

limited ability and twelve the rest have fluently ability in using language, the respondents observed from the ability of language use in four domain of language use as fishman

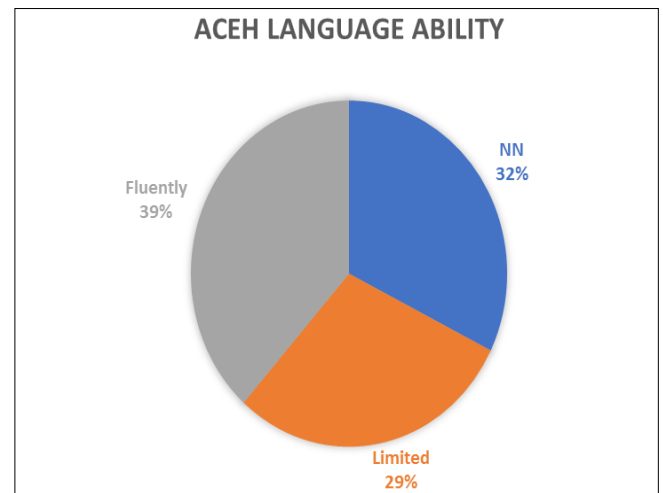


Fig 1: Language Ability

Language ability above is showing the language competence in Aceh Language, from thirthy one teenagers, found that most of teenager use Aceh language in family domain, below the table of language use in all domain by youth generation:

Table 3: Language Use by Youth Generation in All Domain

Language Use in all Domain						
No	Language Ability	Subject	Family	Education	religion	Friendship
1	Limited	S2	IL+AL	IL	AL	IL
2	Fluently	S3	AL	IL	AL	AL
3	Fluently	S4	AL+ IL	IL	AL	AL
4	Fluently	S6	AL	IL	AL	AL
5	Fluently	S7	AL	IL	AL	AL
6	Fluently	S8	AL+ IL	IL	AL	AL
7	Fluently	S9	AL	IL	AL	AL
8	Limited	S10	IL	IL	IL	IL
9	Limited	S11	AL+ IL	IL	IL	AL
10	Fluently	S12	AL	IL	AL	AL
11	NN	S13	IL	IL	IL	IL
12	Limited	S14	AL+ IL	IL	IL	AL
13	NN	S15	IL	IL	IL	IL
14	Limited	S16	AL+ IL	IL	IL	AL
15	NN	S17	IL	IL	IL	IL
16	NN	S18	IL	IL	IL	IL
17	NN	S19	IL	IL	IL	IL
18	Limited	S21	AL	IL	IL	IL
19	NN	S22	IL	IL	IL	IL
20	Fluently	S23	AL	IL	AL	AL
21	Limited	S24	AL+ IL	IL	IL	AL
22	NN	S25	IL	IL	IL	IL
23	NN	S26	IL	IL	IL	IL
24	Fluently	S27	AL	IL	A+IL	AL+IL
25	Limited	S29	AL+ IL	IL	IL	IL
26	Limited	S30	AL+ IL	IL	IL+AL	IL+AL
27	NN	S31	IL	IL	IL	IL
28	Fluently	S32	AL	IL	AL	AL
29	NN	S33	IL	IL	IL	IL
30	Fluently	S34	AL	IL	AL	AL
31	Fluently	S35	AL	IL	AL	AL+IL

Note: AL: Aceh Language AL + IL: Aceh Language and Indonesia Language IL: Indonesia Language

From the table above showed That most of teenagers use AL in family domain in fluently but several of them use both of Aceh language and Indonesia language in family domain, there are eleven teenagers use Aceh language in fluently in family domain, eleventh teenagers use IL in family domain and the last nine teenagers use both of IL and AL in family domain. In education domain all teenagers use IL from the interview result teenager admit that they use IL at school because IL is National Language. In Religion domain there are twelve teenager use AL and seventeen teenagers use IL the rest two of them use both IL and AL , it can be said that most of teenagers use IL in religion domain, the last in friendship domain fourteen teenagers use IL and fourteen others use AL in this domain, the last three of them use both of AL and IL in friendsip. From all data it can be conclude domain of language that use by teenager include 1) Teenagers use AL in family domain in most of the time,2) next Teenagers use IL most of the time in Education domain and 3) Most of teenagers use IL in Religion domain and 4)the same quantity teenagers use AL and IL in friendship domain.

Language Attitude of Youth Generation in Using Aceh Language

Language attitude can be positive or negative, there is no one language as ugly language or bad language.

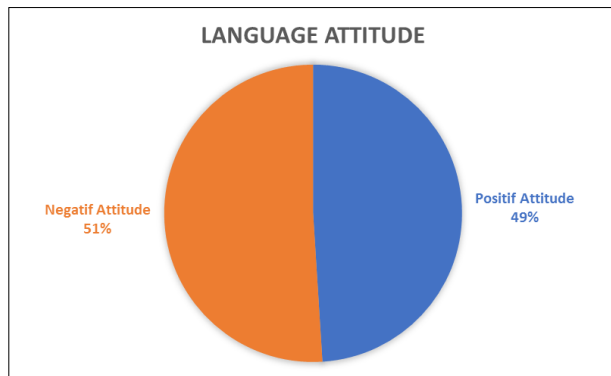


Fig 2: Language Attitude of teenagers in using Aceh language

The figure above shows that there are sixteen teenager or about fifty one percent have negative attitude and fifteen teenagers have positive attitude. From interview result positive attitude show by S2,S3,S4,S6,S7,S8,S9,S12,S23, S27,S30,S32,S34 and S35.The language attitude that showed by teenager above can be categories into language attitude models from Hornberger by Adapted from Hornberger (1991)’s model, most of teenager believe that language as right, for example R: *Bagaimana menurut anda tentang Bahasa Aceh?* (What do you think about Aceh language)?

S2: *Lebih mudah keknya, maksudnya, kawan pun kalau ngomong Bahasa Aceh keknya orang ni lebih senang lebih cepat memahami* (It’s easier I think, I mean my friend more understand if I use Aceh language)

Language as a right regard that language as having the righth, the subject (S2) believe that people more likely to use Aceh language than other language

R: *Bagaimana menurut anda tentang Bahasa Aceh?* What do you think about Aceh Language

S9: *ya.senang dengan bahasa Aceh karena udah ngerti dari pertama..karena kita sendiri orang Aceh (I like Aceh*

language because I had been understand the language, because we’re Acehnese)

Similarly with S9, that having cultural goals, because regard that language as a righ, the Strengthened Cultural Identity by showing the identity "karena kita sendiri orang Aceh" because we are Acehnese. R: *Bagaimana menurut anda tentang Bahasa Aceh?* What do you think about Aceh language?

S12: *Soalnya...kan bahasa Aceh bahasa daerah ya.. Ngapain kita malu. (Because. Aceh language is our vernacular language. Why we’re shamed*

S12 also showing the Strengthened Cultural Identity by said " kan bahasa Aceh bahasa daerah ya. Ngapain malu. "Aceh language in our vernacular language. Why we have to be shamed

R: *Bagaimana menurut anda tentang Bahasa Aceh?* What do you think about Aceh language

S30: *bahasa Aceh tu unik. karena di Aceh aja.. Bahasa Aceh tu banyak beragam-ragam. tergantung tempat tinggal nya juga, kek misalnya gayo...(Aceh Language is unique..has lost of varieties..depends on the place,,example gayonese*

S30 eventhough has limited knowledge in Aceh language but also showing the Strengthened Cultural Identity by said "bahasa Aceh tu unik. karena di Aceh aja.. Bahasa Aceh tu banyak beragam-ragam. tergantung tempat tinggal nya juga, kek misalnya gayo. because Acehnese is unique.. it has lots of varieties of Aceh language, depend on the place,example: gayonese..

R: *Bagaimana menurut anda tentang Bahasa Aceh* (What do you think about Aceh Language)

S34: *bahasa Aceh itu bahasa yang unik..ya.. Campurannya banyak..dari ada bahasa arabnya juga ada bahasa indianya..e.. Melayu juga ada (Aceh Language is unique..language mix between Arabic , Indian, and also Malay)*

S34 also showing the Strengthened Cultural Identity by said "bahasa Aceh itu bahasa yang unik..ya.. Campurannya banyak..dari ada bahasa arabnya juga ada bahasa indianya..e.. Melayu juga ada ,Aceh has a unique language. lots of mix language..form arabic, indian, and malay..

R: *Bagaimana menurut anda tentang Bahasa Aceh?* (What do you think about Aceh language?)

S35: *bahasa Aceh itu cukup istimewa karena kita orang Aceh ni kan.. Betol betol istimewa kita, bahkan perempuan Aceh cukup mantap maharnya., (Aceh Language is very special..Aceh woman have an expensive price)*

Subject S35 has the same opinion with other. Language attitude showed by Strengthened Cultural Identity, he said that " *bahasa Aceh itu cukup istimewa karena kita orang Aceh ni kan.. Betol betol istimewa kita, bahkan perempuan Aceh cukup mantap maharnya,(Aceh language is very is very special , Aceh woman is very expensive).*

Conclusion

1. It can be conclude domain of language that use by teenager include 1) Teenagers use AL in family domain in most of the time,2) next Teenagers use IL most of the time in Education domain and 3) Most of teenagers use IL in Religion domain and 4)the same quantity teenagers use AL and IL in friendship domain. Language ability showed the language competence in Aceh Language, from thirtyone teenagers, found that most of teenager use Aceh language in family domain.
2. Teenagers have positive and negative attitude toward

Aceh language, there are 49 % of teenagers have positive attitude and 51 % others have negative attitude. Language attitude of teenager mostly believe as the language is a right, when language is a right people will have language goal by maintenance the language and more over people will have cultural goal by strengthening cultural identity and finally people will go on social goal by having civil right affirmation

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