

I. INTRODUCTION

I. A. Background of the Study

The study of language attitude has become prominent in Sociolinguistics. This study is actually originated from attitude studies in general, which are the main subject of Social-Psychology. That is why the concept, methodology and technique of the measurement in language attitude study are more or less similar to those used in Social-Psychology. Language attitude study may include general attitudes toward language and language skills, stereotyped judgement toward language, its speakers and its function, and applied concern of such study in language education and other fields. (Saviel-Troike, 1982: 168). The study may also extend to all sorts of behaviour concerning language to be treated, including attitudes toward language maintenance and language planning efforts (Fasold, 1984: 149).

The focus of the study here was on language attitude and ethnic identity. This was based on the assumption that every one has certain attitudes towards other languages or his own language, whether it is spoken or abandoned, and this attitude may reflect some non-linguistic features, such as ethnic identity. The object of attitude in this study was Chinese (Mandarin) language and the subject whose attitudes being measured were the students of SMA KRISTEN PETRA III.

I had my own consideration to take the high-school students as my respondents. They are third-generation Chinese, a group is more acculturated and assimilated to the main stream of the society than the previous two generations. Most of them can not speak their ancestral language and use local variety or bahasa Indonesia as their repertoire. However they are also socialized to Chinese culture early in their life. They inherit from their parents some traits of Chinese culture, such as kinship term, forms of address, the use of Chinese words. These cultural traits indicate their ethnic identity. We may say that this group has *double identities*: local (national) and ethnic (Chinese) identities. By accounting for their attitudes toward Chinese language, we tried to identify them: whether they still preserve their ethnic identity or abandon it and adopt local or national identity. In this case, language attitude became a means or medium to identify them.

There appears a phenomenon that many third-generation Chinese learn their ancestral language in the courses. We do not know exactly what motives they have to learn the language. Yet we may ask if there are certain attitudes which encourage them to learn Chinese language.

I. B. Statements of the Problem

From the background above, I want to state the problem of this thesis, they were:

1. What attitudes did the students have toward Chinese language ?
2. Did their language attitudes indicate their ethnicity?

I. C. Objective of the Study

The aim of the study was to recognize the attitudes of Chinese students toward Chinese language and to find out if these attitudes reflected their ethnic identity.

I. D. Significance of the Study

The contribution of the study was very important, especially in Chinese Studies in Indonesia. It was also important to study the possibility of Chinese language teaching and learning program.

1. E. Scope and Limitation

The scope of the study was language attitude toward Chinese language as their ethnic identity, but the writer attempted to limit the study, that was applied on the student of SMA Kristen Petra III, Surabaya.

I. F. Theoretical Background

Language should be such a significant index of ethnic identity. One reason of this statement is undoubtedly that it is such a widespread and evident feature of community life. To choose one language over another, provides an immediate and universally recognized badge of identity. Another reason is that languages provides a particularly clear link, with the past - often the only detailed link, in the form of literature. This link exist even after ability in the language has been lost: for example, many present-day Italian-Americans and Australians know very little Italian, but they still see Italian as a symbol of their ethnic identity.

Furthermore, varieties of language can also signal ethnic identity. In fact, probably the most distinctive feature of ethnicity in immigrant groups is not their mother tongue (which may rarely be heard outside the home), but the foreign accent or dialect that characterizes their use of the majority language.

In defining ethnicity, I took the subjectivist approach represented by Ross. Ethnicity is supposed to reflect a shared us-feeling, while the members of the group may differ in clothing, religion or even language. In such a group, the subjective factor - the us-feeling or the us-feeling against them-feeling - overrides the importance of other objective factors not shared. (Appel & Muysken, 1987: 13).

Some studies in language attitude show a close relationship between language attitude and ethnic identity. One of the most important functions of language variation is to enable individuals to identify with a social group or to separate themselves from it. The markers of solidarity and distance may relate to family, sex, ethnicity, social class, or to any of the groups and institutions that define the structure of society.

I. G. Method of the Study

In doing this research, to collect data, the writer used the *method of survey* which involves asking people questions and recording their answers. People were asked questions in a written questionnaire or doing an interview. No situation or condition was manipulated. People simply answered the questions. Many different questions within a short time. The answers to questions were reported in terms of numbers, tables, or graphs. Survey provided a picture of many people think or report doing. In Survey, the researcher used a sample or small group of selected people but she generalized results to the larger group from which the smaller group was chosen.

Because of the questionnaire being spread out was to measure the attitude toward language, so the writer used

attitude scale of Likert technique in the survey. Likert technique consists of a series of statements to which one respond using a scale of possible answers: strongly agree, agree, neither agree nor disagree, disagree, strongly disagree.

To analyze the data that were gotten from the research, the writer used *descriptive quantitative method* (to describe data in the form of number).

I. H. Definition of Key-terms

Attitude: Internal, mental states, which have to be inferred from self-reported data and which may give rise to certain forms of behaviour. Attitude is considered as an internal state aroused by stimulation of some types and which may mediate the organism's subsequent response (Fasold, 1984: 147).

Attitudes Scale: A set of statements about a spesific referent which are rangked with regard to the intensity of feelings about it from extreme hostility to extreme favour (Allen L., 1975: 149).

Chinese (Mandarin) language: The most widely spoken from of Chinese. It is spoken in all China, north of Yangtze river and in much of the rest of the country (Encyclopedia of Britanica Vol. 7, p. 764).

Ethnic Identity: A reflection of a shared us-feeling.

while the members of the group may differ in clothing, language or religion (Ross in Appel, Rene & Muysken, Pieter, 1987: 13).

Language attitude: Attitude toward language itself, the speaker of a particular language, language maintenance and language planning effort (Fasold, 1984: 149).

Likert technique of attitude scale: A technique of attitude scale that consists of a series of statements to which one respond using a scale of possible answers: strongly agree, agree, neither agree nor disagree, disagree, strongly disagree. (Allen L., 1975: 149).

SMA Kristen Petra III: is located on Jl. Kalianyar no. 43, Surabaya, and of which the great majority of the students are Chinese (Writer's criterion).

I. I. Organization of the Paper

The writer organized the thesis into *five chapters*: *First*, elaborates about the introduction of the thesis which consists of background of the study, statement of the problem, the objective and significance of the study, scope and limitation, theoretical background, method of the study, and definition of key-terms. *Second*, elaborates the related theories used in the study and related studies of other thesis about this work. *Third*, explains the method which was used in doing the study and general discussion about the work

of the writer. *Fourth*, analyzes the data and interpretes the findings. The last one, *fifth*, arranges the conclusions of the study.

CHAPTER II

THEORETICAL FRAMEWORK