

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

In this chapter, the writer intended to discuss the analysis and the interpretation of the data related to parents' attitudes towards heritage language and their efforts to maintain the heritage language. The writer used SPSS 16.0 to count the mean score and standard deviation. The writer distributed the questionnaire to Unika Chinese students' parents from Kalimantan. The questionnaire consisted of 17 statements, namely eight statements related to parents' attitudes towards heritage language and nine statements related to parents' efforts to maintain the heritage language.

Thus, the writer described 17 statements to answer two research questions. The writer divided the results into two parts, first, parents' attitudes towards heritage language, and second, parents' efforts to maintain the heritage language.

4.1 Parents' Attitudes toward Heritage language.

In this chapter, the writer describes the results of the answer for the first problem formulation, which is "what is the parents' attitudes towards heritage language maintenance?". The answer was divided into three parts: cognitive aspects, affective aspects, and conative aspects. The mean score was between 0 and 4. If the mean score was 0 – 2, it means that the respondents showed negative

attitudes. However, if the mean score was 2.01 – 4, it means that the respondents showed the positive attitudes. The answer would be discussed further below.

4.1.1 Cognitive Aspects

For this aspect, the respondents were given questions about their perception towards Mandarin language. Statement “Mandarin language is a beautiful and melodious language” and “Mandarin language is a high cultural caretaker” represent this aspect.

Table 3

Statements for Cognitive Aspects

No	Statement	N	R	Min	Max	Sum	Mean
1	Mandarin language is a beautiful and melodious language.	135	2.00	2.00	4.00	463.00	3.4296
2	Mandarin language is a high cultural caretaker	135	2.00	2.00	4.00	463.00	3.4296
Valid N (list wise)		135					

Table 3 shows that the respondents have positive attitudes towards language maintenance for this aspect. It is reflected from the mean score of the statements. Both of the statements have the same mean score (3.4296). As the mean score is more than two, it could be interpreted that the respondents have positive attitudes. This responses can be interpreted as their recognition towards

Mandarin language, in this case is related to the existence of language as a cultural caretaker, cultural path of succession, and cultural characteristics inventory. Consequently, language is also an important factor in shaping cultural identity and social identity, including ethnic identity of community members.

In this case, Chinese Indonesian's attitudes in cognitive aspects in Kalimantan towards Mandarin language is related to what they believe towards Mandarin language. The statements measured their belief in Mandarin is a beautiful and melodious language and the function of Mandarin language as a high cultural caretaker.

Triandis (1971) explained that cognitive component is a general idea of a certain category people use for thinking. This category is obtained from consistency conclusion in response to different stimulation. Cognitive component consists of someone's perception, believe, and stereotype about something. What someone often believes is his stereotype or something that has patterned in his mind. If the respondents thought that Mandarin language was not beautiful and melodious language (the respondents had negative attitudes), the respondents would not have done preservation towards Mandarin language because it was considered not good (Azwar, 2008).

4.1.2 Affective Aspect

For this aspect the writer asked respondents' responses for three statements, which were "as Chinese person, I am proud because I can speak in

Mandarin language”, “I am happy if other people speak with me in Mandarin language”, and “I am happy if other people can speak in Mandarin language”. The responses are showed in the following table.

Table 4

Affective Component Statements

No	Statement	N	R	Min	Max	Sum	Mean
3	As Chinese person, I am proud because I can speak in Mandarin language.	135	3.00	1.00	4.00	452.00	3.4667
4	I am happy if other people can speak with me in Mandarin language	135	3.00	1.00	4.00	468.00	3.3481
5	I am happy if other people can speak in Mandarin language.	135	3.00	1.00	4.00	457.00	3.3852
Valid N (list wise)		135					

Table 4 gives an overall picture of the affective component results. The respondents agree that they are proud because they can speak in Mandarin language. The mean score of this data is 3.4667. Besides, they are also happy if

other people speak with them in Mandarin language. The mean score of this statement is high, 3.3481. The last but not least, the respondents are also happy if other people speak in Mandarin language (3.3852). From the data, the writer can interpret that the respondents have positive attitudes. All of the mean scores are more than two and it means that the respondents show positive attitudes.

Affective component is an emotion which fills an idea. If someone “feels happy or unhappy” to someone, group, something, or situation, he has positive or negative attitudes towards someone or other thing. Positive or negative attitudes is determined by connection between attitudes object and pleasant or unpleasant situations. Therefore, affective component is an individual’s feeling towards an object and it is related to someone’s emotion (Suhardi, 1996). Emotion usually influences someone’s attitudes. In general, the affective component can be likened to someone’s feeling towards something that has subjective quality. Language pride encourages someone to maintain heritage language and use it as an identity symbol and people unity (Azwar, 2008). The measurement towards the respondents’ attitudes shows the positive attitudes. So, it must be in harmony with the use and control of Mandarin language.

4.1.3 Conative Aspect

There were three statements for these aspects. There were “Mandarin language should be taught in the schools, even though in the minority areas”, “Government should be more active in building and developing Mandarin language”, and “It needs encouragement to use Mandarin language in the family”.

The section below discusses the results of the conative aspect.

Table 5

Conative Aspects

No	Statement	N	R	Min	Max	Sum	Mean
6	Mandarin language should be taught in the schools, even though in the minority areas.	135	2.00	2.00	4.00	461.00	3.4148
7	Government should be more active in building and developing Mandarin language.	135	2.00	2.00	4.00	467.00	3.4593
8	It needs encouragement to use Mandarin language in the family	135	3.00	1.00	4.00	470.00	3.4815
	Valid N (list wise)	135					

Table 5 shows that the respondents have positive attitudes in conative aspects. The mean score of each statement is more than two. For the Statement 6 the mean score is 3.4148. Moreover, for the statement “Government should be more affective in building and developing Mandarin language”, the mean score is also more than two, which is 3.4593. In addition, the mean of the last statement for the first problem formulation is 3.4815. Therefore, the writer can draw a conclusion that respondents have positive attitudes towards this component.

This component shows that there is a tendency to act. Someone responds stimulation around him. First, she makes categories. Then he connects one category to other categories. Someone’s behavior is related to his attitudes in an object. In other words, if someone has positive attitudes, he will give positive behavior for an object. Someone’s feeling influences someone’s behavior (Triandis H. , 1971). In this case, if the respondents do not have positive attitudes in Mandarin language, they would not have used Mandarin language as a daily language.

4.1.4 The Summary of Question 1

From the all above tables, it can be concluded that respondents have positive attitudes to maintain heritage language. For further explanation, see the next table.

Table 6

Summary of the Question 1

No	Statement	N	R	Min	Max	Sum	Mean
Cognitive aspect							
1	Statement 1	135	2.00	2.00	4.00	463.00	3.4296
2	Statement 2	135	2.00	2.00	4.00	463.00	3.4296
	Average	135	2.00	2.00	4.00	463.00	3.4296
Affective aspect							
3	Statement 3	135	3.00	1.00	4.00	452.00	3.4667
4	Statement 4	135	3.00	1.00	4.00	468.00	3.3481
5	Statement 5	135	3.00	1.00	4.00	457.00	3.3852
	Average	135	3.00	1.00	4.00	459.00	3.4000
Conative aspect							
6	Statement 6	135	2.00	2.00	4.00	461.00	3.4148
7	Statement 7	135	2.00	2.00	4.00	467.00	3.4593
8	Statement 8	135	3.00	1.00	4.00	470.00	3.4815
	Average	135	2.33	1.67	4.00	466.00	3.4519
	Total Average	135	2.50	1.50	4.00	462.625	3.42685
	Valid N (list wise)	135					

Table 6 shows that the total average mean score is 3.42685. The writer can interpret that respondents have positive attitudes in the cognitive aspect, in the affective aspect, and in the conative aspect. It can be seen that the mean score of

cognitive aspects 3.4296, the mean score of affective aspects 3.4000, and the mean score of conative aspects 3.4519.

The respondents agree that Mandarin language is a melodious and beautiful language. Besides, the respondents believe that Mandarin language is a high culture caretaker. The respondents are also happy if they can speak in Mandarin language and use it in their environment as a daily language. They believe that Mandarin language should be maintained. Positive attitudes as shown in above data will give good influence on language maintenance. The positive attitudes will influence the respondents to make some efforts to maintain Mandarin language.

4.2 Parents' efforts in maintaining the heritage language.

In this chapter, the writer interprets the answer for problem formulation question number 2. This chapter will discuss what the parents do to maintain the heritage language.

Table 7

Mandarin Language as Daily Language

No	Statement	N	R	Min	Max	Sum	Mean
9	I use Mandarin language as daily language.	135	3.00	1.00	4.00	409.00	3.0296
17	I suggest my children to speak with other people in Mandarin language.	135	3.00	1.00	4.00	420.00	3.1111
	Valid N (list wise)	135					

Table 7 shows that Chinese Indonesian students' parents use Mandarin language as a daily language. The mean score of this statement is 3.0296. Moreover, the parents also suggest their children to speak in Mandarin language. They teach their children to use Mandarin language as daily language. The mean score of Statement 17 is 3.1111. From this data, it can be interpreted that the parents make some efforts to maintain heritage language.

In West Java, Mandarin language is seldom used as a daily language. More than 0.04% people use Mandarin language or local language as a daily

language (see appendix 3). Only 2.76% parents use Mandarin language as a daily language (see appendix 4) and only 0.17% parents who speak Mandarin language as daily language to their children (see appendix 5). There is no child speaking in Mandarin language between sister to brother and children to their neighbor (see appendix 6). Therefore, there is language shift in West Java. In West Java, people use local languages or Indonesian language as daily language, then there will be a language shift (Khak, 2010). However, in Kalimantan, parents use Mandarin language as a daily language, so there is no language shift there.

Table 8

Habituating the Children

No	Statement	N	R	Min	Max	Sum	Mean
10	I have habituated my children to read Mandarin language books since they were young.	135	3.00	1.00	4.00	379.00	2.8074
11	I have habituated my children to listen Mandarin songs since they were young.	135	3.00	1.00	4.00	416.00	3.0815
	Valid N (list wise)	135					

Table 8 gives overall results from the Statement 10 (*I have habituated my children to read Mandarin language books since they were young*) and Statement 11 (*I have habituated my children to listen Mandarin songs since they were young*). The mean score of these statements is high. The mean score of Statement 10 is 2.8074 and the mean score of Statement 11 is 3.0815. Both of them are more than two, so the writer can interpret that the parents make some efforts to maintain heritage language. They habituate their children to read and listen to Mandarin language since the children were young.

Khak (2010) found that there are some factors why Mandarin language is not used as a daily language (the Indonesian or local language ability is better than Mandarin language ability, environment factor, the advantages of Indonesian language, habit factor, communicative factor, comfort factor, and politic factor). Chinese Indonesian in West Java agree that the mastery of Mandarin language is their reason why they do not speak in Mandarin language or mixed Mandarin language and local language as a daily language. They forget the pronunciation. Their Mandarin language is not fluent (Khak, 2010). Because of that, the writer believes habituating the children to listen and read in Mandarin language is important in maintaining heritage language. Through listening and reading, the children can improve their pronunciation.

Table 9

Learning Mandarin Language Formally

No	Statement	N	R	Min	Max	Sum	Mean
12	I send my children to schools that offer Mandarin language.	135	3.00	1.00	4.00	420.00	3.1111
16	I appeal my children to take Mandarin language.	135	3.00	1.00	4.00	404.00	2.9926
	Valid N (list wise)	135					

Language can be learned self-taught. However, respondents believe that learning Mandarin language formally is also important. It is reflected in Table 9. Statement 12 (*I send my children to school that offer Mandarin language*) has the mean score of, while the mean score of Statement 16 (*I appeal my children to take Mandarin language*) is 2.9926. We can infer that respondents send their children to schools which offer Mandarin language as one of its subjects and the respondents suggest their children to take Mandarin language course.

There are some advantages in learning language formally. First, there is a tutor who helps students in learning. Having tutors in learning process will be an advantage for students. Students do not need to be afraid anymore because the tutor is ready to correct students' mistakes and guides students towards the right learning. Second, students will get adequate learning facilities. Usually schools

and course sites provide multimedia room to sharpen students' listening ability. The last but not least, in the schools or course, students have tutoring friends from different background. Students can practice with their friends. Therefore, the students will not feel strange or nervous because they are in the same level. The learning process will be more fun. Students can also encourage each other (EF, 2017).

Table 10

Making the Sense of Love for Heritage Culture Grow

No	Statement	N	R	Min	Max	Sum	Mean
13	I suggest my children to do activities that connected to Chinese culture.	135	32.00	1.00	33.00	421.00	3.1185
14	I invite my children to go to pagoda to recognize the Chinese culture.	135	3.00	1.00	4.00	347.00	2.5704

15	I invite my children to take holiday to China or other places that have China inheritance.	135	3.00	1.00	4.00	337.00	2.4963
	Valid N (list wise)	135					

Table 10 shows that the parents introduce their children towards China culture. It is shown in Statement 13 (*I suggest my children to do activities that connected to Chinese culture*). The mean score of this statement is 3.1185. Moreover, the parents also invite their children to pagoda so their children can recognize the Chinese culture. The mean score of Statement 14 is 2.5104. In addition, the parents invite their children to take holiday in the places that have Chinese inheritance. Those who have more money take holiday in China. The mean score of Statement 15 is 2.4963. From this data the writer interprets that one of many parents' efforts to maintain heritage language is introducing Chinese culture to their children.

Many experts presented their theories about the links between language and culture. Steinberg and friends said that "*language by its very nature represents the spirit and national character of a people.*" (Steinberg, Aline, & Nagata, 2001, p. 244). Language is a product culture. The relationship between language and culture is very close because they influence each other (Chaer, 1995). Language is also a medium of cultural maintenance. Culture would be understood and upheld by people if they understand the intermediate language

(Cahyo, 2012). Because of that, fostering the sense of love for heritage culture is needed to maintain heritage language. Some of the efforts are learning about heritage culture, reading a book about heritage culture, visiting the cultural centers or the place connected to heritage language. Besides, attending heritage cultural events can foster the sense of love for heritage culture (Ihsani, 2014).

4.2 The summary of the question 2

The results show the respondents' positive attitudes are supported by doing some efforts to maintain heritage language. The summary will be explained as below.

Table 11

Summary of the Question 2

No	Statement	N	R	Min	Max	Sum	Mean
	Mandarin language as daily language.						
9	Statement 9	135	3.00	1.00	4.00	409.00	3.0296
17	Statement 17	135	3.00	1.00	4.00	420.00	3.1111
	Average	135	3.00	1.00	4.00	414.50	3.07035
	Habituating the children						
10	Statement 10	135	3.00	1.00	4.00	379.00	2.8074
11	Statement 11	135	3.00	1.00	4.00	416.00	3.0815
	Average	135	3.00	1.00	4.00	397.50	2.94445

Learning Mandarin language formally						
12	Statement 12	135	3.00	1.00	4.00	3.1111
16	Statement 16	135	3.00	1.00	4.00	2.9926
	Average	135	3.00	1.00	4.00	3.05185
Making the sense of love for heritage culture grow						
13	Statement 13	135	3.00	1.00	4.00	3.1185
14	Statement 14	135	3.00	1.00	4.00	2.5704
15	Statement 15	135	3.00	1.00	4.00	2.4963
	Average	135	3.00	1.00	4.00	2.7284
	Total Average	135	3.00	1.00	4.00	2.9242
	Valid N (list wise)	135				

The above table shows that the respondents use Mandarin language as a daily language. When they communicate with their neighbors or their families, they use Mandarin language. The mean score of “Mandarin language as daily language” feature is 3.07035. The respondents also habituate their children to listen to songs and read a book in Mandarin language in order to increase their ability. The mean score of this feature is 2.94445. Besides, the parents also give their children Mandarin language learning formally. They send their children to schools that teach Mandarin language and Mandarin course. Learning formally helps their children learn Mandarin language. Their tutor will correct their mistakes. The children also practice with their friends having the same level. The

mean score of this feature is 3.05185. In addition, the respondents also introduce their children to China culture because culture and language influence each other, fill each other, and walk side by side (Chaer, 1995). They invite their children to the places having Chinese inheritance, such as Pagoda and *kampong Pecinan*. The mean score of this feature is 2.7284.

