

PROCEEDINGS

ISSN 2303-1417



IN COOPERATION
WITH



CHINA



THE HONG KONG
POLYTECHNIC UNIVERSITY
香港理工大學

HONGKONG



INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA
جامعة ايسلماء ماليزيا

MALAYSIA



THAILAND



20-21
May 2016
Bandar Lampung
University, Indonesia



4th ICEL 2016

THE FOURTH INTERNATIONAL CONFERENCE ON EDUCATION AND LANGUAGE



PROCEEDINGS

THE FOURTH INTERNATIONAL CONFERENCE
ON EDUCATION AND LANGUAGE

4th ICEL 2016

20 -21 MAY 2016



Organized by:
Faculty of Teacher Training and Education (FKIP),
English Education Study Program of Bandar Lampung University
Zainal Abidin Pagar Alam street No.89 Labuhan Ratu, Bandar Lampung, Indonesia
Phone: +62 721 36 666 25, Fax: +62 721 701 467
www.ubl.ac.id

PREFACE

The activities of the International Conference are in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the Fourth International Conference of Education and Language (4th ICEL 2016) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference

The participants of the conference come from many well known universities, among others: International Islamic University Malaysia (IIUM), Malaysia, Hongkong Polytechnic University, Hongkong, Shanghai Jiao Tong University (SJTU), China, Shinawatra Univesity, Thailand, University of Texas, Austin, USA, University Phitsanulok Thailand, STIBA Bumigora Mataram, Universitas Ahmad Dahlan, STKIP-PGRI Lubuklinggau, Indonesia University of Education (UPI), Universitas Sanata Dharma, State Islamic College (STAIN) of Jurai Siwo Metro Lampung, State University of Sultan Ageng Tirtayasa and Universitas Lampung.

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 20 May 2016

Drs. Harpain, M.A.T., M.M

4th ICEL 2016 Chairman

PROCEEDINGS

The Fourth International Conference on
Education and Language (4th ICEL 2016)
BANDAR LAMPUNG UNIVERSITY
Bandar Lampung, Indonesia
May 20,21 2016

STEERING COMMITTEE

Executive Advisory

Dr. Ir. M. Yusuf S. Barusman, MBA
Dr. Hery Riyanto
Dr. Lintje Anna Marpaung, S.H.,M.H
Dr. Thontowie, M.S

General Chairman

Mustafa Usman, Ph.D

Chairman

Drs. Harpain, M.A.T., M.M

Co-Chairman

Helta Anggia, S.Pd., M.A

Secretary

Yanuaris Y. Dharmawan, S.S., M.Hum

Treasurer

Samsul Bahri, S.E.
Dian Agustina, S.E.

Technical Committee

Susanto, S.S., M.Hum., M.A., Ph.D.
Deri Sis Nanda, S.S., M.Hum., M.A., Ph.D.

International Advisory Board

Garry Hoban, Prof. Dr., University of Wollongong, NSW Australia
S. Mohanraj, Prof., Dr., The English and Foreign Languages University, India
Ken Cruickshank, Prof., Dr., University of Sydney, Australia
Mohamad Sahari Nordin, Prof., Dr., IIUM, Malaysia
Baverly Derewianka, Prof. Dr., University of Wollongong, NSW Australia
M. Yusuf S. Barusman, Dr., Universitas Bandar Lampung, Indonesia
Mustofa Usman, Ph.D, Lampung University, Indonesia
Ahmad F. Ismail, Prof., Ph.D., IIUM, Malaysia
Harpain, M.A., Universitas Bandar Lampung, Indonesia
Raihan B. Othman, Prof., Dr., IIUM, Malaysia
Andala R. P. Barusman, Dr., Universitas Bandar Lampung, Indonesia
Jayashree Mohanraj, Prof., Dr., The English and Foreign Languages University, India
Ujang Suparman, Ph.D, Lampung University, Indonesia
Ahmad HP, Prof., Dr., Universitas Negeri Jakarta, Indonesia
Nuraihan Mat Daud, Prof., Dr., IIUM, Malaysia
Udin Syarifuddin W, Prof., Dr., Open University, Indonesia
Hery Yufrizal, Ph.D, Lampung University, Indonesia
Khomsahrial Romli, Prof., Dr., Universitas Bandar Lampung, Indonesia

Organizing Committee

Chair Person

Dra. Yulfriwini, M.T.

Secretary

Bery Salatar, S.Pd.

Treasure

Samsul Bahri, S.E.

Proceeding and Certificate Distribution

Yanuaris Y. Dharmawan, S.S., M.Hum

Helta Anggia, S.Pd., M.A

Bery Salatar, S.Pd.

Dina Ika Wahyuningsih, S.Kom

Documentation

Noning Verawati, S.Sos., M.A.

UBL Production

Sponsorship & Public

Ir. Indriarti Gultom, MM.

Yulia Hesti, S.H., M.H.

Transportation and Accommodation

Irawati, S.E.

Zainal Abidin, S.E.

Desi Puspitasari, S.H.

Tissa Zadya, S.E., M.M.

Special Events

Dameria Magdalena, S.Pd., M.Hum

Yanuaris Y. Dharmawan, S.S., M.Hum

Helta Anggia, S.Pd., M.A

Kartini Adam, S.E.

Consumption

Siti Rahmawati, S.E.

Aminah, S.E., M.Akt.

Table Of Content

Preface.....	ii
Steering Committee	iii
International Advisory Board	iv
Organizing Committee.....	iv
Table of Content	vi

Keynote Speakers :

1. A New Voice in ELT: Planning Intensive Workplace Curriculum - Amporn Sa-mgiamwibool	I-1
2. Fostering The Use of Drama For English Language Learners in The EFL Classroom - Deri Sis Nanda	I-7
3. The Cultural Compatibility of Saudi EFL University Students in The UT Austin ESL Program - Lobat Asadi	I-11
4. Challenges For 21 st Century Learning In Indonesia – Hendarman	I-20

Paper Presenters :

1. A Sociolinguistic Study of English And Javanese Kinship Terminology – Andrias Yulianto	II-1
2. Adapting Meg Cabot’s Princes Diaries in Teaching Writing – Pramugara Robby Yana & Zahara Ramadani	II-6
3. Analysis of Students’ Communication Strategies in ESP Class of Mathematic Study Program – Rizky Ayuningtyas & Hery Yufrizal	II-13
4. Authentic Literature and Technology Involvement in EFL Reading – Bastian Sugandi	II-18
5. Blog As Alternatif Media In Teaching Literature – Y. Satinem	II-24
6. Communication Theory: Ritual Constraints Used in English Classroom Interaction at Tenth Grade Students of SMK Yadika Lubuk Linggau – Maria Ramasari	II-29
7. Designing Instructional Materials For Blended Learning By Using Schoology For Speaking Class Of English Education Study Program Of Teacher Training And Education Faculty Of Bandar Lampung University – Margaretha Audrey S.C. & Dameria Magdalena S	II-34
8. Designing Lesson Activities Through Maluku Folklore For Character Education – Mansye Sekewael, Frida Pentury and Welma Noiija	II-46
9. EFL Teachers’ Belief On Classroom Management And Behavior As The Key Success Of English Language Teaching – Reti Wahyuni	II-52
10. English For Maritime – Lucia Tri Natalia Sudarmo, Heidy Wulandari, Marita Safitri, and Fransiscus Widya Kiswara	II-64

11. Error Analysis Of Aspirated And Unaspirated Consonant Sounds Produced By Students At English Club Senior High School Of Tri Sukses Natar South Lampung – Fitri Anggraini	II-68
12. ICT and Vocabulary Building - Bastian Sugandi & Eko Saputra	II-72
13. Improving Students’ Pronunciation By Using Audio-Visual-Assisted Text – Yanuaris Yanu Dharmawan & Mutiatas Saniyati	II-75
14. Informal Assessment for Language Skills: The Learners’ Perspective – Apsus Grumilah & Irfan Nur Aji	II-81
15. Learner Autonomy In Blended Learning Speaking Class – Ida Nahdaleni & Yanuaris Yanu Dharmawan	II-91
16. Learning Interaction In Web Based Learning In Speaking Ii Class Of English Education Study Program Of Teacher Training And Education Faculty Of Bandar Lampung University – Upeka Mendis & Arnes Yuli Vandika	II-98
17. Letter Tiles To Teach Spelling: How Does It Work? – Elita Elva Lintang Femila & Arliva Ristiningrum	II-105
18. Looking at English National Examination 2016 in Indonesia: A Prospect of Bloom’s Revised Taxonomy – Candra Jaya	II-108
19. Quipper School: How Do Teachers Bring it in the Classroom? – Asep Idin & M. Syahrul Z. Romadhoni	II-118
20. Scanning Of Students’ Learning Style At SMA Negri 7 Lubuklinggau In Academic Years 2015/2016 – Agus Triyogo	II-125
21. Society’S Attitudes Toward Indonesia And Perspective In Facing The Asean Economic Community – Nur Nisai Muslihah	II-131
22. Students’ Critical Thinking In Online Discussion Forum – Sela Fitriana & Helta Anggia	II-136
23. Students’ Perception In A Blended Learning Speaking Class – Desi Ike Sari	II-144
24. Teaching Reading Comprehension By Using Creative Thinking Reading Activities (CTRA) To The Eleventh Grade Students Of SMA Negeri 8 Lubuklinggau – Syaprizal & Yayuk Handira	II-152
25. The Application Of Cards In Teaching Grammar To Improve Students Writing Skill: A Teaching Strategy Development - Eroh Muniroh	II-157
26. The Application Of Problem Based Learning To Increase Critical Thinking And Metacognitive Grade XII Students At Senior High School (SMA) “XYZ” Makasar - Hildegardis Retno Harsanti, Khaterine & Niko Sudibjo	II-160
27. The Application Of Web Based Learning By Using A Blended Learning Approach In Speaking Ii Class Of English Education Study Program Of Teacher Training And Education Faculty Of Bandar Lampung University - Thea Marisca Marbun B.N & Arnes Yuli Vandika	II-170
28. The Critical Discourse Analysis On The Fame Of Oreo Wonderfilled Advertisement - Alfriani Ndandara & Frederika Mei Anggraeni	II-178
29. The Effect Of Using Pair Taping Technique Toward Speaking Ability In Descriptive Text Of The Second Year Students At A Private Secondary School In Pekanbaru - Intan Septia Latifa	II-186

30. The Effectiveness Of Scaffolded Reading Experience In Teaching Reading
Viewed From Students' Intelligence - Aksendro Maximilian II-191
31. The Implementation Of Flipped Classroom By Using Schoology In Speaking
II Class Of English Education Study Program Of Teacher Training And
Education Faculty Of Bandar Lampung University - David Ginola & Dameria
Magdalena S II-199
32. The Implementation Of Using Online Application In Increasing Students'
Motivation - Dhia Hasanah II-208
33. The Possible Causes Of Indonesian EFL Students' Anxiety In Speaking
Impromptu Speech - Galuh Dwi Ajeng II-216
34. The Use Of Authentic Materials In Speaking Class At The Second Semester
Students Of English Education Study Program Of Teacher Training And
Education Faculty Of Bandar Lampung University - Helta Anggia & Randi
Setyadi II-222
35. The Use Of Card Trick To Build Students' Vocabulary - Eny Dwi Marcela II-229
36. The Use Of Hot Potatoes For Teaching Vocabulary At The Eleventh Grade
Of SMA Bodhisattva - Ezra Setiawan II-232
37. The Use Of Interactive White Board In EYL Motivation – Munjiana II-242
38. The Use Of Podcast And Interpretive Tasks For Peer Assessment In The
Extensive Listening Class - Delsa Miranty II-248
39. Translation Shift Of Verb And Sentence Style From English Into Bahasa
Indonesian - Diah Supatmiwati II-257
40. Using Mnemonic Techniques In Vocabulary Learning - Ita Purnama II-261

SOCIETY'S ATTITUDES TOWARD INDONESIA AND PERSPECTIVE IN FACING THE ASEAN ECONOMIC COMMUNITY

Nur Nisai Muslihah

Faculty of Language Education and Art, STKIP-PGRI Lubuklinggau

Corresponding email: nurnisai@yahoo.co.id

Abstrak

This title of this research is "Society's Attitudes toward Indonesia and Perspective in Facing the ASEAN Economic Community". The aims to describe students' attitude Indonesian and Literature Program STKIP-PGRI Lubuklinggau South Sumatera toward Indonesia and perspective in facing ASEAN Economic Community. Problem of research is why students attitudes of language study program and literature Indonesia , STKIP-PGRI Lubuklinggau South Sumatera toward Indonesia and perspective in facing ASEAN Economic Community. The population of research with total number 543 and sample with total number 55 or 10%. Data collection with questionnaire technique. From the data analysis and result research show that students attitudes positive (88,44%) and negative (11,56%) toward Indonesia as international language to communicate in Asean Economic Community, Indonesian is also able to become International language. Considering the potential of Indonesian intralingua has the fundamental rule, and extra lingua high number of native speakers. Therefore, the existence of Asean Economic Community is able to increase the prestige of Indonesian language.

Keyword: Society Attitude, Indonesia as International, MEA

1. INTRODUCTION

Indonesia is a country which rich in language and culture, so famous as diversity community. It identikit with India, as said by Grosjean (1982) [1] describes the phenomenon where a minority language in a multilingual nation that is influenced by the positive attitude of the speakers , and the attitude that tends tolerant of minority speakers across languages it also same in Indonesian for example: if native from particularly mother tongue caused of activity, time, probably will lost their mother tongue as someone identity.

There are two function of Indonesia namely: national language and country symbol. As the national language , Indonesian serve as a symbol of national pride , the symbol of national identity , a means of unifying and interregional intercultural interface. As the state language , Indonesian serves as the official state language , the official language of instruction in educational institutions , the official language in communications at the national level for the benefit of the planning and execution of development and government , and the official language of culture in the development and use of science , art , as well as modern technology as proposed by Halim (1984) [2] Ahmad and Abdullah Alek . 2012 [3] , Arifin , Zaenal and Tasai , Amran . 2008 [4] .

In connection with the use of language, the formation of attitudes towards language in a person closely associated with the background and the symptoms that arise in the surrounding environment. This is related to the status of the language in the environment, including economic and political status. Attitude language became one of the phenomena in a bilingual society. Speaker and hearer in terms of language use often do not use the type of language course at a bilingual society. Besides this, the speaker and hearer also have an attitude with regard to the use of the language used included the attitude of students Language Study Program and Literature Indonesia STKIP - PGRI Lubuklinggau against Indonesian as the national language and country.

For Indonesia citizen, Indonesian is a vital communication tool in a formal situation both at local and national level. But do not rule out the possibility that Indonesian could also be a means of communication International on ASEAN and global level for Indonesian has a lot of the learners in a few countries in the world and use the Indonesian language as an official language other than the language of his own country. Moreover that Indonesia has declared its readiness to take part in global international the Asean Economic Community. Related to the rule out the possibility that the Indonesian community and has a high prestige in the face of the Economic Community of Assent. Based on these reasons researchers interested in conducting research under the title "Society's Attitudes towards Indonesian and His Perspectives in Facing of the Asean Economic Community".

2. MATERIAL AND METHOD

2.1. Material

2.1.1. Concept of language

Talking about an attitude, Thomas (in Ahmadi, 2007:148)(5) state that " An attitude as individual consciousness which decided real acts or probably will occur in social activities. According Suwito (1985:141)(6) state that " language attitude

consist of two such as positive and negative attitude. Positive attitude toward language seems from language uses, polite and following the role. It will result that has a language and learn it well is essential needed which must be kept and care.

Based on statement above, it can be conclude that language attitude is organization of opinion, someone believe to object or situation that stabile., which following by some feel and giving basic to the someone to create a respond.

2.1.2. The construction of language attitude

Lambert (in Chaer , et al , 2010: 198) [7] states that the language attitude consists of three components , as follows:

- a. Cognition , this component includes the level of understanding , confidence in the Indonesian variety of concepts that became the object , and assessment involving the rendering quality liked or disliked , needed or not needed , good or bad of the Indonesian who became the object of attitude ;
- b. Affection, it is reach the level of feels toward the matters that related with object of Indonesia like happiness and sadness, include in believe, amazing, motivate.
- c. Conation, it is includes all certainly or the attitude tendencies to give opinion toward object of Indonesia, namely : support, avoid something that disturb, facilitator, act.

2.1.3. Perspective toward Indonesia

Indonesia Citizen, especially students have different attitude toward Indonesia as National language because they in the scientific citizen. In educational that have passed by students in Indonesia especially the students of Indonesia and art study program that called as multilingual citizen because language that used consist of mother tongue, Indonesia and Foreign language (English). According to Rahayu (2007:12) [8] state that there are three type of language attitude:

a. Indonesian assume there is Natural

Acceptance unanimously Malay the national language , Indonesian , felt by some people as a natural event . In a sense as a language that is growing and developing in line with the growth and development of the language with the history of its owner . Selection of words , use the elements of grammar , and other elements such as style , song , pressure ; will grow by itself when speaking .

b. Consider that Indonesia is easy

For the majority of the Indonesian, Indonesian is a second language, but most can speak Indonesian. Indonesian ability as a means of connecting a central demand of every citizen Indonesia to connect with people from other areas or other parts.

c . Considers Indonesian Lower than a Foreign Language

The development of a language goes in tune with the development of the nation owner,. are there language or the Indonesian nation was young. in this case , arising in the minds of half the assumption that less well to Indonesian , especially in the era of globalization ini. Indonesia considered unable to support science modern , not like a foreign language (English) .

According Rahayu (2007 : 12) [9] There are three characteristic attitude toward Indonesian, are as follows :

a. Proud National Language , Indonesian

Indonesian has a high ability , not only as a perfect interface , but also in its use in the life sciences , both social science and science , both pure science and applied science .

b. The taste has a Faithful

In accordance with its function as a national identity, Indonesian must have its own characteristics. That is, must have rules that distinguish the others. As owners, we maintain that identity with him away from foreign influences that reinforce national identity.

c . Feel Responsible for Indonesia Development

In keeping with its position as a national language, Indonesian belongs to all citizens of Indonesia. This means, the good and bad fate of Indonesian and able or not keep pace with the progress, or science rests on the shoulders of all Indonesian citizens, not only in the hands of teachers and Indonesian experts. So, consciously or not happy or not, we are required to foster and develop Indonesian.

This is suitable with opinion of Garvin and Mathiot (in Chaer and Leonie , 2004: 152) [10] which argued that there are three characteristic attitude toward Indonesian language , is as follows :

a. Allegiance language (language loyalty) which encourages a language that encourages people retain their language, and if necessary to prevent the influence of other languages .

b . Pride of language (language pride) that encourages people to develop their language and use it as a symbol of identity and unity of people .

c . Awareness of the existence of language norms (awareness of the norm) that encourage people to use language carefully and politely, and is a huge factor influence on the actions that the activities of language use.

2.1.4. Indonesia as Austronesia Language

Judging from ancestry, Indonesian including Austronesia. Research experts indicate that on the central Asian continent lives a group of nations that use the language of Austria is subsequently migrated to the south through the eastern part of India Rear . According to P. Wilhelm Schmidt (in Parera , 1991: 116-119) [11] Austria evolving language family in two languages, namely the Austro - Asian language family found in mainland Southeast Asia as Mon Khmer language in India Rear ; Munda languages and Santail in India Advance ; language Semang and Sakai of Malacca ; and Clumps of Austronesian languages are very broad distribution area as :

a) in the west : the island of Madagascar ; b) in the east : Paas or Easter Island near the western coast of South America ; c) in the north : the island Formula ; and d) to the south : Island of New Zealand .

Furthermore, the Austronesia languages are divided into two major categories, namely class East Austronesia languages (languages of Oceania), consisting of languages Polynesian, Maori, Hawaii, Tahiti); Melanesia languages (language New Kalidonia, Hybrid, Fiji, Solomon, and Santa Cruz); and languages of Micronesia (the language in the Gilbert Islands, the Marshall Islands, and the Islands Karolina). As for the class of Western Austronesia languages (languages Nusanantara) western and eastern parts. In the western part of the group of Formula language (language Tayorlang and Singkang); group Filipino (Tagalog, Bisaya, and Sangir Talaud); language groups Sumatra (Aceh, Batak, Malay, Minangkabau, and Nias); group Javanese (Javanese, Sundanese and Madurese); Dayak language groups (language Ngaju and Kayan Busang); language groups Bali-Sasak (Balinese, Sasak, and Sumbawa; language groups Sulawesi (Bugis, Makasar, Toraja, Gorontalo, and Buton); group Minahasa language (language Tombulu, Tonsea, and Tondano); language Malagasy in Madagascar; and the Cham language in South Indochina. As for the eastern part of Sikka include language, Tetum, Solor, and bread.

Based on the explanation above, it is clear that the growing Indonesian of Malay language groups considered in Sumatra derived from Austronesian. And that does not include the Austronesian language family is Irian language, a language in North Halmahera, the language in Ternate and Tidore

2.1.5. Probability Indonesia As International Community

There are several important events that should be a record for the Indonesian likely to become an international language , among others :

- a. <http://unisma.ac.id> [12] International Seminar on Indonesian Islamic University of Malang on 28-29 September 2015 which was attended by 250 participants from 7 countries in the world namely Malaysia, Thailand, South Korea, Japan, Myanmar, the United States, and Kanada.Seminar the theme "Strengthening the position of Bahasa Indonesia through diplomacy Language, Literature, and Culture". Several speakers in the seminar were Prof. Kacung Marijan P.hD, Director General of the Ministry of Education and Culture of the Republic of Indonesia, Prof. Mahsun, P. HD, Head of Development and Language Development of the Ministry of Education and Culture of the Republic of Indonesia, Prof. Kyoko funada Canadian professor of University of International Studies, and Dr. Widodo, HS. Association of Teachers of BIPA (Indonesian for Foreign Penutru) which broadly supported the Indonesian position to become an international language, especially in the Asean region.
- b. Indonesian artworks attracted many foreign countries including the United States . An example is the Puppet , Wayang Bali . For example in the [http : // . Republika.co.id](http://Republika.co.id) . stated that American Poets launch packages for the World Puppet . In addition, in some moment wayang Bali is also very popular in the United States .
- c. Indonesia became the Guest of Honour at the world's largest Book Festival on 14 to 18 October 2015 Frankfurt .
- d. Many Indonesian learners oversea.

Several countries such as Japan , Australia , Italy, Egypt , Vietnam and other countries to make Indonesian as a language learned at school or in non-formal institutions like the course . As one example, a friend of the researcher is a citizen of Japan (Hokkaido) scholar of classical art that because of his mastery of Indonesian ago he became a teacher at the course in Japan . Then to improve academic qualification in 2000 he continued his studies at the University of Indonesia in the Department of Language Education Indonesian concentrations.

<http://unisma.ac.id/berita-379-bahasa-indonesia-layak-menjadi-bahasa-internasional.html> stated that to internationalize the Indonesian also supported by Japan , from 730 universities in Japan , 75 of which have Indonesian Studies Program . This suggests that the Indonesian language is a language that demand a lot of people in Japan <http://unisma.ac.id/berita-379-bahasa-indonesia-layak-menjadi-bahasa-internasional.html>

Then in Australia many residents in Suriname from Indonesia and there are many Indonesian learners and teachers joined in a APBIPA association (Association of Indonesian Teachers for Foreign Speakers) . Indonesian most popular 4th Ada approximately 500 schools at the primary level are taught Indonesian (187 of which are located in Western Australia) . In addition the number of universities that provide language or literature majors Indonesia .

In Italy there are three Italian club which has sites in the Indonesian language that is Juventus , AC Milan and Inter Milan . While in Egypt (State who first recognized the independence and sovereignty of Indonesia recently built Center for the Study of Indonesia in the Suez Canal University. and in Vietnam , Indonesian position parallel with English , French , and Japanese as official languages a priority . In fact, since in 2007 , the local government of Ho Chi Minh City to establish the Indonesian language as the second official language after the Vietnamese language .

- e. Lot of BIPA synergies with the high position of Indonesian to become an international language
- f. TKI overseas

The number of labor migrants abroad also affects the increase in prestige Indonesian. Among others, some workers who succeed in the world of art, which TKI entrepreneurial success in the manufacture of traditional foods such as tempeh in Japan .

2.1.6. Asian Economic Community

Baskoro (Associate Researcher) (2015) [13] in <https://www.linkedin.com> argued that MEA (ASEAN Economic Community) is an integrated region in the Southeast Asia region which aims to remove significant obstacles to economic activity across the region in the form of trade in goods, services, and investasi.MEA has four pillars main objectives, namely: 1) ASEAN as a single market and production base of international (single market and production base); 2) ASEAN as a region with high economic competitiveness (competitive economic region), with rule element of competition, consumer protection, intellectual property ha kakas, infrastructure development, taxation and e-commerce; ASEAN as a region with equitable economic development (equitable economic development) with elements of the development of small and medium enterprises, and the initiative for ASEAN integration CMLV countries (Cambodia, Myanmar, Laos, and Vietnam); and 4)

ASEAN as a region fully integrated into the global economy (integration into the global economy) with elements of a coherent approach in economic relations outside the region, and increase participation in global production levels.

2.1.7. Various efforts to do to Achieve Indonesian become an International Language

Efforts can be made to realize the Indonesian language as an international language, among others:

a. government Support

Letters and government programs (1) Instruction of the Minister of Interior of the Republic of Indonesia, No. 20 dated October 28, 1991, of the Indonesian Penal in order Consolidation of Unity and National Integration; (2) The Minister of the Interior To the Governors, Regents and Mayors all over Indonesia No. 1021 / SI, dated March 16, 1995 on Control of Use of Foreign Languages; (3) Instruction of the Minister of Education and Culture of the Republic of Indonesia Number of I / U / 1992 dated 10 April 1992 the date of the Business Improvement Indonesian Penal within Strengthen Unity and National Integration; (4) National Disciplinary planed by President Soeharto on May 20, 1995 that one grain is using Indonesian well and correctly. In addition the government through the Ministry of Education and Culture trigger BIPA Program and there are at least 45 countries who participated in the implementation of the BIPA with 174 places.

b. Indonesian popularize Through the World of Entertainment

c. Support Citizen Indonesia

2.2. Method

This study used a qualitative approach with descriptive research type and scope of the study is limited to the attitude of the community (students) Study Program of Indonesian and Art STKIP - PGRI Lubuklinggau against Indonesian and their perspective in facing the MEA with a population of 543 people , and a sample of 111 orang (25 %) of the total population .

The data collection was done by using simple questionnaire. The questionnaire distributed to students in the form of a statement sheet filled out by the students to know the attitude of students towards Indonesian and their perspective in the face of the MEA with the number 32 statement item.

List of statements made in the form of Linker scale with this kind closed questionnaire consisted of several statements by a number of answers in accordance with its founding.

1. Alternatives to answer SS , with a weight of 5
2. Alternative to answer S , with a weight of 4
3. Alternatives to answer N, and weighs 3
4. Alternatives to answer TS , with a weight of 2
5. Alternatives to answer STS , with a weight of 1 (Ridwan , 2008: 100) [14]

It can be formulated into a formula scale. Than all respondents summed up and incorporated into the rating scale and the area determined answer. As for knowing the number of answers from the respondents by a percentage, which is used the following formula:

$$p = \frac{f}{N} \times 100 \%$$

Information :

f = frequency being searched percentage

N = Number of Cases (the number of frequency / number of people)

p = Percentage Score (Sudijono , 2003: 40-41) [15]

After be a percentage, then interpreted by a sentence that is qualitative. To know the description of student attitudes towards Indonesian and perspective in the face of the MEA is carried grouping data obtained into five categories, namely category of very low, low, medium, high and very high

- 1) The figure 0 % - 20 % = very low (negative)
- 2) The figures 21 % - 40 % = low (negative)
- 3) The figure 41 % - 60 % = sufficient
- 4) The figure 61 % - 80 % = high (positive)
- 5) The figure 81 % - 100 % = very high (positive) (Riduwan , 2008: 88) [16]

3. DISCUSSION

Based on data analysis and the results showed that out of 55 answers to the questionnaire of the students' attitude towards language Indonesia. At aspects of cognition students of Indonesian Language and Literature Education against Indonesian with 9 statement obtained total score of 2289 (the average score of respondents 41 , 58) with a value of 5086.42 (the average value of 92.48 %) . It can be concluded that for aspects of cognition attitude of students of Indonesian Language and Literature Education is very high because it is in the range 81 % -100 %

Furthermore, to the affective aspect which consists of 18 statements obtained a total score of 4480 (an average of 4.62 with a total value 4960.8 (average value 90.19%) is classified as very high, different in the range of 81% -100%.

And to the aspect conation with 5 indicators obtained a total score of 1129 (an average score of 4.10) and the total value of 4546 (with an average value of 82.65%) are also classified as very high because it is in the range 81% -100%. Furthermore, for perspective students of Education Language and Literature Indonesia in facing the MEA composed of 15 indicators that researchers use that confidence that made up must have the potential, Able to adapt and communicate, healthy physically and mentally, Smart, qualification higher education, skill , Have Skills, experience, Have confidence, Positive Thinking, Being able to compete, and Mastering Indonesian and foreign languages, confidence, Not independent, sure, Dare to compete, UKBI for job applicants either citizen or foreign national, with a total score of 3677 (with an average response of 4.52) and

the total value of 4902.81 (with an average value of 89.14%) is very high. The following table analyzes the results of the questionnaire data acquisition attitude toward Indonesian and perspective in the face of the MEA

Tabel 1. The result of questionnaire

No	Aspect	Average	Descriptions
1	Cognition	92,48%	Very high
2	Affective	90,19%	Very high
3	Conation	82,65%	Very high
4	Perspective	89,14%	Very high
	Rata-Rata	88,62%	Very high

According to the table above questionnaire results illustrated that both aspects of cognition (92.48 %) , affection (90.19 %) , and konasi (82.65 %) and the average student Study Program Language and Literature Indonesia has a positive attitude very high very high . It is evident that the total score obtained sebesar 88,44 % . , Then for the student perspective in facing MEA reaches 89.14 (very high) . This indicates that students of Indonesian Language and Literature Education STKIP - PGRI Lubuklinggau have a positive attitude to very high synergies with this perspective in the face of the MEA .

Indicator associated with attitudes toward Indonesian and perspective in the face of the MEA, Indonesian has a huge potential to become an official language in the ASEAN region and internationally both intra-and extra lingual. This is supported by the existence of Indonesian in the ASEAN region. Indonesian number of speakers in the world is also quite large, both in the region and internationally. This shows that despite the geographical area of the territory is not Indonesian but the language is very broad advance for language in the region that are cognates. If the views of the strengths and weaknesses of Indonesian, the Indonesian people, especially students to be brave and have a competitive edge in the face of the MEA . Especially in the use of Indonesian in the fields of economy, finance and industry so that the people of Indonesia will be the player who is ready to play in their own country.

To maintain the stability of Indonesian nationalism in order to stay awake then all job seekers are required to take the test UKBI and all foreign workers are also required to use the Indonesian language in official communications as well as citizens who seek employment in other countries also have to master the language in which it will work .

4. CONCLUSION

Students of Educational Studies program Indonesian language and literature have a positive attitude towards Indonesian with the attitude of cognition (92.48%), affection (90.19%), and konasi (82.65%) and average students of language education and Literature Indonesia has a positive attitude is very high very high. It is evident that the total score obtained for 88.44% ..

Then for the student perspective in facing MEA reached 89.14% (very high). This shows that students of Indonesian Language and Literature Education STKIP-PGRI Lubuklinggau own readiness in the face of the MEA.

Given the strengths and weaknesses of Indonesian in the MEA, the Indonesian people, especially students to be brave and have strong competitiveness in the use of Indonesian in the fields of economy, finance and industry.

To maintain the stability of Indonesian nationalism in order to stay awake then all job seekers are required to take the test UKBI and all foreign workers are also required to use the Indonesian language in official communications.

REFERENCES

- [1] Grosjean, Francois, "Life with Two Language". Harvard University Press.1982.
- [2] Halim, Amran. *Politik Bahasa Nasional*. Jakarta: Balai Pustaka. 1984.
- [3] Achmad dan Abdullah Alek. *Linguistik Umum*. Jakarta: Erlangga.2012.
- [4] Arifin, Zaenal dan Tasai, Amran. *Cermat Berbahasa Indonesia untuk Perguruan Tinggi*. Jakarta: Akademika Pressindo. 2008.
- [5] Ahmadi, Abu. *Psikologi Sosial*. Jakarta: PT Rineka Cipta.2007, pp 148.
- [6] Suwito. *Pengantar Awal Sociolinguistik*. Surakarta: Henary Offset. 1985, pp 141.
- [7] Chaer, Abdul dan Leonie Agustina. *Sociolinguistik Perkenalan Awal (Edisi Revisi)*. Jakarta: Rineka Cipta. 2010, pp 198.
- [8] Rahayu, Minto (Eds). *Bahasa Indonesia di Perguruan Tinggi: Mata Kuliah Pengembangan Kepribadian*. Jakarta: PT Grasindo. 2007, pp 12
- [9] Rahayu, Minto (Eds). 2007. *Bahasa Indonesia di Perguruan Tinggi: Mata Kuliah Pengembangan Kepribadian*. Jakarta: PT Grasindo.
- [10] Chaer, Abdul dan Leonie Agustina. *Sociolinguistik Perkenalan Awal*. Jakarta: Rineka Cipta. 2004, pp 151.
- [11] Parera, Jos Daniel. *Kajian Linguistik Umum Historis Komparatif dan Tipologi Struktural*. Jakarta: Erlangga.1991, pp116-119.
- [12] <http://unisma.ac.id/berita-379-bahasa-indonesia-layak-menjadi-bahasa-internasional.html>
- [13] Baskoro (Associate Researcher) in <https://www.linkedin.com/.../peluang-tantangan-dan-risik> argued that MEA.2015.
- [14] Riduwan. *Metode dan Teknik Menyusun Tesis*. Bandung: ALFABETA. 2008, pp 100
- [15] Sudijono, Anas. 2003. *Pengantar Statistik Pendidikan*. Jakarta: PT Raja. 2003, 40-41. Grafindo Persada.
- [16] Riduwan. *Metode dan Teknik Menyusun Tesis*. Bandung: ALFABETA. 2008, pp 88.



universitas bandar lampung

SOLUTION FOR PRESENT AND FUTURE



9 772303 141001

Bandar Lampung University
Zainal Abidin Pagar Alam Street No. 26 Labuhan Ratu
Bandar Lampung, Indonesia | www.ubl.ac.id | Phone +62 721 773 847

