



The Influence of Language Attitudes on Indonesian Language Proficiency of BIPA Learners in Semarang City

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Abstract

This study aims to describe the language attitudes of BIPA learners towards Indonesian and to reveal the relationship between language attitudes and Indonesian language skills achieved by BIPA learners. This type of research is descriptive correlational. The population in this study were all marginal level BIPA learners, while the sampling technique was total sampling. The data sources in this study were 31 marginal-level BIPA learners at UIN Walisongo Semarang and Universitas Negeri Semarang, while the data in this study were in the form of measuring the value of language attitudes and Indonesian language skills of BIPA learners, which were obtained by instruments in the form of questionnaires and scores of Indonesian language ability of BIPA learners. Quantitative data were processed using SPSS Version 23 using a simple linear regression technique to determine the relationship between language attitudes and Indonesian language skills achieved by BIPA learners. The results showed that 1) marginal level BIPA learners at UIN Walisongo Semarang and Universitas Negeri Semarang had a positive language attitude towards Indonesian with an average language attitude index score of 67.00, and 2) a positive language attitude could influence the success of BIPA learners in mastering Indonesian.

Keywords: *Language Attitude; Language Proficiency; Indonesian; BIPA*

Introduction

Indonesian is the national language that unites all regions, tribes and customs of the Indonesian people. Apart from functioning as a unifying tool for the nation, in its development, the Indonesian language has increased and has significant power to become an international language. It is because Indonesia has a strategic area and has an important role related to politics, economy, culture and tourism in the eyes of other countries. This fact has made many foreign nationals interested in learning the Indonesian language to achieve various educational, economic and business, social, political, tourism, and cultural goals.

In connection with the increasing interest of foreign nationals in learning Indonesian, the state supports the BIPA program under the Language Development and Development Agency as an institution that houses service providers for foreign nationals interested in learning Indonesian. Indonesian for foreign speakers (BIPA) is a designation for Indonesian language learning programs specifically for foreign citizens. BIPA learning makes foreigners (learners) able to master Indonesian or be able to speak Indonesian (Kusmiatun, 2015).

BIPA learning is grouped into beginner, intermediate, and advanced levels. It consists of several abilities or competencies of language skills: listening, speaking, reading, and writing. In learning BIPA, these skills are essential as the foundation of communication skills of BIPA learners, both oral and written.

Halim (1978) stated that one of the factors that influence the success of language learning is learning motivation which is primarily determined by the attitude of learners towards the language they know that to achieve competence in Indonesian language skills, BIPA learners must have learning motivation and a good language attitude towards Indonesian. The hope is that if language learners have a positive attitude towards the language they are learning, their language competence is good. Conversely, if the language attitude of a language learner is negative, then their language competence is also not good.

This study aims to describe the language attitudes of BIPA learners towards Indonesian and to reveal the relationship between language attitudes and Indonesian language skills achieved by BIPA learners. There are three aspects contained in positive language attitudes, according to Garvin & Mathiot Madeleine (1977), namely language loyalty, language pride, and awareness of the norm. Language loyalty is an attitude that stimulates a person or community of a language to maintain its language and, if necessary, prevent the influence of other languages. Then, pride in language is an attitude that stimulates a person to develop his speech and use it as a symbol of identity and unity of society. Awareness of norms is an attitude that encourages a person to use his language carefully and politely.

Previous research examining language attitudes has been widely conducted. Subaedah *et al.* (2022) studied Indonesian language attitudes and factors that influence the language attitudes of the people of Bissoloro Village, Bungaya District, Gowa Regency. Furthermore, Sariasih *et al.* (2022) examined students' language attitudes at the Darussaadah Islamic boarding school in Bandar Lampung. Adawiyah & Syahfitri (2022) also examined students' language attitudes towards Indonesian at SMA Negeri 1 Batangtoru. In addition, Nuraini (2018) also studied the influence of English attitudes on State Vocational School students in Purwakarta Regency. Based on some of these studies, no researchers have studied language attitudes in BIPA learners. Therefore, this study has new research on the influence of language attitudes on the ability of Indonesian BIPA learners.

Hypothesis

H0: Non-positive language attitudes do not affect the success of BIPA learners in mastering Indonesian.

H1: Positive language attitudes affect the success of BIPA learners in mastering Indonesian.

Methods

The type of research used in this study is correlational descriptive quantitative research. This study will describe the influence of language attitudes on the Indonesian language skills of BIPA learners with research data in the form of numbers and using statistical analysis.

This research was conducted at UIN Walisongo Semarang and Universitas Negeri Semarang. The population in this study is all marginal BIPA learners, while the sampling technique is total sampling. This study used a total sampling technique because the population is less than 100, so the entire population is used as a research sample (Sugiyono, 2022). The sample taken from this study was 31 BIPA learners.

The source of data in this study is marginal level BIPA learners at UIN Walisongo Semarang and Universitas Negeri Semarang, while the data in this study is in the form of measuring the value of language attitudes and Indonesian language skills of BIPA learners obtained by instruments in the form of questionnaires and the value of the Indonesian language ability of BIPA learners.

The analysis method in this study is using simple linear regression analysis. The analysis in the linear regression test of this study includes the T-test. The T-test in this study tests the significance of the linear regression coefficient and whether the X variable (language attitude) has a natural effect. Furthermore, after obtaining the results of the T-test, the answer will be obtained from the research hypothesis, namely: If $T_{\text{calculated}} > T_{\text{tabel}} = H_0$ is rejected, where H_0 is a non-positive language attitude does not affect the success of BIPA learners in mastering Indonesian.

Result and Discussion

Data on the language attitudes of BIPA learners in this study were obtained through questionnaires. To measure the value of questionnaire data, researchers use parameters like a Likert scale model (Oppenheim, 1976). Then, the results of these scores are categorized into very good, good, good enough, less good, and not good. The following are the questionnaire results on the language attitudes of BIPA learners toward Indonesian.

A. Language Attitudes of BIPA Learners towards Indonesian

First, the data described is data regarding aspects of loyalty to language. On the element of fidelity to language, researchers used six statements. The following is the design of the assessment system on the aspect of loyalty to language.

Table 1. Language Attitude Assessment System on Loyalty Aspects

Scale	Statement Number					
	2	4	6	8	9	20
Strongly Agree	5	5	5	5	5	1
Agree	4	4	4	4	4	2
Neither Agree Nor Disagree	3	3	3	3	3	3
Disagree	2	2	2	2	2	4
Strongly Disagree	1	1	1	1	1	5
Maximal Score	5	5	5	5	5	5
Total Score	30					

The table above shows that each statement on fidelity to the language has a minimum score of 1 and a maximum score of 5. The maximum number of scores for the fidelity aspect of the language is 30,

so the median or middle score is 15. So, if the respondent gets a score of 1-15, then the loyalty score to their language can be said to be low, and if the respondent receives a score of more than 15, then it can be said that the loyalty value to the language is high.

Based on the results of a questionnaire distributed to 31 respondents from UIN Walisongo and Universitas Negeri Semarang, related aspects of loyalty to language obtained the following results.

Table 2. Recap of the Value of Aspects of Loyalty to the Language of Respondents

Descriptive Statistics							
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation
Aspek Kesetiaan	31	20	10	30	739	23.84	4.960
Valid N (listwise)	31						

Based on the results of the data analysis in Table 2 above, it can be concluded that the minimum value of respondents is ten, and the maximum value achieved is 30. The average value of the loyalty aspect to the language was 23.84. From the achievement of the average value, it can be said that respondents have a reasonably high loyalty to the use of Indonesian, where the average value reaches 23.84, which means that the value is greater than the median (middle value), which is 15.

Second, data on aspects of pride in Indonesian. Here's a design of a grading system on the element of pride in the language.

Table 3. Language Attitude Assessment System on Aspects of Pride

Scale	Statement Number																	
	1	3	5	7	10	11	12	13	15	16	17	18	19	23	24	25	26	30
Strongly Agree	5	1	1	1	5	1	5	5	1	1	5	1	1	5	1	5	5	1
Agree	4	2	2	2	4	2	4	4	2	2	4	2	2	4	2	4	4	2
Neither Agree Nor Disagree	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Disagree	2	4	4	4	2	4	2	2	4	4	2	4	4	2	4	2	2	4
Strongly Disagree	1	5	5	5	1	5	1	1	5	5	1	5	5	1	5	1	1	5
Maximal Score	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Total Score	90																	

On the aspect of pride in language, researchers used 18 statements. Each statement has a minimum score of 1 and a maximum score of 5. The maximum score for the language pride aspect is 90, so the median or middle score is 45. So, if the respondent gets a score of 1-45, then the pride score in their language can be said to be low, and if the respondent receives a score of more than 45, then it can be said that the pride score in the language is high. The following results were obtained from a questionnaire distributed to 31 respondents about aspects of language pride.

Table 4. Recap of the Value of Aspects of Pride in Language

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation
Aspek Kebanggaan	31	32	56	88	2247	72.48	8.759
Valid N (listwise)	31						

Based on the table above, it can be concluded that the minimum value of respondents is 56, and the maximum value of respondents is 88. The average score on the aspect of pride in language was 72.48. From the achievement of the average score, it can be said that respondents have a relatively high dignity in using Indonesian, where the average value reaches 72.48, which means that the value is greater than the median (middle value), which is 45.

Third, data on awareness of Indonesian language norms. The assessment system's design for understanding language norms is as follows.

Table 5. Language Attitude Assessment System on Aspects of Awareness of Language Norms

Scale	Statement Number					
	14	21	22	27	28	29
Strongly Agree	1	1	5	5	5	5
Agree	2	2	4	4	4	4
Neither Agree Nor Disagree	3	3	3	3	3	3
Disagree	4	4	2	2	2	2
Strongly Disagree	5	5	1	1	1	1
Maximal Score	5	5	5	5	5	5
Total Score	30					

On the aspect of awareness of language norms, this study used six statements. Each statement has a minimum score of 1 and a maximum score of 5. The maximum number of scores for the aspect of awareness of language norms is 30, so the median is 15. So, if respondents get a score of 1 – 15, then the value of understanding language norms can be low, and if respondents get a score of more than 15, then it can be said that the value of awareness of language norms is high.

Based on the results of questionnaires that have been distributed to 31 respondents related to aspects of awareness of language norms, the following results were obtained.

Table 6. Language Attitude Value Aspects of Awareness of Language Norms

Descriptive Statistics							
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation
Aspek Kesadaran	31	22	8	30	641	20.68	5.300
Valid N (listwise)	31						

The table above shows that the minimum score of respondents is eight, and the maximum value achieved is 30. The average value of the aspect of awareness of language norms was 20.68. From the achievement of this average value, it can be said that respondents have a relatively high understanding of norms on the use of Indonesian even though it is only 5.68 from the middle value.

After analyzing the value of language attitudes, namely loyalty, pride, and awareness of language norms, researchers analyzed overall language attitudes. Researchers conducted an analysis using SPSS version 23 and obtained the following results.

Table 7. Statistical Analysis of Questionnaire Data

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Sikap Bahasa	31	67.00	16.834	3.024

One-Sample Test						
	Test Value = 60					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Sikap Bahasa	2.315	30	.028	7.000	.83	13.17

Based on the table above, it can be seen that the minimum threshold value of positive attitude and negative attitude is 60. The average score of language attitudes obtained was 67.00, with a distance difference of 7,000 from the minimum limit value. This means that the language attitude results of the 31 respondents tend to be positive.

B. The Value of Indonesian Language Proficiency of BIPA Learners

The Indonesian language proficiency test for BIPA learners includes four language skills, namely listening, reading, writing, and speaking. The following is the average score of Indonesian language proficiency of BIPA UIN Walisongo learners and BIPA Universitas Negeri Semarang learners.

Table 8. Recap of Average Indonesian Language Proficiency Scores of BIPA Learners

BIPA Class	Pass Percentage	Percentage of failures	Class Grade Average
UIN Walisongo BIPA Class	90%	10%	73,5
Universitas Negeri Semarang BIPA Class	64%	36%	66
Total	77%	23%	70,8

Description:

Passing score limit 60 – 100

Based on the table above, it can be seen that 77% of the total number of BIPA students passed the Indonesian language proficiency test with an average score of 70.8. This figure shows that most of the respondents have good Indonesian language skills.

C. The Relationship between Language Attitudes and Indonesian Language Skills

The relationship between language attitudes and Indonesian language skills of BIPA learners is carried out through a 2-tailed test with a significance level (sig) or probability of 0.000. According to Emzir (2015), statistical significance (sig) is the second value of the coefficient in facilitating accurate prediction. Emzir also explained that the two variables have a positive relationship if the correlation coefficient value is close to +1.00.

Table 9. Linear Regression between Language Attitudes and Indonesian Language Skills

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.888 ^a	.789	.781	6.230

a. Predictors: (Constant), Sikap Bahasa

b. Dependent Variable: Kemampuan Bahasa

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4200.491	1	4200.491	108.212	.000 ^b
	Residual	1125.702	29	38.817		
	Total	5326.194	30			

a. Dependent Variable: Kemampuan Bahasa

b. Predictors: (Constant), Sikap Bahasa

Based on the table above, the R-value (correlation coefficient) between variables (X), namely language attitudes towards variables (Y), namely Indonesian language skills, is obtained at .888. That is, the relationship between the language attitudes of BIPA learners towards Indonesian and the Indonesian language skills achieved is 88.8%. The value also shows a positive relationship between the language attitude of BIPA learners towards Indonesian and the ability to speak Indonesian, which is achieved because the correlation coefficient value is close to +1.00. Meanwhile, the R² or R square (coefficient of determination) value is .789, meaning that 78.9% of the variation in high or low Indonesian language skills achieved is due to variations in BIPA learners' language attitudes towards Indonesian. In comparison, other factors influence the remaining 22.1%.

Then, the constant value is obtained in the Unstandardized coefficients table.

Table 10. Unstandardized Coefficients

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	23.745	4.663		5.092	.000
	Sikap Bahasa	.703	.068	.888	10.402	.000

a. Dependent Variable: Kemampuan Bahasa

Based on the table above, a constant value of 23.745 and a value of language attitude towards Indonesian 0.703 were obtained. The value of the regression equation obtained is $Y = 23.745 + 0.703X$, where Y is the ability to speak Indonesian and X is the attitude towards Indonesian. From this equation, it can be seen that the sign of the regression coefficient is positive. This means that variable (X) positively affects variable (Y). So, it can be concluded that BIPA learners' attitude toward Indonesian significantly affects Indonesian language skills. The effect value is 0.703. That is, every increase of 1 variable score against Indonesian (X) can increase 0.703 inconsistent scores of Indonesian language proficiency.

Next is to test the influence of variable X (language attitude) on variable Y (Indonesian language ability achieved). The effect of variable X on variable Y is tested using the T-test. This T-test tests the significance of regression coefficient (b) and whether the independent variable (X) has a natural effect.

To calculate the T-test, previously determined the degree of freedom with the formula $Df = n - k$ (n = the number of research samples, k = the number of variables, both independent and bound variables) so that the degree of freedom was obtained which was $31 - 2 = 29$. The confidence level used is 95% or $\alpha = 5\%$. Because the T-test performed is two-tailed, what is read is $T (1/2 \text{ of } 5\% \text{ or } 0.05: 2)$, which is 0.025.

Based on the T-test results, a T_{table} value of 2.045 and a $T_{calculated}$ value (X) of 10.402 were obtained. From obtaining this value, it can be seen that the $T_{calculated}$ value is greater than the T_{table} value. This means that H_0 is rejected. Thus, it can be concluded that a positive language attitude can affect the success of BIPA learners in mastering Indonesian.

Conclusion

Based on the results of data analysis, it can be concluded that marginal-level BIPA learners at UIN Walisongo Semarang and Universitas Negeri Semarang have a positive language attitude towards Indonesian, with an average language attitude index score of 67.00. BIPA marginal level learners at UIN Walisongo Semarang and Universitas Negeri Semarang have high scores on language attitudes (language loyalty, language pride, and awareness of the norms) classified as high towards Indonesian.

Furthermore, the value of the regression equation obtained is $Y = 23.745 + 0.703X$, where Y is the ability to speak Indonesian and X is the attitude towards Indonesian. This means that variable X has a positive effect on variable Y . Based on the test of statistical regression scores, there is a relationship between language attitudes and Indonesian language skills. So, it can be concluded that BIPA learners' attitude toward Indonesian significantly affects Indonesian language skills. The effect value is 0.703. That is, every increase of 1 variable score against Indonesian (X) can increase 0.703 variable score of Indonesian language proficiency (Y).

Then, to prove the hypothesis, the results of the T-test obtained a T_{table} value of 2.045 and a $T_{calculated}$ value (X) of 10.402. From these values, it can be seen that the $T_{calculated}$ value is greater than the T_{table} value. This means that H_0 is rejected. Thus, it can be concluded that a positive language attitude can affect the success of BIPA learners in mastering Indonesian.

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