

CHAPTER IV

CONCLUSION

There are 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 judgment toward language, its speaker and its functions, and applied concern of such study in language education and extend to all sorts or behavior 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 language 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 on their way in realizing their ethnic identity. One way of Chinese to realize and

survive their ethnic identity is by using such a different language or variety (code). Positive feelings about one's own language are often engendered by the role it plays as a marker of desired group identity, and negative feeling if such identity is rejected. Code alternation or shifting often signals changing feelings about group identity for an individual in different contexts, or as different emotions are aroused during a single communicative event.

The third generations of Chinese who join the national schools which use Indonesian language have certain language attitudes toward their Chinese language. They are more acculturated and assimilated to the main stream of the society than the previous generation. Most of them cannot 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 diverse attitudes about language and identity are very salient in teaching and learning a second language.

Based on the research that the writer had done, the result shows that the Chinese students in SMUK Santa Maria have positive attitude toward Chinese language. From 100 respondents, 49% of the respondents agree and 33% strongly agree if the Chinese language is learned at school. Moreover, 56% choose Chinese language than Japanese if they have a chance to learn. 50% of them agree that they

will use the Chinese language correctly. Beside that, 56% strongly disagree if the Chinese movies are translated into Indonesia.

Many Chinese students are the member of Mandarin course. Most of them said that they join into that course by themselves. They think that Chinese language is the important language that they should be able to know beside English. Some of their families are in China, so they must speak using Mandarin if they want to have a conversation. They also learn Chinese language when they listen to some Mandarin songs and see the movies.

From those attitudes and according to the research, the students' language attitudes toward Chinese language reflect their ethnic identity.

BIBLIOGRAPHY