Intensity of Senior High School Students using Local Language in daily life

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Abstract. This study used a survey approach which aims to examine how the intensity of the use of local language in high school students. Participants were high school students who were selected purposively by considering gender (50% boys and 50% girls) and the area of residence (50% suburban area and 50% rural area). The research instrument used was in the form of 3 survey questions consisting of 1) how often to use local languages in schools, 2) how often to use local languages in the community, and 3) how often to use local languages in the family. The data collection process is carried out online using the google form platform. The verified data were analyzed using descriptive statistical methods and inferential statistics using the SPSS 26 application. Finding show that 1) students in urban areas use local languages less than students in rural area, 2) students use more local languages in the home environment than in the school environment and social environment, 3) there is no significant difference in the use of local languages between male students and female students. It can be concluded that gender is not a factor affecting language attitudes for the context of using local languages.

Keywords: Local Language, Language Shift, Language Atittude, Language maintenance

INTRODUCTION

The research topic related to local language maintenance called mother tounge is one of the important issues that has been widely studied by previous researchers. Several studies focus on examining how the portrait of local language maintenance carried out by the community or government (Roche & Tsomu, 2018; Kasstan, 2019; Hammine, 2020) and several other studies also focus on examining how local language shifts can occur (Kandler & Unger, 2018) ; Sagimin, 2020; Veettil et al., 2020). The importance of local language is indicated by the number of studies that focus on developing methods or strategies in regional language defense (Rizqi et al., 2020; Amery, 2019).

Language shift and maintenance is a language change process that occurs in society which of course requires a long period of time. In general, language shift indicates the existence of a language abandoned by the community of speakers. This means that when a language shift occurs, members of a language community prefer to use another language than the language previously used for several reasons (Veettil et al., 2020: Dreisbach & Demeterio, 2020). Language shift is very serious in relation to bilingualism, because language shift tends not to occur if people only master one language. However, bilingualism is certainly not the single factor that causes language shift. Bilingualism does not automatically cause language shift, even though this is one of the conditions for language shift. Language shift tends to occur through generation (intergeneration), therefore language shift takes more than one generation (Emerine Hicks, 2017; Prochazka & Vogl, 2017).

Another factor that causes language shift is the language attitude possessed by the speech community. The attitude of language can be interpreted as how the community views the local language, when the community considers that maintaining local language is important, it can be concluded that the attitude of the community's language towards their local language is classified as positive, but on the contrary when the community considers it not important, then the language attitude of the community is classified as negative language attitude. This study aims to assess the intensity of the community in using their local language. Through the findings of this study, it can be concluded how the attitudes of the community towards their regional languages through the intensity of their use of local languages. Most of the previous studies that examined language shift were carried out in society in general, this study focused on studying high school students. The findings of this study will describe a portrait of language attitudes in adolescents

RESEARCH METHOD

Research Approach

This study uses a survey approach which aims to determine how the intensity of the use of local language in high school students. No form of intervention was given to participants in this study.

Participants

Participants in this study were high school students who were selected purposively by considering gender (50% boys and 50% girls) and the area of residence (50% suburban area and 50% rural area). The average age of the participants was 11.42.

Research Instrument

The research instrument used was in the form of 3 survey questions consisting of 1) how often to use local languages in schools, 2) how often to use local languages in the community, and 3) how often to use local languages in the family. There are 6 types of response alternatives that can be given ranging from the lowest score (1: never) to the highest score (6: very often).

Data Collection Procedure

The data collection process is carried out online using the google form platform. There is an agreement sheet attached to the google form before participants fill out the instrument provided, and all participants who have been involved in this research have expressed their willingness to be involved in this study as research participants. The data collection process was carried out for 2 weeks.

Data Analysis

The verified data were analyzed using descriptive statistical methods and inferential statistics using the SPSS 26 application. Descriptive statistics were used to determine the average use of local languages in students in terms of gender differences, school location / residence, and the realm of local language use. Inferential statistics are used to determine whether there are significant differences in the intensity of local language use between students who study and live in rural and urban areas and between male and female students.

FINDING AND DICUSSION

Differences in the Intensity of Using Local Languages by Region

In general, it can be concluded that there is the difference in the intensity of regional language use between urban and rural students. It can be seen in table 1:

Table 1. The Intensity of using Local Language by Region

School Region	Mean	Deviatioan Standard
Uburban Area	2.06	0.56
Rural Area	3.73	0.67

Students in urban areas use local languages less (M: 2.06) than students in rural areas (M: 3.73). To find out whether there are significant differences in the use of regional languages between rural and urban students, it can be seen in the following table:

Table **2**. The Result of Independent Sample T-Test

| | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
								Lower	Upper
Equal variances assumed	1,83	,181	-25,44	58	,000	-5,000	,197	-5,393	-4,607
Equal variances not assumed			-25,44	57,189	,000	-5,000	,197	-5,393	-4,607

Significance data in table 2 shows the Sig value. (2-tailed) of 0.00. This indicates that there are significant differences in the use of regional languages between students in urban and rural areas. This indicates that students in urban areas use Indonesian more intensely than their local languages. It is different with students in rural areas who tend to use local languages more intensely and tend to be able to balance the use of local languages and Indonesian in their respective domains.

Differences in the intensity of the use of local languages based on the domain of use

The use of language is closely related to the realm of its use in the sense that the language is used both in the school environment, the community environment (social environment), and the family environment. Tables 3 and 4 explain the differences in the use of local languages in 3 different domains, both in urban and rural schools.

Table 3. the intensity of the use of local languages based on the domain of use in the Uburban Area

Locations	Mean	Deviation Standard
School	1.63	0.49
Community (Social Environment)	1.86	0.34
Home	2.7	0.46

Table 3 shows that students in urban schools use more local languages in the home environment than in the school environment and social environment. However, it can be seen that the mean of the use of local languages in the home environment is 2.7. This is of course low, because the maximum score in the questionnaire used is 6. This shows that as well as in the home environment, students in urban areas are still more intent on using Indonesian than regional languages.

Table 4. the intensity of the use of local languages based on the domain of use in the Rural Area

Locations	Mean	Deviation Standard
School	3.23	0.43
Community (Social Environment)	3.46	0.50
Home	4.5	0.50

The same findings are also shown in table 4 which explains that students in rural schools use more local languages in the home environment than in the school environment and social environment. The difference is that the mean of the use of local languages in the home environment in rural areas is much higher than in urban areas. This shows that students in rural areas use local languages more intensely than Indonesian at home.

The Differences in the Intensity of the Use of Local Languages Based on Gender

Several previous studies have shown that gender is one of the factors that can influence a person's language attitude. This study compares the language attitudes of male and female students, especially in terms of the intensity of using regional languages. When the intensity of the use of regional languages is high, of course, it will have a positive correlation with the attitude of the language towards the regional language, and vice versa. For more details, see tables 5 and 6.

Table 5. the Intensity of the Use of Local Languages Based on Gender

	Group	N	Mean	Std. Deviation	Std. Error Mean
Intensity	Boys	30	8,50	2,529	,462
	Girls	30	8,90	2,759	,504

Table 5 shows that the mean intensity of male students' use of local language (8.50) is lower than that of female students (8.90). To find out whether there are significant differences between the two groups, it can be seen in table 6.

Tabel 6. The Result of Independent Sample T-Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	2,05	,157	,585	58	,561	-,400	,683	-1,76	,968
Equal variances not assumed			-,585	57,56	,561	-,400	,683	-1,76	,968

The data of significance in table 6 shows the Sig value. (2-tailed) of 0.561. The significance value is greater than the standard significance value used (0.05). This indicates that there is no significant difference in the use of local languages between male students and female students. Based on these data, it can also be concluded that gender is not a factor affecting language attitudes for the context of using local languages.

CONCLUSION

There are some points which can be concluded that there are significant differences in the use of regional languages between students in urban and rural areas. This indicates that students in urban areas use Indonesian more intensely than their local languages. It is different with students in rural areas who tend to use local languages more intensely and tend to be able to balance the use of local languages and Indonesian in their respective domains. Students tend to use more local languages in the home environment than in the school environment and social environment. Moreover, there is no significant difference in the use of local languages between male students and female students. Therefore, it can be concluded that gender is not a factor affecting language attitudes for the context of using local languages.

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