

a local language

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Learning a Local Language at School in Indonesian Setting

Abstract—This study attempted to identify how attitude and motivation and the success in language achievement are correlated. The subjects of this study consisted 73 students who had been learning Lampungese as a local language in Indonesia. The data on the attitude and motivation was arranged in a Likert-Style format and the data on the success in language learning was collected through a test consisting four language skills. The data collected from the questionnaires were analysed to measure internal consistency of hypothesized scales by using item-to scale coefficient. To determine how the variables were correlated, correlation analyses were undertaken. The result shows that students' attitude predicted motivation, and, in turn, their motivation predicted their language performance; it may be interpreted that attitude predicts motivation through the mediation of motivation.

Index Terms— language attitude, local language, motivation, language achievement

I. INTRODUCTION

Many studies on attitude have referred to the findings of Thurstone's study conducted in 1946. In his study, he defines attitude as the intensity of positive or negative affect for or against a psychological object. He further explains that a psychological object is any symbol, person, phrase, slogan, or idea towards which people can enter as regards positive or negative affect (Kiesler et al., 1969, p. 2). A definition proposed by Shaw and Wright (1967, p. 10) is that attitude is a relatively enduring system of affective, evaluative reactions based upon and reflecting concepts or beliefs which have been learned about the characteristics of a social object or class of social objects. The latter definition implies that attitudes are not innate, and they are learned (Shaw and Wright, 1967). They are regarded as products of social structure. This is consistent with Campbell (cited in Lemon, 1973, p. 8), who believes that attitude is a syndrome of response consistency with regard to a set of social objects. By identifying attitude of language learners, it is expected that teachers may make their students to have positive attitude to the target language in order that the learners learn the language optimally.

In order to identify the attitude of the learners, the attitude should be measured and it is quite possible that attitudes towards an object are not overtly expressed but still measurable. It seems that attitudes become behaviourally manifested when people do not expect anything by pretending. Baker (1992) states that attitude is a hypothetical construct used to explain the direction and persistence of human behaviour. He explains that attitudes are latent and hidden though they can be used to predict behaviour. They cannot be directly measured. From the above definitions, it can be concluded that attitude is a relatively constant system of evaluative processes towards an object(s) based on what individuals have learned in previous settings. The affective evaluation towards an object may range along a continuum from positive values to negative values as stated by Fishbein (1967). Zero attitudes are considered as no attitude towards the attitude object or an ambivalent attitude (Shaw and Wright, 1967). Even though attitudes are relatively constant in individuals, attitudes have been learned. Since they are learned, they may be changed by further learning (Lemon, 1973). This is one of the reasons why identifying the attitude to the target language is important in teaching the language.

Attitudinal behaviour can be divided into three components: cognitive, affective, and conative elements (Lemon, 1973; Baker, 1992; Els et al., 1984). The cognitive component of attitude refers to the way in which individuals perceive and conceptualize an attitude object. It represents an individual's belief about the attitude object. The affective component refers to the feeling towards the attitude object. It is said that individuals may differ markedly in the characteristics they ascribe to an attitude object, but they may be identical to each other in the degree of positive or negative feeling they manifest towards it (Lemon, 1973). The conative component, which is also called action component (Baker, 1992, p.13), is concerned with an individual's intention to behave in certain ways with regard to the attitude object, which is called *readiness for action*.

It is said that the belief about an attitude object is different from the opinion about the object. Thurstone (cited in Lemon, 1973) states that an opinion is simply a manifestation of an attitude, and that opinion can, therefore, be used to diagnose the underlying attitude predisposition. Opinion is defined as an overt belief without an affective reaction while attitudes contain affective reaction (Baker, 1992; and Summers, 1969). However, opinion is not always consistent to attitude. For example, a man may be a liar for reasons of courtesy, especially in those situations in which frank expression of attitude may not be well-received (Summers, 1969).

The role of attitude and motivation in language learning

So far, the discussion relates to attitude in general. Baker (1992) discusses attitude more specifically in terms of language. Language attitude is considered very important to language teaching since policies on language can flourish or fail according to the language attitudes of the community. He agrees that there are two kinds of language attitude: instrumental attitude and integrative attitude. Instrumental attitude is mostly self-oriented and individualistic, e.g. vocational reason, status, achievement, personal success and survival, while integrative attitude to a language is mostly a social and interpersonal orientation and may concern attachment to, or identification with a language group and its cultural activities (p. 32).

Baker (1992) interchanges the term attitude with motivation. It seems that the interchange is influenced by Gardner and Lambert. The term *integrative* and *instrumental*, which is used to classify attitude, is commonly used to classify motivation (Gardner and Lambert, 1972). Also, there seems to be some disagreement about the terms of integrative and instrumental motivation in classifying the reasons for learning a foreign language. Various researchers might classify reasons for learning a foreign language differently (Spolsky, 1988). The term "integration" seems to have resulted from the situation in Montreal, where integration is an important issue for English speaking people and French speaking people. However, it is important to note that Gardner and Lambert found that while aptitude for language is one factor in the equation why some learn quickly and others slowly, attitude or motivation to learn a language

was found to be independent of language aptitude. Students with higher ability or greater aptitude were not the only ones with favourable attitudes, nor were they guaranteed to succeed in learning a second language (cited in Baker 1992, p. 33).

Although the term *attitude* and the term *motivation* refer to similar ideas, Gardner et al. (1993) seem to have differentiated attitude from motivation. Their study shows that success in mastering another language also depends on motivation, language attitudes and other individual differences. Gardner and Lambert (1972) further explain that the learner's motivation for language study will be determined by his/her attitude and readiness to identify and by his/her orientation to the whole process of learning (1979).

The discussion of the role of attitude and motivation in second language learning seems not to be final. El-Solh et al. (1984) states that Gardner and Oller have redefined the distinction between attitude and motivation. Attitudes are considered to be directly related to motivation and viewed as motivational support and not as factors which directly affect learning process. It also implies that motivation directly effects on L2 learning. Motivation to learn a language is not only determined by attitudes, but also by other factors, such as the desire to please teachers or the promise of a reward. El-Solh et al. (1984) further explains that a learner who is instrumentally motivated does not necessarily have positive attitudes towards the target language group. Kuhlmeier et al. (1996, p.500) assumed a strong relationship between attitude and achievement but the empirical data in their study did not justify the assumption. Their study, which involved secondary school students of the first German language instruction in Dutch Secondary Education, suggests that at the end of the school year the attitude and achievement correlated as weakly as at the beginning of school year. Further, negative relationships between attitude and achievement were found in a study by Svanes (1988). None of three groups from different cultural backgrounds: Western, Middle East and Africa, and Asia, who were the subjects of his study, revealed a positive relationship between achievement and attitude. Two studies explored the relationship between attitudes and language achievement.

Some other studies have also been conducted to investigate the role of different types of motivation. Different from the studies that have been discussed, which studied motivation from general perspectives (Olshtain et al., 1990; and Oxford & Nyikos, 1989), some studies classified motivation under two types, namely instrumental motivation and integrative motivation (Gardner & Lambert, 1972). Instrumental motivation is considered as desire to meet practical reasons and integrative motivation is considered as desire to be as members of the native speakers (Krashen, 1988). The integrative motivation is often believed to be superior to the instrumental motivation (Gardner, 1985). Grouping motivation under the two types is commonly used in learning another language.

It seems more reasonable to classify motivation as intrinsic and extrinsic (Ramage, 1990). Therefore, in this study, students' motivation was classified based on the reasons for learning English, namely whether the reason (s) are internal to the behavior (intrinsic) or external to the behavior (extrinsic). Ramage (1990) investigated factors that influence the decision to continue or discontinue foreign language study and provides data that intrinsic motivation emerged as a stronger contributor than did extrinsic motivation (p.207-208).

Attitudes that are probably related to motivation to learn a foreign language are attitudes towards the language, the teacher, and the course (Setiyadi & Sukirlan, 2016). Baker (1992) states that language attitude is an umbrella term, under which resides a variety of specific terms, such as attitude to language groups, to language lesson, and to the uses of specific language. The present study was aimed to identify the attitude to an indigenous language, the teaching of the indigenous language and the speakers of the language. The study is expected to solve a problem why the result of the teaching of the indigenous language at school in Indonesia is still far from expected.

The discussion and investigation of attitude is challenging. The variation in findings seems to have been due to different concepts and definitions of attitude and motivation and the relationships of the two variables with language proficiency. It seems that there is a need to identify the role of attitude and motivation in language learning. The objective of this present study is to identify how attitude to a language is correlated with students' motivation and linguistic proficiency. The findings of the present study will respond on how attitude to a local language, motivation and success in learning a local language are intercorrelated, and the findings of this study is also expected to provide teachers with an idea how they have to deal with the language attitude of the students in learning a local language, their motivation in learning another language, especially a language, in order for the students to have better results in learning a local language.

II. METHODOLOGY

The subjects of the study were 73 students who had been learning Lampungese as a local language, which is one of the indigenous languages in Indonesia. The data were collected through a questionnaire, which were developed to measure the attitude to the language, attitude to the teaching of the language and the attitude to the speakers of the language. This questionnaire consists of 30 items (Widodo, Ariyani & Setiyadi, 2017). The responses of strongly agree got 5 and those of strongly disagree got 1.

The questionnaire which was meant to assess motivation consisted of 40 items (Widodo, Ariyani & Setiyadi, 2017). In the questionnaire of motivation, students were provided with statements with three possible answers which were arranged in an ordinal variable. The scores of the choices are 1 for the lowest motivation and 3 for the highest motivated behavior. The items are either negatively worded or positively worded. Some items of the questionnaire to assess motivation was theories of motivation and some other items were adapted from Gardner (1974). The two questionnaires were given in the national language, Indonesian.

Language proficiency was measured to assess the language proficiency of the local language. The test consists of the four parts of language skills, namely: listening, speaking, reading and writing. Each part has 10 items. The total score for each section is 25 with no penalty for wrong answers. The total score ranges from 0 to 100.

The data collected from the questionnaires were analysed to measure internal consistency of hypothesized scales by using item-to-scale coefficient. This was done to obtain an indicator of the scales' unidimensionality by determining if the responses to a particular item reflected the pattern of responses on other items (de Vaus, 1985, pp. 88-89). If it did not, it was assumed that the item was measuring something different from the other items and it was dropped from the scale. The analysis was conducted by using the Cronbach alpha coefficient. The alpha ranges between 0 and 1, the higher the alpha, the more reliable is the questionnaire.

III. RESULT

To measure the internal consistency of the hypothesized scales of the questionnaire of language attitude and motivation, Cronbach Alpha coefficients were computed for each scale. Table 1 provides evidence that the scales of attitude and motivation have high alpha

values. All the scales in this study were internally consistent; therefore, the criteria on internal consistency of the constructs were met in this analysis. In general, the items developed in the present study had high correlation with their constructs so that the items of the two questionnaires were considered valid, as shown on Table 2.

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TABLE 1
RELIABILITY OF THE MEASURES

Scales	Items	Cronbach's alpha
Attitude to Lampungese language	10 items	.80
Attitude to the learning of Lampungese language	10 items	.79
Attitude to Lampungese speakers	10 items	.85
Desire to learning Lampungese language	20 items	.88
Intensity in learning Lampungese language	20 items	.80

TABLE 2
VALIDITY OF EACH ITEM WITH THE CONSTRUSTS

Constructs	Items
Attitude to the local language	1)0,706 2)0,702 3)0,730 4)0,740 5)0,802 6)0,811 7)0,932 8)0,718 9)0,760 10)0,793
Attitude to the learning of the local language	11)0,764 12)0,716 13)0,729 14)0,768 15)0,755 16)0,811 17)0,799 18)0,844 19)0,630 20)0,806
Attitude to the native speakers	21)0,703 22)0,856 23)0,664 24)0,773 25)0,667 26)0,877 27)0,857 28)0,888 29)0,745 30)0,777
Desire to learning a language	1)0,806 2)0,772 3)0,735 4)0,840 5)0,702 6)0,808 7)0,832 8)0,818 9)0,860 10)0,893 11)0,784 12)0,776 13)0,629 14)0,868, 15)0,705 16)0,877 17)0,711 18)0,644 19)0,650 20)0,776
Intensity in learning a language	21)0,803 22)0,805 23)0,874 24)0,673 5)0,743 26)0,742 27)0,770 28)0,777 29)0,738 30)0,709 31)0,727 32)0,755 33)0,711 34)0,689 35)36)0,757 37)0,701 38)0,670 39)0,730 40)706

To determine how attitude correlate with motivation and language proficiency, correlation analyses were undertaken. As can be seen from Table 3 the attitude were statistically significantly correlated with motivation but not significantly correlated with language proficiency. Even though attitude was significantly correlated with language proficiency, motivation was significantly correlated with language proficience. This suggests that attitude affects learners' motivation and their motivation has positive effects on language performance.

TABLE 3
CORRELATIONS OF THE VARIABLES

	(a)	(a1)	(a2)	(a3)	(b)	(b1)	(b2)	c
Language attitude (a)	-	.77**	.70*	.43	.69*	.53**	.74*	.50
Attitude to the local language (a1)		-	.88**	.72	.66**	.73**	.55*	.45
Attitude to the learning of the local language (a2)			-	.25	.75**	.71*	.63*	.52
Attitude to the native speakers (a3)				-	.45	.25	.56	.77
Motivation (b)					-	.55*	.88**	.71**
Desire to learning a language (b1)						-	.44**	.62**
Desire to learning a language (b2)							-	.76**
Language performance (c)								-

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** p < 0.01
* P < 0.05

1 IV. DISCUSSION

The empirical data provided in 3 is study shows that the attitude of the students toward Lampungese language as a local language was significantly correlated with their motivation in learning the language while motivation was significantly correlated with language performance. The significant correlation between attitude to the local language and the learning of the local language indicates that attitude and motivation have close relationship. It implies that attitude is the cause and motivation is the effect. Contention is based on the theories that students' attitudes will influence their effort in learning a foreign language since the effort is correlated with actions (Mantle-Bromley, 1995). The actions refers intensity and intentions refers to desire (intention) in learning the local language. Thus, attitudes, particularly attitude to the local language and the learning of the local language, affect motivation in learning the language. This supports an assumption proposed by Gardner and MacIntyre (1993) that motivation mediates any relation between language attitudes and language achievement.

2 The findings show that attitudes to native speakers of the local language are not significantly correlated with either motivation or the components of motivation. This can suggest that although attitudes to the speakers of a language will affect motivation in learning the language of the speakers whenever the students wish to integrate themselves and get along with the speakers, this condition seems not to happen, if not impossible. In Indonesia learning the local language is acquired more as an instrument to have better scores at schools. This may therefore explain why attitude to English and learning English is more correlated with motivation than is attitudes to native speakers of the local language.

That motivation plays a great role in language learning is not questionable; many studies have been conducted that support this statement (Setiyadi, Mahpul, Sukirlan & Rahman, 2016). The findings of the present study indicate that the more motivated students have better language performance. This is in line with a study conducted by Wen and Johnson (1997), which provides evidence that motivation, with other L2 learner variables, has a direct effect on English proficiency. The empirical evidence in their study, whose participants were university students in China, suggests that differences in motivation lead to differences in language proficiency. A study by Olshtain, Shohamy, Kemp, and Chatow (1990), which in 12 Hebrew-speaking children in the Israeli school system, also suggests that the correlation of motivation (and attitude) and achievement in English is strong and supports the argument that motivation affects achievement.

The relationship among attitude, motivation and language performance indicate that students' attitude predicted motivation, and, in turn, their motivation predicted their language performance. Therefore, it may be interpreted that attitude predicts motivation through the mediation of motivation.

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