

Language Attitude of Lampung Native Speakers: An Overview of Age, Gender, Educational Level, and Length of Stay

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Received: 12 August 2024 Accepted: 29 September 2024 Published: 08 February 2025

Abstract: Language Attitude of Lampung Native Speakers: An Overview of Age, Gender, Educational Level, and Length of Stay. **Objective:** The local language variety used is always related to the language attitudes that are accepted or ignored in the speech community. This study aims to describe the language attitudes held by native speakers and relate them to variables such as age, gender, education level, and length of stay. **Methods:** This research method uses a mixed method approach, which is a combination of quantitative and qualitative. Quantitative is used to process data sourced from instruments, while qualitative is used to reveal and describe information in the research. This research was sourced from the language attitudes of native speakers of Lampung language in Bandar Lampung City. Questionnaires were used for data collection. **Findings:** The results of research on language attitudes of Lampung language native speakers of 110 people who became respondents obtained 52.7% had negative language attitudes, neutral language attitudes amounted to 8.2%, positive language attitudes amounted to 34.5%, very positive language attitudes amounted to 4.5%. **Conclusion:** From testing the correlation of intervening variables, it was found that there was a correlation between age and language attitude. However, no correlation was found between gender and language attitude and between education level and language attitude. In addition, there is a relationship between length of stay and language attitude.

Keywords: language attitudes, native speakers, lampung language.

To cite this article:

Astriawan, D., Ariyani, F., Setiyadi, A. B., Widodo, M., & Rusminto, N. E. (2025). Language Attitude of Lampung Native Speakers: An Overview of Age, Gender, Educational Level, and Length of Stay. *Jurnal Pendidikan Progresif*, 15(1), 01-14. doi: 10.23960/jpp.v15i1.pp01-14.

■ INTRODUCTION

In this globalization era, language as a means of communication must be able to cover all forms of expression used by the speaking community. The rapid growth nowadays seems to encourage individuals within a language speech to quickly adopt and join other language speech. This eventually had an impact on the speakers and the language used. As in other areas, Lampung Province also uses the local language to communicate between members of the speech

group that uses it. In the context of today's multicultural society, the Lampung language tends to experience indirect limitations in its existence. This problem occurs because of the shift in language varieties which can lead to language extinction. This fact can be seen from the decreasing level of use of the language in communication between its speakers.

Evidence of the displacement of Lampung language use by its native speakers can be found in the population distribution of native Lampung

speakers in Bandar Lampung City. These areas are Lampung language enclaves located in the sub-districts of Kedamaian, Teluk Betung Barat, Rajabasa, Gedong Meneng, Sukabumi, Sukarame and Way Halim. In the beginning, Lampung language was often used in these areas between residents, but now it is increasingly difficult to find people who still use Lampung language in communicating, especially in the public sphere. This change is happening slowly but surely.

The decreasing use of Lampung language in several areas shows that there needs to be steps aimed at preserving the language. Social aspects that contribute to language decline, such as social interaction, retention, and inter-ethnic marriage. Understanding the influence of social dynamics on language use can provide valuable insights for the formation of policies and actions aimed at maintaining linguistic diversity (Septianingtias et al., 2024). This opinion is supported by the findings of (Sujatna et al., 2020) that this condition is caused by two factors: 1) Lampung language is in a community environment that is rich in cultural and linguistic diversity; and 2) Indonesian is more well-known and functions as the only language choice to interact with people who have diverse linguistic backgrounds. This situation causes the Lampung language to be at risk of extinction.

According to (Septianasari, 2016), in an area with many languages such as Lampung, policy makers, language experts, and the entire community have a significant responsibility to design appropriate language planning and policies, taking into account the fact that the language needs urgent revitalization. This is very urgent according to the findings of (Afrianto et al., 2021) that even though they are in Lampung Province, people still tend to use Indonesian in everyday communication considering that the Lampung language is between various tribes and languages.

So that this situation has an impact on the lack of public interest in the Lampung language.

In addition, (Farida Ariyani et al., 2022) in her research results showed that the local government, with support from all elements, needs to play an active role in maintaining the sustainability of the Lampung language and script. This finding is supported by (Sudirman et al., 2021) through the results of his research on the Lampung language which can be used as a consideration, especially for various parties interested in making decisions about language. This research has a high level of need and importance considering the emergence of several indications of problems in language as explained previously.

(Rusminto et al., 2018) in the research conducted showed that there is a significant relationship between students' attitudes towards the Lampung regional language and their motivation to learn the language, and the motivation itself also has a significant relationship with students' language performance. (Susilowati et al., 2018) said that the Lampung language is one of the regional languages in Indonesia that must be learned by students in the province of Lampung. In relation to that, (Widodo et al., 2018) found that attitudes towards the Lampung language and its learning process are more influenced by motivation than attitudes towards native Lampung speakers. In addition, (Farida Ariyani et al., 2022) showed that technology can also contribute to efforts to maintain and preserve the Lampung language.

This study aims to capture the language attitudes of native Lampung speakers in Bandar Lampung City. Specifically, previous studies on language attitudes include (Agheyisi & Fishman, 1970), (Maegaard, 2005), (Gao, 2009), (Ghyselen et al., 2022), (Senar et al., 2023), (Vnucko et al., 2024), (Nguyen & Hamid, 2016), (Rodgers, 2017), (Ubalde et al., 2017),

(Nwagbo & Gerald, 2015). However, the novelty in this study is that the language attitudes of native speakers are also reviewed through other intervening variables to see the extent to which these variables affect the formation of language attitudes. The intervening variables reviewed are age, gender, education level, and length of stay.

■ METHOD

Participants

The data in this study came from the native speakers of Lampung language. The research location in Bandar Lampung City as a representative location to collect the necessary data due to its status as the capital of Lampung Province and the high diversity of the community. There were 110 respondents who became the sample in this study.

Research Design

The method used in this type of research is descriptive research that uses quantitative and qualitative approaches or mixed methods. When processing instrument data in the form of statistics, a quantitative approach is applied, while qualitative is used to explain and reveal various information found in the research.

Research Instruments

In this study, data were collected using a closed questionnaire that provided limited answer options to respondents. The information contained in this study includes opinions expressed by respondents through closed questions in the questionnaire submitted. Based on Setiyadi (2006) opinion, closed-ended questionnaires play a role in facilitating researchers to select relevant information and data. In this study, data were collected using a closed questionnaire that provides respondents with limited answer choices. In this study, data

were collected using a closed questionnaire that provides respondents with a limited choice of answers. The test instrument was used to measure a person's language attitude. This instrument is a researcher's development by referring to previous research. The number of statements in this instrument was made as many as 30 questions but was reduced to only 20 statements. The indicators that are the basis for compiling the language attitude instrument refer to Garvin and Matiot, namely language loyalty, language pride, awareness of language norms, and activities using language (Chaer & Agustina, 2010)

Data Analysis

After the data is obtained, it is then analyzed using statistical calculations. Furthermore, the data that has been processed quantitatively is then discussed in depth and interpreted by providing a description of the existing statistical information. According to Moeliono (2011), qualitative data analysis involves the process of organizing and grouping data into patterns, categories, and basic units of explanation. This aims to find themes contained in the data and formulate working hypotheses based on the findings obtained. In this study, testing the requirements on the instrument was carried out by applying the validity and reliability test methods.

■ RESULT AND DISCUSSION

The presentation of the results and discussion in this study is presented through a description of the general condition of language attitudes and the correlation of intervening variables to the formation of language attitudes.

Language Attitude Condition of Native Speakers

The results of data processing show the language attitudes of native Lampung speakers which can be seen in the following table.

Table 1. Results of language attitude analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	58	52.7	52.7	52.7
	NT	9	8.2	8.2	60.9
	P	38	34.5	34.5	95.5
	VP	5	4.5	4.5	100.0
	Total	110	100.0	100.0	

Based on the table of language attitude analysis results above, it can be concluded that the language attitudes of native speakers of Lampung language are as follows there are 58 respondents who have a negative language attitude (N), which also amounts to 52.7% of the total respondents. There are 9 respondents who have a neutral language attitude (NT), which also amounts to 8.2% of the total respondents. There are 38 respondents who have a positive language attitude (P), which also amounts to 34.5% of the total respondents. There are 5 respondents who have a very positive language attitude (VP), which also amounts to 4.5% of the total respondents.

Furthermore, an attitude towards language can be considered positive if the three characteristics of the attitude are balanced with maximum effort. Meanwhile, if a negative attitude towards a language has penetrated individuals or community groups, it will be seen that the three characteristics of language attitudes have been reduced or even no longer exist in them.

Most of the negative attitudes of native speakers towards Lampung language are based on various causal factors. Based on the respondents' choice of answers, it is concluded that this negative attitude arises because of conditions that do not facilitate native speakers to continue to maintain their pride, loyalty and awareness of how important Lampung language is as a means of communication. According to Fasold (in Katubi, 2010)), understanding of attitudes towards language is used by the community to address local language planning in

choosing language varieties that are deemed appropriate for language development.

According to research conducted by Asim Gunarwan in Katubi (2010), it can be concluded that the use of Lampung as a regional language and Indonesian as a national language creates a diglossic situation. This situation resulted in the position of the national language increasing, while the variety of Lampung language was positioned low. So, it can be concluded that the emergence of the use of two different types of language in Lampung society shows the phenomenon of diglossia that occurs. The results of the study reveal that the level of Indonesian language use is higher in cities when compared to its use in villages.

According to Handayani (2016), in Indonesia, the linguistic situation in society is influenced by three language groups namely Indonesian, local languages, and foreign languages. Complicated problems arise due to the continued existence and development of these three language groups, which are always alive and changing in accordance with changes in life in society. Therefore, this causes native Lampung speakers to prefer using Indonesian in their daily lives because it is considered more appropriate.

Examining people's attitudes towards their own and other languages in the multilingual areas of Lampung Province and South Sumatra Province is a matter of concern for language planners and policy makers. This is so that they can understand people's views towards their own language and its variations, as well as their attitudes towards other languages. Understanding

views on language attitudes can provide benefits in predicting community responses to language planning and determining which language variants are most suitable for linguistic development (Katubi, 2010).

Another factor causing the loss of Lampung language's vitality is the significant urbanization. This is evident from the census results of the Badan Pusat Statistik (2010) which show that the ethnic Lampung population only accounts for around 13.51%. This situation is in line with Putri (2018) opinion, that the cultural differences that exist in Bandar Lampung City have caused changes in the use of Lampung regional language. The villagers chose to go to Bandar Lampung City to find a livelihood that was considered more feasible so that it also affected the culture of the community that was formed to be very heterogeneous. This also has a significant impact on the emergence of the phenomenon of amalgamation (interethnic marriage) which has hit many urban communities so that the cultural contact that occurs also affects the language contact experienced.

Based on the findings of Astriawan & Andriansyah (2024) that the use of Lampung language in cross-ethnic families does not get the appropriate portion because at the level of family communication with different ethnic groups. Lampung language tends not to be used because the speaker prioritizes to accommodate other people or their speech partners so that the speaker tries to adjust his vocals and / or actions so that good interactions can be established.

In line with that, Jaspaert & Kroon (1988) explicitly explain language attitudes linking language change with language choice. In addition, Richards (2000) states that shifts from the use of one language to the use of another often occur when people migrate from one region to another country where the main language is different. Urban communities are generally multiethnic or multilingual communities, including in Bandar Lampung City. This then forces

someone to leave their Lampung language as an ethnic language and go to Indonesian as the national language. Indonesian is a language that is able to reach an agreement in marriage between various ethnicities. Usually, each parent will leave their ethnic language and then use Indonesian in the family because it is considered a language that can unite them fairly (Sugiyono, 2022).

Individual attitude competence is formed through social interactions that a person experiences by shaping the various objects he faces, and this happens because of the interaction patterns that occur. There are various factors that can influence attitude formation, which include individual experiences, media, culture, education, close individuals, and religious beliefs (Sugiyono and Sasangka in Winarti, 2015) Attitudes can be divided into three parts, namely the knowledge component, the feeling component, and the action component (Lambert in Sukma 2017). Meanwhile, Anderson in Chaer & Agustina (2010) classifies two types of attitudes, namely those related to language (linguistic attitudes) and attitudes that are not related to language (non-language attitudes), such as political attitudes, social attitudes, aesthetic attitudes, and religious attitudes. According to Aslinda & Syafyahya (2007), linguistic attitude is basically an expression in responding to certain situations. Thus, language attitudes refer to the views and actions we show when communicating using language. Language behavior or speech behavior can be used to observe a person's language attitude.

The negative language attitude was caused by the fact that the majority of respondents considered that mastering Lampung language was not a necessity. This group of respondents also stated that Lampung is a language that is not important enough to master compared to foreign languages as international languages. Moreover, in the current era, mastery of international languages is also an important competency for a person. This is in line with Richards (2000) that the occurrence of language shift due to other

languages is usually due to the language that is considered the main one needed for employment opportunities and wider communication.

The use of Lampung language is very limited because this group of respondents is used to using Lampung language only in certain places and usually in the realm of family or at home. This group of respondents tends to be insecure and embarrassed when they have to communicate using Lampung language in public places, especially when communicating with interlocutors who come from other regions. This group also considers that using Lampung language will make it difficult for their interlocutors to communicate. Thus, if the Lampung language is no longer used as a means of communication within the family environment, there is concern that this language will disappear in the near future (Rusminto et al., 2021).

In this regard, Coronel-Molina (2009) mentions that people recognize the importance of the common language as a unifying factor in nation-building efforts and recognize the common language as a determining factor for society at large. There is also a group of respondents who think that Lampung language belongs to Lampung people and should only be used by themselves. So, they do not appreciate it when they see other regional speakers being able to speak Lampung. In addition, this group of respondents would be angry if they heard other regional speakers using Lampung language incorrectly. So that the low level of Lampung language speech is partly due to the fear of mistakes in the use of Lampung language. Bradac (1990) states that people have a very prominent attitude towards language and are very influential in their interactions.

At the level of learning at school, most respondent groups think that Lampung language is a subject that is quite difficult to learn. They also felt that Lampung language was boring so they were less enthusiastic in participating in the teaching and learning process. Meanwhile, this group of respondents preferred English as an

important language to learn rather than Lampung language. This is in line with Alebiosu (2016) that English seems to be dominating the world as the only language. All of them expressed concern about the dominant status of English with threats to other languages in the world.

Various efforts have been made to preserve Lampung language from an early age, one of which is through learning Lampung language in schools. In the process, Lampung language learning is again constrained by many things ranging from the qualifications of educators to the curriculum. This also contributed to the negative attitude of Lampung language at the level of learning in schools. Ferguson (1967) mentions that in many ways the effectiveness of language policy in education is more determined by people's attitudes towards language use. In line with this, Nguyen (2017) states that students' results in learning are part of the language they learn.

Rusminto et al., (2018) state that in Indonesia, local language learning is acquired more as an instrument to get better scores in school. Therefore, this may explain why attitudes towards English and learning English are more correlated with motivation than those of native speakers of the local language. Meanwhile, (Svanes, 1988) showed that there is a relationship between language attitude and target language proficiency in terms of language learning.

Based on the findings of Budiono et al., (2023) the language attitude of Lampung speakers will fade by itself due to the use of other languages that are more intense than Lampung as a regional language. Referring to the results of this study, the position of Lampung language is now quite worrying. Baker, (2011) mentions that worrying languages must also adapt to their environment or the language will die. Moreover, the true speakers of Lampung language have become a minority amidst the variety of other regional languages and the erosion of foreign languages. In this regard, William (in Coronel-

Molina, 2009) believes that minority languages must be protected and preserved through various efforts.

Based on existing data, the majority of Lampung residents who master and use Lampung language are the elderly and in rural areas. This is a barrier to the development of Lampung language which is increasingly limited. The fact is worsened by the tendency of indigenous people to slowly abandon the use of Lampung as a daily language in their family environment. This happens because when communicating, people tend to use the language that is considered mainstream (national) and the language that is understood by the masses.

This research has a high level of need and importance given the emergence of several indications of problems in language as previously described. Overall, (Rosyid, 2014) supports the idea that language research can make useful contributions to language policy makers. According to Moeliono (2011), language policy includes regulations on the use of the national language, languages used by ethnic groups in Indonesia, and foreign languages spoken for

various purposes. In line with this, language policy has a close relationship with efforts to maintain language sustainability. In particular, Sitorus (2014) mentions that language maintenance is inseparable from culture, society, and the process of globalization. Maintaining the sustainability of a particular language depends on the community of speakers who use the language and the efforts made by the community.

Correlation of Intervening Variables to Language Attitude

The intervening variable in this study comes from the results of respondents' answers with the variables measured, namely age, gender, education level, and length of stay. The correlation test uses Product Moment Correlation statistical analysis.

Correlation between Age and Language Attitude

The Product Moment Correlation statistical test was used to observe the relationship between the variables of age and language attitude. The results are recorded in the following table.

Table 2. Correlation between age and language attitude

		Age	Language Attitude
Age	Pearson Correlation	1	.317**
	Sig. (2-tailed)		.001
	N	110	110
Language Attitude	Pearson Correlation	.317**	1
	Sig. (2-tailed)	.001	
	N	110	110

** . Correlation is significant at the 0.01 level (2-tailed)

Based on the output table above, the correlation coefficient between age and language attitude is 0.317 with a significance of 0.001. Through the results of the decision criteria above, it can be concluded that the correlation of the two variables is significant, with the accompanying significance value of $0.001 < 0.05$. The magnitude of the correlation number 0.317 shows that the two variables are in the weak category.

Meanwhile, the relationship that occurs is positive, meaning that when a person's age increases, there will be an increase in his language attitude. In other words, the older a person is as a native speaker of Lampung language, the more positive his attitude towards Lampung language.

The data on the level of correlation and significance above is empirically supported by the phenomenon of parent groups in Bandar

Lampung City which in general, they use local language more often than Indonesian, although there are certain situations where parent groups are increasingly inclined to use local language more, especially in the private sphere.

According to Astriawan (2021), the majority of parents choose Lampung language as a means of communication. This is a sign that the language formation pattern practiced is good by continuing to prioritize Lampung language in communicating within the family. In contrast, the children group used Indonesian more often than the local language. In general, it can also be seen that this group is increasing the use of Indonesian and reducing the use of Lampung language in various situations, especially in the public environment. This is in accordance with the findings of research conducted by Gay et al., (2018), which shows that parents have a greater influence on children's attitudes.

Both generations of the multilingual community in Bandar Lampung City experienced a change in language use, from local language to Indonesian. Although the older group still uses local language more often than Indonesian in communicating with several people at home, the

language use pattern of the respondent group actually shows a real language shift. According to Fishman as cited by Dweik et al., (2014), language shift is related to shifts or stability when interacting between populations with different languages, there are psychological, social, and cultural processes that can affect the way language is used.

According to Adisaputera (2009), evidence of the preservation of a language is seen in the fact that the language is used continuously and chosen by its speakers in various situations of language use. The main indicator to show the preservation or change in language is the domain of language use. Then, in studies on language protection and change, the family sphere is often identified as the last element that plays an important role in determining whether a language will survive or not (Wilian, 2010).

Correlation of Gender to Language Attitude

The Product Moment Correlation statistical test was used to observe the relationship between the variables of gender and language attitude. The results are recorded in the following table.

Table 3. Correlation between gender and language attitude

		Gender	Language Attitude
Gender	Pearson Correlation	1	.080
	Sig. (2-tailed)		.408
	N	110	110
Language Attitude	Pearson Correlation	-.080	1
	Sig. (2-tailed)	.408	
	N	110	110

Based on the output table above, the correlation coefficient between gender and language attitude is -0.080 with a significance of 0.480. Based on the results of the evaluation of the above criteria, it can be concluded that the relationship between the two variables has no significance, with a value of $0.408 > 0.05$. The magnitude of the correlation number -0.080

indicates that the two variables are in the very weak category. Meanwhile, the correlation is negative or it can be said that there is no significant correlation between gender and language attitudes of native speakers of Lampung language. However, specifically Ariyani & Setiyadi (2018) in their research concluded that gender as an individual characteristic can affect the use of

strategies in learning local languages. It is also supported by the results of Gay et al., (2018) which shows that the presence of gender in language can act as a marker for culturally acquired gender roles and these roles act as quite important determinants. It is also a fact maternal gender affects children more than paternal.

Correlation between Education Level and Language Attitude

The Product Moment Correlation statistical test was used to observe the relationship between the variables of education level and language attitude. The results are recorded in the following table.

Table 4. Correlation between education level and language attitude

		Education_Level	Language_Attitude
Education_Level	Pearson Correlation	1	.081
	Sig. (2-tailed)		.400
	N	110	110
Language_Attitude	Pearson Correlation	.081	1
	Sig. (2-tailed)	.400	
	N	110	110

Based on the output table above, the correlation coefficient between education level and language attitude is 0.081 with a significance of 0.400. The results of these criteria can be concluded that the two variables do not have a significant correlation, with a significance of $0.400 > 0.05$. The correlation figure of 0.081 shows that the two variables are in the very weak category. Meanwhile, the correlation is negative or it can be said that there is no correlation between level of education and language attitudes.

There is an interesting fact obtained in this study, it is based on the results of data analysis that the higher education of a native speaker does not correlate significantly with his language attitude. Although in some studies in general, the level of education is very significantly correlated with language attitudes. Empirically, the absence of a significant correlation between the level of education and the language attitude of the native speakers of Lampung language can be seen through various phenomena that arise in Lampung society.

The basic reason for this phenomenon is that the native speakers of Lampung language

who have a high level of education tend not to have a positive language attitude because this group of native speakers prefers foreign languages as a language that is quite important to master after the national language. In this regard, Dalton Puffer et al., (1997) responded that respondents tend to prefer the language they are most familiar with the target language group for attitude development. In contrast, native speakers of Lampung language who live in rural areas and have low education, the language attitudes shown tend to be more positive. This statement is supported by the results of Astriawan (2021) that most of the younger generation in Kunjir Village, South Lampung always choose Lampung as the language used in their communication.

Correlation of Length of Stay with Language Attitude

The Product Moment Correlation statistical test was used to observe the relationship between the variables of length of stay and language attitude. The results are recorded in the following table.

Table 5. Correlation of length of stay with language attitude

		Length Stay	Language Attitude
Length_Stay	Pearson Correlation	1	.635**
	Sig. (2-tailed)		.000
	N	110	110
Language_Attitude	Pearson Correlation	.635**	1
	Sig. (2-tailed)	.000	
	N	110	110

** . Correlation is significant at the 0.01 level (2-tailed)

Based on the output table above, the correlation coefficient between length of stay and language attitude is 0.635 with a significance of 0.000. Through the results of the above criteria, the conclusion that can be drawn is that the two variables have a significant correlation, with the accompanying significance value of $0.000 < 0.05$. The magnitude of the correlation number 0.635 shows that the two variables are in the strong category. Meanwhile, the emergence of a positive correlation means that if a person lives longer in an area, then the likelihood of having a more positive language attitude also increases.

Logically, a person's length of stay in an area will be highly correlated with his language attitude towards the regional language. The respondent group of Lampung language speakers has shown data that the longer they live in the Lampung area, especially in the Lampung language enclaves, it will be in line with the increasing positive attitude of the native speakers. In line with this, Lapresta-Rey et al., (2018) state that theoretically and empirically the place of birth also influences in shaping language attitudes. The analysis conducted is the formation of attitudes towards Catalan and Spanish in Catalonia.

The intervening variable of length of stay also forms a positive correlation with one's language attitude. In addition, Widodo et al., (2018) stated that attitude is the cause of the effect of a process. Through the results of his research, it was found that attitude seems to be the cause and motivation to be the effect in the relationship, so it implies that some components

of language attitude, especially attitude towards the target language and attitude to learn the target language are part of the motivation in learning the language.

On the other hand, Agustina et al., (2022) state that Lampung language as one of the subjects in the local content curriculum taught in educational institutions has experienced quite significant development. Ariyani et al., (2023) research findings show that Lampung language teachers as a whole have understood TPACK in online learning, including in the use of various media and educational platforms. Elementary school to high school students study the Lampung language as an effort to preserve regional languages. (Abidin et al., 2021).

CONCLUSION

Based on the data analysis on the language attitudes of Lampung language speakers, it was found that out of 110 respondents, 58 people or about 52.7% of the total respondents had negative language attitudes (N). It can be concluded that native speakers of Lampung language in Bandar Lampung City tend to have a dominant negative language attitude. The dominant negative attitude arises because the linguistic situation does not support the community to maintain pride, loyalty, and awareness of the importance of Lampung language in the means of daily communication. As a result, native Lampung speakers in Bandar Lampung City are more inclined to use Indonesian as their daily language, because this factor affects how the determination of language

variations that are considered the most appropriate by them.

Looking at the correlation test of several intervening variables on language attitudes, it was found that there was a significant correlation between the age variable and language attitudes. The significance value is 0.001 which indicates that this relationship is very significant and strong. In contrast, gender as one of the tested variables has no correlation with language attitude and the significance value is 0.408. Furthermore, level of education as a variable has no significant relationship with language attitude. The significance value is 0.400, there is not enough evidence to support the relationship between the two. Furthermore, length of stay has a significant relationship with language attitude. The significance value is 0.000, this relationship is very strong and positively correlated. This means that the longer a person lives in a place, the more likely their language attitude will become more positive towards the language. So, it can be concluded that age and length of stay have a significant impact on the formation and development of language attitudes of native speakers.

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