



Multicultural Students' Attitudes and Language Choices In The Era Of Industrial Revolution 4.0 (*Sikap dan Pilihan Bahasa Mahasiswa Multikultural pada Era Revolusi Industri 4.0*)

Elza Leyli Lisnora Saragih^{a,b,1}, Tiarma Intan Marpaung^{a,b,2}, dan
Mhd. Pujiono^{a,3}

^aUniversitas Sumatera Utara, Medan, Indonesia

^bUniversitas HKBP Nommensen. Medan, Indonesia

¹elzalisnora@gmail.com; ²tiarma.uhn23@gmail.com; ³mhd.pujiono@usu.ac.id

Article info

ABSTRACT

Article history:

Received: 26-06-2020

Revised : 18-01-2021

Accepted: 20-04-2021

The aim of this study is to describe students' attitudes and language choices. Using a qualitative descriptive approach, the study was conducted on students from the University of HKBP Nommensen Medan, Indonesia. The study was conducted from January to February 2020. Questionnaires, interviews, and participatory observations are used to collect data. The data was quantitatively examined using a Likert scale. The results revealed that students have a positive attitude and make good choices of Indonesian. Other languages have not succeeded in replacing Indonesian as a national language and a symbol of national identity. The sense of pride in Indonesian is still high. English language proficiency is perceived as more self-assured, more modern, and reflective of the speaker's intelligence. Students believe that knowing a second language will help them obtain work and build international relationships. Indonesian is still widely used for professional and informal communication.

Keywords:

multicultural language

choices

multicultural language

attitude

industrial revolution 4.0

Penelitian ini bertujuan untuk menggambarkan sikap dan pemilihan bahasa para mahasiswa Universitas HKBP Nommensen Medan, Indonesia dengan menggunakan pendekatan deskriptif kuantitatif. Penelitian dilaksanakan pada bulan Januari sampai bulan Februari 2020. Alat pengumpulan data menggunakan angket, wawancara, dan pengamatan partisipatif. Data yang diperoleh dianalisis secara kuantitatif dengan menggunakan skala Likert. Hasil penelitian menunjukkan bahwa sikap dan pemilihan bahasa Indonesia dalam kategori tinggi. Posisi bahasa Indonesia sebagai bahasa nasional dan lambang identitas bangsa belum tergantikan oleh bahasa lain. Rasa kebanggaan terhadap bahasa Indonesia masih tinggi. Adapun penguasaan bahasa Inggris dipandang lebih menunjukkan kepercayaan diri, lebih modern dan menggambarkan inteligensi penuturnya. Mahasiswa berpandangan bahwa kemampuan berbahasa asing akan mempermudah dalam mencari pekerjaan dan menjalin hubungan internasional. Komunikasi formal dan nonformal masih dominan menggunakan bahasa Indonesia.

Copyright © 2021 Institut Agama Islam Negeri Syekh Nurjati Cirebon.

All rights reserved.



INTRODUCTION

Globalization and industrial revolution 4.0 have had a direct impact on how people communicate. Human language has evolved and is no longer associated with a single group. The speaker and the interlocutor are not the only factors to consider while choosing a language. Speakers' codes and language choices are influenced by changes in settings, themes, and social backgrounds. Political and socioeconomic variables determine attitudes and linguistic choices. As a result of this situation, Indonesian's status as the national language has begun to shift, and it now tends to be subordinated. International languages like English and Mandarin have taken their place. People favor languages that have a higher economic value and are regarded as more prestigious (Bell, 1984; Blommaert, 2010; Aron, 2010).

Attitude and language choice are two concerns that need to be addressed right now. An activity based on one's convictions and views is referred to as attitude. Typically, this attitude is linked to mental conditions and a person's point of view on a subject. This language attitude is determined by a person's mental state and attitude toward his own language as well as other languages around him. It is possible to have a negative or good linguistic attitude if a person is bilingual or multilingual. This condition is frequently characterized by feelings of pride or displeasure, as well as enjoying or disliking one's own and others' languages. The attitudes of language users determine whether they accept or reject the language of others. The attitude of a person cannot be seen directly, but it can be inferred from visible behavior, both verbal and nonverbal. Clear thoughts, feelings, and behaviors can be used to identify attitudes. Furthermore, a person's tendency to act to generate real behavior is formed by this attitude. As a result, the attitude can be linked back to the conceptual design, beliefs, ideals, psychological state, and behaviors (Ladegaard, 2000; Preston, 2013).

Positive and negative attitudes about language can be separated into two types. A willingness to respond positively is defined as having a good mindset (favorably). A negative attitude is one in which one reacts negatively to specific objects. Motivational, emotional, perceptual, and cognitive processes all contribute to an individual's attitudes toward various aspects of his or her environment. Language loyalty, which encourages users of a language to conserve their language and, if necessary, resist the influence of other languages, exemplifies this positive attitude. Furthermore, this positive attitude is distinguished by pride in the language, which pushes the user to improve his or her language and utilize it as a unitary identity of the community, which instills knowledge of language standards, resulting in more careful and polite language use.

Another definition of negative language attitudes is an attitude that undermines a person's or a group's sense of language loyalty and pride. One of the signs of negative attitudes is a lack of enthusiasm or encouragement for maintaining language independence. In truth, this mindset has the potential to persist or perhaps vanish. Several variables can impact negative attitudes toward language, including politics, ethnicity, racism, prestige, and the perception that the language is too complicated or difficult, among others. In addition, Campbell (1993) explains that bilingualism has an impact on a person's attitude and perception of language. Differences in attitudes and language choices result from Indonesian societies' heterogeneity, which includes roughly 700 tribal and cultural



languages, as well as the importance of wisdom and values from different traditions of life. People's views and language preferences tend to favor regional characteristics.

At this time, technological advancements are also playing a role in influencing people's attitudes and language choices, particularly among the younger generations. Foreign languages, such as English and Mandarin, are already used in the majority of available internet-based media. Long-distance communication through social media platforms such as WhatsApp and Facebook is also influenced by the application of this foreign language. As a result, the formation and reinforcement of Indonesian national identity through the Indonesian language would not produce the best results.

Students are seen as determinants in language regeneration because they are the nation's future generation. As a young person who will inherit and pass on the language, he or she should be provided with qualified language instruction in order to develop a favorable attitude toward his native tongue. If this occurs, the Indonesian language will undoubtedly be defended. According to Aron (2010), language maintenance, especially our own local language, is heavily influenced by the viewpoint of the language users.

The use of language by Indonesians who speak regional languages, as well as changes in their patterns and behavior, can all be traced back to the two linguistic contexts that they face. First, speakers of Indonesian regional languages must contend with concerns that Indonesian as the national language can be used as a means of communication in public services. Second, local and Indonesian speakers must deal with the pressure to acquire and utilize foreign languages in a variety of settings. That is not just for practical reasons; they frequently use the foreign language to establish prestige (Aziz, 2013).

At both the national and international levels, various research on attitudes and language choices have been conducted. Several research have been conducted, with Mansyur (2018) describing the very active language attitude of Indonesian students in his writings. Saragih (2018) found that the usage of international languages, particularly Mandarin, is vital for the workplace in a study of multicultural students in the city of Medan. Wardani, Gosong, & Artawan (2013) found that students in Singaraja had a negative conative attitude toward language as a result of being influenced by external and internal factors from the speaker in their research. In her study, Mulyaningsih (2017) found that even when students study foreign languages, they still have a positive view of Indonesian as the national language, which is consistent with findings from other studies (Chalak & Kassaian, 2010; Cheong et al., 2018; Jaspaert & Kroon, 2011; Tahaine & Daana, 2013).

A sociolinguistic approach can be used to examine attitudes and language choices. Sociolinguistics studies designate that there is a connection between language attitudes, maintenance, and degradation. This relationship shows how a person's language behavior affects language maintenance, either directly or indirectly. The language's behavior can be used to describe the relationship in question. This research considers language to be a part of a social system, as well as verbal communication to be a part of a specific society and culture (Siregar, Isa, & Husni, 1998).

This study describes the attitudes and language choices of Nommensen HKBP University students. This is the oldest and one of the most major campuses



in North Sumatra, with students representing a variety of ethnic groups and languages, including Nias, Batak Toba, Karo, Simalungun, Mandailing, Pakpak, and Javanese. Students' attitudes and language choices can undoubtedly describe how the use of national, regional and international languages is used in the era of industrial revolution 4.0.

METHOD

This is a qualitative descriptive study. Because the aim of this study was to assess the language attitudes of FKIP students at the University of HKBP Nommensen in Medan, Indonesia, this approach was adopted. The students come from numerous ethnic groups in North Sumatra, which is why this location was chosen. The study took place over the course of two months, from January to February 2020. The research population consists of all FKIP students from various disciplines at the University of HKBP Nommensen Batch 2019. Additionally, a total of 80 students were selected using random sampling.

A questionnaire is the primary tool used in this study. The questionnaires were handed to the respondents, and they were requested to fill them out. The questionnaire is in the form of a series of questions that are meant to describe the students' language attitudes. Each question was developed using a five-point Likert scale, with responses ranging from 5 (strongly agree), 4 (agree), 3 (disagree), 2 (disagree), and a score of 1 (strongly disagree). External and internal validity are used in the assessment process. This is in line with Sugiyono's (2016) assertion that a viable instrument must have both internal and external validity. The researcher administered a questionnaire to three internal validators before conducting instrument testing to determine external validity. The instrument trial in this study involved 20 respondents.

A questionnaire was utilized to collect data by the researchers. The researcher's questionnaire was based on an attitude scale with a Likert model. A Google form was used to distribute questionnaires to the sample in order to collect data. Individual interviews with 30 respondents were also performed at random using WhatsApp and phone applications.

At this stage, the researchers repeated the steps they took during the instrument trial's implementation. The collected questionnaires were evaluated to see if each question item had an interval scale. The average value (mean) for all questions will be determined based on the responses provided by the respondents. This average value is divided into two categories: positive and negative attitudes. The average value of 60-100 indicates a positive attitude, while the average value of 10-59 indicates a negative attitude. The average score between 60 and 100 is considered high, while the average number ranging from 10 to 59 is considered low. Direct interviews and participatory observations were also undertaken by the researchers. The researcher went on to describe the data in the next stage (Sugiyono, 2016).

RESULT AND DISCUSSIONS

Student Language Attitude

A long-term positive or negative belief or cognition is referred to as a language attitude. Language attitudes include things like language loyalty, language pride, and language awareness (Oller et al., 1977). This article seeks to offer a description of the language attitudes of HKBP Nommensen University



students. The students on this campus represent a variety of ethnic groups and speak a variety of languages.

Students at the University of HKBP Nommensen had a positive attitude toward language, with an average score of 74.25. Details on the language attitude in question can be found in the table 1.

Table 1. Student Language Attitude

No.	Category	Lng	1	2	3	4	5
1	National identity	IL	77	3	0	0	0
		FL	0	0	0	0	0
2	Job Needs	IL	2	4	70	4	0
		FL	78	2	0	0	0
3	Intelligence Reflection	IL	2	40	25	3	0
		FL	72	5	3	0	0
4	Confidence	IL	20	35	20	5	0
		FL	40	20	13	7	0
5	Modernity	IL	20	30	20	0	0
		FL	50	28	2	0	0
			1805	668	459	38	0
\bar{x}							74.25

Note: IL = Indonesian Language, FL =Foreign Language, 1=strongly agree, 2=agree, 3=slightly disagree, 4=disagree, 5=strongly disagree

Students' attitudes regarding Indonesian are favourable, as shown in the table above. A total of 77 students strongly agree, 3 students agree, and no students disagree with the statement that Indonesian is a national identity. This conveys a feeling of love as well as a positive image of the Indonesian language. The findings of this study corroborate those of Mulyaningsih (2017), who investigated the linguistic attitudes of students from Cirebon's numerous universities. The findings revealed that students are still embarrassed if they do not speak Indonesian in class during the learning process. This fact demonstrates that students prefer Indonesian to foreign languages. When students converse in Indonesian, they feel more comfortable. Chaer & Agustina (2010) states that a good attitude about Indonesian demonstrates the existence of proper language standards and conventions, as well as the cultural and social effects of the surrounding community. Furthermore, in Indonesian society, a positive attitude toward language is unquestionably advantageous for language teaching and development, both for Indonesian and regional languages. The aspects of cognition, affection, and conation all show positive language attitudes.

Interviews with respondents revealed that their love and respect for Indonesian was modeled after the regional language. Students understand that, in this age of globalization, Indonesian's status as a national language must be preserved despite the influence of foreign languages and cultures. The creation of a favorable attitude toward the Indonesian language is intimately linked to maintaining this language. The insertion pattern, which is connected with nationalism's values, is one way to achieve this. Finally, the attitude of language

will shape nationalism (Aziz, 2013; Dewantara et al., 2019). The figure below depicts student attitudes regarding the Indonesian language.

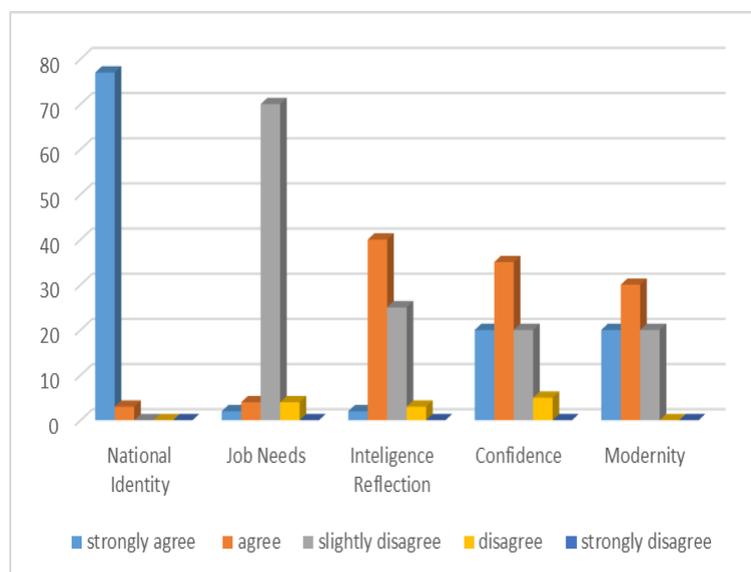


Figure 1. Student Attitudes towards Indonesian Language

With the advancement of technology, Indonesian is no longer the only language that young people are learning. Students are exposed to new, more global ways of communicating as a result of technological advancements. The ability to communicate in English as a foreign language is required because it can be used both at home and abroad. This is what allows students to speak not just Indonesian but also other languages. Foreign language abilities can help them obtain work in addition to being a source of worldwide communication. According to the findings of the study, respondents believe that English is increasingly important in obtaining jobs and that it has a significant impact on one's career performance in the era of industrial revolution 4.0.

There were 78 students who strongly agreed, two students who agreed, and none who disagreed with the value of English in the workplace. They gave numerous reasons for choosing English based on the findings of interviews, including current corporate organizations wanting employees who can speak English, the majority of commercial and economic transactions requiring language abilities, and many high-quality reference books utilizing English. Another reason they stated was that their ability to converse in English made it easier for them to communicate with people all over the world and make new acquaintances through social media. The findings of this study are consistent with research conducted by Kusuma & Adnyani (2016), which found that the majority of Ganesha University of Education students consider learning English to be very important because it allows them to communicate with people from various countries and cultures, as well as become more aware of cultural diversity.

The majority of students believe that English reflects the intelligence of its users when it comes to the relationship between language and intelligence. This is evidenced by the study's findings, which revealed that 72 respondents strongly agreed, 5 agreed, and only 3 disagreed. Furthermore, the survey results indicate

that 2 people highly agree, 40 people agree, 25 people disagree, and 3 people strongly disagree with the Indonesian language statement, demonstrating the users' intelligence. This study shows that students still associate fluency in a foreign language with intelligence. Hakim & Chiani (2019) highlight that there are three significant things that may be gained from the use of foreign languages, one of which is the ability to maximize brain work and improve intelligence. This remark is in line with the findings of recent research.

Furthermore, the results showed that the respondents considered English as more modern than Indonesian. The statement that the English language demonstrates modernity has 50 students strongly agreeing, 28 students agreeing, and only two students disagreeing. While as many as 20 Indonesian students strongly agree, 30 agree, and 20 disagree, the responses for the rest of the world are mixed. The findings of this study back up what Prayoga & Khatimah (2019) found, namely that the usage of English has become a social activity in Greater Jakarta's urban areas. The usage of English is a sign of higher education, upper middle socioeconomic standing, and a modern, stylish way of living. The figure below reflects student attitudes toward foreign languages.

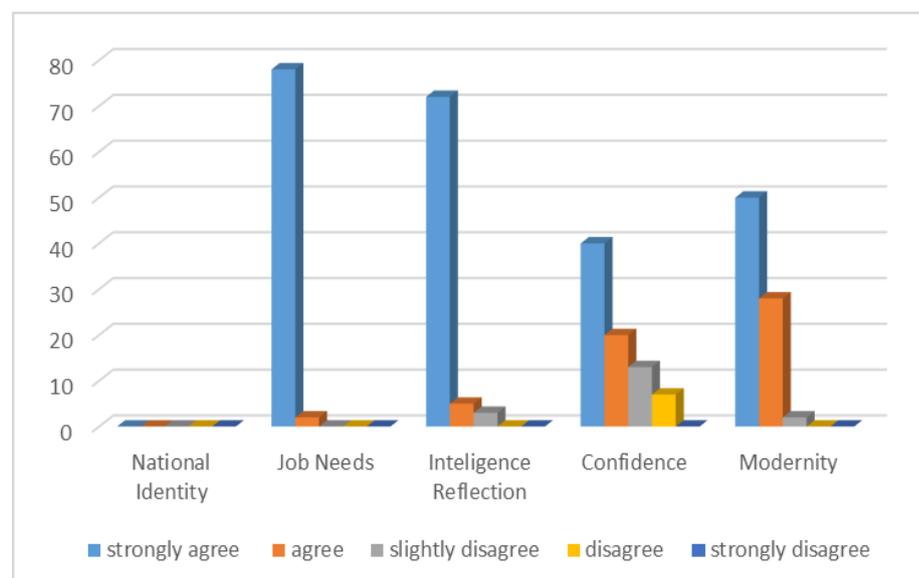


Figure 2. Student Attitudes toward Foreign Languages

The preceding data on student language attitudes shows that other languages have had no effect on Indonesian's status as a national language and a symbol of national identity. Indonesians still have a strong feeling of national pride. When students speak Indonesian effectively and correctly according to current situations and conditions, they demonstrate a positive language attitude. This good attitude is acquired through teaching in elementary schools (Mulyaningsih, 2017). Students' ethnic distinctions have no bearing on their perceptions of the Indonesian language. However, there is a likelihood that this circumstance will change. The data demonstrates the existence of foreign languages, in this case English, which is considered a more modern language, and it displays the intelligence and self-confidence of its speakers in their ability to compete on a regional and international level. Students believe that being able to communicate in a foreign language will make it easier for them to find work and form



international relationships. This is unavoidable, given that the global community has entered a new era of communication that allows for endless associations. People must learn technology and communication in order to use it everywhere and at any time as part of the industrial revolution 4.0. This can be obtained if a person masters a foreign language.

In response to this, students must pay attention to Indonesian as the national language. Its existence, which represents the nation's identity, must be nurtured and preserved. Murti (2015) underlines the importance of Indonesian in order to protect Indonesians from foreign influences and cultures that are incompatible with Indonesian language and culture. The impact of highly sophisticated communication tools must be confronted by maintaining Indonesian identity, including the identity of the Indonesian language, and adhering to all rules and regulations for using the Indonesian language properly and correctly, including in terms of national language discipline.

It is important to recognize that language attitude is one of the variables that determines a language's development and maintenance. This language attitude is also linked to a communal group's sign of self-identity or ethnicity. When a group of people holds their ethnicity in high regard, they often utilize their native tongue as a sign of their identity. As a result, it is believed that Indonesian societies would be able to place regional languages, Indonesian, and foreign languages in a positive way.

Students' Language Choices

Bilingualism and multilingualism lead to language choice. In a speech culture, the existence of language diversity fosters code switching and code mixing. Situation and setting (time and place), respondents in interactions such as age, gender, occupation, socioeconomic status, origin, ethnic background, and their role in relationships with other respondents, and the place of conversation and interaction function are all factors that influence language choices (Chaer & Agustina, 2010).

When it comes to language choices for students, Indonesian will, of course, be used in the academic realm. This is in line with the law, which mandates the use of Indonesian as the state's official language and the language of instruction in educational institutions. However, while engaging with friends, especially in a heterogeneous culture, the issue of language choices arises. For example, which language is always used in family relationships and which language will be utilized in ethnic interactions is the issue at hand. Furthermore, the language that will be utilized in interactions between people of various nationalities is crucial (Bahren, 1998). In a multicultural culture, these kinds of issues are common. This image can also be found on the campus of the University of HKBP Nommensen in Medan, Indonesia.

The study's findings show that students chose Indonesian as their first language, with an average score of 92.5. Students decided to communicate in Indonesian on a daily basis. Details can be found in the table 2. The data in the table above demonstrates that students' preferred language for communicating with interlocutors on campus is still Indonesian. When talking to friends on campus, 7 students always use Indonesian, 43 mostly use Indonesian, and only 20 people utilize both Indonesian and English equally. According to the findings of the interviews, students still prefer to utilize Indonesian as their primary language on campus since they know it better than other languages. Moreover, given the



situation of multicultural students who speak a variety of languages, they have chosen Indonesian as the language of intertribal communications. This language's importance and dominance are still regarded as essential and dominant, particularly in everyday communication. This is consistent with the findings of Marshid (2018), which performed research on the language attitudes of multicultural communities in the Alor Setar area of Kedah with a total of 100 respondents, demonstrating that Siamese people still prefer Siamese and Malay languages in daily communication. It has applications in various fields of family, friendship, religion, and work.

Table 2. Students' Language Choices

No.	Category	1	2	3	4	5
1.	used on campus	7	43	20	0	0
2.	used out of campus	60	28	2	0	0
3.	when sending SMS/WhatsApp	4	70	5	1	0
4.	when speaking formally	14	55	10	1	0
5.	language in intimacy	78	2	0	0	0
6.	language in informal situation	77	2	1	0	0
7.	used when angry	80	0	0	0	0
8.	used when humming	70	6	4	0	0
9.	used when imagining	80	0	0	0	0
10.	used when praying	77	3	0	0	0
		2735	836	126	4	0
	\bar{x}					92.5

Note : 1 = always IL, 2 = more frequent IL, 3 = same frequent of IL and FL, 4 = more frequent FL, 5 = always foreign language

The results of the interview also suggest that students continue to use Indonesian in formal communication because it is the state language and is designated as the official language by the constitution. Bou (2016) shows that even in the face of cultural influences and brand globalization, people in the metropolitan metropolis of Barcelona prefer to use Catalan in formal contexts in both the public and private domains. They utilize Catalan in formal communication with the outside world because of Catalan's status as an official institutional language, as well as cultural and historical grounds. According to Marsudi (2008), an attitude of loyalty and pride can be used to describe a good attitude toward a language. If a speaker prefers to use his language above other languages and maintains the effect of other languages to a minimum, he or she has a loyal attitude. Loyalty to a language is also an obedience that demonstrates a sense of volunteerism and pride in using the language in line with its standards, allowing the language to be classified as good or accurate. Loyalty to his native tongue does not imply animosity against other languages. Speakers who follow this guideline, on the other hand, understand when and where to use their own language and when and where to utilize other languages.

Similarly, while speaking outside of campus, Indonesian is still the language of choice. According to the data, 60 students always speak Indonesian, 28 people mostly speak Indonesian, and two students speak both Indonesian and English.



This is something that should be valued and preserved. In the midst of globalization and reformation, Indonesian as a national identity must be preserved, with all of its benefits and drawbacks. Since 1928, when the Youth Pledge was established, the Indonesian language has shown to be a weapon capable of uniting Indonesian societies, which is made up of people from many different social and cultural backgrounds. The Indonesian language's role as a unifying instrument for the country continues to be carried out (Arifin, 2015).

When students converse remotely through telephone, SMS, WhatsApp, or other social media, the situation is different. The majority of students claimed that they used Indonesian and foreign languages to communicate. Four people said they always use Indonesian, 70 people said they primarily speak Indonesian, five people said they use the equal amount of Indonesian and foreign languages, and one person said they use more foreign languages. They argue that while interacting over great distances via communication technology media, the usage of foreign languages is unavoidable. Many terminology from other languages are regularly used in communication technologies, such as chat, share, and profile. The impact of technical advancements, on the other hand, cannot be avoided. Interference and code mixing were discovered by the researchers. According to Atmawati (2016), many language varieties can be observed in social media communication. These variations include the use of specific phrases such as *ol*, which stands for online 'on the internet,' and *gpp*, which stands for 'it is all right.' There are also foreign language elements, such as English, Arabic, and Indonesian languages, which contribute to the diversity.

Based on the findings of interviews and researcher observations, the use of foreign phrases in SMS and WhatsApp communication is for practical reasons. The foreign term is thought to be more appropriate for conveying the meaning. Likewise, students are unable to discover the correct equivalent for the intended word. This can be observed in the following WhatsApp conversation between two students.

- A: *Len, udah kau kirim draft makalah mu sama dosen kita?*
'Len, have you sent the draft of your paper to our lecturer?'
- B: *Belum ku print. Rusak printerku*
'I haven't printed it yet. My printer has stopped working.'
- A: *Kalau gitu share ajalah ke wa ku biar ku print.*
'Then simply send it to my WA so that I can print it.'
- B: *Betul ini? Makasih lah ya.*
'Is this true? Thank you.'

Students chose the words draft, print, and share in the dialogue above due to the practicality and difficulty of finding a suitable replacement for the foreign term. They are familiar with this alien term. Putri (2021) describes this issue in her writing, stating that the millennial era, characterized by greater use and familiarity with communication, media, and digital technology, has influenced the development of the Indonesian language. It is feared that the Indonesian language's purpose is beginning to be overtaken or displaced by foreign languages, and there is a tendency to insert foreign phrases even when equivalents exist in Indonesian.

When speaking formally with lecturers, 14 students stated that they always use Indonesian, 55 students stated that they use Indonesian more frequently than



foreign languages, ten students stated that they used Indonesian and foreign languages in the same way, and one student stated that they used foreign languages more frequently than Indonesian. Students use Indonesian because it serves as a language of instruction and knowledge transfer in the educational world. The students value Indonesian as the state's official language and as the country's national language. Furthermore, the state of this campus, which still follows a national curriculum, as well as the lecturers that stress the use of Indonesian in the teaching and learning process, have an indirect good impact on the students' language attitudes. Only when attending lectures for particular subjects that demand the use of a foreign language are foreign languages used when speaking with lecturers.

The importance of Indonesian as an inter-ethnic communication language in the context of multiculturalism cannot be overstated. Students from the Batak Toba, Karo, Simalungun, Nias, and Pakpak tribes attend the University of HKBP Nommensen Nommensen campus. There is little evidence that each tribe speaks its own dialect. When it comes to campus socializing, students prefer to communicate in Indonesian with close friends in a social environment. A total of 78 respondents said they always speak Indonesian, with two people saying that they speak it more often. This research demonstrates that students' preferred language for communicating with the community in their surroundings is still Indonesian. In lectures, English is commonly utilized in subjects relating to materials and assignments.

Previous research conducted by Saragih (2018) yielded different results. A study on the language choices of multicultural students in a bilingual school in Medan City was undertaken in this study. The findings revealed a strong preference for the use of foreign languages in personal interactions with classmates. The various outcomes are due to the multiple educational system foundations as well as the cultural backgrounds of the students. International curricula and the use of foreign languages in the teaching and learning process contribute to students' attitudes and language choices.

The research suggests that respondents prefer Indonesian when conversing in a thoughtful manner, such as when humming, angry, dreaming, or praying. Seventy percent of respondents claimed they always hum in Indonesian, six percent said they hum more in Indonesian, and four percent said they hum in both Indonesian and English. All respondents claimed that they always utilize Indonesian when they are upset. When praying, 77 percent of respondents always use Indonesian, whereas just three percent use Indonesian more than other foreign languages.

The information above demonstrates the importance of language as a medium of self-expression. Indonesian is a language used to describe emotions such as wrath, grief, and happiness. Respondents felt that when their goals and objectives were presented in Indonesian rather than a foreign or regional language, they were more engaged. They believe that communicating feelings of wrath or gladness to other people is simpler if they use Indonesian. According to Marsudi (2008), pride in a language stems from the realization that it is capable of expressing complicated thoughts and expressing the heart's content as naturally as possible. The assumption that a language is suitable to express a higher, more modern, and more educated perception reflects a proud attitude toward the



language. Therefore, a proud attitude toward a language elevates that language to the status of a symbol of identity.

In both formal and casual communication, Indonesian continues to be preferred over foreign languages. A sense of pride in the Indonesian language influences the dominance of the use of the Indonesian language. The lecturers at the University of HKBP Nommensen campus create this sense of pride in their students, in addition to enforcing the standards for utilizing the Indonesian language appropriately and accurately during the teaching and learning process. The use of Indonesian was chosen to create a more intimate atmosphere. Students use regional or other languages in addition to Indonesian on several occasions outside of the campus. They communicate in a foreign language, in this case, when sending messages using SMS (short message service) to lecturers and peers. They will usually use foreign languages when discussing lecture materials or when discussing news or events that are currently trending on social media or online media.

Despite the massive effect of foreign languages in this era of globalization, respondents believe that Indonesian is still able to exist. Additionally, respondents agreed that the government must make a concerted effort to preserve the Indonesian language. A purposeful endeavor to maintain the usage of a particular language in the face of other language threats is known as language defense. As a result, language defense aims to promote cultural diversity, ethnic identity preservation, social adaptability, psychological security in children, and linguistic sensitivity. Basically, language maintenance can be accomplished by continuously using the students' current language and continuing to use it. The preservation and existence of language concerns not only the structure and linguistic challenges, but also the new human problems encountered by people in various sectors of life as a result of change (Assapari, 2014).

In many parts of life, including language, Industrial Revolution 4.0 creates new habits and orders. In the realms of technology, economics, and law, new phrases are constantly appearing. As a result, accuracy and speed are essential when establishing vocabulary or finding equivalent words for these foreign phrases, because the success of these new vocabulary and terms is critical to the growth of the Indonesian language. Similarly, attempts to instill allegiance to the Indonesian language must be continued. When there is a public desire to preserve and protect the Indonesian language, this language loyalty emerges. This is a task that all Indonesians must take on.

CONCLUSION

Students in the University of HKBP Nommensen's 2019 class had a favorable attitude toward language, with an average score of 74.25. This indicates that Indonesian has retained its status as a national language and a symbol of national identity. The Indonesian language still has a strong sense of pride. This is evidenced by the 92.5 (high) categories' decision to utilize Indonesian in formal and informal communications. Although the majority of students believe that speaking a foreign language signifies a speaker's modernity and intelligence, these attitudes and beliefs do not lead students to use foreign languages in communications. Students believe that foreign language abilities are more important for finding jobs and creating international relationships in the era of Industrial Revolution 4.0. It is envisaged that, in the face of increasingly tough



economic and industrial competition, enthusiasm to study foreign languages would be increased while the good attitude or image of Indonesian as the national language continues to exist.

REFERENCES

- Aron, M. M. (2010). Strategi Pemertahanan Bahasa-Bahasa Nusantara. *Seminar Nasional Pemertahanan Bahasa Nusantara*, 6 Mei 2010, Hotel Pandanaran Semarang, 1–11.
- Aziz, E. A. (2013). Budaya Inti, Sikap Bahasa, dan Pembangunan Karakter Bangsa: Kasus Penutur Bahasa-bahasa Daerah Utama di Indonesia. *Linguistik Indonesia*, 31(2), 115–139.
- Arifin, M. (2015). Mempertahankan Bahasa Indonesia Sebagai Jati Diri Bangsa. *Prosiding Seminar Nasional Bulan Bahasa 2015*. FKIP Universitas Bengkulu, 82–87.
- Assapari, M. M. (2014). Eksistensi bahasa Indonesia sebagai bahasa nasional dan perkembangannya di era globalisasi. *Prasi: Jurnal Bahasa, Seni, dan Pengajarannya*, 9(18), 29–37.
- Atmawati, D. (2016). Penggunaan Bahasa pada Media Sosial (The Use of Language in Social Media). *International Seminar Prasasti III: Current Research in Linguistics*, Universitas Sebelas Maret Surakarta, 212–217.
- Bell, A. (1984). Language Style As Audience Design. *Language in Society*, 13(2), 145–204. DOI: 10.1017/S004740450001037X.
- Blommaert, J. (2010). *The sociolinguistics of globalization*. Cambridge University Press.
- Bou, M. (2016). Language attitudes and language choice in the formal communications of social movements in Catalonia. *Journal of Language and Law*, 66, 38–61. DOI: 10.2436/rld.i66.2016.2835.
- Campbell, C. M. (1993). In Other Professional Journals. *The Modern Language Journal*, 77(3), 365–370.
- Chaer, A., & Agustina, L. (2010). *Sosiolinguistik: Pengantar Awal*. Jakarta: Rineka Cipta.
- Chalak, A., & Kassaian, Z. (2010). Motivation and Attitudes of Iranian Undergraduate EFL Students Towards Learning English. *GEMA Online Journal of Language Studies*, 10(2), 37–56.
- Cheong, S. M., Ling, M-T., Ling, J. W. K., & Mahali, S. N. H. (2018). Rasch Analysis of Attitude and Motivation Towards Language Choice and Use of the Sabah Malay Dialect Instrument (AMCUSM) for Chinese Students in Sabah, Malaysia. *Pacific Rim Objective Measurement Symposium (PROMS) 2016 Conference Proceedings*, 141–151. https://doi.org/10.1007/978-981-10-8138-5_11.
- Dewantara, I. P. M., Suandi, I. N., Putrayasa, I. B., & Rasna, I. W. (2019). Membangun Sikap Bahasa Positif terhadap Bahasa Indonesia. *Jurnal Penelitian dan Pengembangan Sains dan Humaniora*, 2(2), 73–78. <https://doi.org/10.23887/jppsh.v2i2.15974>.
- Hakim, F., & Chiani, S. H. (2019). Pengaruh Mempelajari Bahasa Asing Terhadap Perkembangan Otak Anak. *Ganec Swara*, 13(2), 332–337. <https://doi.org/10.35327/gara.v13i2.100>.



- Jaspaert, K., & Kroon, S. (2011). The Relationship between Language Attitudes and Language Choice. *Language Attitudes in the Dutch Language Area*. <https://doi.org/10.1515/9783110857856.157>.
- Kusuma, I. P. I., & Adnyani, L. D. S. (2016). Motivasi Dan Sikap Bahasa Mahasiswa Jurusan Pendidikan Bahasa Inggris Undiksha. *JPI (Jurnal Pendidikan Indonesia)*, 5(1), 12–26. <https://doi.org/10.23887/jpi-undiksha.v5i1.8290>.
- Ladegaard, H. J. (2000). Language attitudes and sociolinguistic behaviour: Exploring attitude-behaviour relations in language. *Journal of Sociolinguistics*, 4(2), 214–233. <https://doi.org/10.1111/1467-9481.00112>.
- Mansyur, U. (2019). Sikap Bahasa Mahasiswa dan Implikasinya terhadap Pembelajaran Bahasa Indonesia di Perguruan Tinggi. *Geram: Jurnal Pendidikan, Bahasa, dan Sastra*, 7(2), 71–77. DOI: [https://doi.org/10.25299/geram.2019.vol7\(2\).4026](https://doi.org/10.25299/geram.2019.vol7(2).4026)
- Marshid, N. A. B. M. (2018). Pemilihan Bahasa dalam Masyarakat Multilingual: Minoriti Siam Peranakan di Alor Setar, Kedah. *Jurnal Wacana Sarjana*, 2(2), 1–14. <http://spaj.ukm.my/jws/index.php/jws/article/view/146>.
- Marsudi, M. (2008). Eksistensi Bahasa Indonesia Sebagai Bahasa Persatuan. *Jurnal Sosial Humaniora*, 1(2), 172–184. <https://doi.org/10.12962/j24433527.v1i2.674>
- Mulyaningsih, I. (2017). Sikap Mahasiswa Terhadap Bahasa Indonesia. *Indonesian Language Education and Literature*. 3(1), 79–87. <https://doi.org/10.24235/ileal.v3i1.1525>
- Murti, S. (2015). Eksistensi Penggunaan Bahasa Indonesia di Era Globalisasi. *Prosiding Seminar Nasional Bulan Bahasa 2015*, FKIP Universitas Bengkulu, 177–184.
- Oller, J. W., Hudson, A. J., & Liu, P. F. (1977). Attitudes And Attained Proficiency In Esl: A Sociolinguistic Study Of Native Speakers Of Chinese In The United States. *Language Learning*, 27(1), 1–23. <https://doi.org/10.1111/j.1467-1770.1977.tb00289.x>
- Putri, N. P. (2017). Eksistensi bahasa indonesia pada generasi millennial. *Widyabastra: Jurnal Ilmiah Pembelajaran Bahasa dan Sastra Indonesia*, 5(1), 45–49.
- Prayoga, R. A., & Khatimah, H. (2019). Pola Pikir Penggunaan Bahasa Inggris Pada Masyarakat Perkotaan di Jabodetabek. *Simulacra: Jurnal Sosiologi*, 2(1), 39–52. <https://doi.org/10.21107/sml.v2i1.5520>
- Preston, D. R. (2013). Language with an Attitude. *The Handbook of Language Variation and Change*. <https://doi.org/10.1002/9781118335598.ch7>
- Saragih, E. L. L. (2018). Sikap dan Pemilihan Bahasa Siswa Multikultural. *Jurnal Suluh Pendidikan FKIP-UHN*, 6(2), 54–64.
- Siregar, B. U., Isa, D. S., & Husni, C. (1998). *Pemertahanan Bahasa dan Sikap Bahasa: Kasus Masyarakat Bilingual di Kota Medan*. Jakarta: Pusat Pembinaan dan Pengembangan Bahasa.
- Sugiono, S. (2016). *Metode Penelitian Kuantitatif, Kualitatif, dan R & D*. Bandung: Alfabeta.
- Tahaineh, Y., & Daana, H. (2013). Jordanian Undergraduates' Motivations and Attitudes towards Learning English in EFL Context. *International Review of Social Sciences and Humanities*, 4(2), 159–180.



Wardani, K. D. K. A., Gosong, M., & Artawan, G. (2013). Sikap Bahasa Siswa Terhadap Bahasa Indonesia: Studi Kasus di SMA Negeri 1 Singaraja. *Jurnal Pendidikan dan Pembelajaran Bahasa Indonesia*, 2, 1-10.