

CHAPTER III

DATA PRESENTATION AND ANALYSES

A. Data Presentation

In this chapter the writer presents, analyzes and interprets the data.

After distributing the questionnaires and collecting them, the writer had 100 sheets. To make the weighting easier, the writer arranged the score for each statement in a table.

TABLE 3.1
THE SCORE OF THE STATEMENTS

No	SCORE				
	SA	A	N	DS	SDS
1	4	3	2	1	0
2	4	3	2	1	0
3	4	3	2	1	0
4	4	3	2	1	0
5	4	3	2	1	0
6	4	3	2	1	0
7	4	3	2	1	0
8	4	3	2	1	0
9	4	3	2	1	0
10	4	3	2	1	0
11	4	3	2	1	0
12	4	3	2	1	0
13	4	3	2	1	0
14	4	3	2	1	0
15	4	3	2	1	0
16	4	3	2	1	0
17	4	3	2	1	0
18	4	3	2	1	0
19	4	3	2	1	0
20	4	3	2	1	0

Note: SA: Strongly agree
A: Agree
N: Neutral

DS: Disagree
SDS: Strongly disagree

The next step was to assign scores to all responses of the statements of each respondent, and then the writer arranged them in a list. For example, statement number 1 was a negative or an unfavorable statement. If a student chose strongly disagree (*sangat tidak setuju*) for the response, he or she would have score 0 for the statement, and if he chose agree (*setuju*) for statement number 3.

After the writer gave scores for all statements (20 statements), she summated them. She did this step for all respondents, and then she arranged them in a list. Below is a table which shows the score from each respondents.

TABLE 3.2
DISTRIBUTION OF THE SCORE OF RESPONDENTS

NO	M/F	STATEMENTS																				TOTAL SCORE
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	F	0	0	4	4	0	1	4	0	4	1	4	3	0	3	4	3	1	3	0	0	39
2	M	0	0	3	4	0	1	4	1	3	1	3	4	1	3	4	4	0	4	0	0	40
3	M	0	0	3	4	2	1	3	1	4	2	4	4	1	4	4	3	2	3	1	0	46
4	F	1	0	3	4	1	0	4	0	3	0	4	3	0	4	3	4	1	4	1	0	40
5	F	1	0	3	4	1	1	4	1	4	1	4	4	1	4	3	4	2	3	0	0	45
6	F	1	0	3	3	0	2	3	1	3	2	4	3	0	3	4	4	1	4	0	1	42
7	F	0	0	4	4	1	0	4	0	4	2	4	4	1	4	4	3	1	4	1	0	45
8	M	0	0	3	3	0	1	4	0	4	1	3	4	1	4	4	3	1	4	0	1	41

NO	M/F	STATEMENTS																				TOTAL SCORE
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
9	M	0	1	4	4	0	2	4	0	4	2	4	4	1	4	3	4	1	3	0	0	45
10	M	0	1	4	3	0	0	4	0	4	1	3	4	1	4	4	4	1	4	1	0	43
11	M	0	1	4	4	1	0	4	0	4	1	4	3	1	3	4	4	0	4	1	0	43
12	F	0	0	4	4	0	1	4	2	4	1	4	3	2	3	4	4	1	3	0	0	44
13	M	0	1	3	4	1	0	4	2	4	1	4	4	1	4	4	3	2	4	0	0	46
14	M	0	0	3	4	0	1	4	1	4	1	4	4	1	4	3	4	1	4	0	1	44
15	F	0	1	4	4	1	2	4	1	4	0	4	3	2	3	4	4	2	3	1	0	47
16	M	1	0	4	4	1	2	4	1	3	2	4	3	1	3	4	3	1	4	0	0	45
17	M	1	0	4	4	1	1	3	0	4	1	4	3	2	4	4	4	1	3	0	1	45
18	M	0	1	3	4	0	1	4	0	3	0	4	3	2	4	4	4	1	3	0	0	41
19	M	1	0	3	4	1	0	3	1	4	1	4	3	0	3	4	3	1	4	0	0	40
20	F	0	1	4	4	2	1	4	0	3	1	4	4	1	4	4	4	1	3	0	1	46
21	M	0	0	4	4	0	0	4	0	4	2	3	4	1	4	3	4	1	4	1	0	43
22	F	0	0	4	4	1	0	4	1	3	1	4	4	2	4	3	4	1	4	0	0	44
23	F	0	1	4	3	0	1	3	1	4	1	4	3	0	4	4	3	1	3	0	1	41
24	F	0	1	4	4	0	1	4	0	4	1	4	4	1	3	4	3	1	4	0	1	44
25	M	0	1	3	4	0	1	4	1	4	2	3	4	0	4	3	4	0	4	1	0	43
26	F	0	1	4	4	0	0	4	1	3	1	4	3	1	4	3	4	2	3	0	0	42
27	F	1	0	4	4	0	2	3	1	4	2	3	4	0	4	4	4	0	4	0	0	44
28	F	0	0	4	3	1	0	4	0	4	0	4	3	2	3	4	4	1	3	0	0	40
29	F	0	1	3	4	1	1	3	1	4	0	4	3	0	4	3	4	1	4	0	1	42
30	F	1	0	4	3	1	0	4	1	3	1	3	4	1	3	4	4	0	3	0	0	40
31	F	0	0	4	4	0	1	4	1	4	1	4	3	1	4	4	3	0	4	1	0	43
32	F	0	0	4	3	0	2	4	1	4	1	3	4	1	4	4	4	2	4	0	0	45
33	M	0	0	4	3	0	1	4	0	3	0	3	4	0	3	4	4	1	3	1	1	39
34	M	0	1	4	4	1	1	4	2	4	2	4	4	0	3	4	4	1	4	0	0	47
35	F	0	1	3	4	1	0	4	0	3	0	4	4	1	4	3	4	1	4	0	1	42

NO	M/F	STATEMENTS																			TOTAL SCORE	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19		20
36	M	0	0	4	4	0	0	4	0	4	0	4	4	0	4	3	4	0	4	0	0	39
37	M	0	1	3	4	1	0	3	0	4	0	4	4	2	3	4	4	1	4	1	0	43
38	F	1	1	4	3	1	0	4	1	4	1	4	3	1	4	4	3	1	3	0	1	44
39	M	1	1	3	4	1	0	4	1	4	0	4	4	1	3	3	4	1	4	0	0	43
40	F	1	1	4	4	0	1	4	0	3	0	4	4	0	3	4	4	0	4	1	0	42
41	F	0	1	3	4	0	0	4	0	4	1	4	4	0	3	4	4	0	3	0	0	39
42	M	1	1	4	4	1	1	4	0	3	0	3	4	0	4	3	3	0	4	1	1	42
43	F	0	0	4	3	1	0	4	0	4	1	4	3	1	4	4	3	1	3	1	1	42
44	F	1	0	4	4	1	1	4	0	3	0	3	4	0	3	3	4	0	4	1	0	40
45	F	0	1	4	3	1	0	4	0	4	1	4	3	1	4	4	3	1	3	0	1	42
46	M	1	0	3	4	0	1	4	0	4	0	3	4	0	4	3	4	0	4	1	1	41
47	F	1	0	4	4	1	1	4	1	4	0	3	4	0	4	3	3	0	3	1	0	41
48	F	1	0	4	4	1	1	4	1	3	0	3	4	0	4	3	4	0	4	1	0	42
49	M	0	0	3	3	0	0	3	0	4	0	3	4	2	3	4	3	0	3	0	0	35
50	F	1	0	4	4	1	1	4	1	4	0	3	4	0	4	3	3	0	4	1	1	43
51	M	0	0	3	3	0	0	3	0	4	0	4	4	1	3	4	3	0	3	0	1	36
52	M	1	0	4	4	1	1	4	0	3	1	4	4	0	3	3	4	1	4	0	0	42
53	M	0	0	4	4	1	0	3	1	4	0	4	3	0	3	4	4	2	3	0	0	40
54	F	0	1	3	4	1	0	4	0	3	0	3	4	0	4	4	3	1	4	1	0	40
55	F	0	0	4	4	1	0	4	1	4	0	4	4	0	4	4	4	2	4	0	0	44
56	M	0	0	3	4	1	0	4	0	3	0	4	3	0	4	4	4	1	3	0	1	39
57	F	0	0	4	4	0	0	4	0	4	0	4	4	1	4	4	4	0	4	0	0	41
58	M	1	0	3	4	0	1	3	0	4	1	3	4	0	3	4	4	1	3	1	0	40
59	M	0	0	4	4	1	0	4	0	3	0	4	4	1	4	4	3	0	4	0	0	40
60	F	0	0	3	4	1	0	4	1	4	0	3	4	0	4	4	3	1	3	1	0	40

NO	M/F	STATEMENTS																				TOTAL SCORE
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
61	F	0	0	4	3	1	2	3	0	3	1	4	3	0	3	3	4	0	4	0	0	38
62	F	0	1	3	4	1	0	4	1	4	0	3	3	1	4	3	3	1	4	0	0	40
63	F	0	0	4	4	1	0	4	0	4	0	4	4	0	4	3	4	1	3	0	0	40
64	M	0	0	4	3	0	1	4	0	4	0	3	4	0	4	4	4	0	4	1	0	40
65	F	0	0	4	3	1	1	4	0	4	0	4	3	0	4	4	4	0	4	0	0	40
66	F	0	0	3	4	1	0	4	1	3	1	4	4	0	3	3	4	1	4	1	0	41
67	F	1	1	4	4	1	0	3	1	4	0	3	4	0	4	4	4	0	4	1	0	43
68	M	0	1	3	4	1	0	4	1	3	0	3	4	0	4	4	3	2	3	0	0	40
69	M	1	0	4	4	1	0	4	0	4	0	4	4	0	4	4	4	1	4	0	0	43
70	F	1	0	3	4	0	0	3	0	4	1	4	4	1	4	4	4	0	4	0	0	41
71	F	0	1	4	4	1	0	4	1	3	0	4	3	0	4	4	3	1	3	1	0	41
72	F	0	1	3	4	1	1	3	0	4	1	3	4	0	3	4	4	0	3	0	0	39
73	M	1	1	3	4	1	0	4	1	4	0	4	3	1	4	4	3	1	4	1	1	45
74	M	1	0	3	4	1	0	4	0	4	0	3	4	0	4	3	4	1	3	0	0	39
75	M	0	0	4	3	0	1	4	0	4	0	4	3	0	4	4	4	0	4	0	0	39
76	F	1	0	4	4	1	0	4	1	4	1	4	4	1	3	4	3	1	3	1	0	44
77	F	0	0	4	4	0	1	4	1	4	1	3	4	2	4	3	4	1	4	1	0	45
78	F	0	1	4	4	0	2	3	0	4	2	3	4	1	4	4	4	2	4	0	0	46
79	F	0	1	4	4	0	1	4	1	3	0	4	4	0	4	4	4	0	3	1	0	42
80	M	0	1	4	4	1	0	4	0	4	2	4	4	2	3	4	4	1	4	0	0	46
81	F	0	1	3	4	1	0	3	1	3	0	3	4	4	3	3	4	1	3	0	1	42
82	F	1	2	4	4	1	0	4	0	4	0	4	4	2	4	4	4	1	4	0	0	47
83	F	1	0	4	3	1	0	4	0	4	1	4	3	1	3	4	3	1	3	1	0	41
84	M	0	1	4	4	0	1	4	0	3	1	4	4	2	4	4	3	1	4	0	1	45
85	M	0	0	4	4	0	0	4	2	4	1	4	4	1	4	4	3	0	4	0	0	43

NO	M/F	STATEMENTS																				TOTAL SCORE
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
86	F	0	0	4	4	1	0	3	1	3	1	3	4	1	4	3	4	1	4	1	0	42
87	F	0	1	4	3	1	1	4	0	4	1	4	3	0	4	3	4	1	3	0	0	41
88	F	0	1	4	3	0	1	4	1	4	1	4	4	1	3	4	3	1	4	0	1	44
89	M	0	0	4	4	1	0	4	0	4	0	4	4	0	3	3	4	1	3	0	0	39
90	M	0	0	4	3	0	1	4	0	4	0	3	4	0	4	4	4	0	4	1	0	40
91	M	0	0	3	4	1	0	4	0	4	0	4	4	2	3	3	4	1	4	1	0	42
92	F	1	1	4	3	1	0	4	1	4	1	4	3	1	3	4	3	1	3	0	1	43
93	F	1	1	4	4	1	0	3	0	4	0	4	4	1	4	3	4	1	4	1	1	45
94	F	0	0	3	4	0	1	4	0	4	1	4	3	0	4	4	3	1	4	0	1	41
95	F	0	0	4	3	0	2	4	0	4	1	4	4	0	3	4	4	2	3	0	1	43
96	M	0	1	4	4	0	0	4	2	4	1	4	4	1	4	4	4	1	4	0	0	46
97	F	1	0	3	4	1	1	4	1	3	0	3	4	0	4	3	4	0	3	0	0	39
98	F	0	0	4	4	0	0	4	0	4	0	4	4	1	3	4	3	0	4	0	1	40
99	F	0	0	3	4	1	0	4	0	4	0	3	4	0	4	3	4	1	4	0	0	39
100	M	0	0	4	4	1	0	3	0	4	0	4	4	0	4	4	3	1	3	0	0	39

B. Data Analyses

1. Language Attitude

Language attitude is the attitude toward language. Here, the respondents were asked some questions about their attitudes toward Chinese language by choosing one of five answer categories. Through these questions, the writer tries to find out what kind of attitudes toward Chinese language that the students have. To make clear the criteria of the good attitude that the writer means, there are some language attitude variables which are also the questions of the questionnaire.



a. The prohibition to teach Mandarin at high schools by the government

From the result of the research, it is known that 70 respondents (70%) strongly disagree and 30 respondents (30%) disagree if the government still not gives permission.

b. The prohibition for the books and magazines written in Mandarin to enter and be distributed in Indonesia

From the result, it is known that 40 respondents (40%) strongly disagree, 58 respondents (58%) disagree and 2 respondents (2%) neutral if the books or magazines use Chinese language are published in Indonesia.

c. The revocation of the requirement demanding good command of Mandarin in job opening

There are 53 respondents (53%) who strongly disagree, 38 respondents (38%) who disagree and 9 respondents (9%) who are neutral if the requirement of job application.

d. I would be glad if Mandarin were taught at school

From the result of the research, it is known that 21 respondents (21%) agree and 79 respondents (79%) strongly agree if they can learn Chinese language at school.

e. Mandarin films are dubbed into Indonesian language

There are 56 respondents (56%) who strongly disagree, 39 respondents (39%) who disagree and 5 respondents (5%) who are neutral if the Mandarin movies are dubbed in Indonesian.

f. I prefer Mandarin to Japanese

From the responses, there are 72 respondents (72%) who strongly agree and 28 respondents (28%) who agree and it shows that they prefer Chinese language to Japanese.

g. English enjoys a higher status than Mandarin

There are 48 respondents (48%) who strongly disagree, 41 respondents (41%) who disagree and 11 respondents (11%) who are neutral when they ask that the status of English is higher than Mandarin.

h. I would be glad if non-Chinese descendants could use Mandarin

From the result of the research, it is known that 68 respondents (68%) strongly agree and 32 respondents (32%) agree and it shows that they are glad and proud if the non-Chinese descendant can speak Mandarin.

i. I will use Chinese language properly

There are 70 respondents (70%) who strongly agree and 30 respondents (30%) who agree and it means that they will use Mandarin properly.

j. I would be glad to see someone use Mandarin inappropriately

From the result, there are 47 respondents (47%) who strongly disagree, 39 respondents (39%) who disagree, 13 respondents (13%) who are neutral and 1 respondent (1%) who agree and it shows that they were not glad to see someone use Mandarin inappropriately.

k. A person who masters English has higher prestige than those mastering Mandarin

There are 64 respondents (64%) who strongly agree and 36 respondents (36%) who agree that a people who masters English has higher prestige than those mastering Mandarin.

l. I must able to master and use Mandarin

From the result of the research, it is known that 66 respondents (66%) strongly agree and 34 respondents (34%) agree and it shows that they realize they must be able to master and use Mandarin.

m. I don't care if people speak Mandarin and confuse it with other languages

There are 31 respondents (31%) who strongly disagree, 58 respondents (58%) who disagree and 11 respondents (11%) who are neutral and it show they care with the using of Mandarin in society and do not like if they confuse Mandarin language with other language.

n. It is not necessary to extend and deepen my knowledge of Mandarin

From the result of the research, it is known that 73 respondents (73%) strongly disagree and 27 respondents (27%) disagree when they do no necessary to extend and deepen my knowledge of Mandarin.

Based on the students' answers, almost all of them have positive attitudes toward Chinese language, for example more than 70% of them prefer Mandarin and they will use Chinese language properly, the other attitudes is 66% of them think that they must able to master Chinese language. Moreover, mostly they strongly agree if the Chinese language is given at school and they agree if

Mandarin films are not dubbed into Indonesian language, so that they can hear learn the accent of native speakers when they speak Chinese language.

2. Ethnic Identity

Some questions below are about language related with ethnic identity. Through these questions, the writer will analyze whether the Chinese students still preserve their ethnic identity or not. There are many supporting variables for the ethnic identity.

a. The use of Mandarin forms is an obstacle to the integration of Chinese descendants into the Indonesian culture and society

From the result of the research, it is known that 61 respondents (61%) strongly disagree, 38 respondents (38%) disagree and 1 respondent (1%) neutral if the using of Mandarin language is an obstacle to the integration of Chinese descendant into the Indonesian culture and society.

b. The freedom to learn and use Mandarin for the Chinese descendants like what is happening in Malaysia

There are 65 respondents (65%) who strongly agree and 35 respondents (35%) who agree when they are given a freedom to learn Mandarin like in Malaysia.

c. As a Chinese descendant, it is regrettable if I cannot speak Mandarin

There are 77 respondents (77%) who strongly agree and 23 respondents (23%) who agree if they cannot speak Mandarin, they will feel so regrettable.

d. I feel responsible for the sustainable existence of Mandarin

From the result, it is known that 67 respondents (67%) strongly agree and 33 respondents (33%) agree, it shows that they feel that they also responsible for the sustainable existence of Mandarin.

e. The use of Mandarin shows my identity as a Chinese descendant

There are 60 respondents (60%) who strongly agree and 40 respondents (40%) who agree if they speak Mandarin, it will show their identity as a Chinese descendant.

f. I am not responsible for the extinction of Mandarin in Indonesia

From the result of the research, it is known that 60 respondents (60%) strongly disagree and 40 respondents (40%) disagree, it means that they feel responsible for the extinction of Mandarin in Indonesia.

According to the result above, the Chinese students still preserve their ethnic identity although they are acculturated and assimilated to local culture such as Javanese culture. They think that the use of Mandarin form is not an obstacle to the integration of Chinese descendants into the Indonesian culture and society. More than 70% of them feel responsible for the sustainable existence of Mandarin, so that they will regret if they cannot speak Mandarin.

C. Interpretation of the Output of Chi-Square Test

The chi-square value with the level significant 0.05 is $X^2_{0.05} = 3.841$ (from chi-square table). Then to find whether the H_0 is accepted or not, there is the rules that if

- The value of $X^2_{tests} > X^2_{table}$, means that H_0 is not accepted
- The value of $X^2_{tests} < X^2_{table}$, means that H_0 is accepted

There is the result of Chi-Square test:

Table 3.3
Chi-Square Tests

	Value	df	Asymp.Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	4.905	1	.027		
Continuity Correction	3.997	1	.046		
Likelihood Ratio	4.884	1	.027		
Fisher's Exact Test				.033	.033
Linear-by-linear Association	4.856	1	.028		
N of Valid Cases	100				

From the output of the Chi-square tests, the value of chi-square tests was 4.905. It shows that the value of the tests is greater than chi-square table and indicates that H_0 is rejected.

According to the result of Chi-square test, there was a relationship between language attitude and ethnic identity. This means the language attitude of the students toward Chinese language could be used as a reflection of their ethnic identity. For the students, Chinese language is important to learn besides English. Actually, most of them live in the diglossic community which Indonesian language becomes high language and Chinese language becomes low language. So, some of them join a Mandarin course. They practice it when they speak with their family at home. Since there are a lot of Chinese movies and songs that they can watch and listen to, they are more interested in learning Chinese language. They are very happy if they can study it at school although it is not the main subject.

CHAPTER IV

CONCLUSION