

Students' Attitude on Languages They Acquired, Learned, and Use: A Case Study of Double Major Students

Magpika Handayani¹, Aries Utomo²

¹Department of English for Business and Professional Communication, Politeknik
Tonggak Equator Pontianak

²Magister of Culture Studies, Faculty of Cultural Sciences, Universitas Mulawarman
Corresponding Email: magpikahandayani@polteq.ac.id

ABSTRACT

Perpindahan penduduk dan perubahan dunia yang cepat berdampak pada penggunaan bahasa saat ini. Kondisi ini menyulitkan masyarakat untuk mempertahankan bahasa yang telah mereka pelajari, seperti bahasa pertama dan kedua agar dapat terus berinteraksi dengan komunitas, dan mempengaruhi sikap untuk mempelajari bahasa baru agar dapat berkomunikasi dengan orang lain untuk tujuan tertentu, seperti persiapan masa depan dan adaptasi lingkungan. Studi ini mengkaji persepsi mahasiswa terhadap bahasa yang telah mereka pelajari, peroleh, dan gunakan sebagai upaya untuk memahami persepsi mahasiswa terhadap globalisasi. Data diambil dari mahasiswa jurusan Bahasa Inggris yang menggunakan bahasa Inggris sebagai bahasa yang mereka pelajari, dan Khek, Tio Ciu, serta Bahasa Indonesia sebagai bahasa yang mereka pelajari dan gunakan. Data dianalisis secara induktif dengan menguraikan analisis awal dan fokus data untuk menggambarkan sikap mahasiswa terhadap bahasa yang mereka pelajari, peroleh, dan gunakan. Hasil menunjukkan bahwa mahasiswa memiliki sikap positif terhadap bahasa Khek, Tio Ciu dan Bahasa Indonesia sebagai bahasa yang mereka pelajari dan gunakan. Selain itu, mereka memiliki sikap yang sama terhadap Bahasa Inggris sebagai bahasa yang mereka pelajari karena mereka menghargai dan menerimanya secara emosional. Ketiga bahasa tersebut masing-masing memiliki fungsi khusus dalam komunikasi dan mahasiswa menunjukkan kesetiaan, kebanggaan, dan kesadaran mereka terhadap penggunaan bahasa pertama, kedua, dan ketiga tersebut.

Kata Kunci: bahasa yang diperoleh, bahasa yang dipelajari dan digunakan, sikap mahasiswa, studi kasus

ABSTRACT

People's movement and the world's quick changes have an impact on language use nowadays. This condition makes it difficult for people to maintain the language they have learned, such as their first and second languages, in order to continue interacting with their community, or to learn a new language in order to be able to communicate with others for specific purposes, such as future preparation and environmental adaptation. This study examines the views of double major students toward the languages they have studied, acquired, and used in an attempt to comprehend how students view globalization. Data was taken from English students who learn English as the language they have learnt, and Khek, Tio Ciu, as well as Bahasa Indonesia, as the languages they have learnt and used. The findings indicate that students pursuing a double major at Politeknik Tonggak Equator have a positive attitude toward Khek or Tio Ciu and Bahasa Indonesia as the languages they have learned and use. Additionally, they have a similar attitude toward English as the language they have learned because they value and receive it emotionally. Since each of their three languages has a specific function in their communication, they demonstrate their loyalty, pride, and awareness of the usage of their first, second, and third languages.

Keywords: case study, language acquired, learned and used, students' attitude

A. INTRODUCTION

The use of language today is influenced by the rapid changes all over the world and people's mobility. People use the language that is spoken by people where they live, use language to adapt with people who come from different languages and cultural backgrounds, and use language to access any information. This condition challenges people to learn a new language to be able to communicate with other people for certain purposes, like preparing for their future, adapting to a new environment, or maintaining the language they have acquired, such as their first and second languages, to keep connecting with their community. However, each person might have different attitudes on the language they acquired, learned, and use due to some reasons mentioned above, which might threaten the existence of the heritage language or influence their proficiency in the language they learn.

Some studies examined the motivation and attitude of students toward language, how they use it, and how it is maintained. Roostini & Manara (2021) examine the maintenance of language heritage among a group of Papuan students who are living far away from their families. The result shows that there has been a shift in language use among the students because they are living in a community that is different from their native language. Moreover, technology exposure also motivates them to invest in other languages for their future. Chew (2013) examined one university EFL learners' attitudes towards English concerning their motivation to learn the language and awareness of their ethnic identity. The respondents have positive attitudes towards English and wish to speak it fluently and accurately, and are motivated to learn the language by watching English-speaking films and valuing their association with English-speaking culture and people.

Oroujlou & Vahedi (2011) examined whether there is an effective and efficient relationship between language learning, motivation, and attitude. The result of their study shows that systematic and academic application of motivation and attitude issues in language learning classes is very important and can make language courses more interesting. Awala et al (2014) examine the language used and choice at the Malaysia-Thai border, with most of the population being Malaysian. The result shows a geographical demarcation line separating the respondents, but the language they use in both domains is determined by their ethnicity. The findings on language choice from respondents on the Thai side present an interesting effort on language maintenance of Pattani Malay by its minority speakers due to cultural, ethnic, and religious factors. Yow & Li (2017) examined the children's behavior toward language in the bilingual environment, which commonly uses mixed language. The study investigates the characteristics of children's behavior toward language when they prefer to speak the language in their community. The result shows that the behavior of children toward language depends on whether the language is useful or relevant for communication.

The previous studies focused on the attitude of students toward one particular language. This study investigated the attitudes of students on the language they acquired, learned, and use. This research was conducted among double-major students in Politeknik Tonggak Equator. Students in this program study English and Management with the proportion 60% using English as a language of instruction, and 40% using Bahasa Indonesia for Management subjects. The use of Bahasa Indonesia and English as the language of instruction may influence their attitudes toward Khek, Tio Ciu, Malay, and

Bahasa Indonesia as the language they acquired and use, or English as the language they learned. This study aims to examine the students' attitude toward the language they acquired, learned, and use in a multilingual context; moreover, to know how and why they value each language. To achieve the goals of the study, the writer set the research questions, which are in line with the purpose of the study. The research questions in this research are:

- (1) What are the students of double major study programs' attitudes on the languages they acquired, learned, and use?, and
- (2) How do they value each language? And why?

B. LITERATURE REVIEW

Language attitudes are multifaceted evaluations involving cognitive beliefs, affective feelings, and behavioral tendencies, drawing from social psychology, and attitudes toward languages influence language use, maintenance, and policy (Baker, 1992). The attitude in the language is linked with the motivation of an individual in using the language. The first, motivation is linked with basic needs and drives such as exploration, manipulation, or activity in the environment, stimulation, knowledge, and ego enhancement. Second, motivation is linked with instrumental motivation, such as furthering culture, and integrative motivation, such as being integrated with L2 culture (Suparman, 2010). Therefore, the nature of attitude, attitude toward language, and positive attitude toward language are important to discuss to see how they are connected. Attitude is someone's posture, manner, feeling, and behavior toward something that is shown through their actions (Amin, 2020). Attitude can be classified as an affective domain of human beings because it is related to emotion or feeling, which is part of human behavior. Latchanna & Dagneu, cited in Oroujlou & Vahedi (2011), state that attitude is accepted as an essential concept to understand human behavior and is defined as a mental state that includes beliefs and feelings. It means that if an individual believes in the language and has an excellent sense of it, they will be eager to acquire it.

According to Suparman (2010), the affective domain is related to human behavior because it plays a role in the human emotional part. Moreover, Bloom et al., cited in Suparman (2010), explain that affective domains outline five levels of affectivity, they are receiving, responding, valuing, organization of value, and value system. Someone who realizes that the first thing to do related to their attitude toward language is being able to receive the language as part of their language. In a language acquisition context, when language is well received as part of phenomena in their environment, he/she would not avoid it, but tend to use it as an inducement in their daily activities. Regarding responding, when someone is willing to respond as a result of receiving, he or she is doing it basically without intimidation and tends to welcome its existence. As for attitude to language acquisition, if someone gives a good response to the language, they will be satisfied with the language they have acquired for their communication. Moreover, when someone values the language concerning language acquisition, they will also put it as a priority and will commit themselves to the value to pursue it.

The next levels of the affective domain are discussed in isolation due to their similarity in value. When an individual looks at something valuable, he or she will organize it into a system that establishes a hierarchy of value within the system.

Individuals look at a language or a second language as a valuable object and will put it into a system. Moreover, the value that has been internalized by an individual in the organization's value will be used as part of the human being system in which individuals act consistently based on the value that is adopted. Attitude as part of the affective domain will consider a second or foreign language as the object he must receive, respond to, and value as part of his life. This value is then put as a system in the organization, which later becomes something that is internalized.

1. Attitude toward language

Attitude toward language is the factor that makes the language remain (Amin, 2020). Attitude on language influences someone's motivation, which in turn influences their competence in the language (Harmers & Blanch, 2004). Attitude toward language can be observed from the way people talk, communicate, and use the language. Therefore, it can be seen that whether someone has a positive or negative attitude is not separate from attitude (Ginting, 2018). The first thing that needs to be considered by an individual is to form language as a communicative function. When they know how to use the language in communication, they will see the process of the language that is applied in the community (Harmers & Blanch, 2004). Moreover, an individual also must internalize the language behavior present in his/her environment to immerse in the language during the interaction process. Zhixiang (2013), in her research related to language choice and language attitude among different social segments in Shenzhen, China, found that immigrants prefer to use Putonghua and Cantonese languages, which are favorable to use because both languages are considered functional. The language use data showed that Putonghua is widely used in Shenzhen, both in job-related activities and in everyday life.

Although the attitude toward language cannot be seen directly, it can be understood from the way people demonstrate their language. The attitude shown by someone regarding the use of language indicates that they put any respect for the language. Therefore, Garvin & Mathiot (2017) promote the characteristic of attitude toward language. A positive attitude toward language can be characterized as loyal to the language, pride in language, aware of the norm, while a negative attitude toward language is shown by disloyalty toward language, lack of pride in language, and being unaware of language norms.

A positive attitude toward languages that are acquired, learned, and used depends on whether the language is functional, homogenous, and has competing value in its environment that encourages individuals to practice using the language in their community (Harmers & Blanch, 2004). However, sometimes attitude, behavior, and feeling toward language are not the same. When a positive attitude toward language is shown, they might also show negative behavior and feelings. Based on a study conducted by Korani (2012), students statistically show different results between their attitudes, behavior, and feelings towards Kordi. The students tend to have a positive attitude toward Kordi, while the scores for the behavior and feeling are similar. It means that even though they have a positive attitude toward Kordi, their feelings are neither bad nor good.

The positive attitude toward language may allow individuals to use language by way of encouraging someone to use or maintain it in the community, or it can be the reverse, depending on whether the attitude is positive or negative. If a language user has a positive attitude towards the language, then the language will be maintained (Ginting, 2018). On

the other hand, if a negative attitude toward language is portrayed, the speaker may not continue speaking or using the language. It means that the more individuals value the language, the more intimate the relationship would be; consequently, the possibility of maintaining the language would be more substantial.

A positive attitude toward language leads to the frequency of using the language as a means of communication among the people in the particular community. A study conducted by Korani (2012) in Islamic Azad University students toward Farsi as their second language and the effect of their living place (city or village) on students' attitudes. The study showed that students' attitude in Iran-Islamic Azad University, Islam Abad Branch, toward Kordi is more favorable than their attitudes toward Farsi; consequently, they preferred to speak in Kordi rather than Farsi, even though their feelings toward Kordi are neither bad nor good. It means that they give more value to Kordi instead of the Farsi language as a means of communication. This attitude makes students use Kordi more frequently than Farsi for communication. A positive attitude toward language will also make an individual agree with its practical function (Liu, 2018). Moreover, the attitude of language learners toward the language and its speakers greatly influences the language learning process and its outcomes (Gan et al., 2018).

A positive attitude toward language, according to Ginting (2018) is characterized by being proud of language, which encourages a person to make the language a symbol of personal identity, where the people of a certain language encourage themselves to spread and use the language as a symbol of identity and symbol of unity. Awareness of the norms is an attitude that encourages the use of language carefully, correctly, politely, and decently by the speakers, and loyalty is an attitude that encourages the speaker of a certain language to maintain the language from the impact of foreign languages. While the negative attitudes are characterized by disloyalty, lack of pride, and unawareness of the norm.

For a foreign language, a positive attitude plays an important role in language that is learned, and it becomes an essential component of second or foreign language learning pedagogy (Getie, 2020). The strong motivation toward the language makes individuals tend to speak the language in every situation. An individual's attitude toward language will be a helpful factor if they want to use the language. According to Oroujlou & Vahedi (2011), motivation, attitude, language learning, and a set of beliefs about learning the language are among the determining factors that can influence the efficiency of the students in language classes. Moreover, the existence of electronic media also contributes to students' foreign language learning because students who are exposed to electronic media have a chance to become bilingual (Athalia & Asrori, 2021).

C. METHOD

This study is a qualitative study that describes the perception of double major students of English for business and professional communication, Politeknik Tonggak Equator on Khek, Tio Ciu, and Bahasa Indonesia as the language they acquired and use, and English as the language they learned. The data was obtained through a survey with closed-ended questions using Likert scales based on Colin Baker's (1992) framework that was distributed to 29 students of semester 5 and 7 in the English for business and professional communication program. The 29 students were picked up randomly as they

are from similar ethnic backgrounds. The semi-structured interview with them focused on language attitude, was conducted in 20 minutes with 4 students to explore more information from them. All of the students in English for business and professional communication are from the Tiong Hoa ethnic group who speak Khek or Tio Ciu as a heritage language, Bahasa Indonesia and Malay as the second language, and English as the third language. The data was described carefully to study individuals and events in their natural settings (Mackey & Gass, 2005).

The data were analyzed inductively and topic-oriented. All possible aspects of a chosen context are researched, and the topic is clarified through preliminary analysis and focused data collection (Mackey & Gass, 2005). The writers organize the results of the questionnaire obtained from respondents into manageable files. Then the writers look at the data for immersion, code segments inductively, then develop themes or categories deductively. The data is represented through narratives, tables, and by triangulating the data to conclude (Lodico, Spaulding, & Voegtle, 2010). The writers present the percentage of students who strongly agree and strongly disagree with each item. The result is presented in the form of a table to see the students' attitude toward the language they acquired, learned, and use.

D. FINDINGS AND DISCUSSION

The attitude of double major students on the language they acquired, learned, and used is presented in the explanation below. Before going to the research question, demographic information of students is presented in Table 1 below.

Table 1. Students' Demographic Information

No	Demographic items	Percentage (%)
1	Age	100 % 20 years old
2	Gender	8 (27.6 %) Male, and 21 (72.4 %) Female
3	Semester	10 (34.5%) Semester 5, and 19 (65.5 %) Semester 7
4	Ethics	100 % Tiong Hoa
5	First Language	27 respondents (92.9%) speak Tiong Hoa, and 2 respondents (7.1%) speak other languages such as Indonesian and Malay. For those who speak Tiong Hoa, it is divided into 19 respondents (72%) who speak Tio Ciu, 10 respondents (28%) who speak Khek, and 1 respondent who speaks Mandarin.
6	Second Language	27 (93.1%) respondents speak Bahasa Indonesia as their second language, 1 respondent (3.6%) speaks English as the second language, and 1 respondent (3.6%) speaks Tiong Hoa as a second language
7	Third Language	27 (93.1%) respondents speak English as their third language, and 1 respondent (3.6%) speaks Mandarin as the third language, while 1 respondent (3.6%) chose other languages (Malay) as the third language

Demographic information shows there are 8 males and 21 females whose ages are around 20 years old, from 5 to 7 semesters. All of them are Tiong Hoa ethnic who speak

Khek (8 respondents) or Tio Ciu (19 respondents), and two respondents speak Malay with their families. As for second and third languages, respondents speak Bahasa Indonesia as their second language with 27 respondents (93.1%), and English as their third language with 27 respondents (93.1%).

Students of the double major study program's attitudes on languages they acquired, learned, and use?

Language attitude

In terms of feeling, they are proud of their first, second, and third language and consider it is important to be preserved, as is shown in Table 2 below.

Table 2. Students' attitude on their first, second, and third languages in terms of feeling

No	Statement	Number of respond and Percentage (%)				Total respondents
		SA	A	D	SDA	
1	I feel that the local language is important to be preserved because it is the language I got from my parents	23 (79.3)	6 (20.7)	0	0	29
2	I feel out of date when I speak the local language	3 (10.3)	1 (3.4)	10 (34.5)	15 (51.7)	29
3	Using the local language when in the presence of other people who speak a different language is impolite	8 (27.6)	10 (34.5)	7 (24.1)	4 (13.8)	29
7	I am proud to be able to use a second language because it makes it easier for me to communicate with friends from different language backgrounds	20 (69)	9 (31)	0	0	29
8	I am proud to be able to master a foreign language because it will make it easier for me to communicate with many foreigners	23 (79.3)	6 (20.7)	0	0	29

I: Mengapa anda harus menguasai bahasa warisan orangtua anda?

(Why should you master the language inherited from your parents?)

AC: Hmm.... Bahasa ini tu bahasa pertama yang kita dapat dari ibu kita... dari orang tua kita... dan itu mempermudah kita untuk berkomunikasi dengan sesama. Udah itu, kita juga hidup di daerah lingkungan yang menggunakan bahasa ini juga, jadi bahasa ini tu penting. Dengan kita menguasai bahasa ini, setidaknya kita juga mengerti apa yang mereka bicarakan itu. Jadi kita tu enggak bingung tentang apa yang dia bicarakan, orang lain bicarakan gitu.

(Hmm.... This language is the first language we get from our mother... from our parents... and it makes it easier for us to communicate with others. After that, we also live in an environment that uses this language too, so this language is important. By mastering this language, at least we also understand what they are talking about. So we're not confused about what he's talking about, other people are talking about that).

ID: Kita juga dari lingkungan pertamanya aja sudah diajarin sama Bahasa ibu ya. Jadi, kalau bisa mewariskan juga untuk ke keturunan. Seperti yang kita tahu, kebanyakan orang muda, anak jaman sekarang tuh kan kurang bisa, malahan ada yang gak mengerti juga.

(We have also been taught our mother tongue from our first environment. So, if you can pass it on to your descendants. As we know, most young people, today's children, are not capable, some even don't understand.)

TJ: Saya harus melanjutkan untuk generasi ke generasi selanjutnya. (I have to pass it on to the next generation.)

TH: Karena Bahasa warisan tersebut harus dilestarikan untuk kedepannya meskipun hanya digunakan kepada satu suku ataupun sesama yang mengerti. (Because the inherited language must be preserved for the future, even though it is only used by one tribe or another who understands it.)

I: Apa yang anda rasakan ketika menggunakan Bahasa daerah anda?

How do you feel when you use your local language?

AC: Saya merasa itu lebih akrab aja, ada rasa dekat gitu.

(I feel that it is more intimate; there's a sense of closeness)

ID: Merasa unik sih karena kan biasanya kalau kita lagi kumpul. Kan banyak tuh ada orang-orang apa aja. Jadi mungkin untuk circle kita, kumpulan kita, kita pakainya bahasa ini. Terus misalnya di media sosial juga mungkin ada pakai bahasa daerahnya mereka juga. (I feel unique because when we gather, there are many people from different tribes. So maybe for our group, we use this language. On social media, they may also use their local language.)

TJ: lebih akrab dengan bahasa daerah sendiri.

(More intimate with our local language.)

TH: Menurut saya sangat bangga karna belum tentu semua orang bisa berbicara Bahasa Daerah. Selain bangga, salah satunya adalah lebih mudah akrab dan makna artiannya mudah dimengerti satu sama lain yang menggunakan Bahasa itu.

(In my opinion, I am very proud because not everyone can speak the Regional Language. Apart from being proud, one of them is that it is easier to get along and the meaning is easy to understand for each other who uses the language.)

Respondents respectively strongly agree with 23 respondents (79.3%) and agree with 6 respondents (20.7%) that heritage language is important to be preserved and strongly disagree with 15 respondents (51.7%) to feel out of date when using the local language. They are likely to perceive that the use of local language is not polite to be used in the presence of other people who speak different languages, with 10 respondents (34.5%)

For the second language, the respondents feel that they strongly agree that they are proud to use the second language because it eases them to communicate with friends from different languages and cultural backgrounds, with 20 respondents (69%), and agree with 9 respondents (31%).

I When do you use your Second language?

AC Bahasa kedua saya itu bahasa Indonesia dan itu lebih formal ya untuk di lingkungan masyarakat atau pun untuk di lingkungan persekolahan atau kampus gitu

(My second language is Indonesian, and it is more formal in the community, at schools, or on campus)

- ID Kalau Bahasa Indonesia itu umumnya pakai di kalangan temen dan orang yang umum juga, yang tidak bisa Bahasa Tio Ciu*
(Indonesian is generally used among friends and people who can't speak Tio Ciu)
- TJ Kalau bahasa Indonesia untuk sehari-hari ya dengan kawan dengan teman keluarga*
(Bahasa Indonesia is used for everyday with friends and family)
- TH Bahasa Indonesia biasanya saya gunakan diluar rumah, kepada teman yang lagi dijalan, ataupun untuk orang umum lainnya*
(I usually use Indonesian outside the house, with friends I bump into, or with other people)

As for their attitude to foreign languages or the language they learned, they are proud to be able to master a foreign language, with 23 respondents (79.3%), because it helps them stay in contact with foreigners.

- I Kapan dan mengapa anda menggunakan Bahasa ketiga? (Bahasa Inggris)*
When and why do you use your third language?
- AC Pas kita berpergian ke luar negeri atau ya kita jalan-jalan sih buat kebanyakannya, menggunakan bahasa asing. Bahasa Inggris sangat diperlukan dalam kondisi itu*
(Mostly when we travel abroad, using foreign languages, English is important in that situation)
- ID Jadi kalau untuk Bahasa Inggris, itu karna sekarang kebanyakan kan mau pakai Bahasa Inggris ya bahkan ada lowongan kerja yang juga mewajibkan calon karyawannya itu harus bisa Bahasa Inggris juga. Dan Bahasa Inggris memang sangat penting sich untuk masa depan.*
(Currently, everything uses English, and there are even job vacancies that also require prospective employees to be able to speak English as well. English is definitely important for our future).
- TJ Untuk berkomunikasi dengan orang asing ya. Berbicara dengan dosen di kelas dan mencari informasi)*
(To communicate with foreigners, speak with the lecturer in class, and search for information)
- TH Karena saya sambal bekerja saya menggunakan Bahasa inggris dengan klien dari Asia jika kita bisa berbahasa inggris mereka akan senang.*
(I have a job now, and I use English with clients from Asia. If we can speak English, they will be happy)

Respondents feel that each language they acquired, learned, and use is useful because each of them has its own function; therefore, they emotionally receive and value the language (Suparman, 2010). The use of their heritage language makes them more intimate and connected to their culture. Respondents show their positive attitude toward their first, second, and third language by being loyal to the language, proud to use the language, and aware of where and when to use the language (Garvin & Mathiot, 2017). Ginting (2018) mentions that the character of a positive attitude toward language is being loyal, proud of language, and aware of the norms of language. Moreover, Korani (2012) mentions that a positive attitude leads someone to use the language frequently.

Behavior toward language

In terms of behavior toward the language they acquired, learned, and use, respondents show their consistency toward the language they acquired, learned, and use, as is shown in Table 3 below:

Table 3. Students' attitude on their first, second, and third languages in terms of behavior

No	Statement	Percentage (%)				Total Respondents
		SA	A	D	SDA	
4	Local languages need to be preserved even though they are not often used in daily activities	19 (65.5)	9 (31)	1 (3.4)	0	29
5	My second language is the language that I acquired since school, and is used as a language of unity	23 (79.3)	5 (17.2)	1 (3.4)	0	29
6	I use a second language when hanging out with other people with a different first language background	23 (79.3)	4 (13.8)	2 (6.9)	0	29
8	A second language must be used at school, in the office, or in public places to avoid misunderstandings	21 (72.4)	7 (24.1)	1 (3.4)	0	29
9	My third language is a foreign language that I study to master science and technology	21 (72.4)	6 (20.7)	1 (3.4)	1 (3.4)	29
10	Mastering foreign languages will support my future work career	22 (75.9)	6 (20.7)	1 (3.4)	0	29
12	Mastering a foreign language will make it easier for me to obtain a lot of information.	23 (79.3)	6 (20.7)	0	0	29

I: Apakah menurut anda bahasa daerah, bahasa nasional dan bahasa asing memiliki peran yang sama pentingnya?

(Do you think local languages, national languages, and foreign languages have an equally important role?)

*AC: Hmm... semua bahasa itu penting sih Sir, tergantung konteksnya kita gunakan dimana aja.
(Hmm... all languages are important, sir, depending on the context where we use them.)*

ID: kalau saya tinggal di Indonesia, berarti saya harus bisa Bahasa Indonesia. Karena kan kita kalau ke mana-mana juga pakainya Bahasa Indonesia ya. Kalau untuk Bahasa Ibu pun, bahasa sehari-hari juga sama orang-orang terdekat. Kalau untuk bahasa asing ya untuk keperluan lain lagi. Yang terpenting menurut saya sih Bahasa Indonesia.

(If I live in Indonesia, it means I must be able to speak Indonesian. Because when we go everywhere, we also use Indonesian. As for mother tongue, we also discuss every day with the closest people. If

it's for a foreign language, it's for other purposes. The most important thing, in my opinion, is Indonesian.)

*TJ: Menurut saya semua sama pentingnya sih sir. bahasa daerah itu pentingnya untuk komunikasi keluarga.
(I think all of them are equally important, sir. The local language is important for family communication)*

*TH: Iya penting, Tergantung perannya masing-masing dalam menggunakan semua Bahasa tersebut.
(Yes, it is important, depending on their roles in using all these languages.)*

Respondents perceive that the local language needs to be preserved even though it is not used frequently in their communication with respondents. 19 (65.5%) strongly agree, and 9 respondents (31%) agree. As for the second language, most of the respondents strongly agree that it is used as a language of unity that is used when they meet friends who come from different language backgrounds, and it must be used at school, office, and any other public places, with respondents 21 (72.4%). Regarding their behavior towards foreign languages, most of the respondents strongly agree that the language they learn is used to master science and technology, support their future work, and is useful to get a lot of information, with respondents 23 (79.3%). The attitude of language learners toward the language and its speakers greatly influences the language learning process and its outcomes (Gan et al., 2018). The table and the excerpt of the interview above are in line with Yow & Li (2017) that children's behavior toward language depends on whether the language is useful or relevant for communication. A positive attitude toward language also makes a person agree with its practical function (Liu, 2018).

How do students value each language? And why?

The second research question is related to how respondents value the language they acquired, learned, and use by showing the domain, frequency of using the language, and the way they maintain the language. Table 3 below shows the domain of respondents in using their first, second, and third languages.

Language Domain

Table 3. First, Second, and Third Language Domain

No	Statement	Language Domain				Total Respondents
		First language (%)	Second language (%)	Third language (%)	Other languages (%)	
1	At home with my family	29 (100%)	11 (37.9%)	4 (13.8%)	0%	29
2	Being with friends or family of the father or mother who speaks the same language	27 (93.1%)	11 (37.9%)	0%	0%	29
3	Study in class	4 (13.8%)	28 (96.6%)	12 (41.4%)	1 (3.4%)	29
4	Asking a question to the lecturer in class	2 (6.9%)	27 (93.1%)	13 (44.8%)	0%	29

5	Discussing certain topics in class with friends	7 (24.1%)	28 (96.6%)	4 (13.8%)	0%	29
6	On a campus with friends	11 (37.9%)	28 (96.6%)	4 (13.8%)	0%	29
7	In a public place	6 (20.7%)	27 (93.1%)	2 (6.9%)	0%	29
8	Attending seminars or religious activities	4 (13.8%)	28 (96.6%)	2 (6.9%)	0%	29
9	Using social media	6 (20.7%)	24 (82.8%)	17 (58.6%)	0%	29
10	Attending traditional rituals	21 (72.4%)	18 (62.1%)	0%	0%	29

The respondents show that they value the first language by using it at home to communicate with their parents, with 29 respondents (100%), when meeting with relatives, 27 respondents (93.1%), and when attending ritual ceremonies, with 21 respondents (72.4%). The reason they use it in that situation is that they feel more intimate with each other, and it is the way to relate to their culture (Roostini & Manara, 2021; Ginting, 2018).

As for the second language, respondents use it when they study in class with 28 respondents (96.6%), ask questions to the lecturer 27 respondents (93.1%), Discuss certain topics in class with friends 28 respondents (96.6%), On a campus with friends 28 respondents (96.6%), in a public place 27 respondents (93.1%), attending a seminar or religious activities 28 respondents (96.6%), and use social media 24 respondents (82.8%). They use it in this situation because they respect others who may speak different languages, or it can be said that their second language is used as a lingua franca to facilitate effective communication. It is in line with Zhixiang (2013), related to the use of Putonghua's role as national lingua franca, making it the most important language in the migration city of Shenzhen. They hope that by using a second language, all people around them will understand what they are talking about and avoid misunderstanding. Even though they use the second language for certain activities, they still value the first and third languages. In line with Korani (2012), students' attitude toward Kordi is more favorable than their attitudes toward Farsi; consequently, they preferred to speak in Kordi rather than Farsi, even though their feelings toward Kordi are neither bad nor good.

Regarding the third language or the language they learn, the respondents used it when they are using social media with 17 respondents (58.6%), asking questions to the lecturer in class with 13 respondents (44.8%), and studying in class with 12 respondents (41.4%). They use it in this situation because they want to have networking with other people from around the world and wish to speak it fluently and accurately by practicing it with the lecturer. In line with Chew (2013), students have positive attitudes towards English and wish to speak it fluently and accurately, and be motivated to learn the language by watching English-speaking films and valuing their association with English-speaking culture and people. Harmers & Blanch (2004) also mention that children will value the language if it is functional, homogenous, or heterogeneous, and has competing value in their environment.

Language maintenance

The respondents show the way they maintain their first language, as shown in Table 4 below.

Table 4. First language maintenance in terms of frequency

No	Statements	First language maintenance				Total Respondent s
		Never (%)	Seldom (%)	Often (%)	Always (%)	
1	I joined the local/first language community in the city where I live	25 (86.2%)	4 (13.8%)	0%	1 (3.4%)	29
2	I speak in my first language or regional language with friends from the same area	2 (6.9%)	5 (17.2%)	17 (58.6%)	5 (17.2%)	29
3	I take the time to sing a song in my first language	12 (41.4%)	15 (51.7%)	2 (6.9%)	2 (6.9%)	29
4	I participate in cultural activities carried out in my local language	15 (51.7%)	10 (34.5%)	4 (13.8%)	0%	29

The respondents show that they never join the local language community with 25 respondents (86.2%), seldom take time to sing in their first language with 15 respondents (51.7%), however, they often speak with friends who come speak the same language even though they are living in a community that speaks a different language, 17 respondents (58.6%) and often participate in cultural activities carried out in local language with 4 respondents (13.8%). Awala, Jaafarb, Mis, & Lateh (2014) mention that the minority maintains the language due to cultural, ethnic, and religious factors.

The respondents show the way they maintain their second language, as shown in Table 5 below.

Table 5. Second language maintenance in terms of Frequency

No	Statements	Second language maintenance				Total Respondent
		Never (%)	Seldom (%)	Often (%)	Always (%)	
1	I prioritize the use of a second language in communicating with everyone	0%	2 (6.9%)	12 (41.4%)	15 (51.7%)	29
2	I speak a second language with friends on campus and at work	0%	4 (13.8%)	14 (48.3%)	12 (41.4%)	29
3	I joined a second language community	18 (62.1%)	4 (13.8%)	5 (17.2%)	2 (6.9%)	29
4	I took part in a competition held in my second language	15 (51.7%)	11 (37.9%)	1 (3.4%)	2 (6.9%)	29

Respondents' attitude toward the maintenance of their second language is shown in Table 5. The table shows that the respondents never join the language community 18 respondents (62.1%), and never take part in the competition held in their second language 15 respondents (51.7%) However, 15 respondents (51.7%) always prioritize using the second language in communicating with everyone and often speak the second language

with friends on campus or at work with 14 respondents (48.3%) because it is also more favorable, (Korani, 2012).

The respondents show the way they maintain their third language, as shown in Table 6 below.

Table 6. Third language maintenance in terms of frequency

No	Items	Third language maintenance				Total Respondents
		Never (%)	Seldom (%)	Often (%)	Always (%)	
1	I joined a third language community to improve my skills	10 (34.5%)	11 (37.9 %)	8 (27.6 %)	1 (3.4%)	29
2	I watch television broadcasts in my third language	2 (6.9%)	12 (41.4%)	13 (44.8 %)	3 (10.3 %)	29
3	I read books, or novels, written in my third language	1 (3.4%)	14 (48.3%)	13 (44.8%)	2 (6.9%)	29
4	I search for additional information regarding my third language by accessing electronic media	0%	4 (13.8%)	15 (51.7%)	11 (37.9%)	29

The table shows that the respondents seldom join in the language community to improve their skills 11 respondents (37.9%), seldom read books or novels written in the language they learn 14 respondents (48.3%), but they often watch television broadcasted in their third language 13 respondents (44.8%), often search for additional information regarding their third language by accessing electronic media 15 respondents (51.7%). They have their way of using a foreign language that allows them to maintain the language. Oroujlou & Vahedi (2011), there is an effective and efficient relationship between language learning and motivation and attitude. Students are motivated to search for information through electronic media, that make them enthusiastic to maintain their third language. Through electronic media, students are trying to maintain the language they learn. Athalia & Asrori (2021), the existence of electronic media also contributes to students' foreign language learning because students who are exposed to electronic media have a chance to become bilingual.

E. CONCLUSION

The attitude of students of a double major in Politeknik Tonggak Equator toward Khek or Tio Ciu and Bahasa Indonesia as the language they acquired and use, is positive; moreover, the attitude to English as the language they learned is similar because emotionally they receive and value it (Suparman, 2010). They show that they are loyal, proud, and aware of the use of their first, second, and third language (Garvin & Mathiot, 2017). They realize that each language has its function depending on where and to whom they are communicating (Yow & Li, 2017). They use their first language when they are with their parents or relatives and friends who speak the same language, they speak the second language when they are in public places or neutral areas to communicate with

other people who speak different languages, and the third language is used for certain activities like accessing social or electronic media. The respondents value Khek or Tiou Ciu and Bahasa Indonesia as a language they acquired and used by keeping using it in the right place and situation for certain purposes, like a family gathering or interacting with parents, and friends, while English, as the language they learned, is used when they search for information or speak with foreigners they meet.

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