LANGUAGE ATTITUDE OF CINA BENTENG COMMUNITY TANGERANG

THESIS

By:

QUEENCY

20210600029

English Studies

Faculty of Social Sciences and Humanities

BUDDHI DHARMA UNIVERSITAS TANGERANG

2025

LANGUAGE ATTITUDE OF CINA BENTENG COMMUNITY TANGERANG

THESIS

Presented as a partial fulfillment of the requirement for the bachelor's degree in English Studies at Faculty of Social Sciences and Humanities
Buddhi Dharma Universitas
Undergraduate Program

By:

QUEENCY
20210600029
Faculty of Social Sciences and Humanities

BUDDHI DHARMA UNIVERSITAS

TANGERANG

2025

FINAL PROJECT APPROVAL

Name	: QUEENCY
Student Number	: 20210600029
Faculty	: Faculty of Social Sciences and Humanities
Study Program	: English Studies
Final Project Title	: Language attitude of Cina Benteng Community Tangerang

The Final Project Proposal has been approved to examine as a partial fulfillment requirement for the Undergraduate Program.

Tangerang, 7th July 2025

Approved by,	Acknowledged by,
Supervisor	Head of Department
Dr. Sonya Ayu K, S.Hum., M.Hum.	Riris Mutiara P.S, S.Pd., M.Hum
NIDN : 0418128601	NIDN : 0427068703

RECOMMENDATION FOR THE ELIGIBILITY OF FINAL PROJECT EXAMINATION

The undersigned

Name : Dr. Sonya Ayu Kumala, S.Hum., M.Hum

Position : Supervisor

certify

Name : Queency

Student Number : 20210600029

Faculty : Faculty of Social Sciences and Humanities

Study Program : English Studies

Final Project Title : Language Attitude Of Cina Benteng Community Tangerang

has been eligible to take the final project examination.

Tangerang, 7th July 2025

Approved by,
Supervisor

Dr. Sonya Ayu K, S.Hum., M.Hum.
NIDN : 0418128601

Acknowledged by,
Head of Department

Riris Mutiara P.S, S.Pd., M.Hum
NIDN : 0427068703

THE BOARD OF EXAMINERS

Name : Queency

Student Number : 20210600029

Faculty : Social Sciences and Humanities

Study Program : English Studies

Final Project Title : Language Attitude Of Cina Benteng Community Tangerang

This thesis has been examined by the board of examiners on August 5th , 2025

Name of Examiners

1. Chair : **Dr. Irpan Ali Rahman, S.S., M.Pd.**
   NIDN: 0405027807
2. Examiner I : **Dr. FX. Rahyono, S.S, M.Hum.**
   NIDN: 8918350022
3. Examiner II : **Riris Mutiara Paulina Simamora, S.Pd, M.Hum**
   NIDN: 0427068703

Acknowledged by,

Dean

Dr.Sonya Ayu Rumahai, M.Hum.

NIDN: 0418128601

STATEMENT OF AUTHENTICITY

I honestly declare this final project is my own writing. This is true and correct that I do not take any scholar ideas or work from other dishonestly. All the citied works are quote in accordance with ethical code academic writing.

Tangerang, July 15th 2025

Queency

ABSTRACT

This research investigates the language attitudes of the Cina Benteng community in Tangerang, focusing on how members of the community perceive, value, and use their native language in contrast with dominant languages such as Bahasa Indonesia and English. The study is grounded in sociolinguistic theory, particularly the concept of language attitude, which provides a lens to understand how cultural identity, social change, and linguistic behavior interact. Using a qualitative descriptive method, data were collected through interviews and questionnaires involving respondents from different age groups to capture generational variations in language perception. The analysis process involved thematic categorization based on aspects such as language preference, cultural expression, language shift, and intergenerational transmission. The findings show a complex interplay between pride in cultural heritage and the pressure to assimilate linguistically, with older generations generally displaying stronger positive attitudes toward maintaining the native language, while younger members tend to prefer more dominant languages for practical and social reasons. These insights underline the need for strategic efforts in language preservation, cultural education, and community engagement to sustain the linguistic identity of the Cina Benteng people.

Keywords: *language attitude, sociolinguistics, Cina Benteng*

ACKNOWLEDGEMENT

First and foremost, the writer would like to express her deepest gratitude to God Almighty for His endless blessings and guidance, especially for granting her good health, strength, and perseverance throughout the process of completing this thesis. The writer continuously reminds herself to remain grateful for all the opportunities, support, and comforts that have been given to her during this academic journey, without which this thesis would not have been possible.

The assistance and guidance of many others is equally crucial to the accomplishment of this thesis. The writer appreciates this chance to convey her sincere gratitude to:

1. Dr. Limajatini, SE., M.M., B.K.P. as Rector of Buddhi Dharma University who has given the opportunity to perform this research.
2. Dr. Sonya Ayu Kumala, S.Hum., M.Hum. as Dean of Social and Humanities Faculty who provided expertise and support in order to finish this research and as supervisor of the writer's research who always supportive and patience of her slow progress. This thesis would never have been completed without his help and persistent participation at every stage of the procedure.
3. Riris Mutiara Paulina Simamora, S.Pd., M.Hum., as the Head of the English Department of Buddhi Dharma University, for her leadership and the conducive academic environment provided.
4. Dr. Irpan Ali Rahman, S.S., M.Pd., as Chair of the examination committee, for his consistent guidance and encouragement throughout the examination process.
5. Dr. FX. Rahyono, S.S., M.Hum., as Examiner I, for his thorough evaluation and constructive feedback that helped refine and strengthen this thesis.
6. Hot Saut Halomoan, S.Pd., M.Hum. who gave a lot of knowledge about Linguistics.
7. All the lecturers who have supported her by giving much helpful advice and teaching a lot of excellent knowledge over the last four years.
8. All the staff members of the Faculty of Social Sciences and Humanities Buddhi Dharma University, for helping her during her study.

9. The writer family,father, mother, and younger brother who have provided a lot of support so that the author can have the opportunity to complete the study.
10. The writer's friend, Yulianni, Alin, Valentine, Nathania, Raisa, Gita, Marchela and many more who cannot be mentioned one by one.
11. The writer's new and biggest family Cide Kode Benteng, who is very supportive and warm.
12. My seniors, especially Ci Inggrit Laurenza and Ci Cecillia Noveline, for their guidance, support, and valuable advice during the writing of this thesis, as well as other seniors whose names cannot be mentioned one by one.
13. The author also extends gratitude to the friends who supported the questionnaire process.
14. The writer's workmates who very helpful and supportive during the preparation of this thesis.
15. The author himself who never gave up in doing research.

The author realizes that this thesis still has many shortcomings, both in terms of the material discussed and its presentation. This is due to the author's limited skills and knowledge.Therefore, all useful and constructive criticism and suggestions are welcomed for the perfection of this thesis. Finally, I hope that this thesis will be beneficial for future research.

Tangerang, July 7th, 2025

Queency

20210600029

TABLE OF CONTENTS

FINAL PROJECT APPROVAL ..... **I**

RECOMMENDATION FOR THE ELIGIBILITY OF FINAL PROJECT EXAMINATION II

ABSTRACT v

ACKNOWLEDGEMENT vi

TABLE OF CONTENTS viii

CHAPTER I 1

1.1 Background of the Study 1

1.2 Statements of the Problem 5

1.3 Research Question 5

1.4 Goals and Functions of the Study 6

1.4.1 Function 7

1.5 Scope and Limitation 7

1.6 Conceptual Framework 8

CHAPTER II **10**

2.1 Review of Previous Studies 10

2.1.1 Sociolinguistics 11

2.2 Multilingualism 12

2.3 Language Attitude 13

2.3.1 Language Choice 14

CHAPTER III **18**

3.1 Research Approach 18

3.2 Data Types 19

3.3 Data Source 20

3.4 Data Collection Methods 22

3.4.1 Section I: Respondent Background 22

3.4.2 Section II: Domain of Language Use 23

3.4.3 Section III: Language Attitude 23

3.5 Data Analysis Techniques 25

CHAPTER IV **28**
4.1 Language Attitude of Cina Benteng Community 28
4.1.1 Positive attitude 29
4.1.2 Negative attitude 29
4.2 Domain of Language Use 31
4.3 language Attitude Dialect Cina Benteng vs Bahasa Indonesia 39
CHAPTER V **50**
5.1 Conclusion 50
5.2 Research Suggestions 51
REFERENCES **52**
CURRICULUM VITAE **55**

CHAPTER I

INTRODUCTION

1.1 Background of the Study

The Cina Benteng community is a Chinese ethnic group that has settled in the Tangerang area of Banten for a long period of time, dating back to several generations. They possess a strong history of adapting to the local culture while simultaneously striving to maintain their own language and cultural identity. This process of cultural adaptation and preservation illustrates the community's resilience in the face of social and linguistic changes over time. In sociolinguistic studies, the concept of language attitude becomes an important analytical lens to understand how a community makes decisions about the language they use, how they may experience a gradual language shift, or how they attempt to maintain their heritage language. Indonesia itself, as a nation renowned for its remarkable ethnic and linguistic diversity, boasts more than 1,340 ethnic groups spread across its vast archipelago, from Sabang to Merauke (BPS, 2020). This extraordinary diversity is reflected in a rich tapestry of distinct languages, customs, and cultural practices, each of which embodies a profound wealth of local wisdom and historical depth. Dominant ethnic groups, such as the Javanese, Sundanese, Batak, and Bugis, each contribute to the nation's cultural mosaic through their own traditions, values, and ways of life. The Javanese, as the largest ethnic group, primarily inhabit Java and are well known for their rich traditions in arts, literature, and philosophy. Meanwhile, other ethnic groups such as the Batak in North Sumatra, Dayak in Kalimantan, and Toraja in Sulawesi maintain strong cultural identities through their distinctive ceremonies, ancestral rituals, and unique social systems.

In this profoundly diverse national context, the Indonesian language (*Bahasa Indonesia*) serves as a crucial unifying tool that bridges the various ethnic and linguistic groups. It functions not only as a medium for cross-ethnic communication but also as a symbol of national unity amidst the sheer variety of cultures and languages (Wardhaugh & Fuller, 2015). However, this overarching sense of unity exists alongside an equally strong emphasis on maintaining local linguistic and

cultural identities. Across the archipelago, there are more than 700 regional languages, each of which is deeply tied to the unique identity and cultural heritage of the ethnic group that speaks it (BPS, 2020). For instance, the Javanese language serves the Javanese people, Sundanese is spoken by the Sundanese, and the Batak community utilizes a variety of Batak dialects that differ from one region to another. These regional languages are far more than functional tools for daily communication; they are powerful mediums for preserving ancestral traditions, passing down indigenous knowledge systems, and expressing the distinct cultural ethos of each group (Fishman, 1972; Crystal, 2000). This inherent linguistic and cultural richness stands as an enduring testament to Indonesia's vibrant and multifaceted heritage, which continues to shape the identity of its people in both local and national contexts.

In a dynamic social reality, inter-ethnic interactions frequently lead to fascinating cultural fusions and acculturation processes. A compelling illustration of this phenomenon is observed within the Chinese community in Indonesia, specifically the Cina Benteng group residing in Tangerang, Banten. Having settled in this area for an extended period, the Cina Benteng community has demonstrated a remarkable capacity for adapting to local culture while meticulously maintaining their language and cultural identity. This long history of interaction has resulted in the formation of a truly unique hybrid identity—a seamless blend of ancestral Chinese culture and adopted local Indonesian elements, coexisting in social harmony.

The Cina Benteng language itself is a direct product of this profound acculturation. It is a distinctive dialect that evolved from the intricate interplay of Hokkien or Tiochiu, the original languages brought by their ancestors from China, and the local Malay and Betawi languages. This unique linguistic blend naturally emerged from centuries of sustained social interactions between the Chinese community and the surrounding indigenous population. Over generations, the Cina Benteng language became heavily influenced by Malay and Betawi, developing into a unique dialect spoken exclusively by this particular community. This

linguistic evolution mirrors the long journey of the Cina Benteng people in adapting to Indonesian culture while steadfastly preserving their ancestral heritage.

According to the 2020 data from Badan Pusat Statistik (BPS), the population of ethnic Chinese in Tangerang continues to grow, with the Cina Benteng community forming one of the largest heritage groups in the region. In recent years, national surveys have also indicated a shift in language use among younger generations, with Bahasa Indonesia becoming more dominant in daily communication.

In sociolinguistic studies, language attitude is recognized as a pivotal concept for comprehending how a community makes conscious choices regarding language use, navigates periods of language shift, or actively endeavors to maintain its heritage language (Garrett, 2010). According to Fishman (1972), a community's collective attitude toward the language it uses profoundly influences whether its mother tongue will endure or if there will be a gradual shift towards a more dominant language. This assertion holds immense relevance in Indonesia's multilingual context. The Cina Benteng community, like many other ethnic groups, confronts a dual challenge: the pressure to integrate nationally through the ubiquitous use of Indonesian, while simultaneously striving to safeguard their distinct language and cultural identity. Consequently, their feelings and views about their heritage language are crucial for keeping the Cina Benteng language alive and for showing how well they can protect their community's unique identity, despite the strong influence of national culture.

Previous research consistently indicates that many Chinese communities across Indonesia have experienced a notable language shift (Fishman, 1985a). This shift, typically from Chinese dialects (such as Hokkien or Mandarin) to Indonesian, which serves as the national unifying language, was not merely coincidental. It was significantly influenced by a confluence of socio-political factors. Historically, government policies, particularly during the New Order era, imposed severe restrictions on the use of Chinese languages and cultural symbols (Werhoru & Jhon, 2021). Furthermore, pervasive social pressure and a strong desire to assimilate into the majority community actively encouraged younger generations to favor

Indonesian in their daily interactions. These factors illustrate how language shift is part of the Cina Benteng community's broader social adaptation. Previous studies by Dr. Sonya Ayu Kumala (2022, 2023) also highlight the role of language in preserving Cina Benteng identity—through place names, multilingual signage, and kinship terms—despite increasing pressure toward linguistic assimilation.

Fishman (1985a) further asserts that the foundational role of social institutions—including family, school, and the broader community—along with the collective attitudes of individuals towards language, are critical in determining an ethnic group's ability to maintain its language or replace it with a more dominant one. In this specific context, it becomes imperative to gain a deeper understanding of how the Cina Benteng community perceives and utilizes language in their daily lives. Their attitude towards language transcends mere communication; it is intricately interwoven with their very sense of cultural identity. Language functions as a powerful symbol of existence and pride, signifying their belonging to a unique ethnic group. Therefore, a thorough exploration of the language attitudes within the Cina Benteng community can offer invaluable insights into their ongoing efforts to preserve their distinct cultural heritage amidst the twin forces of modernization and national integration pressures (Prinyawutichai, 2009). This study aims to contribute to this crucial understanding.

Given the importance of language in shaping cultural identity and the complex socio-cultural dynamics faced by the Cina Benteng community, this study seeks to investigate how members of the community perceive and respond to their linguistic heritage in the midst of changing social contexts. Specifically, this research aims to explore the current state of language attitudes within the Cina Benteng community in Tangerang. The central research question that guides this study is: How do the language attitudes of the Cina Benteng community in Tangerang reflect their views and behaviors towards their mother tongue? By addressing this question, the study hopes to uncover patterns of language use, intergenerational differences, and factors influencing the maintenance or decline of the ancestral language.

1.2 Statements of the Problem

The Cina Benteng community in Tangerang is facing a critical point in preserving its heritage language—a unique creolized dialect shaped by the fusion of Hokkien/Tiochiu and local Malay/Betawi. Once used in daily life, this language is now mostly limited to older generations and traditional ceremonies, as younger members increasingly adopt Indonesian for practicality and social advancement. The dominant role of Indonesian in education and public life has led to the marginalization of the Cina Benteng language, threatening its survival. Without conscious preservation efforts, this ancestral tongue is at serious risk of disappearing, posing a major challenge to the community's cultural continuity.

Although language shift among Indonesian Chinese communities has been widely noted, there remains a lack of focused research on how the Cina Benteng community specifically navigates the intersection of their heritage language, Indonesian, and English. The complex attitudes toward these languages—and how they shape identity and cultural values—are often overlooked. This study seeks to address that gap by examining how the Cina Benteng people perceive their native language in relation to dominant national and global languages, contributing to broader discussions on language vitality, identity, and multilingualism in modern Indonesia.

This research specifically aims to:

1. identify the dominant language(s) used by young members of the Cina Benteng community across various domains
2. examine their attitudes toward the Cina Benteng dialect compared to Bahasa Indonesia, English.
3. analyze the extent of language maintenance or shift taking place.

1.3 Research Question

Based on the background presented, the research questions for this study are as follows:

1. How does the language use of Cina Benteng in each domain ?

2. How does the language attitude of the Cina Benteng community in Tangerang towards their mother tongue?

1.4 Goals and Functions of the Study

Purpose of this study is to conduct an in-depth analysis of language use patterns within the Cina Benteng community in Tangerang, particularly across various domains of daily life such as family settings, educational institutions, workplaces, and social interactions. This research aims to find out which languages are most commonly used by community members whether it is the Cina Benteng dialect, Bahasa Indonesia, or other foreign languages and to see how this usage changes based on factors like age, generation, social context, and educational background.In addition, the study aims to explore the community's language attitudes toward their mother tongue by examining various dimensions such as emotional attachment, a sense of cultural identity, perceived utility of the language in modern life, and the extent to which they are willing and committed to preserving and passing it on to future generations. By combining these two main focuses language use practices and language attitudes this research is expected to provide a comprehensive overview of the linguistic dynamics within the Cina Benteng community and to contribute to a better understanding of the processes of language shift or maintenance in the midst of modernization and national integration.

1.4.1 Function

This study offers practical insights into the language attitudes of the Cina Benteng community, particularly in relation to their native dialect and its position alongside dominant languages such as Bahasa Indonesia and English. These insights are expected to be useful for policymakers, educators, and community leaders in formulating communication and education strategies that are inclusive and culturally responsive, tailored to the specific needs and characteristics of the local community. Moreover, as a university student, the author hopes that this research can raise awareness about the importance of preserving local languages, especially the Cina Benteng dialect, which is increasingly marginalized in the face of globalization and the dominance of the national language. This study also aims to encourage younger generations, particularly fellow students, to value and preserve local languages as an essential part of cultural identity that must be maintained. Furthermore, the findings of this research are expected to serve as a valuable academic reference for students and scholars in the fields of sociolinguistics, language policy, and cultural studies. By applying Fishman's Ethnolinguistic Vitality Theory (1972), this study explores how intergenerational transmission, societal attitudes, and institutional support contribute to the vitality of a minority language. It is hoped that this research will serve as a foundation for further, more in-depth, or interdisciplinary studies in similar contexts.

1.5 Scope and Limitation

This research study is focused on sociolinguistics, specifically analyzing the language attitudes of the Cina Benteng community in Tangerang, Indonesia. The study explores how the community views and uses their native language, considering factors like age, education, social environment, economic status, and exposure to dominant languages such as Bahasa Indonesia and English. Additionally, it investigates how socio-cultural factors, including urbanization, globalization, and national language policies, influence language practices within the community. A significant focus is on understanding how the mother tongue contributes to cultural identity, fostering a sense of belonging and heritage.

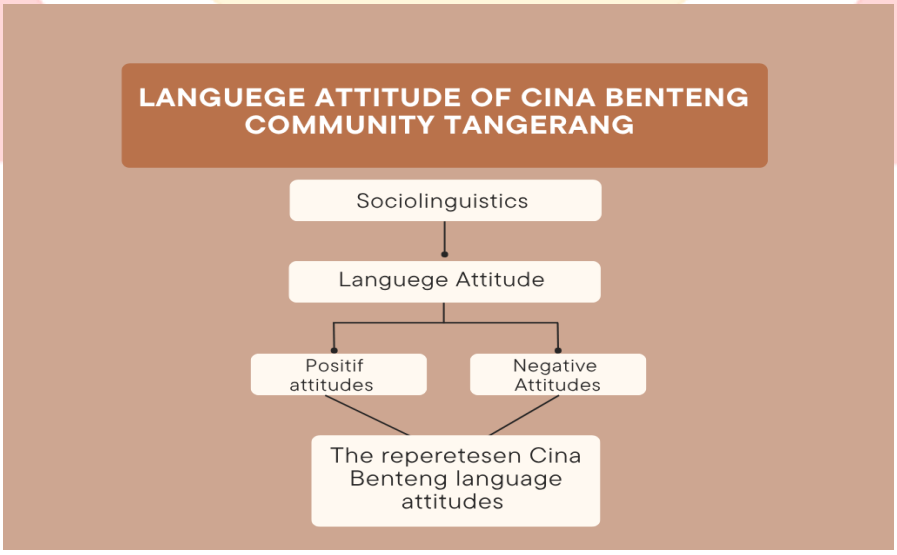
1.6 Conceptual Framework

The conceptual framework of this research illustrates the relationship between sociolinguistics and language attitudes within the Cina Benteng community in Tangerang. Sociolinguistics serves as the theoretical foundation to understand how language functions in society, especially in multilingual and multicultural communities. One of the primary areas of study in sociolinguistics is language attitude, which refers to individuals' feelings, beliefs, and behavioral tendencies toward specific languages or language varieties.

In the context of the Cina Benteng community, language attitude is analyzed through two dimensions: positive attitudes and negative attitudes.

1. Positive language attitudes include pride in using the Cina Benteng dialect, efforts to maintain or pass it down to future generations, and perceiving the language as a vital part of ethnic and cultural identity.
2. Negative language attitudes, on the other hand, may manifest as feelings of embarrassment or inferiority when using the local dialect, a preference to switch to more dominant languages (such as Bahasa Indonesia, English, or Mandarin), or reluctance to use the dialect in public or formal domains.

This framework helps to contextualize the research by connecting the sociolinguistic theory of language shift (Fishman, 1991) with the real-life



Conceptual framework. 1

language behavior and beliefs of the younger generation of the Cina Benteng community in their daily communication and social domains.

The topic Language Attitude of the Cina Benteng Community in Tangerang falls under the study of sociolinguistics, which examines the relationship between language and society. Within this discipline, language attitude refers to people's positive or negative perceptions toward a language. In this research, these attitudes are explored in the context of the Cina Benteng community, where both positive and negative views toward their heritage language and other languages they use are identified. Together, these perspectives form the overall representation of the Cina Benteng community's language attitudes.

This framework starts by collecting language data from the Cina Benteng community in Tangerang, focusing on how they feel about and use different languages especially their native language compared to more widely used languages like Bahasa Indonesia and English. The study looks at things such as cultural expressions, differences in language use between generations, and signs that the language might be changing or being replaced. These points help explain how people's attitudes toward language influence the way they communicate every day and interact with their culture.

The findings from this study are intended to shed light on the language attitudes of the Cina Benteng community. The results are expected to support efforts in preserving their native language, reinforcing cultural identity, and encouraging stronger community participation and a sense of belonging.

CHAPTER II

THEORETICAL BACKGROUND

In this chapter, the researcher explains the theories that support the analysis. These theories will be used as the basis for finding answers about family relationships in the Cina Benteng community.

2.1 Review of Previous Studies

Research of language attitude and language choice in the process of learning another language becomes research that many researchers want to know more and take for their research. many aspects still don't have any concrete explanation and still have a lot of things that researchers can explore to find the explanation. In this research the research used some previous research to analyze and developed languege attitude in sociolinguistic to find the research about language attitude.

The first study is "Language attitude of undergraduate students towards English at English Education Department" by Wati (2016). This study focuses on students' attitudes towards English based on gender and length of study. The main findings of this study are that male students show more positive attitudes towards English than female students; beginning students have more positive attitudes than advanced students.

The second study is " Language attitude and language choice in bilingual academic learning environment" by Dewi and setiadi(2018). This study focuses on language attitudes and language choice in a bilingual academic environment. The main findings of this study are Students have a positive attitude towards English because it is considered an international language and offers more career opportunities; the use of English is influenced by the role of lecturers and exposure in the academic environment.

The third is "Language Attitudes among Chinese-Indonesians in Jakarta" by Tian and Yao (2018). This study aimed to investigate the language attitudes of

Chinese-Indonesian communities in Jakarta, particularly their perceptions of their native language compared to Bahasa Indonesia and English. The study found that while many Chinese-Indonesians retain positive attitudes toward their heritage language, social pressures and national language policies significantly influence language shift toward Bahasa Indonesia.

The three studies above show that language attitudes are influenced by various factors, both individual and environmental. Research by Wati (2016) shows that male students have a more positive attitude towards English than female students, and that students in the early stages tend to be more enthusiastic than those in the late stages. Meanwhile, a study by Dewi and Setiadi (2018) confirms that students in a bilingual academic environment have a positive attitude towards English because it is perceived as an international language that opens up more career opportunities, with usage also influenced by the role of lecturers and exposure on campus. On the other hand, research by Tian and Yao (2018) illustrates how students of Chinese descent in Jakarta still have positive attitudes towards their heritage language, but social pressures and national policies cause a language shift towards Bahasa Indonesia. These three studies show that students' language attitudes are strongly influenced by their social context, identity, and pragmatic goals in language.

2.1.1 Sociolinguistics

Sociolinguistics is derived from the combination of two fields of study: sociology and linguistics. Each has different origins, branches, methods, and structures. However, they are interrelated because both examine aspects related to language and human beings. Roucek and Warren (1968) state that sociology is the study of the relationships between individuals and groups in society. In these interactions, language serves as the primary tool of communication, making it possible to observe and measure a person's language ability in social contexts. Meanwhile, according to Lyons (1981), linguistics is the scientific study of language, which is inherently connected to how language is used by humans. The integration of these two disciplines forms the foundation of sociolinguistics, which focuses on how language is used in social contexts.

Sociolinguistic definition according to janet holmes(2013) studies the relationship between language and society. based on janet holmes's explanation about sociolinguistic, a goal frome study sociolinguistic is how people get a new language, new culture, and how they react to the language in society. According to joshua A.Fishman(1972) from sociolinguistics; A brief introduction by Joshua A. Fishman,sociolinguistics is the study of the characteristics of their speakers as these three constantly intersect, change, and change one another within a speech community. it means that sociolinguistic analyze the characteristic of different language, different spelling, pronunciation, the way they speak, and the response to the community. based on all the definition above, its mean that sociolinguistics is a study which is related to the way people use language differently in social contexts by considering not only the aspect or the background of the people such as gender, age, race, and education level.

2.2 Multilingualism

People have their language to communicate with other. The phenomenon of people having more than one language is called "Bilingualism" or "Multilingualism"(wardaugh,2006: 101). Prefix "bi-" mean "two"and "lingual" means "language" therefor bilingual is means two language. bilingualism is at the poin where the speakers to speak or to communicate in two different languages.

The roots of multilingual come from Latin. If you happen to prefer Greek, use the synonym polyglot, in which poly- has the same meaning as multi-, and -glot means the same thing as -lingual. Multilingualism is the use of more than one language, either by an individual speaker or by a group of speakers.

Multilingualism refers to the ability of an individual to use two or more languages proficiently, and when only two languages are involved, the phenomenon is often referred to as bilingualism. Research suggests that multilingual speakers actually outnumber monolingual speakers across the world, indicating that the ability to communicate in multiple languages is a

global norm rather than an exception. Bilinguals and multilinguals frequently alternate or switch between languages in conversation, a practice known as code-switching, particularly when they have a high level of proficiency in both languages. This mixing often occurs between local languages and national languages, or between the national language and a widely used international language such as English. In many parts of the world, especially in countries with rich ethnic and linguistic diversity, multilingualism is not only common but also necessary for social, educational, and economic interaction. Additionally, the increasing influence of technologically advanced countries and globalization plays a significant role in encouraging the use of multiple languages, as access to international media, education, and digital platforms often requires some knowledge of global languages like English. Thus, multilingualism is both a natural and practical response to a culturally and technologically interconnected world.

In many countries today, multilingualism, or the use of more than one language, is common. This phenomenon is largely due to a few key factors. First, the natural linguistic diversity within a country, where different regional languages already exist side by side. Secondly, the historical interaction between cultures and the migration of people who bring their languages with them. Lastly, the global impact of technological advancements and cultural exchange further encourages individuals to be exposed to and motivated to learn more languages, making multilingualism an important aspect of modern communication.

2.3 Language Attitude

Language attitude refers to an individual's or group's feelings, beliefs, and behavioral tendencies toward a particular language or language variety. According to Garrett (2010), language attitudes are not only cognitive but also affective, involving how people emotionally respond to different languages, which can affect their usage, preference, and even their identity. These attitudes may be shaped by various factors such as cultural heritage, perceived social

prestige, practicality, or pressure from dominant groups. Fishman (1991) further emphasized that language attitudes play a crucial role in language maintenance or shift, especially among minority language communities.

a. **Positive Attitude**

In Learning a Second Language In the process of learning a second language, students experience various challenges and interesting moments. During this process, students show their language attitude toward the language they are learning. The outcomes of the learning process and language attitude will differ for each student. One of the possible outcomes is a positive attitude. According to Chamber (1999), learning becomes easier when students have a positive attitude toward the language and the learning process. For example, students learning a new language demonstrate their attitude by using the language they have learned. They are confident in using the language, which reflects a positive attitude toward it.

b. Negative attitudes

Negative attitude can be to the person who is not willing to learn the language and they don't Want to use the language. Negative language attitude is the reluctance of the general public to use the language in all areas. For students with a negative attitude, the results of learning a second language cannot be maintained. Additionally, students lack the enthusiasm to learn the language and are not interested in learning more about it, as stated by Baker (2001). If this happens, learning a second language will not be successful, and the results can be negative.

2.3.1 Language Choice

Language serves as a means for humans to communicate and convey their views to others. In language, a person has the freedom to determine the language to be used, and this is referred to as language selection. Holmes (2013:22) reveals that language selection is the act of choosing a language in

an interaction situation, which occurs in various communication contexts. This shows that people who master more than one language can choose the most appropriate language when talking to their interlocutors. This language selection can be based on a love for the language or because they feel more comfortable and confident when using it.

2.3.1.1 Domain

Domain plays a role in language choice. According to Holmes (2013:23), domain is a general concept that relates to three main social factors: participants, setting, and topic. Domain, sociolinguistics, and language are interconnected with one another.

1. Family Domain

The family is the first and most fundamental environment where children are introduced to language. According to Holmes (2013), the family domain plays a crucial role in language maintenance, especially in intergenerational transmission. In the family setting, children learn their first language through daily interactions with parents, siblings, and other close relatives. In the context of the Cina Benteng community, the family domain becomes an important space for preserving the local dialect. If the older generation continues to use the dialect at home, the chances of language survival increase. However, if parents switch to dominant languages such as Bahasa Indonesia, the local language may gradually fade.

2. Neighborhood and Community Domain

Language use in the neighborhood domain reflects interactions that occur outside the immediate family but still within the local environment. This includes conversations with neighbors, street vendors, security guards, and other informal figures in the community. According to Fishman (1991), this domain is vital in shaping social norms and reinforcing community identity. For the Cina Benteng

youth, using the local dialect or Bahasa Indonesia in neighborhood interactions depends largely on the language habits of the surrounding community. If the neighborhood still actively uses the dialect, young people may be encouraged to follow suit.

3. Education Domain

Education is an important aspect of life where children are formally taught academic and social knowledge. According to Farrant J.S (1980), education begins at birth and continues throughout life, starting from home to formal institutions such as schools and universities. One of the core subjects within education is language. Schools play a key role in shaping students' language proficiency, often emphasizing national and international languages such as Bahasa Indonesia and English. For the Cina Benteng community, the school environment tends to promote standard language use, which may lead to reduced use of local dialects unless specifically supported through cultural programs.

4. Friendship and Peer Group Domain

The friendship domain involves interactions among peers in informal and relaxed settings. According to Wardhaugh (2006), language use among friends is influenced by group dynamics, shared interests, and generational trends. Among the youth of the Cina Benteng community, peer pressure and trends may lead to greater use of Bahasa Indonesia or even English when socializing, especially in urban areas. The local dialect may be considered “old-fashioned” or “less cool” unless it holds strong cultural value within the group. Language choices in this domain are often driven by a desire for inclusion and social belonging.

5. Workplace Domain

The workplace domain refers to language use in professional environments such as offices, shops, or other job-related spaces.

Language in this setting is generally more formal and shaped by occupational needs. Holmes (2013) states that the choice of language at work reflects both pragmatic functions and institutional expectations. In most work settings in Indonesia, Bahasa Indonesia is the dominant medium of communication. For members of the Cina Benteng community who are already working, using the local dialect at work may be limited or even discouraged unless they work in a culturally specific setting (e.g., family-run business).

6. Religious Domain

Religion often plays an important role in preserving cultural traditions, including language. The religious domain includes activities such as prayer, ceremonies, group study, and temple or church attendance. According to Spolsky (2009), religious practices can act as stronghold domains for minority languages, especially if religious leaders and texts still use the heritage language. In the Cina Benteng community, if religious rituals or sermons are conducted in the local dialect or Mandarin, they can support language maintenance. However, if Bahasa Indonesia dominates even in religious spaces, it could indicate further language shift.

CHAPTER III

RESEARCH METHODOLOGY

Throughout this chapter, the researcher aims to clarify how the research was conducted. The discussion in this chapter covers various aspects of the research methodology, including the research approach, types of data used, sources of data, techniques for data collection, and methods for data analysis. Each section provides a clear outline of the steps and strategies employed to ensure the research process is systematic, thorough, and aligned with the study's objectives of exploring the language attitudes of the Cina Benteng community in Tangerang.

3.1 Research Approach

This study uses a qualitative approach to explore the language attitudes of the Cina Benteng community in Tangerang. This approach is considered appropriate because it is able to explore the subjective experiences and cultural settings that shape the language habits of a group. Unlike quantitative approaches that rely on numerical data, qualitative research focuses on understanding the attitudes, beliefs and drives of individuals through in-depth analysis of their language and behavior. Qualitative research is very useful for obtaining in-depth information about the nature, feelings, behavior, and social context in a particular group (Mack, 2005:1). This approach focuses on the collection, analysis and interpretation of non-numerical data such as speech or conversation.

In addition, this study also takes into account the domains of language use, which refer to the specific social settings or contexts in which a particular language or dialect is typically used. These domains may include the home, workplace, religious activities, education, and community interactions. By analyzing how and where the Cina Benteng dialect and Bahasa Indonesia are used across different domains, the study can better understand the factors that influence language choice, maintenance, and shift within the community. The exploration of domains helps reveal whether certain languages are reserved for intimate family settings, while others are used for formal or official interactions. Meanwhile, quantitative research

is a method used to study social problems by collecting data in the form of numbers which are then analyzed using statistical methods (Gunderson, 2002). Thus, quantitative data refers to an approach that explains or describes information in a mathematical or number-based manner.

3.2 Data Types

In this research, two types of data are employed: primary data and secondary data. Primary data refers to information that is directly collected by the researcher from firsthand sources, through methods such as interviews, surveys, focus groups, or direct involvement in the study context. Secondary data, on the other hand, consists of pre-existing data that has been gathered by other individuals or organizations, such as reports, articles, or publicly accessible databases.

For the investigation of language attitudes within the Cina Benteng community in Tangerang, the primary focus will be on collecting primary data. This data will be gathered from community members through a structured questionnaire distributed online via Google Forms to ensure accessibility and reach. The questionnaire is written in Bahasa Indonesia to ensure clarity and comprehension for all respondents, regardless of their level of English proficiency. Respondents are selected based on specific criteria: they must be born and raised in Tangerang, come from Cina Benteng families whose parents were also born and raised in Tangerang, have never lived abroad for an extended period, and are currently attending or have attended a university. The use of primary data will enable the researcher to gain a deeper understanding of the community members' personal attitudes, perceptions, and experiences regarding their native language, and how these views relate to or differ from the use of dominant languages such as Bahasa Indonesia and English.

Sugiyono (2008: 225) explained that primary sources provide valuable information directly, meaning primary data is collected firsthand by the researcher, often from sources like video or audio recordings of the data collection process. In contrast, Given (2008: 803) described secondary data as

pre-existing information gathered for a different purpose or by someone other than the researcher. This means secondary data is data that has already been collected by others and is reused in the current research. For this study, the researcher used primary data by distributing questionnaires to parents to gather information, which was directly collected, making it primary data. The researcher will analyze the data using descriptive qualitative methods, as they also observed students during online Zoom classes. In these observations, the researcher focused on the students' language attitudes and language choices, noting the language they used and their willingness to use the language accepted in the class.

3.3 Data Source

Historically, the Cina Benteng community traces its roots back to the 17th century during the Dutch colonial period, when Chinese migrants first arrived in the Tangerang area. These migrants, primarily from southern China—especially Fujian and Guangdong provinces—were brought in by the Dutch to develop agriculture, trade, and craftsmanship in the region. Many settled along the Cisadane River due to its strategic role in transportation and irrigation. Over decades, they established permanent settlements in areas such as Pasar Lama, Karawaci, and Sewan. The prolonged coexistence with local Betawi and Sundanese populations led to intermarriage, cultural exchange, and the emergence of a hybrid identity marked by distinctive customs, culinary traditions, and a mixed dialect incorporating Hokkien, Malay, and local linguistic elements. This syncretic culture set the Cina Benteng apart from other Chinese communities in Indonesia, who tended to retain more distinct linguistic and cultural boundaries.

In the present day, the Cina Benteng community remains a significant part of Tangerang's demographic and cultural landscape, yet their linguistic practices have undergone notable changes. While older generations still actively use the Cina Benteng dialect in daily conversations, especially within the family and community gatherings, younger generations increasingly prefer Bahasa Indonesia in both formal and informal settings. This shift is largely influenced by the role of Bahasa

Indonesia as the national language and its dominance in education, media, and public life. At the same time, English is gaining popularity among the youth due to its prestige and relevance in higher education, technology, and global communication. Although cultural heritage is still celebrated through festivals like Cap Go Meh, Ceng Beng, and traditional wedding ceremonies, the use of the Cina Benteng dialect is gradually being replaced, indicating a potential language shift consistent with broader patterns of modernization and socio-economic integration.

The data source for this study was collected through primary data using a quantitative approach. The main instrument used was a structured questionnaire designed to measure the language attitudes and language use of members of the Cina Benteng community in Tangerang. The questionnaire consisted of multiple-choice and Likert-scale questions and was distributed using digital platforms such as Google Forms to ensure accessibility and reach. The questionnaire was written in Bahasa Indonesia to ensure clarity and comprehension for all respondents.

The respondents were selected based on specific criteria to ensure the relevance and validity of the data. All participants were born and raised in Tangerang, came from Cina Benteng families, had parents who were also born and raised in Tangerang, and had never studied or lived abroad for a long period of time. Additionally, all respondents were aged between 17 and 30 years old, and had either attended or were currently attending a university. These criteria were important to ensure that the data truly reflected the local language environment and generational language attitudes within the Cina Benteng community.

The research focused on two main areas:

1. attitudes toward various languages including Bahasa Indonesia, diealek Cina Benteng, Mandarin, and

2. the actual use of these languages across different social domains (e.g., family, education, neighborhood, friendship, work, and religion). The data collected were then categorized and analyzed to identify patterns of language preference, language maintenance, and possible language shift across generations.

3.4 Data Collection Methods

The data for this research were collected using a quantitative method through a structured questionnaire. This method was chosen because it allows the researcher to gather standardized responses from a larger number of participants, enabling a more objective and measurable analysis of language attitudes and language use patterns. The questionnaire was designed in Bahasa Indonesia to ensure clarity and comprehension among respondents, who may have varying levels of English proficiency.

The questionnaire was distributed online via Google Forms and shared with the Chinese Benteng community WhatsApp group (Cide Kode Benteng). A total of 60 responses were collected, 50 of which met the sampling criteria: participants were born and raised in Tangerang, came from a Chinese Benteng family whose parents were also born and raised in Tangerang, had never lived abroad for an extended period, and were currently or had previously studied at a university.

3.4.1 Section I: Respondent Background

This section aimed to verify whether the participant met the sample criteria. It included questions such as:

1. **Apakah Anda lahir dan besar di Tangerang?**
   Were you born and raised in Tangerang?
2. **Apakah orang tua Anda juga lahir dan besar di Tangerang?**
   Were your parents also born and raised in Tangerang?
3. **Apakah Anda berasal dari keluarga Cina Benteng?**
   Do you come from a Cina Benteng family?
4. **Apakah Anda pernah tinggal di luar negeri dalam waktu lama atau mengikuti program pertukaran pelajar?**
   Have you ever lived abroad for an extended period or participated in a student exchange program?

5. **Apakah Anda sedang atau pernah menempuh pendidikan di perguruan tinggi?**
   Are you currently attending or have you ever attended a university?

3.4.2 Section II: Domain of Language Use

This section focused on the actual use of language in different social domains. Respondents were asked to indicate which language they most often used (Bahasa Indonesia, Dialek Cina Benteng, or Other) in the following settings:

1. **Di rumah bersama keluarga besar**
   At home with extended family
2. **Di rumah bersama keluarga inti**
   At home with nuclear family
3. **Di lingkungan sekitar rumah (bersama tetangga)**
   In the neighborhood (with neighbors)
4. **Bersama teman lingkungan rumah**
   With friends from the neighborhood
5. **Bersama teman kampus**
   With university friends
6. **Bersama teman kerja**
   With co-workers
7. **Bersama teman di tempat ibadah**
   With friends at places of worship
8. **Bersama teman tongkrongan**
   With friends in social/leisure groups (tongkrongan)

3.4.3 Section III: Language Attitude

This section was designed to measure respondents' emotional, cognitive, and behavioral attitudes toward Bahasa Indonesia, Mandarin, English, and the local Cina Benteng dialect. Respondents were asked to answer using "Ya" or "Tidak" to the following statements:

1. **Saya bangga menggunakan Bahasa Cina Benteng dalam kehidupan sehari-hari, terutama sebagai bagian dari identitas Cina Benteng saya.**
   I am proud to use the Cina Benteng dialect in my daily life, especially as part of my Cina Benteng identity.
2. **Saya merasa Bahasa Cina Benteng adalah bagian penting dari identitas saya sebagai orang peranakan Cina Benteng, termasuk bagi komunitas Cina Benteng.**
   I believe the Cina Benteng dialect is an important part of my identity as a member of the Cina Benteng community, including for the community as a whole.
3. **Dialek lokal Tionghoa (misalnya Hokkien Tangerang atau dialek yang umum di komunitas Cina Benteng) seharusnya tetap dipelajari oleh generasi muda Cina Benteng.**
   The local Chinese dialect (such as Tangerang Hokkien or the dialect commonly used in the Cina Benteng community) should continue to be learned by the younger generation of Cina Benteng.
4. **Bahasa Indonesia lebih berguna untuk mencapai kesuksesan di Indonesia, termasuk bagi anggota komunitas Cina Benteng.**
   Bahasa Indonesia is more useful for achieving success in Indonesia, including for members of the Cina Benteng community.
5. **Saya merasa lebih dekat dengan komunitas Cina Benteng saat menggunakan dialek lokal mereka.**
   I feel closer to the Cina Benteng community when I use their local dialect.
6. **Menggunakan Bahasa Indonesia membuat saya lebih mudah diterima di masyarakat luas, terutama sebagai bagian dari komunitas Cina Benteng.**
   Using Bahasa Indonesia makes it easier for me to be accepted in the wider society, especially as part of the Cina Benteng community.
7. **Saya merasa malu jika harus berbicara dengan dialek Cina Benteng di depan umum.**
   I feel embarrassed when I have to speak the Cina Benteng dialect in public.

8. **Penting bagi saya untuk mengajarkan bahasa ibu saya (termasuk dialek lokal Cina Benteng jika relevan) ke anak-anak saya kelak.**
   It is important for me to teach my mother tongue (including the local Cina Benteng dialect if relevant) to my future children.
9. **Bahasa (baik itu Bahasa Indonesia, Mandarin, atau dialek lokal) adalah bagian penting dari identitas budaya saya sebagai orang Cina Benteng.**
   Language (whether Bahasa Indonesia, Mandarin, or the local dialect) is an important part of my cultural identity as a member of the Cina Benteng community.

The questionnaire consisted of 20 questions in total, divided into three sections to comprehensively gather information from the respondents.

- Section I contained 5 questions focusing on the respondents' background, including age, education level, and ethnicity.
- Section II included 8 questions related to language use in various domains such as family, education, and social interactions.
- Section III had 9 questions aimed at exploring respondents' attitudes toward different languages, including the Cina Benteng dialect, Bahasa Indonesia, and English.
  This division ensures that data covers both demographic context and detailed insights into language practices and perceptions.

3.5 Data Analysis Techniques

In data analysis, researchers want to explain how researchers analyze data and the following are the steps of data analysis techniques:

1. **Data Review and Verification**
   - All completed questionnaires were collected and reviewed to ensure that every item was answered clearly.

- Incomplete or ambiguous responses were noted, and clarifications were sought from respondents when possible to maintain data accuracy.

2. **Data Entry and Organization**
   - The responses were entered into a spreadsheet and systematically organized based on variables such as respondent age, educational background, language preference, and language use across specific domains (family, neighborhood, education, workplace, religion, and social groups).
   - Each domain of language use was coded according to the main language used: Bahasa Indonesia, Cina Benteng dialect, English, or others.

3. **Data Summarization and Frequency Calculation**
   - The researcher calculated the frequency and percentage of responses for each item to determine patterns of language use and attitudes.
   - For example, the percentage of respondents using the Cina Benteng dialect in the family domain was compared with the percentage in public or professional domains.
   - Similarly, the proportion of positive versus negative attitudes toward each language was calculated based on the questionnaire responses.
4. **Categorization of Attitudes**
   - Responses were categorized into positive attitudes (e.g., pride in using the heritage language, willingness to pass it on) and negative attitudes (e.g., feelings of embarrassment, preference for dominant languages).
   - This classification made it easier to interpret the overall sentiment of the community toward each language.
5. **Thematic Analysis**
   - The researcher examined the patterns emerging from the categorized data to identify recurring themes.

- Themes included:
  a) Cultural pride and identity preservation through the heritage language.
  b) Perceived practicality of Bahasa Indonesia for education and professional success.
  c) Limited functional use of the heritage language in formal or public domains.
  d) Influence of intergenerational transmission on language maintenance.

6. **Comparison with Sociolinguistic Theory**
   - The findings were interpreted using Fishman's (1991) theory of language shift and language maintenance, as well as Garrett's (2010) perspective on language attitudes.
   - This theoretical framework helped explain how emotional attachment to a heritage language can coexist with a functional preference for a dominant language, and how this dynamic affects language survival.
7. **Drawing Conclusions**
   - Based on the thematic patterns and theoretical analysis, the researcher formulated conclusions regarding the state of language attitudes within the Cina Benteng community, the extent of language shift, and the factors influencing either the maintenance or decline of the heritage language.

The collected data were analyzed using descriptive statistical methods, with a primary focus on percentage calculations. Percentage analysis was chosen because it offers a clear and easily interpretable way to present the distribution and frequency of responses across different questions. This method enables the identification of dominant language use patterns and prevalent language attitudes within the community. Presenting data in percentages facilitates comparison between groups and highlights trends, making it effective for summarizing quantitative survey results.