



Language Attitude Towards The Millennials Sundanese Parents On The Use Of Language To Their Children

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Abstract

Parents have a big role in the input of the first language or mother tongue that is taught to their children, as well as millennial parents. The millennial generation is a generation that grew up in the industrial era of technological development. This may affect the use of language. This study aims to explore the reasons that influence the use of the first language taught by parents of the Sundanese millennial generation. Millennial parents tend to teach two or three languages. Indonesian is the first language taught by many parents. They think that Bahasa is more easily by accessed language teaching. For some parents, regional languages, such as Sundanese, become a second language. In terms, parents give certain utterances outside Bahasa and Sundanese, for example in English. To express the form of rejection, the word 'no' is used more often than the word 'jangan' or 'tidak' in Bahasa.

Keywords: Language, Language Attitude, Millennial, Parents

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INTRODUCTION

Language is a communication tool used in human daily activities in the interaction between individuals and groups. Language learning starts from the family environment. Hastuti in Putri (2020) explains that children's language acquisition is influenced by some factors, namely (1) parents, (2) environment, (3) peers, and (4) communication activities. Parents will play a very important role in determining the use of language. According to Papalia, et. al. in Anggraini (2020) parents play an important role in every language development. Parents lower their language skills based on certain domains. The domain input as described by Greendfield in Supriyadi (2020) can come from the family environment, friendship, religion, education, and work.

These domain factors can be the basis for parents to introduce and teach a particular language as the mother tongue of their children. Mother tongue is the first language mastered by humans since the beginning of their lives through interaction with fellow members of their language community (Kridalaksana, 2008). The factor, that could be influential in the process of language acquisition are environmental (Kapoh in Syaprizal, 2019). The quality of the environment has an important influence on children in obtaining language learning.

Based on the domain accepted by parents, in the first language learning stage, a bilingual form will appear. Herawati in Supriyadi (2020) explains that there is an interaction between speakers of one language and speakers of other languages so that bilingualism and multilingualism emerge. The development of technology and

other diversity coincides with the development of language. This behavior will foster a form of assimilation among cultures and languages, and form a certain attitude towards the use of language.

This will also have an impact on individuals from the millennial generation who have a role as parents. The behavior of individuals or groups will make the language an entity and change the components of language based on how they use the language according to their perceptions. Innovation in the language is a simple description to replace the identity of one and result in language change contact. Language change is related to language shift. Inputs to language descriptions that can occur include changing certain rules and attitudes towards monolinguals, bilinguals or even multilingualism.

In a language community that is in a multilingual situation affects the choice of language itself. Holmes (2013) mentions social factors that influence language choice, namely; (1) social distance, (2) social role relationships, (3) formality, (4) interaction goals, (5) interlocutors, (6) social context, and (7) conversation topics. Meanwhile, Nasution and Ayuningtias (2020) argue that language choice is not only influenced by linguistic factors but also external factors such as the situation of speech acts, age differences, and education levels. Aslinda (2010) adds that besides linguistic factors, there are social factors and situational factors that influence language use. Social factors consist of social status, education level, age, gender, and other factors, while situational factors consist of speakers, speech partners, time place, and theme. With these factors, it will cause the emergence of variations in language.

According to Sunaryo and Agung in Suciati (2017), language ability is very closely related to intellectual influence. Yusuf in Choirunnisa (2020) argues that one of the factors that influence language development is the way of communication in the family. From an early age, children have learned the language from their environment, so the role of the people around the child will greatly color and help the acquisition and mastery of the child's language (Anggraini, 2020). Epstein in Suciati (2017) classifies six types of parental involvement, which include parenting (parenting), communication (communication), volunteering (voluntary), learning at home (learning at home), decision making (decision making), and collaborating with the community (collaboration with family/community). From the involvement and role of parents in the development of the child's language, a choice will be formed in determining a particular language to be taught to children.

The choice of language use is a representation of one's language attitude. Language attitude is the attitude that a person takes in determining the use of language as part of social interaction. Language attitudes are played by parents by reducing the language skills of children related to the domain. Lambert (1967) states that the attitude consists of three components, namely the cognitive component, the affective component, and the conative component. The explanation of the three components is as follows. (1) Cognitive component relates to knowledge about the environment and ideas which are usually categories used in thinking processes. (2) Affective component concerns the problem of good judgment, likes or dislikes, towards something or a situation, then the person is said to have a positive attitude. Otherwise, it is said to have a negative attitude. (3) Conative component concerns behavior or actions as a "final decision" of reactive readiness to a situation.

Anderson in Chaer (2010) divides attitudes into two types, namely (1) linguistic attitudes and (2) non-linguistic attitudes, such as political attitudes, religious attitudes, and others. According to Anderson, language attitude is a relatively long-term belief system or cognition, partly about language, about language objects, which gives a person's tendency to react in a certain way that he likes. Garvin and Mathiot in Astuti (2019) formulated three characteristics of language attitudes, namely (1) Language Loyalty is an attitude that encourages people to participate in maintaining their language independence, including minimizing the entry of outside or foreign influences. (2) Language pride is an attitude that encourages a person to make his language a symbol of his personal or group identity and at the same time distinguish it from other people or groups. (3) Awareness of the norm of language is an attitude that encourages the use of language in a careful, correct, polite, and proper manner. Such awareness is a factor that greatly determines speech behavior in the form of language use. Such an attitude will usually color almost all of his speech behavior.

Adul in Malabar (2005) argues that language users are positive, namely the use of language that favors good and correct language, naturally and by the situation. A positive language attitude is a) the success of a multilingual nation in determining one language to be used as the national language of several languages owned by that nation; b) accuracy in the use of language forms and language structures and accuracy in the choice of words used by language users; and c) to the extent of reducing or human, eliminating the color of the regional language or its dialect in the national language. A positive attitude is a person's enthusiasm for the use of the language used by the community in which he lives (Anderson in Amin, 2020).

While the negative attitude is related to the lack of enthusiasm of the speaker in using his language. Garvin and Mrthiot in Malabar (2005) give the characteristics of negative language attitudes of language users, namely: a) If a person or group of members of the language community no longer has the passion or drive to maintain their language independence, then it is an indication that their language fidelity is starting to weaken which in turn is not impossible to disappear altogether. b) If a person or a group of people as members of a society do not feel proud of their language and transfer their pride to another language that is not theirs. c) If a person or group of people as members of a society are unaware of the existence of language norms. Such an attitude will usually color almost all of his language behavior. They no longer have the urge or feel called to take care of their language carefully and politely.

In another research conducted by Izzak (2009), only 13 percent of 15 respondents from young families in East Java did not replace Javanese as their mother tongue. Other respondents' families have switched from using the local language as the first language to Bahasa as the first language for their children. They reasoned that in general, the language shift was to make it easier for children to get along in school and society, and hope to get better access to the economy and work. Similarly, according to Kaplan and Baldauf in Rahmini (2019), the switch from regional languages to Bahasa as a first language will offer children greater access to material rewards, work, and better economic opportunities in the future.

This research aims to explore the role of parents, especially the millennial generation, in providing input to their children's first language learning, the factors

are influence language attitudes and language change also language maintenance. Millennials in a demographic group are the generation referred to as generation Y or the generation born after Generation X. Mapping the year of birth for this generation between the 1980s as the beginning of this group's birth to the early 2000s as the end of birth. Millennial are children of the baby boomers generation which is characterized by a high birth rate (Anwar et al., 2020). The millennial generation in 2019 is those aged 17-34 years who are now studying in college as students, and young parents (Arisandy et al., 2019). Kraus and Sears in An-Nisa (2020) said millennials grew up with technology that made it easy for them to connect directly with friends or family via the internet. So, it's definitely, these environmental factors will form an attitude related to the linguistic situation, both language use and language planning applied to daily life.

METHODOLOGY

This study uses a qualitative descriptive approach to describe and analyze linguistic phenomena to the language attitude towards of millennial parents. Suyitno (2018) explains that the descriptive form is qualitative research that aims to understand and interpret the subject and "give" all the symptoms that appear and interpret what is behind the symptoms. Besides, Nugrahani (2014) also mentions the purpose of qualitative research is to understand the condition of a context by leading to a detailed and in-depth description of the portrait of conditions in a natural context (natural setting), about what happened according to what was in the field of study. The author researched millennial parents and got nine people as samples in this study. Respondents are millennial parents, with children aged 0-5 years, who are productive ages in language acquisition. Respondents are Sundanese speakers with different educational backgrounds and live in a modern, heterogeneous environment. Data collection techniques using direct interviews and virtual interviews using Zoom with millennial parents. The results of the interviews were then analyzed into data and presented in a research report.

RESULT AND DISCUSSION

Social factors are one of the factors that influence people's language attitudes, and also with millennial generation itself. The factors such as education and occupation are two things that have a big role in the linguistic situation. All respondents have different educational backgrounds. Most of the respondents are undergraduates with high educational knowledge and insight. Apart from educational background, the occupations of the respondents are also relatively different. They work as freelancers, private employees, teachers, entrepreneurs, and housewives, among others. The difference in these situations with the environment that shapes them with the tendency of the language used in the environment provides new linguistic spaces. However, the similarity between respondents is that they live in an area where their millennial parents tend to use Bahasa.

These millennial parents speak at least two languages, which is Sundanese as the mother language, Bahasa as a second language, and English or another foreign language as the third language. So, we can categorize that the millennial parents who are bilingual or multilingual speakers.

Tabel 1. The Language Usage Frequently

Language	Percentage
Sundanese	22,2%
Bahasa	66,6%
English	11,1%

The language used in everyday conversation that they speak more often is Bahasa. For simple expressions such as numbers, introducing some objects, numbers, animals, colors, or refusing to use terms in English or Sundanese. Parents consider the mother tongue to be taught, but not as the main language in the first children's development stage. Environmental factors are also felt to affect the language being taught. In addition, children also feel the need to be taught simple phrases in foreign languages.

Based on Garvin and Mathiot's theory of language attitudes which argues three language attitudes which include language loyalty, language pride and awareness of language norms. The tendency of millennial parents is to have a negative attitude towards Sundanese, even though they realize that Sundanese is an important language for them. On the other hand, they realize that their Sundanese language skills are not good, so they have caution in the use of language that might be imitated by their children. so they choose to use Bahasa or mix codes to maintain their Sundanese language with speech that is more acceptable than speech in Sundanese which they consider rude.

From nine respondents, four respondents showed a negative attitude towards the Sundanese language. While the other three respondents prefer to use two languages to communicate with children. The introduction of the two forms of language is intended for children to be able to communicate more quickly with their environment. And two respondents showed a positive attitude towards the Sundanese language. Millennial parents tend to teach Bahasa or English more than Sundanese to their children.

The reason for not using Bahasa for children is the form of Sundanese which is believed to be complicated to pronounce and the existence of standard and non-standard forms or varieties of *loma*. This variety of *loma* is considered rude and inappropriate to be taught to children at that age. This later became one of the reasons why parents taught Bahasa language. Bahasa is considered easier and more practical for communication adjustments and children are considered more responsive and can spontaneously imitate the vocabulary spoken by their parents, including simple vocabulary such as the words '*dadah*' and '*hati-hati*'

Some respondents think that the role of Sundanese in children's language learning is important, but children have difficulty pronouncing and imitating Sundanese utterances even though they live in a Sundanese-speaking environment. Children better understand speech in Bahasa, so that the family environment communicates more in Bahasa. Simple utterances used by parents in Sundanese can be understood by children through repetition and imitation.

Respondents then explained that children imitated language attitudes adapted from their surroundings, especially their parents and closest family. Although living in an environment where most of the Sundanese speakers are selected, Bahasa is considered better in daily communication with children. This is also the case with the response who lives with the diversity of the living environment that is not only

from the Sundanese. On the other hand, these millennial parents live with other millennial parents who tend to use Bahasa as their first language. The challenges for millennial parents with a modern and diverse environment and the broad development of science and technology have an impact on the chosen language input.

In addition to Bahasa, respondents think that the use of English for children is considered cool and important to learn to make it easier for children to adapt to the surrounding environment. In mentioning certain vocabularies, such as colors and numbers, parents put more emphasis on terms in English, one of the media used to provide many language inputs, one of which is through shows on the Youtube channel. Through these shows, children can name the terms colors, numbers, and animal names in English. The introduction of English has the potential in general and can hone children's cognitive development. To express a form of rejection, parents often use English terms such as the word 'no', and to convey farewells such as the word 'bye' and express affection using the words 'kiss' and 'love you'. These expressions are considered easier to use in English than Bahasa or Sundanese.

The use of Sundanese for respondents with a positive attitude towards Sundanese is based on the experience of their main family. Respondents have their concerns that children will leave Sundanese as time and technology develop. For this reason, the respondent tries to get children to get used to speaking Sundanese as early as possible. Respondents feel that Sundanese is important as part of cultural inheritance and language maintenance because of the principles taught by the respondent's parents and regenerate Sundanese. Respondents hope that the child will be able to communicate in the first environment in Sundanese, even though in the second environment the child will learn Bahasa or other languages. Respondents think that Bahasa is used as a language that is widely used for communication purposes in the social environment.

Respondents with work backgrounds as teachers and lecturers tend to provide input on trilingual languages, namely Sundanese, Bahasa and English. But the input of language in their children is more on the use of Sundanese as their first language. In daily communication, respondents share roles with their partners to teach vocabulary in the three languages. The child's response to the situation can understand the speech of his parents in the three languages spoken.

CONCLUSION

In the pattern of language learning, many millennial parents tend to teach two or even three languages to their children. It could happen on daily the mixing-code or even switching-code. Millennial parents tend to use Bahasa as the first language taught, followed later by Sundanese at the advanced language learning stage. In language speech, many millennial parents prioritize mixing terms in various languages. The attitude of millennials who are Sundanese speakers shows a negative attitude towards Sundanese. They think that Indonesian is more important to use for today's development, because many other millennial parents tend to use Indonesian in communicating with their children. The education and occupation of parents influence the decision to choose the language used with children. But the most decisive factor is the environment in which you live. Where these conditions

will give its tendency into the spoken expression so that it becomes a certain pattern and affects the language being taught.

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