

CHAPTER III

PRESENTATION AND ANALYSIS OF THE DATA

III.1. Population - The Former Studies as Basic Consideration in Choosing The Population

As it was put in the early chapter, the population of the research is third year Javanese high school students, namely the students of SMPN VII Surabaya. The choice of this population is based on the former study done by Lambert and his associates. The first study was done by Anisfeld and Lambert in 1964 to find out at what age the stereotyped impression is beginning to appear and how it develops through the years.

It was initiated by studying the reactions of ten-year-old French Canadian children to the matched-guises of bilingual youngster of their own age reading French and English versions in Canadian-style French and Standard English. Half of the children/respondents were bilingual in English and half were monolingual in French. It was found that French-Canadian speaker-guises were judged more favorable on nearly all traits than English-Canadian guises by the entirely monolingual children. Whereas, the bilingual ones imparted, essentially the same ratings on nearly all traits either to the French-Canadian guises or



English-Canadian ones. Hence, the result of the study pointed out that French-Canadian children at ten-year age level do not have a negative bias against their own group.

The following study *Lambert, Frankel and Tucker, 1966§ as the development of the preceding study, then, was adressed to solve the problem, namely where the bias starts after age ten or in other words - is there negative bias of the children toward their own group after age ten? The observation took 375 respondents, namely French-Canadian girls ranging in age from nine to eighteen who gave their evaluation to the matched-guises of the bilingual speakers once in English and once in Canadian-style French. The respondents were taken from different social-class background - some were chosen from public schools, some from private schools. It was found that the upper middle class girls *from private schools§ were biased after age twelve - they gave more favorable traits to English-Canadian guises than their own group, French-Canadian guise. Whereas the ratings of the working-class girls *from public schools§ were less pronounced and less durable as Wallace said their bias is short-lived and fades out by the late teens.

From these two findings, it can be concluded that the negative bias against their own group/French-Canadian

appeared at about age twelve and were maintained through the late teen years.

Based on such former studies the writer chooses the third year Junior High School students as population of the research, since they range between 14-16 years (from the derived-data, they were born in 1977, 1978 and 1979). The choice of the same class level (3rd year) and the same ethnic background - Javanese, is purposed to the homogeneity of the population which is required to derive the representative data:

Kerepresentatifan bergantung pada kadar homogenitas populasi. Makin banyak kemiripan satuan-satuan populasi, sampel bisa lebih kecil dan masih juga representatif (Labovitz, 1982:59)

The total sum of the population in this research is 367 persons who are divided into eight classes; 3A, 3B, 3C, 3D, 3E, 3F, 3G, and 3H.

Table B.1. The Total Sum of the Population

Respondent	Sum
Male	193
Female	174
Total sum	367

III.2. Sampling

The choice of respondents is done by using random sampling method. This method is very helpful to get the representative sample as it was put by Sanford Labovits in Metode Riset Sosial, 1981, page 39:

Guna meningkatkan peluang memperoleh kerepresentatifan harus dipilih sampel acak (random sampling), yaitu suatu sampel probabilitas dari suatu populasi.

From eight classes mentioned above, two of them are chosen randomly. The choice goes to class IIID which consists of 47 students and the class IIIG consisting of 42 students. So the total sum of the respondents is 89 students (see Table B.2 below).

Table B.2. The Total Sum of The Respondents as Sampling.

Class	Respondent		Sum
	Male	Female	
III D	24	23	47
III G	21	21	42
	45	44	89

III.3. The Choice of Topic

Choosing the topic is a problem which is, frequently faced by researcher using the matched-guise technique in Language attitude experiments in either Original (note: the word 'original' is used by the writer to distinguish with the modified technique) or the modified technique. The topic told by the speaker - guise should be non-controversial nature, it will intrude the evaluation both of the speaker guise and the language he use.

As an example: suppose that in a language attitude research, the topic chosen by recorded-speaker guise of certain language is 'The sexual harassment of Bosnia moslem women.' Then this recorded-passage is listened by some respondents who are later asked to give their evaluation; it can be ascertained that their evaluation will deviate/irrelevant, since it is influenced by such controversial topic. The respondents, especially those who are moslem, will probably be influenced emotionally by such topic, which can influence their evaluation toward the speaker-guise or the language. So the evaluation is not valid. That is why some researchers of language attitude experiment endeavor to choose the interesting and neutral topic which can evoke the situation, in which the respondents will give their judgments without being influenced by

the topic, such as : d'Anglejan and Tucker (1973) had speakers talked about as exceptionally severe blizzard; El dash and Tucker (1975) used the Giza pyramids as the topic in their language attitude research in Egypt.

In this research, the writer chooses 'computer' as a topic based on considerations that nowadays 'computer' is the talk of the society and it is a neutral and interesting topic for the students. So it is very helpful to set such situation in which the students really give their attention to the speaker-guise without intruding their ratings. The choice of topic is also based on the observation before, that in SMPN VII Surabaya, there is no extra curriculum activity (Bahasa Indonesia: kegiatan kurikuler) 'Pengetahuan Dasar Komputer' such as the other neighbour schools i.e. SMPN V (Jl. Rajawali) and SMPN XI (Jl. Sawah Pulo). Therefore, the writer did not face the difficulty in setting the right situation for getting their judgment.

III.4. The Choice of Language Variety

To derive the valid data, the choice of language variety must be conformed with the topic, since the rating of the respondents is also influenced by the relationship between language variety used by speaker guise and the topic - as it was proved by Aghegisi and Fishman (1970)

reported on a study by Kimple, 1968 (see Fasold, 1984:153) in which they used a 'mirror image' technique to deal with this problem. Briefly, the research involved reactions to recorded-conversations reactions to recorded-conversations among bilingual individuals. One language was used in some role relationship in one recording and the second language in others. In the other recording, the mirror image of the first was used; the languages and the roles they were used in were switched. The different sets of respondents were asked to listen to two conversations, and then to answer an attitude questionnaire based on them. The results showed that the 'impressions' speakers gave did not depend just on what language they were speaking, but also on whether they were using the right language in the right situation.

By reason of Fishman's study above, the accent which the writer chooses in this research is Madurese and Javanese accent. The choice of 'accent' here is based on and conformed to the topic of the matched-guise technique used in the research, namely 'computer' in specific or 'education' in general term. So the speaker guise will speak Bahasa Indonesia (as a medium of instruction in education field) in Madurese and Javanese accent - since if the speaker guise speaks in two languages (for example: Bahasa Indonesia and Madura language or Bahasa Indonesia

and Javanese language) there is a possibility that the respondents might then give low evaluation to one guise, not because they have a negative opinion of the language form itself, but because they think that language form should be used to discuss the particular topic - or in other explanation those two languages appear as a 'Diglossia' in which in speech community both languages, in certain condition, their usage are separated as a high language utilized in conjunction with religion, education and other aspects of high culture and a low language utilized in conjunction with everyday pursuits of heart, home and lower work sphere (Fishman, 1972:91). Hence, the writer in this research chooses 'accent' through which the respondents give their evaluation toward the speaker.

III.5. The Favorable and unfavorable polar of traits

In getting the evaluation of the respondents, the semantical differential scales are constructed. These scales consists of seven pairs of favorable and unfavorable polars of traits, they are:

1. Mampu (menguasai materi) - tak mampu
2. Ramah - tak ramah
3. Tak kaku - kaku

- | | |
|-----------------------|---------------------|
| 4. Telaten (mengajar) | - tak telaten |
| 5. Lembut | - keras |
| 6. Berwibawa | - tak berwibawa |
| 7. Berpengalaman | - tak berpengalaman |

These scales are derived from the pilot research conducted to 12 respondents of Junior High School Javanese students in kelurahan Ujung. They come from diverse SMPs such as SMPN XI, SMP V, SMP Barunawati, SMP PGRI VII and SMP II.

The pilot research is done by using 'controlled interview' as Sutrisno Hadi calls it as 'Interview Bebas Terpimpin' or Merton and Kendall's 'Focused Interview.' The method is used, since it is stated that :

Interview Bebas Terpimpin inilah yang paling kerap kali digunakan dalam penyelidikan-penyelidikan sosial. Ia merupakan alat yang sangat besar jasanya untuk studi yang intensif tentang sikap sosial. Keluwesan yang dikandung didalamnya, jika dipergunakan sebaik-baiknya akan membantu penyelidik mengungkap segi-segi efektif serta latar belakang keyakinan yang ada dibalik jawaban-jawaban yang diberikan oleh interviewee. Ia memberikan kenyataan yang seluas-luasnya kepada seseorang untuk menyatakan dan menangkap pernyataan secara mendetail, sehingga oleh karenanya konteks sosial tentang sikap, keyakinan, dan perasaan seseorang dapat digali sedalam-dalamnya. Kemampuannya untuk mencapai tujuan penyelidikan semaksimal-maksimalnya dimungkinkan oleh unsur keluwesannya yang dapat menimbulkan jawaban-jawaban secara spontan, bukan dipaksa-paksa. Sebab hanya dalam suasana semacam itulah soal-soal yang sangat pribadi dapat diungkap sedalam-dalamnya (Sutrisno Hadi, 1990:207)

From the pilot research, actually, was derived nine pairs of traits, but two of them 'pendendam-bukan pendendam'

dam' and 'mudah tersinggung-tak mudah tersinggung' are not involved in the research, since only four respondents showed such traits. Through semantical differential scales, the judgement of two sets of respondents who are separated in two classes can be analyzed - what traits are rated in high intensity or where the respondents' evaluations goes if they are adressed in two different accents.

III.6. The Procedure of Practicing Modified - Match Guise Technique

In chapter I.5, the procedure of practicing the technique has been briefly described, but in this part it will be depicted and explained in detail.

For the practitioners of this research, it is required 3 persons (actually two persons are enough) with each roles as :

1. Speaker A : admits to be an instructor of the computer. He also has a role as the speaker-guise who speaks Bahasa Indonesia in Madurese and Javanese accent.
2. Speaker B : admits to be the supervisor of the speaker A.
3. Speaker C : has a role as an assistant. He accompanies and helps speaker B in either giving and

collecting the questionnaire/semantical differential scale from the respondents.

The procedure of practicing this technique is divided into two acts, namely :

* Act 1 : speaker A accompanied by a teacher comes into the first class (at that time: kelas IIID). Then the teacher tells the students that the speaker A is from 'Lembaga Komputer Airlangga' who wants to talk a little about computer. After that the teacher leaves the class and speaker A by using Madurese accent begins to introduce himself and tells them that their headmaster has a plan to conduct 'Pengetahuan Dasar Komputer' as an extra curriculum activity. Then the students are given the questionnaire which is only used to arouse more attention to the speaker. While they are writing, speaker A leaves the class and do not return.

* Act 2 : It is continued by speaker B accompanied by C who comes into the class. While they are waiting for the students to finish and collect the first questionnaire, speaker B

introduce himself as a supervisor of speaker A. He also tells them that if the headmaster's plan (about Pengetahuan Dasar Komputer) will be, indeed, agreed, the speaker A will be considered as their instructor. Then, they are asked verbally by speaker B whether they agree or not. This question is purposed to recognise 'overt behaviour' through their spontaneous answers. But, then, the students are asked to write their answers along with the reason on available papers. After they finish and collect their answers, the papers consisting of semantic differential scales are given to the students and they are asked to judge speaker A's traits for the reason that it is needed as inputs to develop and intensify the quality of Lembaga Komputer Airlangga.

The same procedure (act 1 and 2) was repeated in another class (kelas IIIG) by using Javanese accent. Thereby, the students are unconscious that actually their attitude toward the Madurese accent is

measured, since they rate the speaker through his accent.

III.7. Presentation and Analysis of The Data

The valid data is selected from the collected data by using sample measurement. The refusal/non-refusal answer must be relevant with the required data. And, of course, the data must only be derived from the Javanese respondents.

The sum of valid data which is obtained and the calculation of the sum of the respondents giving the judgment on each spaces will be presented in the table.

Table C.1. The Sum of Data Obtained From The Respondents Addressed by Madurese Accent

Data	Respondents	
valid	34	
invalid	Non-Javanese	9
	Irrelevant	4
Total sum	47	

Table C.1 shows that from the 47 respondents addressed by Madurese accent, 34 are valid data and 13 are invalid data. The invalid data is obtained from the non-Javanese respondents and four respondents give irrelevant data.

Table C.2. The Sum of Respondents giving the Refusal/Non-Refusal Answer When They are addressed by Madurese Accent

Answer	Respondents
refusal	24
non-refusal	10
Total sum	34

In Table C.2 we see that from 34 respondents - 24 respondents ($24/34 \times 100\% = 70,59\%$) give the refusal answer. They do not agree if the speaker in Madures accent guise will be their computer instructor. Meanwhile 10 respondents ($10/34 \times 100\% = 29,41\%$) agree to accept the speaker as their instructor.

Whereas their judgment in each spaces of scales will be shown in the following table :

TABLE C.3. THE SUM OF RESPONDENTS GIVING THE JUDGMENT ON EACH SPACES OF SCALES WHEN THEY ARE ADDRESSED BY MADURESE ACCENT

No.	UNFAVORABLE SCALE	THE SUM OF RESPONDENTS IN EACH SPACES							FAVORABLE SCALE	TOTAL SUM OF RESPONDENT
		1	2	3	4	5	6	7		
1	Tak mampu				IIII	II	IIII	IIII IIII IIII IIII II	Mampu	34
2	Tak ramah	II			I	I	IIII IIII III	IIII IIII IIII II	Ramah	34
3	Kaku	IIII IIII III	IIII	IIII	IIII	IIII	IIII	IIII	Tak kaku	34
4	Tak Telaten	II			IIII	IIII	IIII IIII	IIII IIII IIII	Telaten	34
5	Keras	IIII IIII III	IIII	IIII	IIII	II	IIII	II	Lembut	34
6	Tak berwi- bawa	I	IIII		II	IIII	IIII I	IIII IIII IIII II	Berwibawa	34
7	Tak ber- pengalaman				IIII	I	IIII I	IIII IIII IIII IIII II	Berpeng- alaman	34

Table C.3 shows us that in the scale :

'Tak mampu - mampu' (menguasai materi):

There are respondents who do not impart their judgment on the first, second and third space, 5 respondents give the average judgment (on the fourth space), 2 respondents on the fifth space, 5 respondents on the sixth space and 22 respondents give their judgment in the seventh space.

'Tak ramah - ramah' :

2 respondents give the judgment on the 1st space, none on the 2nd and the 3rd space, one respondent each on the 4th and the 5th space, whereas 13 respondents give the judgment on the 6th space and 17 on the 7th space.

'Kaku - tak kaku' :

13 respondents rate the speaker on the 1st space, 5 respondents give the judgment on the 2nd space, 3 respondents each on the 3rd, 4th, 6th and the 7th space. While 4 respondents choose the 5th space in giving their judgment.

'Tak telaten - telaten' (mengajar):

The judgment which goes to the 1st space is given by 2 respondents, none of the respondents give their judgment on either the 2nd and the 3rd space, 4 respondents each on

the 4th and the 5th space, while 10 respondents give the judgment on the 6th space, whereas 3 respondents give it on the 7th space.

'Tak berwibawa - berwibawa' :

Only 1 respondent imparts the judgment on the 1st space, 3 respondents on the 2nd space, none on the 3rd space, 2 respondents give the average judgment, 5 respondents on the 5th space, and there are 6 and 17 respondents in the 6th and the 7th space.

'Tak berpengalaman - berpengalaman' :

There is none of respondents choosing the 1st, 2nd and the 3d space; then, successively 5, 1, 6 and 22 respondents give the judgment in the 4th, 5th, 6th and the 7th space.

From the data pointed out on Table C.3 we can analyse as to where respondents' judgment goes by calculating the score of every scale. The score is derived by the formula:

$$S = \frac{(na \times 1) + (nb \times 2) + (nc \times 3) + (nd \times 4) + (ne \times 5) + (nf \times 6) + (ng \times 7)}{N}$$

- S = score of scale
- na = the sum of respondents giving the judgment in 1st space (space that is nearest the unfavorable trait)
- nb,nc,nd.. ng = the sum of respondents giving the judgment in 2nd, 3rd, 4th ... 7th space
- N = the total sum of all respondents, or
- N = na + nb + nc + nd + ne + nf + ng
- Mean score = $\frac{1 + 2 + 3 + 4 + 5 + 6 + 7}{7} = \frac{28}{7} = 4$

Thereby, the score of every scale is :

1. 'Tak mampu - mampu' :

$$S = \frac{(0 \times 1) + (0 \times 2) + (0 \times 3) + (5 \times 4) + (2 \times 5) + (15 \times 6) + (22 \times 7)}{34}$$

$$S = \frac{214}{34} = 6,29$$

2. 'Tak ramah - ramah' :

$$S = \frac{(2 \times 1) + (0 \times 2) + (0 \times 3) + (1 \times 4) + (1 \times 5) + (13 \times 6) + (17 \times 7)}{34}$$

$$S = \frac{208}{34} = 6,12$$

3. 'Kaku - tak kaku' :

$$S = \frac{(13 \times 1) + (5 \times 2) + (3 \times 3) + (0 \times 4) + (4 \times 5) + (3 \times 6) + (3 \times 7)}{34}$$

$$S = \frac{103}{34} = 3,03$$

4. 'Tak telaten - telaten' :

$$S = \frac{(2 \times 1) + (6 \times 2) + (0 \times 3) + (4 \times 4) + (4 \times 5) + (10 \times 6) + (14 \times 7)}{34}$$

$$S = \frac{196}{34} = 5,76$$

5. 'Keras - lembut' :

$$S = \frac{(13 \times 1) + (5 \times 2) + (5 \times 3) + (4 \times 4) + (2 \times 5) + (3 \times 6) + (2 \times 7)}{34}$$

$$S = \frac{96}{34} = 2,22$$

6. 'Tak berwibawa - berwibawa' :

$$S = \frac{(1 \times 1) + (3 \times 2) + (0 \times 3) + (2 \times 4) + (5 \times 5) + (6 \times 6) + (17 \times 7)}{34}$$

$$S = \frac{295}{34} = 5,73$$

7. 'Tak berpengalaman - berpengalaman' :

$$S = \frac{(0 \times 1) + (0 \times 2) + (0 \times 3) + (5 \times 4) + (1 \times 5) + (6 \times 6) + (22 \times 7)}{34}$$

$$S = \frac{215}{34} = 6,32$$

To make it short, all scores will be composed in Table C.4 below.

Table C.4. The Score of Semantic Differential Scale When The Respondents are Addressed by Madurese Accent

No.	Scale	Score*
1	Tak mampu - mampu	6,29
2	Tak Ramah - ramah	6,12
3	Kaku - tak kaku	3,03
4	Tak telaten - telaten	5,76
5	Keras - lembut	2,22
6	Tak berwibawa - berwibawa	5,73
7	Tak berpengalaman - berpengalaman	6,22

*) The judgment belongs to a favorable trait if the score is more than the mean score (4) and unfavorable traits if less than 4.

The score also indicates the intensity of the judgment. The farther away it is from the mean score (4) the higher the intensity of the judgment and vice versa, the nearer the score comes to the mean score the lower the intensity of the judgment.

From Table C.4 we see that the respondents judge the Madurese accent speaker guise in favorable traits as 'Berpengalaman' in the highest intensity, then in successive intensity (from high to low) as 'Mampu' at the score 6,29; 'Ramah' at the score 6,12; 'Telaten' and 'Berwibawa' at the score 5,76 and 5,73. Whereas in unfavorable traits,

the speaker is rated as 'Keras' in the highest intensity and he is also judged as 'Kaku.'

Now, let us see the following tables which indicate the diverse data derived from a set of other respondents who were addressed by a Javanese accent speaker guise.

Table D.1. The Sum of Data Obtained From The Respondents Addressed by Javanese Accent

Data	Respondents	
valid	32	
invalid	Non-Javanese	6
	Irrelevant	4
Total sum	42	

As it is shown in Table D.1 the second class consisting of 42 respondents addressed by Javanese has 32 valid data and 10 invalid data. The invalid data is caused by six respondents who are not Javanese and four respondents who impart irrelevant data.

From these 32 respondents it is also found that 2 respondents refuse the speaker guise to be their computer instructor, but the rest of them do not refuse (see Table D.2).

Table D.2. The Sum of Respondents giving the Refusal/Non-Refusal Answer When They are addressed by Javanese Accent

Answer	Respondents
refusal	3
non-refusal	29
Total sum	32

So it can also be said that $3/32 \times 100\% = 9,37\%$ of the respondents give the refusal answer, whereas $29/32 \times 100\% = 90,63\%$ give non-refusal answer.

Moreover, the respondents' judgment toward the speaker guise through semantic differential scale will be presented in the Table D.3 below ;

TABLE D.3. THE SUH OF RESPONDENTS GIVING THE JUDGMENT ON EACH SPACES OF SCALES WHEN THEY ARE ADDRESSED BY JAVANESE ACCENT

No.	UNFAVORABLE SCALE	THE SUH OF RESPONDENTS IN EACH SPACES							FAVORABLE SCALE	TOTAL SUH OF RESPONDENT		
		1	2	3	4	5	6	7				
1	Tak mampu				III	I	III	III	III	III	Mampu	32
2	Tak ramah				I	I	II	III	III	III	Ramah	32
3	Kaku	I	III	I	III	III	II	III	III	I	Tak kaku	32
4	Tak Telaten				III	II	III	I	III	III	Telaten	32
5	Keras				III	III	III	III	I	III	Lembut	32
6	Tak berwi- bawa		I		III	II	III	III	III	III	Berwibawa	32
7	Tak ber- pengslanan			I	III	I	I	III	III	III	Berpeng- alanan	32

We see from table D.3 that in the scale :

'Tak mampu - mampu' :

None of the respondents choose the 1st, 2nd and the 3rd space to put their judgment, 3 respondents give the judgment on the 4th space, 1 respondent give the judgment on 5th space, 5 respondents on the 6th space, whereas the 7th space possesses the most respondents, namely 23 respondents.

'Tak ramah - ramah' :

Similar with the scale 'tak mampu - mampu', no respondent gives a judgment on the 1st, 2nd and the 3rd space, the 4th and the 5th space have one respondent each, 2 respondents impart it on the 6th space and 28 respondents put the judgment on the 7th space.

'Kaku - tak kaku' :

One respondent rates the speaker both on the 1st and the 3rd space, 3 respondents give their judgments on the 2nd space, 14 respondents rate the speaker on average (the 4th space), 2 respondents rate him on the 5th space, 5 respondents on the 6th space, 6 respondents judge the speaker on the 7th space.

'Tak telaten - telaten' :

The judgment goes to the 4th space with a number of 7 respondents, the 5th and the 6th space with a number of 6 respondents each, meanwhile 13 respondents give their judgments on the 7th space.

'Keras - lembut' :

No respondents impart their judgments on the 1st, 2nd and the 3rd space, 18 respondents put the judgment on the average space, 6 respondents put it on the 5th space, 5 respondents on the 6th space, and 3 other respondents give their judgments on the 7th space.

'Tak berwibawa - berwibawa' :

Two spaces namely, the 1st and the 3rd have no respondents, one respondent gives his judgment on the 2nd space, 4 respondents judge as average, 2 respondents judge on the 5th space, whereas 8 and 17 other respondents give the judgment on the 6th and the 7th space.

'Tak berpengalaman - berpengalaman' :

None of the respondents put the judgment both on the 1st and the 2nd space, on the 3rd and the 5th space have one respondent each, 6 respondents put their judgment on the

4th space, 5 and 19 respondents give their judgments on the 6th and the 7th space.

From the collected data in Table D.3 we can calculate the score of every scale as below :

1. 'Tak mampu - mampu' :

$$S = \frac{(\emptyset \times 1) + (\emptyset \times 2) + (\emptyset \times 3) + (3 \times 4) + (1 \times 5) + (5 \times 6) + (23 \times 7)}{32}$$

$$S = \frac{208}{32} = 6,5$$

2. 'Tak ramah - ramah' :

$$S = \frac{(\emptyset \times 1) + (\emptyset \times 2) + (\emptyset \times 3) + (1 \times 4) + (1 \times 5) + (2 \times 6) + (28 \times 7)}{32}$$

$$S = \frac{217}{32} = 6,78$$

3. 'Kaku - tak kaku' :

$$S = \frac{(1 \times 1) + (3 \times 2) + (1 \times 3) + (14 \times 4) + (2 \times 5) + (5 \times 6) + (6 \times 7)}{32}$$

$$S = \frac{148}{32} = 4,62$$

4. 'Tak telaten - telaten' :

$$S = \frac{(\emptyset \times 1) + (\emptyset \times 2) + (\emptyset \times 3) + (7 \times 4) + (6 \times 5) + (6 \times 6) + (13 \times 7)}{32}$$

$$S = \frac{135}{32} = 5,78$$

5. 'Keras - lembut' :

$$S = \frac{(0 \times 1) + (0 \times 2) + (0 \times 3) + (18 \times 4) + (6 \times 5) + (5 \times 6) + (3 \times 7)}{32}$$

$$S = \frac{153}{32} = 4,78$$

6. 'Tak berwibawa - berwibawa' :

$$S = \frac{(0 \times 1) + (1 \times 2) + (0 \times 3) + (4 \times 4) + (2 \times 5) + (8 \times 6) + (17 \times 7)}{32}$$

$$S = \frac{135}{32} = 6,09$$

7. 'Tak berpengalaman - berpengalaman' :

$$S = \frac{(0 \times 1) + (0 \times 2) + (1 \times 3) + (6 \times 4) + (1 \times 5) + (4 \times 6) + (20 \times 7)}{32}$$

$$S = \frac{196}{32} = 6,12$$

In short, all scores will be tabulated in Table D.4 below:

Table D.4. The Score of Semantic Differential Scale When The Respondents are Addressed by Javanese Accent

No.	Scale	Score
1	Tak mampu - mampu	6,50
2	Tak Ramah - ramah	6,78
3	Kaku - tak kaku	4,62
4	Tak telaten - telaten	5,78
5	Keras - lembut	4,78
6	Tak berwibawa - berwibawa	6,09
7	Tak berpengalaman - berpengalaman	6,12

Table D.4 indicates that the respondents judge the speaker guise in favorable traits when they are addressed by Javanese accent with the successive intensity, as follows: They judge the speaker guise as 'Ramah' in the highest intensity scoring 6,78. Then as 'Mampu' (menguasai materi), 'Berpengalaman' and 'Berwibawa' in the intensity scoring successively 6,50, 6,12 and 6,09.

The speaker guise is also judged as 'Telaten'; whereas the respondents judge him on average as 'Lembut' and 'Tak Kaku' in lower intensity scoring 4,78 and 4,62.

Based on the whole data derived from the two sets of respondents addressed by Madurese accent speaker-guise and respondents who are addressed by Javanese accent speaker-guise, we can compare the data in Table C.2 with the data in the following table :

Table E.1. The Comparison of the Scores of Respondents Giving the Refusal Answer When They are Addressed by Madurese and Javanese Accent.

Answer	The Sum of Respondents Addressed by	
	Madurese accent	Javanese accent
Refusal	70,59%	9,37%
Non-refusal	39,41	90,63%

In Table E.1 we can see that there is a difference between two sets of respondents in giving their answers. The respondents who are addressed by Madurese accent speaker-guise give the more refusal answer than non-refusal answer. But on the contrary, the respondents who are addressed by a Javanese speaker-guise give more non-refusal answer.

It also means that the ratio between the respondents who accept the Madurese speaker-guise as their computer instructor and those who do not, is 1 : 2,4, whereas 9,7 : 1 when they are addressed by Javanese accent (See Figure E.2).

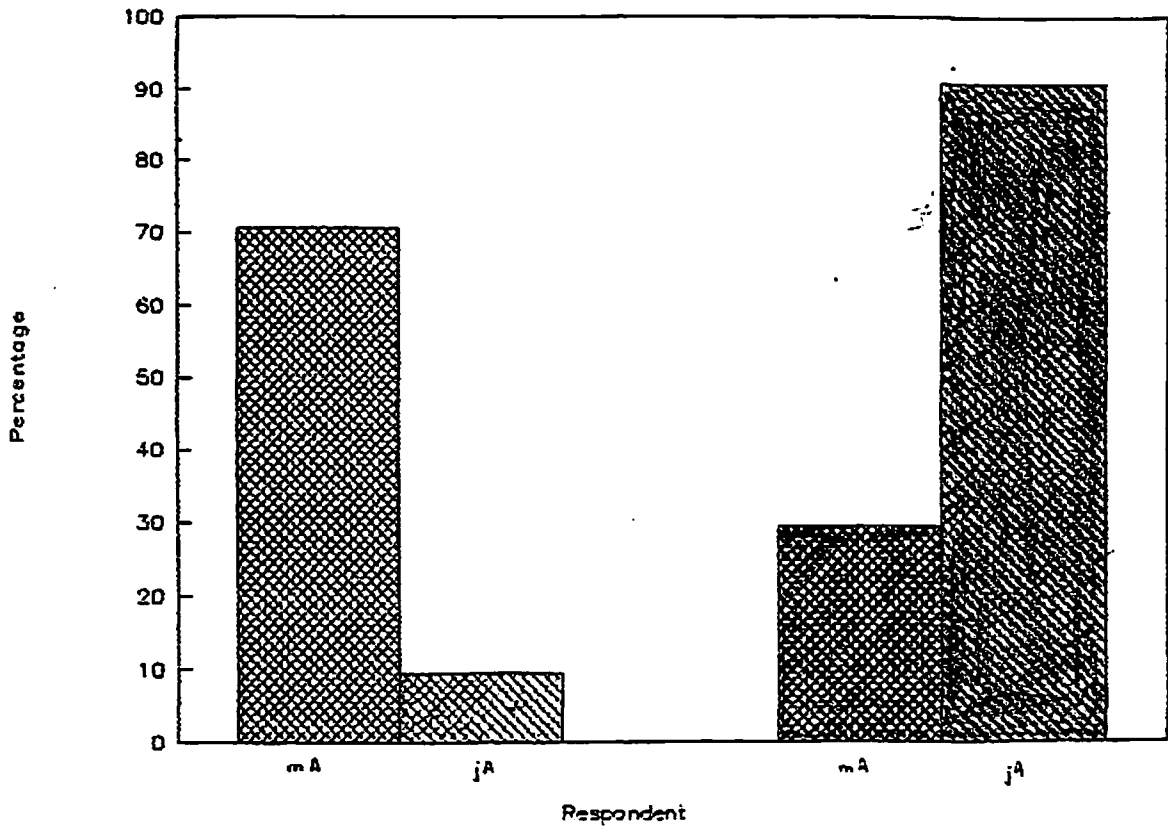




Figure E.2. Bar Graph of The sum of Respondents Giving the Refusal Answer When They are Addressed by Madurese and Javanese Accent.

NOTE :

 : Respondents giving the refusal answer

 : Respondents giving the non-refusal answer

mA : addressed by Madurese accent

jA : addressed by Javanese accent

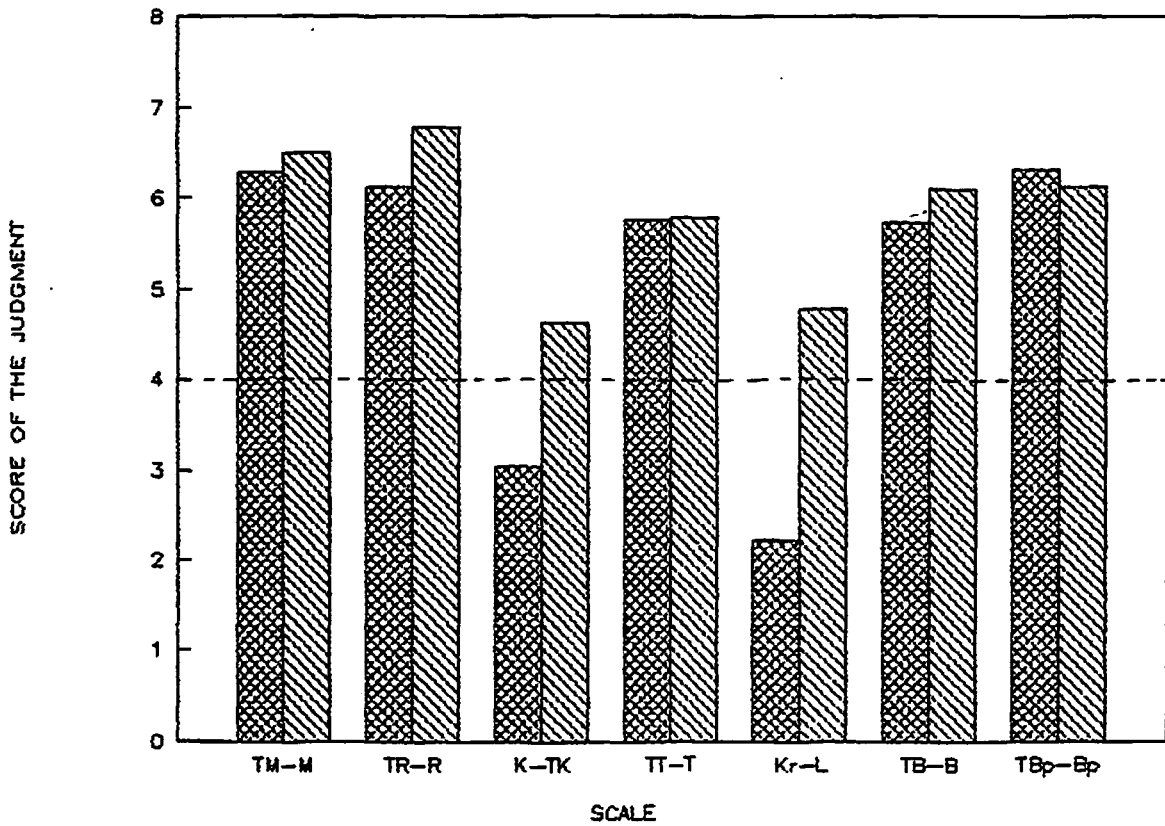


Figure F. Bar Graph of the Scores of Two Set of Respondents' Judgment Toward the Speaker When They Are Addressed by Madurese and Javanese Accent.

NOTE :



: The respondents addressed by Madurese accent



: The respondents addressed by Javanese accent



: The line of intensity = the border line between Unfavorable and favorable traits

SCALE :

- TM-M : Tak Maapu - Maapu
- TR-R : Tak Raamah - Raamah
- K-TX : Kaku - Tak Kaku
- TT-T : Tak Telaten - Telaten
- KR-L : Keras - Leabut
- TB-B : Tak Berwibawa - Berwibawa
- TBp-Bp : Tak Berpengalaman - Berpengalaman

If we see and compare Table C.4 and Table D.4 it is found that the scores of every scales of two respondents when they are addressed by Madurese and Javanese accent are different. Obviously, it means that the intensity of their judgment toward the Madurese and Javanese accent speaker-guise is different. The striking difference of the judgment of these two sets of respondents especially lies on two scales, namely 'Kaku - tak kaku' (K-TK) and 'Keras - lembut' (Kr-L). We see that in these two scales, the respondents addressed by Madurese accent judge the speaker in the unfavorable traits (pointed by striped bar graph K-TK and Kr-L which do not transgress the border line - See Figure F), as 'Kaku' and 'Keras' but reversely, the respondents addressed by Javanese accent rate the speaker as 'Tak kaku' and 'Lembut'. Yet, in the scale 'Tak telaten - telaten' (TT-T) the respondents give the same intensity of judgment scoring 5,7.

On the whole, from figure F we see that the respondents addressed by Javanese accent judge the speaker-guise in favorable traits in all scales (pointed by light bar graph transgressing the border line), whereas the respondents addressed by Madurese accent judge the speaker in five favorable scales and two unfavorable scales.