

**LANGUAGE ATTITUDE AND CHOICE BY MINANGKABAU
LANGUAGE COMMUNITY: A SOCIOLINGUISTIC STUDY IN
LINGKUNGAN 16 PEKAN LABUHAN**

SKRIPSI

*Submitted in Partial Fulfillment of the Requirements
for degree of Sarjana Pendidikan (S.Pd)
English Education Program*

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**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA**

MEDAN

2019



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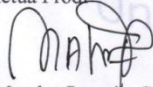
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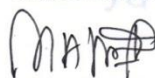
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SURAT PERNYATAAN

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ABSTRACT

Ariani. NPM. 1502050013, “Language Attitude and Choice By Minangkabau language Community: A Sociolinguistic Study In Lingkungan 16 Pekan Labuhan”. Skripsi : English Education Program. Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara. Medan. 2019.

This research deals with the study of language attitude and language choice among Minangkabau Teenager. The objective of the research was to investigate the realization of language attitude by Minangkabau teenagers in Lingkungan 16 Pekan Labuhan and it also to find language choice used by teenagers Minangkabau in Lingkungan 16 Pekan Labuhan. The research is kind of field research descriptive qualitative research was applied to analyzed the data. There were 40 teenagers taken as respondents in this research. The data in this research was taken from questionnaires consist 19 questions which are 9 question lead to language attitude and 10 questions lead to language choice. The result of the data found that the language attitude was negative attitudes. Minangkabau teenagers do not master the language of origin, consider parental language not important and Minangkabau teenagers also considers Indonesian to be sufficient as a symbol of regionalism. Minangkabau teenagers also choose Bahasa Indonesia in daily conversation with family and friends. When their meet fellow same ethnic outside their homes they were also used Bahasa Indonesia, because they consider Indonesian to feel more familiar and more beautiful than Indonesian.

Key Words : Language Attitude, Language Choice, Minangkabau Teenagers

ACKNOWLEDGEMENT



Assalamu'alaikum Warahmatullahi wabarakatuh

In the name of Allah, the most Gracious and the Merciful

Firstly of all, the researcher would like to thank the Almighty Allah SWT the most Beneficent and the Most Merciful for giving favors, ideas, and inspirations in accomplishing this research. Secondly, the researcher would like to express thanks to prophet Muhammad SAW, who has brought human being from the darkness into the brightness era.

In writing this research entitled "Language Attitude and Language Choice By Minangkabau language Community: A Sociolinguistic Study In Lingkungan 16 Pekan Labuhan" with the purpose for submitting in partial fulfillment of the requirement for the Sarjana Pendidikan degree in English Department. There were so many obstacles faced the researcher and certainly without help for many people, especially the following people, it might be impossible for her to finish it. Thus the researcher would like to express her thanks first beloved parents, Mr. Azhari and Mrs. Ismanidar S.Pd for their pray, advise, courage, moral, and material support from her born until

forever. Especially thanks to my friend Muhammad Mahifal Pasaribu and now become my husband and the last is my sister Ade Kahiru Hafiza always support researcher, May Allah SWT always bless them.

Then the researcher also would like thank to:

1. Dr. Agussani, M.AP as Rector of University of Muhammadiyah Sumatera Utara.
2. Dr. H. Elfrianto Nasution, S.Pd, M.Pd, the Dean of FKIP of University of Muhammadiyah Sumatera Utara.
3. Mandra Saragih, S.Pd, M. Hum and Pirman Ginting, S.Pd, M.Hum as the head and secretary of English Department at the Faculty Teacher Training and Education, University Muhammadiyah of Sumatera Utara for the encouragement in completing the research.
4. Mandra Saragih, S.Pd, M.Hum, as the supervisor who had given suggestion, advice, ideas, critics, and guiding in writing this research.
5. H. Khairil, S.Pd, M.Hum as the first reviewer.
6. Rini Ekayati, S.S, M.A as the second reviewer.
7. The staff in English Administration FKIP UMSU who have given help in administrative system service of completing necessary requirements, so all administrative system could be resolved easily.
8. Roly Susanto as headman in Lingkungan 16 Pekan Labuhan who have given permission to conduct research so that research running smoothly.
9. Her close friends, Ade Nany Hanifah, Yunita Isma, Amalia Husna, Wanda Rizka Gustina and Tri Aditya Pranata, who always support her, you are

always a good listener for every problem her faced, especially when she has to revise this study and re-start.

10. All people who loves, helps, and support the researcher during this study, May Allah SWT bless them, Amin.

Hopefully the findings of this research are expected to be useful for those who read this research and interested to the topics. Finally, the researcher realize that this research is still far from being perfect in spite of the fact she has done her best completing this work. Therefore, constructive criticism, comments, suggestion are welcomed for further improvement of this research.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

Medan, September 2019

Researcher,

Ariani

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is the main important aspect of social life interaction which is aimed to build good relationship among the people. The use of language is commonly determined by the social context it potentially emerge the language variation in which it usually consisting of various people by affecting various social status and various unequal culture characteristics that exist. For example, the people of Minangkabau tribe still use the Minang language as a daily language by the Minangkabau community both those who live in West Sumatera and overseas. But the majority of Minangkabau people who were born overseas, they have used Indonesian or Malay language in their daily conversation. So that occurrence of variations in language is due to the existence of a culture that is a reference for the community in communicating using regional and Indonesian languages. Because the Indonesian people has been born as a bilingual, this is because almost every ethnic group in Indonesia has a fear of using Indonesian and regional languages.

Language attitude is leads to behavior or actions carried out based on views as a reaction to the existence of a phenomenon of the use of certain languages by speakers of languages. Certain attitudes towards the use of language may affect the suitability of using a particular language in particular social atmosphere. Sometimes the use of one language between

languages can show certain meaning related to attitudes towards components of social situations such as subject matter, role relationship, and environment. According to Fasold (1984:184) language attitudes are distinguished from other attitudes based on the fact that language attitudes are really about language.

Indonesian people using two languages, that is regional languages as mother tongues (in most Indonesian societies), Indonesian as National languages. There are many factors that cause language choice, one of the factors is ethnic relations sometimes someone speaks a language with same ethnic people and speaks other languages with people different ethnically. Which is always language used in family interactions or interactions within the ethnic group itself, then what are the languages used in different ethnic interactions.

Lingkungan 16 Kelurahan Pekan Labuhan location in Kecamatan Medan Labuhan There are so many tribes in the environment one of the tribes is Minangkabau. But there are no teenagers of Minangkabau using regional language in the interaction of fellow tribes while the regional language is the identity of the community. The language used by teenagers has been mixed with other languages like Indonesian and Malay. There is no one using Minang language among teenagers and there is no curiosity about the language it is feared the language will be lost because it is not forwarded.

Based on the above statement it can be concluded that language attitudes and language choice are interconnected. Today's teenagers look



down on regional language so research is needed to provide knowledge about language attitude and language choice. From this research, it is expected that teenagers of Minangkabau will be able to respect their regional languages and treat regional languages so well to be preserved so will not be lost.

B. The Identification of the Problem

Based on the background described above, the identification of the problem is formulated as follows:

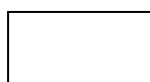
1. Most of Minangkabau teenagers did not use Minang language in daily life communication.
2. Minangkabau teenagers did not show and good language attitude to their tribe language
3. The factor of realization of language attitude and choice by Minangkabau teenagers in Lingkungan 16 Pekan Labuhan

C. Scope and Limitation

The scope of this study focuses on the study of sociolinguistic and its limitation will be mainly concerned on the realization of language attitude and choice by Minangkabau teenagers.

D. The Formulation of the Problem

The problems that have been described in the background behind.



The formulation of this study can be formulated as follows:

1. How is the language attitude of Minangkabau teenagers living in the Lingkungan 16 Pekan Labuhan?
2. What language choice found in teenagers Minangkabau Lingkungan 16 Pekan Labuhan?

E. The Objective of the Study

In general this writing discusses to determine the language attitude and choice by Minangkabau teenagers that live in Lingkungan 16 Pekan Labuhan, the objectives related to the formulation of the problem are:

1. To investigate the realization language attitude by Minangkabau teenagers in Lingkungan 16 Pekan Labuhan.
2. To find out language choice used by the teenagers Minangkabau in Lingkungan 16 Pekan Labuhan.

F. The Significance of Study

In this paper there are expected the significance of study from the results of research, that is theoretical and practical.

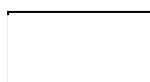
1. Theoretical

The benefits of this study in scientific development are expected to add to the wealth of research of the development of linguistic, especially the study of language attitudes and language choice.



2. Practically

- a) The benefits of students to give knowledge and insights on sociolinguistics.
- b) Also beneficial for the head of the environment, the existence of this study provides new experiences for the heads of the environment and the community, who usually only know to use language to communicate now they are also know the language they use also influences attitudes towards language use.
- c) The last benefits of this study for library because, to add the reference for researchers.



CHAPTER II

THE REVIEW OF LITERATURE

A. Theoretical Framework

1. Language

Languages, with their complex implications for identity, communication, social integration, education and development, are great importance for sociolinguists. Human languages have changed in the age of globalization, no longer tied to stable communities, they move across the globe, and change in the process. Most nations in the world are multilingual; speaking more than two languages. They contain ethnic groups in contact and frequently in competition. It is well known that there are basically three possible linguistic outcomes of prolonged contact of ethnic groups: language maintenance, bilingualism or multilingualism, or language shift. Language influence each other; they expand, contract or die.

Language can certainly be considered as a 'marker' at the individual level. The detail and nuance of psycholinguistic acquisition patterns, for instance, lead to the formation of the idiolect- that particular combination of accent and dialect, that particular assemblage of formal and informal registers, that particular pattern of stress and intonation which, if we were to look closely and cleverly enough, we would find unique to the individual.

2. Kinds of Language

2.1. Language variation

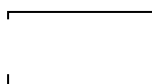
Janet Holmes (1992:2013) language variation in multilingual communities people often use a language to signal their membership of particular groups and to construct different aspects of their social identity. Social status, gender, age, ethnicity and the kinds of social networks that people belong to turn out to be important dimensions of identity in many communities.

2.2. Language contacts

Language contact is a sociolinguistic circumstance where two or more language, elements of different language, or varieties within a language, used simultaneously or mixed one over the others. The concept has been used to a cover situation where people choose to switch from using a language to another for particular reason as well as for no obvious reason.

2.3. Language changes

Talk of language change, like the discussion between the young people at the beginning of this section, often treats language as an entity independent of its speakers and writers. In reality, it is not so much that language itself changes as that speakers and writers change the way they use the language. Speaker innovation is a more accurate description than language change. Speaker innovate, sometimes spontaneously, but others



and diffuse through their local community and beyond into other communities, then linguistic change is the result. (Janet Holmes 206:2013)

2.4. Language attitude

Language attitude is a mental position or feeling towards one's own language or the language of others (Kridalaksana, 2001:197). In Indonesian the word attitude can refer to the shape of the body, upright standing position, behavior or gestures, and actions or actions taken based on views (convictions, beliefs, or opinions) as a reaction to the existence of a thing or event. attitude is a psychological phenomenon, which is usually manifested in the form of actions or behavior. Attitude cannot be observed directly. To observe attitudes can be seen through behavior, but various research results show that what appears in behavior does not always indicate attitude. Vice versa, a person's attitude is not always reflected in their behavior.

Bany and Jhonson (1975) suggest attitudes are not formed due to disposition since born but formed because of the learning process. In line with this view, Krech et al (1988:185). According to Fasold (1984:147) there are two different theories in though. First theory is the behavioral theory which sees attitude as a motor and the second theory is mentalic who sees attitude as a mental attitude. The first theory assumes that attitude can only be known through one's statement through his attitude. That theory has give rise to a large number of attitude research by mean of experiments the brilliant way to arouse attitudes so that the respondent did not realize his attitude being studied.



An example is Lambert et al. research. (1960) conducted in Canada with the comparatively popular (matched-guise technique). Lambert et al. (1960) introducing comparable guise techniques as a tool to uncover attitude towards language France and England in Montreal, Canada. Respondents in the study were asked to rate the personality of a speaker recorded after reading the same text in two languages. The speakers is disguised as if two different people are reading texts in different language. Then the respondents' judgment was concluded as their attitude towards language that is heard. With this technique, respondents were totally unaware that his attitude towards English and French language study was investigate. The second theory tends to be empirical, assume that mistakeness is real and can be observed through the senses of a person's behavior (Fasold 1984:137).

Brown's (2007) he believe that attitudes "develop in early childhood and the result of parents and peers attitudes, of contact with people who are different in any numbers of ways, and of interacting different factors in the human experiences. The findings enable researchers to categorize "a few meaningful clusters of attitudinal variables" that show positive correlation with proficiency. Brown continues each of the three studies result slightly different conclusions, but for the most part positive attitudes toward self, the native language group, and the target language group enhance proficiency".

Montano and Kasprzyk (2008) state "Attitude is determined by the individual's beliefs about outcomes or attributes of performing the



behavior (behavioral beliefs), weighted by evaluations of those outcomes or attributes. Thus, a person who holds strong beliefs that positively valued outcomes will result from performing the behavior will have positive attitude toward the behavior. Conversely a person who holds strong beliefs that negatively valued outcomes will result from performing the behavior will have negative attitude toward the behavior”.

Moreno (1998:179) suggested a wider definition of language attitudes: Language attitude is a manifestation of the social attitude of the individuals, distinguished by focus and specific reference to both language and its use in society; and when discussing 'language' any type of linguistic variety is included. According to this definition, language attitude do not strictly refer to general languages, but included all linguistic variety. In addition, attitudes towards language use also form part of the concept.

Due the strong association between language and community membership, the conceptualization of language attitudes is often extended to includes attitudes towards speakers (Gonzales & Huguet, 2002; Lasagabaster, 2003). In this sense, Richard, Platt, and Platt (1992) defined language attitude as : *the attitudes which speakers of different languages or language varieties have towards each other's language or to their own language. Expressions of positive or negative feelings towards a language may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, social status, etc.*

attitudes towards a language may also show what people feel about the speakers of that language (Richard, Platt, & Platt (1992:199).

The definition of language attitudes was further stretched to integrate various behaviors and other related aspects (Fasold, 1984), due to the relevance language attitudes have for the definition of speech communities, to the explanation of linguistic change, language maintenance and language shift, and to applied concerns in the fields of intergroup communications, language planning and education (Van Hout & Knops, 1988:1).

3. Kinds of Language Attitude

3.1. Positive attitude

Attitude is perhaps the outcome of environmental situation, however certain personality traits can also be related to the specific features of one's attitude. The idea of attitude is conceived by having perspectives of psychology and philosophy.

Attitude can positively or negatively affect a person's behavior. A person may not always be aware of his or her attitude or the effect it is having on behavior. A person who has positive attitudes towards work and co-workers (such as contentment, friendliness, etc.) can positively influence those around them. These positive attitudes are usually manifested in a person's behavior, people with a good attitude are active and productive and do what they can to improve the mood of those around them.

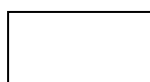


Kara (2009) stated that positive attitude lead to exhibition of positive behaviors toward courses of the study, with participant absorbing themselves in courses and striving to learn more. Such students are also observed to be more eager to solve problems, to acquire the information and skill useful for daily life and to engage themselves emotionally. The terms of language attitude “should be used to refer to a general and enduring positive or negative feeling about some person, object, or issues.

Attitudes can be infectious and can influence the behavior of those around them. Organizations must therefore recognize that it is possible to influence a person’s attitude and, in turn, his or her behavior. A positive work environment, job satisfaction, reward system and a code of conduct can all help reinforce specific behaviors. This means, a positive or negative attitude not only determines what will do with the choices that we are presented, it also determines how we feel from a physical standpoint.

For example, massive uses of English items in a magazine may reflect a positive attitude of the writers and editors of the magazine towards the use of English, a speech filled with and intens mixture of indonesian and Minangkabau language will be readily seen as a positive attitude towards both languages. There is an opinion that the overtly stated language attitudes resulting from applying questionnaires, interviews, and conducting observations may hide covert attitudes.

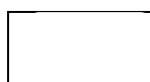
3.2. Negative attitude



In much the same way, a person who display negative attitudes (such as discontentment, boredom, etc), will behave accordingly. People with these types of attitudes towards work may likewise affect those around them and behave in a manner that reduces efficiency and effectiveness. In other word, negative attitude can shorten life. When, people, angry, upset, or frustrated. It will be negative, negative emotions overtake you. People with negative attitude are not as healthy as people who have positive attitude also have fewer bad habits.

Negative attitudes towards language can also occur if people or groups of people do not have a sense of pride in the language, and divert it to other languages that are not theirs. This can be influenced by several factors, that is among others: political factors, ethnic factors, race, prestige, assume the language is too complicated or difficult and so on. For example using of Minangkabau language in the Minang community. Today the use of the Minang language among the Minangkabau community itself is felts to be less enthusiastic. This is a sign of the emergence of a less positive attitude towards the language. Regional languages are sometimes considered to be a language that is less flexible and does not keep up with the times. Likewise, Minang language young people today do not really understand and are enthusiastic about using the language, because there are those who feel that minang language is too complicated for them.

Negative attitudes will also be more pronounced if a person or a group of people does not have an awareness of the existence of language



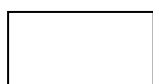
norms. That attitude appears in his speech act. They do not feel the need to use language carefully and in an orderly manner, following the applicable rules. With regard to negative language attitudes there is an opinion which states that the path that must be taken is by language education which is carried out on the basis of fostering social and cultural norms and norms that exist in the language community concerned. But according to Lambert (1976) learning motivation is also oriented to two things, that is:

3.2.1. Improvement of destiny instrumental orientation refers to/occurs in languages with a wide range of uses, much needed and promising high economic value, such as English, French, Japanese.

3.2.2. Curiosity about the culture of the people whose language is learned integrative orientation occurs mostly in the languages of a society that has a high culture, but the language is only used as a communication tool limited to certain ethnic group.

4. Types of Language Attitudes

Types of language attitudes initially a distinction needs to be made between types of language attitudes that correspond either to monolingual settings or bi-/multilingual settings. In the earlier days of language attitude research it was believed that in mono- or multilingual societies' languages had to be evaluated against each other. Findings, however, indicate that bi- or multilinguals who are proficient in several varieties do not necessarily consider one language as more favourable than another. Instead many speakers argue that the varieties are equally important and fulfil similar communicative functions (Baker 1992:79). 18 throughout the history of



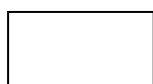
language attitude research different concepts for categorizing language attitudes have been established. In the subsequent section two possible ways distinguishing types of language attitudes will be presented.

Schmied (1992:164) proposed a tripartite framework the classification of different types of language attitudes. according to him language attitude studies deal with one of the three, partly overlapping fields: attitudes towards certain languages, attitudes towards varieties of a language and attitudes towards sociolinguistic topics. The first category deals with uniform attitudes and stereotypes, whereas the second investigates norm and standard varieties in comparison to non-standard varieties. The third category is concerned with attitudes towards language uses. This entails the issue of exploring which language variety is used in which domain. Another way of distinguishing different types of language attitudes was suggested by the social psychologists Gardner and Lambert (1972: 14).

5. Language Choice

In multilingual communities various codes are available, both in the form of languages, dialect, variations, and style for use in social interactions. For the last term, Kartomihardjo (1988) prefer to use the term variety as the equivalent of the style. With the availability of code the code, the community members will choose the available code according to the factors influence it. In everyday interactions, community members constantly change variations using of language.

According to Fasold (1984:180) language choice is not simple as we imagine, namely choose a language as a whole (whole language) in



communication event. We imagine someone who has two languages or more must choose which language which his will use. For example, someone who masters Javanese and Indonesian must choose one of the two languages when speaking to others in the event communication.

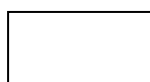
5.1. Factors of language choice

Language choice in bilingual/multilingual community social interaction is caused by various social and cultural factors. Even-Tripp identifies four main factors as markers language choices of speakers in social interactions, namely background (time and place) and situation, participants in interaction, topic of conversation, interaction function. The first factor can be things like breakfast in the family environment, meetings at the outhouse, thanksgiving for birth in a family, college, and bargaining for goods on the market.

The second factor includes things like age, gender, occupation, socio-economic status, and its role in the relationship with the partner. Relationships with partners can be in the form of intimate and close relationship.

The third factor can be a topic about work, children's success, actual events, and the topic of the price of goods on the market. The fourth factor is things like offering information, requests, routine habits (greetings, apologizing, or say thankyou).

Grosjean (1982: 136) argues about the factors that are influential in language choice . according to Grosjean there are four factors that



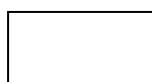
influence language choices in social interactions, namely, participants, situations, content of discourses, and function interaction.

Gal (1982) found evidence that characteristics speakers and partners occupy factors that determine language choice in the community. While the topic and background factors are less important factors than participant factors.

Rubin (1982) found that the most important determinant was location the place where the speech event took place. In his research on Guarani language choices and Spain in Paraguay Rubin concludes that the location of interaction is village, school, and, public place determine people's language choices. In the village the speaker will choose Guarani language, in school will choose Spanish, and in public place choose the language Spanish.

5.2. The strategy of language choice

The term strategy here refers to the notion of communication strategies, namely accuracy inside determine something that should be done for the sake of smooth communication. In learning language also has the term strategic competence which refers to the ability to cover gaps ignorance, how to express a utterance for example, for forgetting the word needed, grammar, or pronunciation. Gurnawan (1995:5) explains this type of competence with the following interesting example. If an Indonesian learner forgets the word there is a price and instead he says the wide road on the left and right there are trees, he is implying that he already has that strategic competence. Of course understanding of



competence strategic also applies to speakers in general, both teak and no-speakers.

5.3. Three approach study language choice

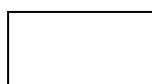
Research on language choice according to Fasold (1984:183) can be done based on three approaches, namely sociological approaches, social psychological approaches, and anthropological approaches. The three approaches can be explain as follows.

5.3.1. Sociological approach

The sociology approach is related to domain analysis. This approach first put was forward by Fishman (1964). The domain according to Fishman (1964) is seen as a constellation factors such as location, topic and participants. The domain is defined as a sociocultural conception abstracted from the topic of communication, the relationship of roles between communicators, places of communication in the harmony of community institutions and part of the activities of speech communities (Fishman in Pride and Holmes 1972).

Research that use domain analysis has been done, among others, by Greenfield (1972) about the choice of Spanish with three congruent components, namely: people, places, and topics. To test whether a blend of the three factors really relates to the mains of members of their community, Grenfield distributes questionnaires.

5.3.2. Social psychological approaches

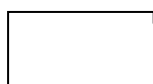


Herman (1968 in Fasold 1984:187) suggest the theory of overlapping situations affect someone in language choice. According to Herman, a speaker is bilingual be in more than one psychological situation simultaneously. Herman talked about three types situation. The first situation relates to the personal needs of speaker (personal needs), second other situations are related to social grouping, that is the background situations and the immediate situation.

5.3.3. Anthropological approaches

From the view of anthropology, the choice of language meets with behaviors that reveal socio cultural values. Like social psychology, anthropology is interested in how one speakers relate to the structure of society. The difference is that if social psychology looking at from the perspective of the psychological needs of speakers, the anthropological approach looks at from how someone uses their language to express their cultural values (Fasold 1984:192).

Using the method of participant observation, anthropologists can provide perspective an explanation of language choice based on his perception as a speaker of a group or more “entered” during conducting research. The implication of this method is that observers are researchers who are members of the group they are observing (Wiseman and Aron, 1970: 49). In addition, the method of participant observation is typical of that approach, which leads to researchers as relevant research instruments to reveal naturally the symptoms of language choice in multicultural society in Indonesia.



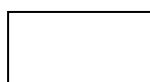
6. Minangkabau Language

The Minangkabau language is still used as a daily language by the Minangkabau people, both those living in Sumatra and overseas. However, for Minangkabau people born overseas, most of them have used Indonesian or Malay in daily conversation. The Minangkabau language also became the language of the *lingua franca* on the West Coast of North Sumatra, even reaching further to the West Coast of Aceh.

The Minang language has many dialects, even though the waters separated by even a river can have different dialects. According to Nadra, in the West Sumatra region the Minang language can be divided into seven dialects, that is: Rao Mapat Tunggul, Muara Suangai Lolo, Pangkalan Lubuak Alai, Payakumbuh, Agam-Tanah Datar, Pancung Soal, Koto Baru.

In addition, each Payakumbuh dialect, Agam-Tanah Data, and Pancung Soal can still be subdivided into sub dialects. Tamsin Medan believes that the most prominent difference is the dialect spoken Pesisir Selatan, West Sumatra and the dialect in Mukomuko, Bengkulu. For example, here is a comparison of the differences between several Minangkabau dialects:

Indonesian Language	Apa katanya kepadamu?
English	What did his say to you?
Raw Minangkabau Language	A keceknyo ka kau?
Payakumbuh	A kecek e ka kau?
Padang Panjang	Apo keceknya ka kau?
Pariaman	A kato e bakeh kau?

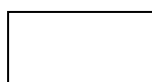


Rao-Rao Batusangkar	Aa kecekyo ka awu?
Kurai	A jano kale gau?
Kuranji	Apo kecek e ka kau?
Salimpaung Batusangkar	Poh ceknyoh kah kau?

7. Definition of Teenager

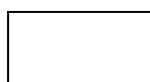
The word of teenager has many different meanings. Some interpret teenager as a group of people who are growing up, there is also a mean teenager as children who are full of spirit and creativity. Form some of the above understanding, the psychology of teenager in the original language called adolescence, derived from the latin *adolescere* which means to grow to reach maturity or in the development of becoming and adult (Ali.M and Asrori.M, 2006:9). Teenager, according to Mappiare (1982:27) takes place between the ages of 12-21 years for women and 13-22 years for men. Vulnerable teenagers are usually divided into three, namely: 12-15 years is the early teenager, 15-18 years mid-teenager and 18-22 years is the final teenager (Desmita, 2008:190).

Teenager is often referred to as puberty. Hurlock (1997:274) argues that puberty is a phase in the development range when children change from asexual beings to sexual beings. (in Al-Mighwar, 2006:17) argues that puberty is a stage in development when sexual maturity occurs and reproductive capacity is achieved. This stage is accompanied by changes in somatic growth and development and psychological perspectives, such as physical, cognitive, emotional, and psychological growth and



development. Teenager is also referred to as the period of change, the rate of change in attitudes, and behaviour during teenager parallel to physical changes (Hurlock, 2004). Gunarsa (2001) describes certain features of teenager as an important period, teenager as a period of identity seeking, teenager as an age of fear and teenager as the threshold of adulthood. All aspects of development in teenager globally take place between the ages of 12-21 years, with the division of 12-15 years of age is the early teenager, 15-18 years are mid-teenager, 18-21 years are the elder teenager (Knoers & Haditomo, 2002). Teenager is an important period of life span, a transitional period, a period of change, a troubled age, a period in which individual seek self-identity, dread, unrealism, and the threshold toward adulthood. (Krori, 2011). According to Hall (Sarwono 2011), teenager is a period of “sturm and drang” (hurricanes and storms), emotional times and occasionally emotional outbursts, arising from the contradiction of values. This exciting emotion is sometimes troublesome, both for the teenager and for the parents/ adults around him. But this passionate emotion is also useful for teenagers in an attempt to find identity. The reaction of the people around him will be a learning experience for the teenager to determine what action he or she will take.

In 1974, the WHO provided a conceptual definition of adolescence that included biological, psychological, and socioeconomic criteria. According to WHO (Sarwono, 2011), adolescence is a time when the individual develops from the first time he shows his secondary sexual signs until he reaches sexual maturity (biological criteria), the individual experiences a



psychological development and identification pattern from childhood into adulthood. (social-psychological criteria), and a transition from full socio-economic dependence to a relatively more independent (socio-economic) criterion.

B. Previous Relevant Study

1. Language choice and Language Attitude in A Multilingual Arab Canadian Community: Quebec – Canada: A sociolinguistic Study.

Result discussion of this journal that respondents' responses the factors that support their choice of Arabic, English and French in Quebec-Canada. The answer is 41 chose English and 45 chose French. All the 100 respondents confirmed and for language attitude showed that out of 100 respondents, 99 gave positive attitudes towards English for being the most useful language with one respondent was undecided while 16 respondents though that Arabic was the most useful language and 38 though it was French. The journal and this research has a relation because the discussion in this journal in accordance with the title of the researcher about language attitude and language choice that distinguishes it, this journal discusses about multilingual communities and research countries.

2. Bilingualism, Language Attitudes, Language Policy and Language Planning: A Sociolinguistic Perspective.

There is no discussion of this journal , because this journal just a synopsis of sociolinguistic aspects in general with reference to the

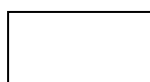


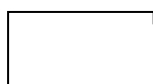
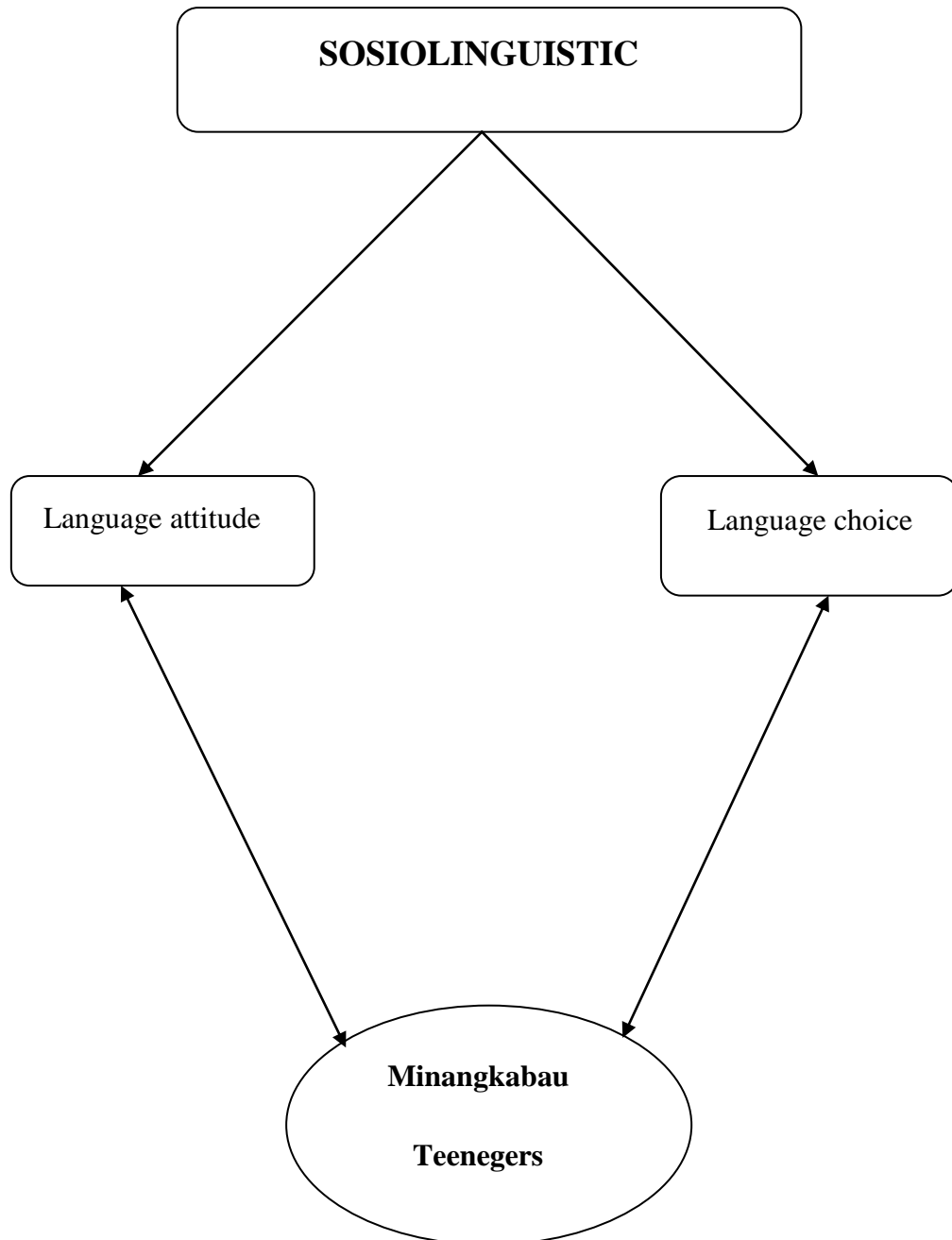
South African linguistic scenario. During the apartheid years South Africa had two official languages, namely, English and Afrikaans. But this journal has relation of this research the relation is discussion about Bilingualism and Language attitude.

C. Conceptual Framework

Sociolinguistics is a study of language, one of language is language attitude and language choice. Minangkabau language is a regional language from the west Sumatra Minangkabau society and at the same time many languages appear among the people themselves.

So that regional languages are no longer a language of pride to be used especially for Minangkabau people who have lived for a long time in North Sumatra. To know how the language attitude and language choice by Minangkabau teenagers using questionnaire to give the respondent. The research questionnaire will be focused on aspects of sociolinguistic studies such as language attitude and language choice.



D. Schema of the Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

This research was applied through qualitative descriptive research which aimed to investigate the language attitude and language choice among Minangkabau teenagers. To get the further information, the researcher used a questionnaire to analyze the positive and negative aspects of Minangkabau teenagers language attitude and also language choice of these teenagers.

B. The Source of Data

Lingkungan 16 Pekan Labuhan consists of 148 families. There were 28 Minangkabau families ethnic. The data was taken of 40 Minangkabau teenagers as a respondents.

C. The Technique of Collecting Data

The technique of collecting data of this research was used questionnaire which consist 9 items questionnaire of language attitude and 10 items of language choice.

D. Technique of Analyzing the Data

After giving a questionnaire to respondents and then data will be analyzed. Technique of analyzing data used by (W Gulo) descriptive analysis using tables. The data that has been obtained will be analyzed with the following steps:

- 1) Collect the questionnaire that was given to the respondents
- 2) Check the results of the respondents answers presented in the table
- 3) Analyzing data used descriptive qualitative methods
- 4) Make conclusions on the results of the study

CHAPTER IV

DATA ANALYSIS AND FINDINGS

A. Data Collection

The data of this research were focused on language attitude and language choice of Minangkabau teenagers. The data were collected by giving to 40 respondents in which each respondents was given 19 questions. The questionnaires consisted of 10 question lead to language choice and 9 questions lead to language attitude. The questionnaire in presented an appendix.

B. Data Analysis

After collecting data then the data were analyzed through the results of the answered given by respondents. Based on the experience of research Minangkabau teenagers language attitudes lead to negative and language choice tend to used Indonesian. To find out concrete results according to the researcher experience the respondents answered were analyzed use qualitative descriptive as follows:

a. Language Attitude

First statement is “mastering your native language (local) is important”. In this statement there were answered from respondents, namely: 7 respondents choose strongly agree, 10 respondents agree, 9 respondents not agree, 12 respondents disagree, and 2 respondents strongly disagree.

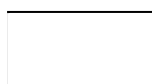
In this statement most of respondents choose disagree. There were 12 respondents choose disagree. Language attitude of respondents leads to negative attitude because, the 12 respondents consider mastering the language of origin is not important. These was indicated by respondents to researcher when researcher conducted research in the field. They do not know the local language and do not search for it because it is considered not important.

Second statement is “mastering your parent’s language is important” in this statement there were answered from respondents, namely: 1 respondent choose strongly agree, 8 respondents agree, 6 respondents not agree, 21 respondents disagree and 4 respondents strongly disagree.

In this statement most of respondents chose disagree. There were 21 respondents choose disagree. Language attitude of respondents leads to negative attitude because respondents assume mastering parent’s language not important.

Third statement is “speaking in your local language is ancient” in this statement there were answered from respondents, namely: 0 chose strongly agree, 8 respondents choose agree, 10 respondents not agree, 18 respondents disagree, and 4 respondents strongly disagree.

In this statement most of respondents choose disagree. There were 18 respondents choose disagree with this statement. the choice of respondents leads to positive attitude because, respondents assume speaking in local language not ancient. But the respondents answered do not match the researcher experience. Based on the experience respondents



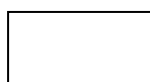
do not used local language in speak to family and friends same ethnic. So, the language attitude showed by respondents leads to negative attitude.

Fourth statement is “local languages symbolize personality of someone” in this statement there were answered from respondents, namely: 3 respondents choose strongly agree, 20 respondents agree, 9 respondents not agree, 8 respondents disagree, and 0 strongly disagree.

In this statement most of respondents choose agree. There were 20 respondents agree with this statement. the choice of respondents leads to positive attitude because, respondents agree that local languages symbolize personality of someone. The answer chosen by the respondents also does not match the reality in the field. Based on the experience researcher Minangkabau teenager never used local language to anyone sometimes there were from other ethnic who asked them what their ethnic and where it comes from. So the researcher looked at language attitudes shown by the negative attitude because Minangkabau teenager did not used local language as a symbol of personality.

Fifth statement is “local language as a symbol of familiarity”. in this statement there were answered from respondents, namely: 1 respondent choose strongly agree, 23 agree, 6 not agree, 10 disagree, and 0 strongly disagree.

In this statement most of respondents choose agree. There were 23 respondents choose disagree with this statement. answered by respondents leads to positive attitude. But, based on the experience researcher language attitude of respondents did not show local languages



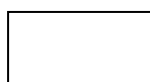
as symbol of familiarity because, the respondents used Indonesian with family and friend same ethnic who looks familiar. So the language attitude of respondents showed negative attitude.

Sixth statement is “speaking your local language in front of people who don’t understand the language is impolite”. in this statement there were answered from respondents, namely: 0 respondent choose strongly agree, 3 respondents agree, 7 respondents not agree, 27 disagree, and 3 strongly disagree.

In this statement most of respondents choose disagree. There were 27 respondents disagree with this statement. respondents’ choice leads to positive attitude. But, based on the experience researcher attitude of respondents lead to negative attitude because, the respondents never spoke local languages to anyone. So the respondents need not feel disrespectful to people who don’t understand Minang language because Minangkabau teenager does not speak Minang.

Seventh statement is “local languages have family characteristic”. In this statement there were answered from respondents, namely: 1 respondent choose strongly agree, 26 agree, 6 not agree, 7 disagree and 0 strongly disagree.

In this statement most of respondents choose agree. There were 26 respondents agree with this statement. respondents answered leads to positive attitude. Because respondents assume local languages have family characteristic but, based on the experience researcher reality is different. Minangkabau teenager never speak the local language to



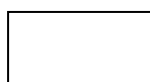
family, friends with same ethnic and meet other people in the same ethnic group. In fact the Minangkabau teenagers showed a negative attitude.

Eight statement is “local languages are not needed as local symbols because Indonesian is the only local symbol”. In this statement there were answered from respondents, namely: 10 respondents choose strongly agree, 15 agree, 5 not agree, 8 disagree, and 2 respondents choose strongly disagree.

In this statement most of respondents choose agree. There were 15 respondents choose agree with this statement. respondents’ attitude leads to negative attitude. The answers chosen by respondents according to the facts in the field. Because, respondents always used Indonesian never used local language, so it’s not wrong if respondents choose to agree Indonesian as a symbol of regionalism. Whereas Indonesian is a symbol of national language, while local languages symbolize their respective regions. For the language attitude of Minangkabau teenagers, they showed a negative attitude.

Ninth statement is “if someone wants to be part of your ethnic, someone needs to master your local language”. In this statement there were answered from respondents, namely: 2 respondents choose strongly agree, 13 agree, 4 not agree, 16 disagree, and 5 strongly disagree.

In this statement most of respondents choose disagree. There were 16 respondents choose disagree for this statement. Based on answered of respondents language attitude Minangkabau teenager leads to positive attitude. The answered chosen by respondents correspond to the reality on



the field because, Minangkabau teenagers who live in Lingkungan 16 Pekan Labuhan had never forced anyone to be able to speak their area to be a part of their ethnic. They were friends with any tribe and do not force someone to be able to speak Minang language to be their friend. Because they themselves used Indonesian with friend same ethnic.

Table 1. Language attitude

Statements							
No	Statements	SA	A	NA	D	SD	Total of questions
1	Statement 1	7	10	9	12	2	40
2	Statement 2	1	8	6	21	4	40
3	Statement 3	0	8	10	18	4	40
4	Statement 4	3	20	9	8	0	40
5	Statement 5	1	23	6	10	0	40
6	Statement 6	0	3	7	27	3	40
7	statement 7	1	26	6	7	0	40
8	Statement 8	10	15	5	8	2	40
9	Statement 9	2	13	4	16	5	40

The mean of the code in table 1.

SA = Strongly Agree

A = Agree

NA = Not Agree

DA = Disagree

SD = Strongly Disagree

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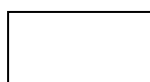
b. Language Choice

First question is “what language did you learn first?”. The answer of respondents Indonesian. There were 39 respondents choose Indonesian and 1 respondent choose local language. Based on the fact in the field all of teenagers Minangkabau used Indonesian ranging from childhood to teenager. Because their parents who teach their children Indonesian from childhood. This is based on the experience of researcher.

Second question is “what language do you use everyday to your father at home?”. All of 40 respondents choose Indonesian. The answered of respondents real fact. All of Minangkabau teenager used Indonesian when talked to their father in everyday. This is real fact in the field and same researcher have seen Minangkabau teenager used Indonesian when talking to their father.

Third question is “what language do you use everyday to your mother at home?”. All of 40 respondents choose Indonesian. The answered of respondents real fact. All of Minangkabau teenager used Indonesian when talked to their mother in everyday. This is real fact in the field and same researcher have seen Minangkabau teenager used Indonesian when talking to their father.

Fourth question is “what language do you use everyday to your friends same ethnic if you meet outside the home?”. All of 40 respondents choose Indonesian. The answered of respondents real fact. Because based on the experience researcher Minangkabau teenager used Indonesian with friends



same ethnic never used local languages because they can't speak local languages.

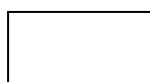
Fifth question is "what language do you use everyday to your brother at home?". All of 40 respondents choose Indonesian. The answered chosen by respondents according to the conditions in the field. Based on the researcher experience the respondents used Indonesian to his brothers inside and outside the home.

Sixth question is "what language do you use everyday to your sister at home?". All of 40 respondents choose Indonesian. The answered chosen by respondents according to the conditions in the field. Based on the researcher experience the respondents used Indonesian to his sister inside and outside the home.

Seventh question is "what languages does your father use to you at home?". All of 40 respondents choose Indonesian. The answered chosen by respondents according to the conditions in the field. Based on the researcher experience when researcher distributed questionnaire, the father one of the respondent called their children in Indonesian and spoke in Indonesian.

Eight question is "what languages does your mother use to you at home?". All of 40 respondents choose Indonesian. The answered chosen by respondents according to the conditions in the field. All mothers of respondents used Indonesian to their children inside and outside the home.

Ninth question is "according to you what languages feels more familiar?". 29 respondents choose Indonesian and 11 respondents choose

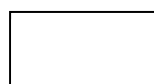


Minang language. The most answered respondents choose Indonesian and 11 respondents choose Minang language, actually based on the experience of researcher all of Minangkabau teenagers feels more familiar with used Indonesian because no one can used local languages either to family or friends same ethnic.

Tenth question or last question is “according to you what languages feels more beautiful?”. 27 respondents choose Indonesian and 13 respondents choose Minang language. The answered of respondents choose Indonesian language, based on the experience of researcher respondents choose Indonesian because they do not local languages to anyone always used Indonesian. So if they consider Indonesian to be more beautiful than local languages it is natural, because they themselves do not learn local languages.

Table 2. Language choice

Language Use					
No	Questions	Indonesian language	Minangkabau language	Other language	Total
1	Question 1	39	1	0	40
2	Question 2	40	0	0	40
3	Question 3	40	0	0	40
4	Question 4	40	0	0	40
5	Question 5	40	0	0	40
6	Question 6	40	0	0	40
7	Question 7	40	0	0	40
8	Question 8	40	0	0	40
9	Question 9	29	11	0	40
10	Question 10	27	13	0	40



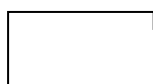
C. Discussion

Based on the results of data analysis and experience of researcher Minangkabau teenagers who live at Lingkungan 16 Pekan Labuhan leads to a negative attitude. Language choice respondents tend to Indonesian. Beow has been discussed in detail, namely:

a. Language attitude

Based on the results of data analysis the respondent's language attitude leads to negative attitude. "mastering your native language (local) is important". The highest answered in the disagree, respondents disagree with the statement. This showed negative attitude because mastering the language of origin is important from there we can remember where we came from and the ethnic we had from our ancestors. By the native language of a person, one can introduce the ethnicity that is owned to other communities, and by knowing the local language someone will still remember his hometown and reused local languages with relatives when they meet again in the village.

In the second statement attitudes Minangkabau teenagers also lead to negative attitude. Because, the teenagers disagree mastering parental language is important. The language used by parents can be used as a second language. If parents used local languages in speaking, then we must also be able to use them at home, so our speech is different when outside the home so that the local language used by our parents does not just disappear.



The third statement Minangkabau teenager still leads to negative attitude because their assume speak local language is ancient, but not like that being able to used local languages means that someone is cultivated his language and boasting the ethnic his owns and local languages were not used by everyone and everywhere so local languages not ancient languages.

Local languages are symbols of personality. In this statement Minangkabau teenagers showed a positive attitude because they agreed to the statement. basically the local language can be called a symbol of one's personality because the local language is one's identity for example, there were two people Minang ethnic then they used Minang language in communication, then there were other people who hear their conversation that person certainly knows they were from Minang ethnic because the distinctive features of their local language symbolize a person's personality or identity.

The fifth statement Minangkabau teenagers agreed that the local language as a symbol of intimacy. The teenage answered lead to a positive attitude. In speaking of course someone wants to be connected to each other and comfortable. When Minangkabu teenager talk to his friend who are in the same ethnic used the Minang language, it was feel intimate and connected because of mutual understanding, but if one of them does not understand, then it feel familiar and disconnected.

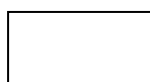
The sixth statement mention speaking your local language in front of people who don't understand the language is impolite. In here language

attitude Minangkabau teenagers lead to negative attitude. It is true that speaking in the local language in front of people who don't understand the language is consider impolite fear someone is misunderstanding and they can assume that the topic of discussion is them. But how can the language attitude of Minangkabau teenager be considered positive while they themselves do not used local languages to anyone. In fact the attitude showed by Minangkabau teenagers leads to a negative attitude.

Seventh statement local languages have family characteristics. In this statement Minangkabau teenagers showed a positive attitude, because there were agree with the statement. local language has a family characteristic for example, there were Minangkabau ethnic community migrating to the city of Medan then meet with the Minang ethnic community as well, so they consider the fellow ethnic as families who overseas and help each other.

In the eight statement Minangkabau teenagers showed negative attitude. They consider that local languages are not needed as a symbol of regionalism. Indonesian is enough to symbolize regionalism. In this case Indonesian as a symbol of state language not local language, because each area has a different language.

For the last statement if someone wants to be part of your ethnic, someone needs to master your local language. The choice of the respondents leads to a positive attitude. Someone does not needed to force others to be part of his ethnic because, Indonesian pople were born from various ethnic groups, races and religions. Minangkabau teenagers do not

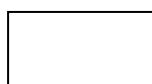


need to ask other people to speak local language to become Minang ethnic because they themselves can not speak Minang language.

b. Language choice

Based on the result of the data analysis language choice respondents tend to choose Indonesian in the daily conversations. The language that Minangkabau teenagers first learned was Indonesian. Only one respondent chose the local language from 40 respondents. Minangkabau teenage answered in accordance with the fact that they can not speak the local language. The second question about the language used by their father, teenagers Minangkabau chose Indonesian to talk with his father. The third question is what language you mother used to you at home?. The answered is Minangkabau teenagers chose Indonesian to talk with their mother. For the fourth question Minangkabau teenagers also chose Indonesian to used by fellow the same ethnic. This is proven when researcher conduct their research used Indonesian when speak with friend the same ethnic. The fifth question teenagers Minangkabau also chose Indonesian as the language their brother used to them.

The sixth question teenagers Minangkabau chose Indonesian as the language their sister used to them. Seventh question refers to the used language their father. All teenagers answered Indonesian, answered of teenagers accordance with the facts in the field. Their father used Indonesian to his children. The eight question about the language their mother used to them. They were chose Indonesian. Their mother had a

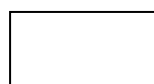


conversation used Indonesian. For the ninth question is what language feels more familiar?. There were chose Indonesian, this is true they showed that Indonesian is very familiar language when they interact with everyone. For the last question is, what language feels more beautiful?. Teenagers Minangkabau chose Indonesian, they feel Indonesian is a very beautiful language compared to the local language.

D. Research Findings

Based on the results of the study there were the findings part of the research and also findings outside of the research problem the findings are:

1. Minangkabau teenagers who lives in Lingkungan 16 Pekan Labuhan use Indonesian with friends same ethnic.
2. During the research parent one of the Minang respondents also spoke Indonesian to their children.
3. They were also speak Indonesian to their sisters and brothers
4. For them Indonesian already feels so familiar that they never use Minang language.
5. They used Indonesian with Malay dialect in their daily conversation.
6. When giving out the questionnaire they did not understand what the objectives of the researcher were, so they were non-conductive.
7. They cheated to each other to see the answers that were filled by his friends.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After having analyzed the data, the conclusion were:

1. Language attitude Minangkabau teenagers leads to negative attitudes. Minangkabau teenagers do not master the language of origin Minang, don't consider parental language important. Minangkabau teenagers consider the local language is ancient, based on reality in the field do not used local languages as a symbol of personality. Minangkabau teenagers also do not used local language as a symbol of familiarity, do not used local languages to anyone and Minangkabau teenagers also considers Indonesian to be sufficient as a symbol of regionalism.
2. Minangkabau teenagers also choose Indonesian as the language used in daily conversation. The first language they learned was Indonesian, they also used Indonesian to their fathers, mothers, brothers, and sisters. Likewise their fathers and mothers used Indonesian to the teenagers. when meet fellow same ethnic outside their homes they were also used Indonesian, because they consider Indonesian to feel more familiar and more beautiful than Indonesian.

B. Suggestion

Based on the conclusion, the suggestion of this research were:

1. For student

Students must learn local languages because local languages part of Indonesian culture.

2. For parents

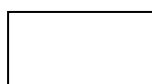
a. Parents must teach regional language to their children so that the language does not disappear because it is a symbol of their respective regions.

b. Parents must teach regional language to their children so that the language does not disappear because it is a symbol of their respective regions.

3. For teenagers

a. Minangkabau teenagers must love their own language.

b. Minangkabau teenagers should be able to civilize their regional language used the language to one tribes friends in daily conversation



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APPENDIX

ANGKET PEMILIHAN BAHASA

Nama :

Petunjuk :Berilah tanda(√) jawaban yang dipilih

No	Pertanyaan	Indonesia	Daerah	Lain
1	Bahasa apakah yang pertama sekali anda pelajari?			
2	Bahasa apakah yang anda gunakan sehari-hari kepada ayah anda dirumah?			
3	Bahasa apakah yang anda gunakan sehari-hari kepada ibu anda dirumah?			
4	Bahasa apakah yang anda gunakan sehari-hari kepada teman anda sesuku jika bertemu diluar rumah?			
5	Bahasa apakah yang anda gunakan sehari-hari kepada abang/adik anda dirumah?			
6	Bahasa apakah yang anda gunakan sehari-hari kepada kakak/adik anda dirumah?			
7	Bahasa apakah yang digunakan oleh ayah anda kepada anda dirumah?			
8	Bahasa apakah yang digunakan oleh ibu anda kepada anda dirumah?			

9	Menurut anda bahasa apa yang terasa lebih akrab?			
10	Menurut anda bahasa apa yang terasa lebih indah?			

ANGKET SIKAP BAHASA

Nama :

Petunjuk: Berilah tanda (√) pada soal dibawah ini

Pernyataan	ST	S	KS	TS	STS
Menggunakan bahasa daerah asal (setempat) andaitu penting.					
Menguasai bahasa orang tua anda itu penting.					
Berbicara dalam bahasa daerah anda itu kuno.					
Bahasa daerah adalah lambang kepribadian seseorang.					
Bahasa daerah adalah lambang keakraban.					
Berbicara dalam bahasa daerah anda di depan orang yang tidak mengerti bahasa tersebut tidak sopan.					
Bahasa daerah memiliki sifat atau ciri kekeluargaan.					
Bahasa daerah tidak diperlukan sebagai lambang kedaerahan karena bahasa Indonesia merupakan satu-satunya alat yang tepat untuk melambangkan kedaerahan.					
Kalau seseorang ingin menjadi bagian dari suku anda, seseorang perlu menguasai bahasa daerah anda.					



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Form K-1

Kepada Yth : Bapak Ketua/Sekretaris
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Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa : Ariani
NPM : 1502050013
Pro. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 138 SKS

IPK = 3,44

Persetujuan Ket/Sekret, Prog. Studi	Judul Yang Diajukan	Dipastikan oleh Dekan Fakultas
	Language Attitude and Choice by Minang Kabau Language Community : A Sociolinguistic Study in Lingkungan 16 Pekan Labuhan	
	The Analysis of Illocutionary Acts in Ender's Game Movie	
	Language Style of J.K Rowling John Tiffany and Jack Thorne of Harry Potter and The Cursed Child: A Stylistic Study	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 21 Maret 2019
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Ariani

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- Untuk Mahasiswa yang bersangkutan



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Form K-2

Kepada : Yth. Bapak/ Ketua/Sekretaris
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FKIP UMSU

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NPM : 1502050013
Pro. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

Language Attitude and Choice by Minangkabau Community : Sociolinguistic Study in Lingkungan 16 Pekan Labuhan

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu :

Mandra Saragih, S.Pd, M.Hum

Acc 15/04-2019

Sebagai Dosen Pembimbing Proposal/Skripsi saya.

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Hormat Pemohon,

Ariani

Keterangan

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Dan Dosen Pembimbing

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Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Ariani
N P M : 1502050013
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Language Attitude and Choice by Minagkabau Community :
Sociolinguistics Study in Lingkungan 16 Pekan Labuhan

Pembimbing : Mandra Saragih, S.Pd, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 29 April 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Medan, 24 Sya'ban 1440 H
29 April 2019 M
Dekan

Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN : 0115057302

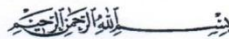
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2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
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N.P.M : 1502050013

Program Studi : Pendidikan Bahasa Inggris

Judul Proposal : Language Attitude and Choice by Minangkabau Language
Community: A Sociolinguistic Study in Lingkungan 16 Pekan
Labuhan

sudah layak diseminarkan.

Medan, Mei 2019

Dosen Pembimbing,

Mandra Saragih, S.Pd, M.Hum.



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Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
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Nama Lengkap : Ariani
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Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Language Attitude and Choice by Minangkabau Language Community: A Sociolinguistic Study in Lingkungan 16 Pekan Labuhan

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
16/04-2019	Chapter I Chapter II	
16/05-2019	Chapter II	
11/05-2019	Chapter I Chapter III	
17/05-2019	Chapter III	

Diketahui Oleh :
Ketua Program Studi

Mandra Saragih, S.Pd, M.Hum.

Medan, Mei 2019

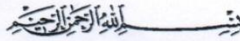
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SURAT KETERANGAN

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Nama Lengkap : Ariani
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Prog. Studi : Pendidikan Bahasa Inggris
Judul Proposal : Language Attitude and Choice by Minangkabau Language Community: A Sociolinguistic Study in Lingkungan 16 Pekan Labuhan

Benar telah melakukan seminar proposal skripsi pada hari Kamis, tanggal 23 bulan Mei, tahun 2019.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin dari fakultas.

Atas kesediaan dan kerja sama yang baik, kami ucapkan terima kasih.

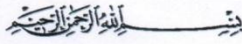
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Pada hari Kamis tanggal 23 bulan Mei 2019 sudah layak menjadi proposal skripsi.

Medan, Mei 2019

Disetujui oleh:

Dosen Pembahas

Khairil, S.Pd, M.Hum

Dosen Pembimbing

Mandra Saragih, S.Pd, M.Hum

Diketahui oleh
Ketua Program studi

Mandra Saragih S.Pd, M.Hum



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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Mei 2019

Hormat saya

Yang membuat pernyataan,



Ariani

Diketahui oleh
Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum



UMSU

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

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Hal : Mohon Izin Riset

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Kepala Lingkungan 16 Lorong Swadaya P. Labuhan
Kec. Medan Labuhan Kota Medan
di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Lingkungan Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

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Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Language Attitude and Choice by Minangkabau Language Community :
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Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.



Dekan
H. Alifianto Nst, S.Pd, M.Pd. A

NIDN : 0115057302

** Pertinggal **



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KELURAHAN PEKAN LABUHAN
LINGKUNGAN 16**

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Nama : ARIANI
N P M : 1502050013
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Language Attitude and Choice by Minangkabau
Langungae Community : A Sociolinguistic Study
in Lingkungan 16 Pekan Labuhan.

2. Bersama ini kami sampaikan bahwa pelaksanaan Riset yang dilakukan oleh Mahasiswa tersebut diatas telah selesai dilaksanakan di Lingkungan 16 Kelurahan Pekan Labuhan Kecamatan Labuhan.
3. Demikian disampaikan atas perhatiannya diucapkan terima kasih.-

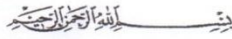
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BERITA ACARA BIMBINGAN SKRIPSI

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 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
 Nama Lengkap : Ariani
 N.P.M : 1502050013
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : Language Attitude and Choice by Minangkabau Language Community: A Sociolinguistic Study in Lingkungan 16 Pekan Labuhan

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
	chapter IV	
	Grammar	
	Data Collection	
	chapter IV	
	chapter IV	
	Grammar	
	chapter III	
	chapter I	
	chapter II	
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Medan, September 2019

Diketahui oleh:
 Ketua Prodi

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Dosen Pembimbing

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LEMBAR PENGESAHAN SKRIPSI



Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Ariani
N.P.M : 1502050013
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Language Attitude and Choice by Minangkabau Language
Community: A Sociolinguistic Study in Lingkungan 16 Pekan Labuhan

sudah layak disidangkan.

Medan, September 2019

Disetujui oleh:

Pembimbing

Mandra Saragih, S.Pd., M.Hum.

Diketahui oleh:

Dekan

Dr. H. Elfrianto Nasution, S.Pd., M.Pd.

Ketua Program Studi

Mandra Saragih, S.Pd., M.Hum.



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Berdasarkan hasil pemeriksaan data pada Sistem Perpustakaan, maka Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama : Ariani
NPM : 1502050013
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/ P.Studi : Pendidikan Bahasa Inggris

telah menyelesaikan segala urusan yang berhubungan dengan Perpustakaan Universitas Muhammadiyah Sumatera Utara Medan.

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 16 Muharram 1441 H
16 September 2019 M

Kepala UPT Perpustakaan,


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Medan, September 2019

Ariani