

ABSTRACT

There is a great number of studies about language attitude which is actually originated from attitude studies in general. The language attitude study may include general attitudes toward language and language skill, stereotyped judgement toward language, its speaker and its functions, and applied concern of such study in language education and extend to all sorts of behaviour concerning language to be treated, including attitudes toward language maintenance and language planning efforts.

Every one has certain attitudes toward his own language or other languages and this may reflect some non linguistic features, such as ethnic identity. To choose one language over another, provides a particular, immediate and universally recognized badge of identity, and also one of the most important functions of language is to enable individuals to identify with a social group or to separate themselves from it.

The Chinese, one of minority ethnic group in Indonesia, can speak Indonesia, local dialect, Mandarin Chinese (the national language of Chinese), any regional dialects of Chinese (Hokkian, Hakka, Teo-Chiun), as the reflection oh their way in realizing their ethnic identity.

The third generation of Chinese (the Totok) who join the national schools which use Indonesian language have

certain languages attitudes toward their Chinese language. They are more accultured and assimilated to the main stream of the society than the previous generation and most of them can not speak their ancestral language and use local variety or Indonesian language as their repertoire, but they social to Chinese culture. They inherit some traits of Chinese culture.

The students of SMA Kristen Petra 3, Surabaya, were of Chinese origin and the subject whose attitudes were being measured and studied whether their language attitudes toward Chinese language indicate their ethnic identity or not.

This research revealed attitudes of Chinese students of SMA Kristen Petra III Surabaya toward Chinese language and to find out if these attitudes reflect their ethnic identity. The research was guided by questions: What attitudes did the students have toward Chinese language and did their language attitudes indicate their ethnic identity. Descriptive quantitative method was used in the analyzing approach to the phenomenon. The analysis was done on the basis of data from the respondents. The kinds of responses from respondents were the source of data.

From the research, the writer found out that 51.48% of the students had unfavorable attitudes or did not support the existancy of Chinese language and 48.52% had favorable attitudes or supported the existancy of Chinese language. In this case, language attitudes did not indicate ethnic identity

because of the chance for using the language was limited and they have already accultured to national and (or) local culture.

CHAPTER I

INTRODUCTION