

Language Attitudes of SMAN 9 Bandar Lampung Students towards French Language

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Abstract

This study has two objectives, namely to describe the language attitudes of SMAN 9 Bandar Lampung students towards French language and to explain the factors influencing their language attitudes. This study used a quantitative descriptive method. Questionnaires and interviews were used for data collection. Meanwhile, a Likert scale analysis was used to analyze the data and statistical tools were also used to determine the value of the overall language attitude component. The results of this study indicate that the language attitude of the students of class XI IPA 1 and IPA 2 of SMAN 9 Bandar Lampung is in the positive category. The minimum threshold value of positive and negative attitudes is 50 and the average value obtained by students through the three components of language attitude in this research is 63.00 which means that the language attitude of students toward French language is positive. Then, based on factors, the factors influencing language attitudes started from the most significant are consecutively (1) language pride; (2) power and influence of language; (3) internal nature of language; (4) power and influence of language, and (5) social background of learners.

Keywords: sociolinguistics, language attitude, factors of language attitude, French language

Introduction

Advances in the field of information technology are increasingly rapidly enabling humans to communicate more easily and quickly. One of the important requirements for good communication is mastery of language. Mastery of language, especially foreign languages, seems to be increasingly becoming an obligation because it plays a role in facilitating global communication. Therefore, nowadays more and more individuals are able to speak foreign languages even more than one.

There have been many attempts to generalize the ability of each individual to acquire and learn foreign languages, one of which is by incorporating foreign languages into the learning curriculum in all schools in Indonesia. Several foreign languages are introduced to students in Indonesia, one of which is French. Unlike English which has been taught since elementary school or early childhood education, French language learning generally starts at high school level.

Education does not only cover the cognitive and psychomotor domains. Attitude is also a focus that is not less important. Hills and Evans (1989) in Nurulia (2017) state that certain attitudes in learning in children's growth are an important part of education. The definition of the word attitude itself generally refers to the shape of the body, an upright standing position, behavior or gestures, and actions or actions taken based on views (positions, beliefs or opinions) as a reaction to the existence of a thing or event (Chaer, 2010).

Attitude is something that is quite complicated to be formulated conceptually because it relates to psychological aspects. Attitudes are psychological constructs noted in the individual's mind but expressed through behavior or action. This behavior could be positive

or negative, favorable or unfavorable (Nwagbo, 2015; Thurstone and Charlesh cited by Azwar, 2002 in Muliarsih (2009).

Attitude is also closely related to the behavior of a person. A person's attitude can be interpreted from verbal and nonverbal behavior. Anastasi (1982, cited in Nurulia, 2017) states that a person's attitude cannot be observed directly, but can be interpreted from visible behavior, both verbally and non-verbally. From this understanding, the terms of attitude are known, namely linguistic attitudes and non-linguistic attitudes.

In the context of language learning, attitudes related to language are called language attitudes. Language attitude is the attitude of language users towards the diversity of their own language and the language of others (Kusuma, 2016). Attitudes towards the language being studied contribute to success in mastering the language, of course, in addition to other factors. Brown (1985 in Martha et al, 2013) in the study of language learning, there are several factors that influence language mastery, such as: 1) innate factors, such as language-specific talent, 2) general factors, such as attitude and motivation. (motivation), and 3) cognitive styles, such as field dependence and field independence, reflectivity and impulsivity. The same thing was conveyed that there are several variables that affect language learning including the level of development of the learner, age, attitude and motivation (Ellis, 1988 cited by Sudirman & Huzairin, 2017). Similarly, Lambert (1963) in Kusuma (2016) proposes a social psychological model for attitudes that emphasizes cognitive factors such as talent and intelligence, and affective factors such as attitudes and motivation. It can be concluded that attitudes have an important role in student achievement.

Language attitude can be interpreted as an assessment of understanding of language as well as language practice, meaning that every individual who has an attitude towards a language can be said that he likes and uses that language to communicate. Attitude language includes three parts or components, namely the cognitive component, the affective component and the conative component.

Language learning is always influenced by linguistic attitudes. A positive attitude will support the achievement of the French language learning goals expected by the teacher. Meanwhile, if it raises a negative attitude, the quality and expected learning objectives will be affected. Meanwhile, Jendra (2012) states that there are five factors that can influence a person's attitude towards language, namely: (1) pride in language; (2) the power and influence of language; (3) experience in learning a language; (4) the internal nature of the language, and (5) the social background of the language learner.

French for high school students is the second foreign language after English. The difference between the two languages or with Indonesian certainly gives a different impression or opinion, which in turn gives birth to a certain attitude towards this language, it can be positive or negative, especially during a pandemic like today where learning is taking place online using applications that allow distance learning.

Based on preliminary studies in several schools that provide French language learning, it is known that it is not easy to organize language learning through applications such as WhatsApp or Google Classroom, especially for certain competencies. In addition, several research results that examine the effectiveness of distance learning support the need to study this condition more deeply.

Theory and Method

Language attitude is an assessment of language understanding as well as language practice. It means that every individual who has an attitude towards a language can be said to like and use that language to communicate. According to Allport in Chaer (2010) attitude is mental and nervous readiness, which is formed through experience that provides a

dynamic direction or influence on a person's reaction to all objects and circumstances involving that attitude.

Meanwhile, Lambert in Chaer (2010) states that the attitude consists of three components, namely cognitive, affective and conative. The explanation of the three components is as follows.

1. The cognitive component relates to knowledge about the natural environment and ideas which are usually categories used in the thinking process.
2. The affective component concerns the problem of good judgment, likes or dislikes, towards something or a situation, then the person is said to have a positive attitude. Otherwise, it is said to have a negative attitude.
3. The conative component concerns behavior or actions against a situation.

In fact, language attitudes can be grouped into two parts, namely attitudes towards language and attitudes towards language. Attitudes towards language are emphasized on responsibility and respect for language, while language attitudes are emphasized on self-awareness in using language in an orderly manner. From a sociolinguistic perspective, the phenomenon of language attitude in a multilingual society is an interesting phenomenon to study because language attitudes can determine the survival of a language.

The state and process of forming language attitudes are not far from the state and process of forming attitudes in general. As is the case with attitudes, language attitudes are also psychological events so they cannot be observed directly. Language attitude according to Kridalaksana (2001) is a mental position or feeling towards one's own language or the language of others. Language attitudes can be observed through language behavior or speech behavior. However, this case also applies the provision that not every speech behavior reflects language attitudes. On the other hand, language attitudes are not always reflected in speech behavior.

Negative attitudes towards a language can also occur when a person or group of people no longer has a sense of pride in their language and shifts it to another language that is not theirs. This can be influenced by several factors. Jendra (2012) states that there are 5 factors that can influence a person's attitude towards language, namely: (1) a sense of pride in language; (2) the power and influence of language; (3) experience in learning a language; (4) the internal nature of the language, and (5) the social background of the language learner.

There have been many pieces of research on language attitudes. Many researchers have conducted research that aims to describe the language attitudes of a particular group or to find the relationship between language attitudes and other elements with groups, conditions, environments and problems that are definitely different.

Research on students' language attitudes towards Indonesian was conducted by Dingding (2003), Wardani (2013), Wistari (2015) with mixed results. The results showed that language attitudes viewed from the cognitive, conative and affective aspects could be positive or negative. Meanwhile, research on attitudes towards regional languages was carried out by Yudarsono (2004).

In the context of foreign languages, there is research conducted by Hieda & Shabudin (2012) on attitudes and perspectives towards Japanese as a foreign language among Japanese language students at Universitas Kebangsaan Malaysia and by Kusuma and Adnyani (2016) examining the orientation of motivation and language attitudes. students of the Department of English Education with the result that students have a positive attitude towards the language being studied.

Another study examines attitudes in German using the gender variable of the research subject (Sobara & Ardiyani, 2013). The results show that 1) female respondents have a

higher pride value in language than male respondents, 2) the value of loyalty to the language of both groups of respondents is equally good, 3) male respondents look more confident and speak more straightforwardly than male respondents. women, 4) the value of awareness of the norms of female respondents is higher than that of men.

Meanwhile, Suciaty (2017) examines the relationship between the language attitudes of UPI's French Education Department students on French language skills and the factors that influence these language attitudes with the result that 72.75% of students have a positive attitude towards French, and the results of the analysis The results obtained are positive language skills that can affect the success of natural students in mastering French.

The difference between this research and other relevant research, apart from being in the subject of the study, another difference lies in the condition of French as a second foreign language and is a subject of specialization carried out during the pandemic. In this study, the researchers used the language attitude theory from Lambert in Chaer and Leonie (2010: 150), and the theory by Jendra (2012) to find out the factors that can affect a person's attitude towards a language. This research is expected to be useful for enriching insight into students' language attitudes towards French.

The subjects in this study were students of class XI IPA 1 and 2 of state senior high school 9 Bandar Lampung, while the object of this study was language attitudes and factors that influence language attitudes. Data collection techniques in this study were using questionnaires and interviews. The instruments in form of a questionnaire used in this study refers to that on language attitudes used by Budiawan (2008). The data analysis technique used to determine the value per component is a Likert scale analysis with the scoring system used referring to the Likert scale using 4 scales (strongly agree (SA), agree (A), disagree (D), strongly disagree (SD)).

In processing the component questionnaire data, the authors used a statistical calculation pattern in the form of a percentage, meaning that each data is presented after being tabulated in the form of a frequency for each answer. The data that has been collected is processed into a frequency distribution table using the formula:

$$P = \frac{F}{N} \times 100$$

Description

P: Percentage for each category answer

F: Frequency of answers

N: The total number of samples or objects study

Then to find out the overall value of the language components (conative, affective and cognitive) the researchers used a statistical tool, namely PASW. PASW (Predictive Analytics Software) is a computer program used to analyze calculations and process statistical data, Ministry of Education and Culture (2014).

Findings and Discussion

The results of the research on the language attitudes of SMAN 9 Bandar Lampung students towards French were positive. The average score obtained by students through the three components is 63.00 with the minimum threshold value of positive and negative attitudes is 50. The results of these scores are obtained through the total value of the three components of language attitudes. The average value on the conative, affective and cognitive components exceeds the median (middle value) which means it can be said to be quite high. So that when analyzed the overall attitude of the language obtained positive results.

The results of further research are the factors that can influence students' attitudes towards the French language. Based on the 5 predetermined factors, it is known that the order of the most dominant factors to not, namely: (1) pride in language; (2) the power and influence of language; (3) experience in learning a language; (4) the internal nature of the language, and (5) the social background of the language learner.

1. Students Language Attitude towards French

This research is based on Lambert (in Chaer & Leonie, 2010) who divides language attitudes into three components, namely: a) conative components, b) affective components and c) cognitive components.

a. Conative Component

The conative component aims to find out whether students use French when communicating, when asking the teacher or when discussing with friends during online learning. The following is a recapitulation of the results of the questionnaire statement on the conative component.

Table 1. Recapitulation of the results of the questionnaire statement of conative components

STATEMENT NUMBER	SCALE				TOTAL
	SA	A	D	SD	
1	0	10	17	3	30
2	2	14	14	0	30
3	0	7	19	4	30
4	1	10	18	1	30
5	0	22	8	0	30
6	2	10	16	2	30

In the conative component, the researchers used 6 statements. Based on the table above, it is known that on average the respondents chose not to agree with each statement. The results of the questionnaire were distributed to 30 respondents from classes XI IPA 1 and XI IPA 2, the average value of the conative component is 14.43333. Based on the achievement of the average score, it can be said that the respondents have a fairly high conative component in the use of French, where the average value of 14.43333 is greater than the median (middle value) which is 12.

b. Affective component

The purpose of the affective component is to determine the respondent's confidence and pride when using French or being able to communicate in French.

Table 2. Recapitulation of the results of the questionnaire statement of affective components

Statement	Scale				Total
	SS	S	TS	STS	
1	0	10	17	3	30
2	2	14	14	0	30
3	0	7	19	4	30
4	1	10	18	1	30

5	0	22	8	0	30
6	2	10	16	2	30
7	8	20	2	0	30
8	2	19	8	1	30

In the conative component, the researchers used 8 statements. Based on the table above, it is known that on average the respondents chose to agree on each statement. This can be seen in the results of the recapitulation of the affective component of the questionnaire statement.

Based on the data obtained, it can be concluded that the minimum value of the respondents is 15 and the maximum value achieved is 29. This means that there are respondents who answered 'strongly agree' in each questionnaire statement on the affective component. The average score on the affective component is 23,26667. From this average, it can be said that respondents have a fairly high pride in the use of French because the average value is greater than the median (middle score) which is 16. So, it can be concluded that most students admit that they feel proud to learn French at school.

c. Cognitive Component

The cognitive component aims to determine knowledge and understanding of using French properly and correctly. To determine the level of understanding of the respondents, the researchers used 4 statements included in the research questionnaire. The recapitulation of the results of the questionnaire statement on the cognitive component is as follows.

Table 3. Recapitulation of the results of the cognitive component questionnaire statement

Statement	Scale				Total
	SS	S	TS	STS	
1	0	7	21	2	30
2	1	9	19	1	30
3	0	15	14	1	30
4	2	15	1	0	30

Based on the table above, it is known that on average the respondents chose to agree and disagree with each statement. The results of the questionnaire which was distributed to 30 respondents related to the understanding and ability of the French language showed that the average value of the cognitive component was 9.2. so that it can be said that the respondents have sufficient cognitive components in the ability and understanding of the French language. where the mean value is 9.2 greater than the median (middle value) which is 8, but differs only 1.2 from the median value. This shows that the ability and understanding of French can be said to be high even though it is only 1.2 different from the median (mean value).

Based on these data, it can be concluded that almost all respondents still find it difficult to understand French grammar. this is because they do not only focus on French subjects so their understanding and knowledge of French are still lacking. Then, most of the respondents also had difficulty pronouncing French sentences. This

is clarified based on the results of interviews on the pronunciation of French sentences.

Overall Language Attitude Score

To find out the overall value of language attitudes, the researchers conducted an analysis using PASW. The following is a table of calculation results using statistical tools (PASW).

Table 4. Statistical analysis of questionnaire data One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Language Attitude	30	63.00	7.93725	4.58258

From table 4 it can be seen that the minimum threshold value for positive and negative attitudes is 50. Based on the results obtained, the average value of the language attitudes of students in class XI IPA 1 and IPA 2 is 63.00. This shows that the results of the language attitude of the 30 respondents are positive.

2. Factors Affecting Language Attitudes in Students

The interview was used to find out what factors influenced the language attitudes of students at State senior high school 9 Bandar Lampung in classes XI IPA 1 and XI IPA 2 towards French. Jendra (2012) concludes that several factors can influence the attitude of language learners towards the language they are learning, including:

- a. Language pride
- b. Power and influence of the language
- c. Language learner's social background
- d. Experience in learning language
- e. Internal nature of the language.

a. Language pride

Based on the results of interviews that have been conducted, all respondents admitted that they are proud to have had the opportunity to learn French at school compared to other friends. As is well known, French is a specialization subject, so only certain classes can learn it. In addition, there are only a few schools, especially in the province of Lampung, that teach French subjects. This triggers feelings of pride because only certain schools teach French subjects.

In addition to the pride, 26 respondents answered that they felt one step ahead compared to their friends who did not learn French. although they are not very mastered, but at least they have experience learning French. There were 4 respondents who answered that they did not feel one step ahead compared to their friends who did not study French because several other classes also studied other foreign languages, namely English and German, which according to him were both difficult to learn.

The respondents' pride was also influenced by their liking for the French language. some of the respondents claimed to like French on the grounds that French is an interesting foreign language to learn because of its sexy pronunciation, while

others answered that French is a unique language because of its very different writing and pronunciation.

The results of the interviews that have been conducted showed that all respondents answered that they were proud to have had the opportunity to learn French at school. Although currently their knowledge and ability of French are still quite low, their enthusiasm when learning French is quite high.

b. Power and influence of the language

French is considered important to learn because they think that French is a language that is widely used by many countries as the national language, so French will be very influential in various fields. However, there are 10 respondents who say that French is less influential than English.

There are 15 respondents who answered that the number of French language users in the world will influence them to continue learning French. The reason is that the more French users, the easier it will be to communicate with foreigners. This motivates them to continue learning French.

Although 25 respondents answered that the number of French users affected their enthusiasm in learning French. However, 5 other respondents answered that it would not affect them to continue learning French. The reason is that 16.6% of respondents learn French only because they fulfill their obligation to study the subject at school.

Having a friend who speaks French is also one of the strengths and influences of the French language. Of the 30 respondents interviewed, there is only 1 person who has a French-speaking friend in real life or on social media. While others do not have it.

Based on the results of interviews that have been conducted, it can be concluded that French has a great influence and power because it is the most widely used international language in the world after English. In addition, such great influence and power can influence students to continue learning French.

c. Language learner social background

Based on the results of the interviews, the 30 respondents answered that they had never visited a francophone country. Most of them reasoned that they had not been able to go to a francophone country (a French-speaking country). The reason the researchers ask this is because the experience of vacationing or visiting a francophone country is one indicator of a person's social status. Traveling abroad requires a lot of money. So, it can be assumed that someone who has traveled abroad has a high social status than people who have not traveled abroad.

In addition to traveling abroad, taking tutoring or learning French using paid applications are also indicators to find out a person's social status. Because by taking tutoring or using a paid application, you need to spend more money to get a more intense French learning.

Based on the data that has been obtained through interviews, only 1 out of 30 of the respondents took French tutoring. The reason is because the student likes French and says that taking French tutoring can support his ability and understanding of French during online learning. While the other 99% did not take French tutoring

for various reasons, the average reason was because they didn't have the money to pay for French tutoring.

So, the conclusion is that the social status factor of the learner in this case the French language learner has no effect on their attitude towards the French language. This is evidenced by the fact that only one out of 30 respondents took French tutoring/lessons. In addition, the 30 respondents did not have experience traveling abroad, especially to francophone countries (French speaking countries) and all of them also did not use paid media / French language learning resources.

d. Experience in learning a language

Based on the results of the interviews, the 30 respondents had experience learning another foreign language, namely English. This experience was obtained since elementary school. Twenty percent of the respondents had taken foreign language lessons other than French, they said that mastering a foreign language would make it easier to get local and foreign information. However, 80% of respondents admitted that they did not have enough time to attend foreign language tutoring. In addition, the absence of fees is also an obstacle for some students to take foreign language tutoring.

So, it can be concluded that the experience in learning a foreign language does not affect them in learning French. Because they had never had the experience of learning French before. The 30 respondents only learned French when they were in high school.

d. The internal nature of the language

The internal nature of French is the last factor that can influence students' attitudes towards French. The internal nature of language is closely related to linguistics, which includes the French grammatical system (syntax), the sound pronunciation system or French pronunciation (phonetics and phonology), and the meaning of French words and sentences (semantics).

Based on the results of the interviews, 90% of the respondents admitted that they still have a little difficulty understanding French grammar which includes the use of conjugations, tenses and adjustment of adjectives to the gender of nouns. This makes it very difficult for students to learn French.

Then, 98% of the respondents said that French pronunciation tends to be difficult to pronounce. This is because the writing and pronunciation are very different. However, not a few of the respondents are optimistic that if they continue to study French, the French pronunciation system is not a major problem. In addition to the different writing and pronunciation, in French there are also nasal vowels or nasal vowels which are quite difficult to distinguish. These difficulties are the reason why the value of ability and understanding achieved by respondents tends to be small.

Conclusion

Based on the results of the analysis, students of class XI IPA 1 and IPA 2 have positive language attitudes towards French with an average index of language attitudes of 63.00. Respondents have a high value of the affective component and the value of the conative

component of French, but their cognitive component value tends to be low. This is due to the difficulty of understanding French grammar which includes the use of conjugations, tenses and adjustment of adjectives to the gender of nouns. Therefore, they think that French is difficult to master. Based on five factors that have been determined by Jendra (2012). It is known that the order of the most dominant factors influencing students' attitudes towards French, namely: (1) pride of French; (2) power and influence of the French language; (3) experience in learning French; (4) internal nature of the French language, and (5) social background of the language learner.

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