

Student Attitude in Learning Vocational High School

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Abstract---Language behavior influence the preservation of speaker's language. Students tend to communicate not to use Indonesian Language properly and correctly. Indonesian Language must be used as the language of instruction in learning. This study aims to analyze the language attitudes of students in learning in vocational high school. The approach used is sociolinguistic. The data used are fragments of student speech that are thought to reflect language attitude. Data collection was carried out by using free involved, record-taking and note-taking techniques. Data analysis was performed using the matching method. The results showed that students' language attitude was marked by several things, namely language loyalty, language pride, and awareness of language norms.

Keywords: *language attitude, vocational high school student, learning*

I. INTRODUCTION

Student's language behavior influence the preservation of Bahasa Indonesia. In essence, the attitude language is a relatively long-term belief system regarding language and certain language object, which give a tendency for someone to react in a particular way they like [1]. Student's behavior who feel innocent when communicating without using Indonesian language that are proper and correct. They did not realize that the ability to speak Indonesian language, which they felt was sufficient, was still limited to abilities that were informal or theoretical. There is a thought that student do not need to distinguish language with whom they speak. The use language in learning reflect the ability to communicate between speakers [2].

Indonesian language is a national language that function as national identity and national pride. Indonesian language must be used as the language instruction in national education in accordance with Law Number 24 of 2009 article 29 paragraph (1). Vocational high school students are students who are prepared to deal with the business world and the industrial world. Students are required to have good skills in order to improve people's lives. One of them is skill of using Indonesian language properly.

Based on this description, research on the language attitude of vocational high school student in learning is interesting. This research is useful

because it can be a sign of students' language attitude in learning as an effort to restore correct and proper language behavior in learning at school, as well as to foster a sense of loyalty, awareness, and pride in Indonesian language.

II. METHOD

The approach used in this research is a theoretical approach and a methodological approach. The theoretical approach uses the sociolinguistic approach, while the methodological approach use a qualitative approach and a descriptive approach. The data of this study are fragments of vocational high school students' speeches in learning that are thought to reflect positive and negative attitudes towards Indonesian language. Collecting research data using competent free involve, note taking and record techniques. The data analysis of this research used the matching method.

III. RESULT AND DISCUSSION

Language attitude of vocational high school student in learning can be categorized into three aspects, namely language loyalty, language pride, and awareness of language norms [3]. If someone consider these three aspects, it means that someone is positive about the language. Conversely, if someone has a negative attitude toward the language, the characteristics have disappeared or weakened from a person or from a group of community members. Language attitude lead to positive and negative attitudes. Positive language attitude can be found based on the socio-economic status of the speakers of language [4]. The higher the social status of the speaker, the more positive the language attitude of the speaker. And vice versa, the lower the social status of speakers, the lower the attitude of the language of speakers. The use of certain languages is an inevitable consequence of bilingual or multilingual communities.

3.1 Language Loyalty

The sign of language loyalty is using Bahasa Indonesia properly, appropriately and reject the lingual unit of a foreign language. This sign can be identified by looking at the choice of words or

speakers' diction in communication. In addition, identification is obtained from not using lingual units of foreign languages or regional languages. When communicating with speech partners, speakers use Bahasa Indonesia. The language used is formal Bahasa Indonesia. The use of language is basically not monolithic, but rather varied [5]. These language variations appear in individual and group of language users through the use of the language. Therefore, the diversity of language can be an identity for speakers. Students have a positive attitude towards standard Arabic compared to English [6]. It also shows that women have a higher positive attitude towards MSA as a teaching medium compared to men. However, there are no significant differences between men and women in language selection except for two factors [7]. These factors are internal factors and external factors. The factor of attitude language is not random, but is determined by social, cultural, and situational factors [8]. The attitudes of male participants who spoke in Taiwan were higher than those of Chinese speakers [9]. This result is influenced by the background of each family. The attitude of these students plays an important role in the success or failure of the implementation of learning [10].

The sign of language loyalty by implementing the correct and proper use of Bahasa Indonesia and rejecting students' foreign language lingual units can be identified from the following dialogues.

(1) CONTEXT: STUDENT (P2) ANSWER THE QUESTION PROVIDED BY THE TEACHER (P1) CONCERNING SAMPLES OF SENTENCES IN LEARNING MATHEMATICS

Teacher : "Absen no 3, kamu yang membuat contoh kalimat! Misalnya kamu perjalanan ke sekolah."

Student : **"Saya berangkat naik motor."**

Teacher : "Ya bagus, itu termasuk faktual yang bernilai benar."

The dialogues are between the teacher (P1) and student (P2). it occurs in the classroom. P1 states that student with absence number 3 are asked to make examples of factual sentences of true value, when traveling to school. Students sometimes use Javanese language when communicating with the teacher. However, in this case students must answer in Bahasa Indonesia according to the question given by the teacher. When students are confused in understanding learning material, the teacher will immediately use code switching from Indonesian to Javanese. There is sign of language loyalty from the fragment of the speech. Sign of language loyalty from the dialogues. Sign of language loyalty can be

observed from speech P1 and P2. In this fragment, P1 uses the choice of words (diction) of the book and command sentence to communicate with P2.

In this dialogue, the choice of words (diction) used by P2 is the standard word. This can be identified from the use of the word 'I'; 'Departs'; 'Up'; 'motorcycle'. In addition, a good sentence structure is seen in the fragment of the speech. The sentence structure consists of subject-predicate-method information. 'I' function as a subject; 'depart to' function as a predicate; and 'riding a motorbike' serves as a way of information. Thus, there are signs of language loyalty in the form of the use of standard words and single sentence according to the rules and use of Bahasa Indonesia and do not use foreign language lingual units in the fragment of the speech.

3.2 Language pride

The sign of language pride include developing language and making language a symbol of community identity and unity. This is manifested in the use of Bahasa Indonesia as the identity of citizens and must be used in conversation. In addition, the development of Bahasa Indonesia's words is seen by the use of words in certain speech contexts. The vocal imitation of speech changes positively the attitude of the language of the speakers' social interest [11]. This attitude is stronger because of the factor of access and is directly related to language.

Sign of students' language pride can be identified in the following fragment of speech.

(1) CONTEXT: STUDENT (P2) ANSWER THE QUESTION FROM TEACHER (P1) ABOUT THE ADVANTAGE OF A COMPONENT IN LEARNING WORKSHOP TECHNIQUE

Teacher : "Keuntungan dari komponen ini adalah tenaga besar, perputaran gigi ringan. Ayo, perbedaannya apa mas?"

Student : "Lebih ringan, kalau alat sederhana harganya murah tetapi cepat **aus** atau **mereduksi** perputaran."

The dialogue were between the automotive teacher (P1) and the male student (P2) in learning workshop techniques. P2 answers question from P1 about the benefit of a component. In the fragment of the speech, P2 argues that the component is lighter, if a simple tool is cheap but quickly 'wears out' or reduces' turnover. There are signs of language pride in the dialogue, P2 uses the development of Bahasa Indonesia domain based on the context of speech when communicating with P1.

There are the words 'wear out' and 'reduce' in chunks of speech "if simple tools are cheap but fast" wear out "or reduce" turnaround ". The word 'worn' in the fragment of the speech means shrinking due to rubbing. P2 uses the word

wear to express quality weakness because of low component prices. The word 'reduce' in the fragment of the speech means to make a reduction. P2 uses the word reduce to explain the word wear in the previous clause. The meaning of the word wear and reduce adjusts to the speech situation. The use of the development of the Indonesian word by P2 as a symbol of identity and community unity is a reflection of the pride of language. Thus, there are signs of language pride in the fragment of the speech.

3.3 Language Norms Awareness

Signs of awareness of the existence of language norms associated with encouragement or awareness of using Bahasa Indonesia carefully and politely. That awareness is the most influential factor on language behavior. The use of language is meticulously manifested in the use of language carefully and thoroughly. Meanwhile, the use of language politely is smooth and good in language.

(1) CONTEXT: STUDENTS (P2) DELIVERING THE RESULTS OF THE WORK ON CALCULATION OF ELECTRICITY USE IN A HOUSE IN ELECTRICITY LEARNING

Teacher : "Ayo siapa yang sudah siap?"

(P1)

Student : "Saya Pak..Ini gambar rumah 6x7 meter. Kebutuhan **fiting 8 buah, kabel NYA 0,5 120 meter, lampu 8 buah, paralon 40 meter, saklar**. Biaya lima juta rupiah. Biaya pemasangan dua juta lima ratus."

With codes, speakers in the speech environment use codes according to the factors that influence them by changing the language usage variations. Language attitudes decrease with age, while understanding increases with age [12]. In addition, there are people who use mixed models of Indonesian code with English in communication [13]. English will help to understand the intentions of people from other countries and their cultures [14]. English is an international language that is useful later when they must continue their education abroad [15]. Even so, according to the laws and regulations students must use Bahasa Indonesia that is good and right in learning at school. Signs of awareness of students' language norms can be identified in the following chapters

The fragment of the speech occurs in the learning of electricity in the classroom between male teacher (P1) and female student (P2). In the piece of speech, P1 asks P2 who is ready to present the result of his work in front of the class, then P2 raises his hand and says that he has finished and is ready to present the results of his work regarding the installation of electrical equipment and installation costs in a house. There are signs of

language norm awareness in the fragment of the speech. Signs of language norm awareness can be observed from fragments of speech P2. P2 uses Bahasa Indonesia which contains details according to the rules.

There are engine, oil, and lots of dirt details in the speech fragment 'because in the workshop we are dealing with engines, oil, and lots of dirt'. The piece of speech was spoken by P1. In the fragment of the speech, the details are in accordance with the rules. This can be seen from the use of pauses to separate details. In writing, pausing is symbolized by a comma (,) to separate the elements in the breakdown. In addition, there is the use of conjunctions in the form of the word 'and' at the end of the breakdown. Both of these are in accordance with the rules of standard Indonesian grammar. Thus, careful use of language as a form of awareness of the existence of language norms is contained in the fragment of the speech.

IV. CONCLUSIONS

The results showed the marker of language attitudes of vocational high school students in learning were categorized into two markers, namely marker of positive attitude and marker of negative attitude. Positive language attitudes markers are language loyalty, language pride, and awareness of language norms. Sign of negative attitudes, namely underestimating the quality, mentality striking, tuna self-esteem, away from discipline, reluctant to be responsible, and like to talkative or go along.

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