



Analysis of the Use of Regional Languages and Indonesian Simultaneously: Impact and Community Attitudes at SMPN 1 Parungponteng, Tasikmalaya Regency

Yudhy^{1*}, Nur'aeni²

¹*Doctoral student, Postgraduate School, UIN Sunan Gunung Jati Bandung, Bandung, Indonesia*

^{2,3}*Faculty of Economics and Islamic Business, Ma'soem University, Bandung, Indonesia*

**Corresponding author e-mail address: yudhy.amik@gmail.com*

Abstract

This study aims to explore the views and attitudes of individuals regarding the use of local languages and Indonesian simultaneously. Data was collected through interviews with 20 respondents from various backgrounds. The results of the study showed that the majority of respondents (55%) said that they had never used regional languages and Indonesian simultaneously. More than half of the respondents (55%) think that there is a negative impact from using local languages and Indonesian together. Most of the respondents (75%) disagreed if the local language was adopted as an borrowed language in Indonesian. As many as 65% of respondents think that there is no benefit from using regional languages and Indonesian simultaneously. In addition, the majority of respondents (75%) disagreed with being called old-fashioned or tacky when using local languages. The majority of respondents (85%) do not feel confident when using regional languages and Indonesian simultaneously. Most respondents (65%) disagree with the omission of regional languages in using Indonesian. Meanwhile, 60% of respondents did not think that local languages had a great influence on Indonesian. Finally, most of the respondents (80%) thought that by using local languages and Indonesian together, they could not be said to be slang. The results of this study provide insight into how people see the use of local languages and Indonesian in their daily interactions. In the context of preserving regional languages and using the national language, these findings can provide a basis for efforts to maintain language and further understand people's perceptions of language.

Keywords: Indonesian, Concurrent use of language, Impact of language use

1. Introduction

Language is the main tool in communication, not only as a means to express thoughts, feelings and ideas, but also as a cultural identity of a nation. In Indonesia, Indonesian is the official language used in various aspects of life, including at school. However, the phenomenon of using regional languages as the language of everyday communication is still very common, especially among female students (Cohn and Ravindranath, 2014; Gumilar, 2016; Sudaryanto et al., 2019). The use of regional languages as a means of daily communication is due to several factors. One of them is the limited understanding of the use of standard Indonesian. Some students feel awkward using standard Indonesian outside of formal or official contexts. Therefore, regional languages that have been affiliated both in terms of pronunciation and meaning of these languages are often a more comfortable choice.

Not only among adults, this phenomenon has also spread to teenagers and school students, who should be the next generation who are proficient in using Indonesian. This problem is very serious, because the use of regional languages together with Indonesian can have a negative impact on good and correct understanding and mastery of Indonesian. In this context, we took a research sample from SMPN 1 Parungponteng students, Tasikmalaya Regency. We chose this school because we saw a significant change in the patterns of language use among students. This study aims to explore the influence of the use of regional languages on the simultaneous use of Indonesian among students at the school.

In developing this research, there are two problem formulations that we will explore:

1. What is the influence of regional languages on the use of Indonesian among students at SMPN 1 Parungponteng, Tasikmalaya Regency?
2. What actions can be taken to prevent the use of regional languages together with Indonesian among students?

Through this research, we hope to gain a deeper understanding of the influence of regional languages on the use of Indonesian. It is hoped that the results of this research can become a basis for educational policy makers and the community in efforts to encourage the use of standard and correct Indonesian, as well as preventing the use of mixed languages which can disrupt the development of Indonesian among the younger generation.

2. Literature Review

Language is an important communication tool in everyday life, and is used by students to interact with each other. Language also reflects students' behavior in both spoken and written form, allowing others to understand their intentions. This language has a meaning contained in it, and these meanings can differ according to the conventions of a particular group of students. In this context, each speech sound structure has a certain meaning that is agreed upon by the group of students (Azizah, 2018; Budiasa et al., 2021; Barirohman et al., 2021).

Indonesian is the official language of the Republic of Indonesia and the language of national unity. This language is based on Riau Malay from the 19th century and has experienced development since the early 20th century. Even though Indonesian is understood and used by more than 90% of Indonesians, many speakers use regional languages as their mother tongue (Wurianto 2015). Even though Indonesian has relatively easy phonology and grammar to learn, the use of regional languages in everyday conversation is still common. The influence of regional language use on Indonesian is a phenomenon that needs attention. The diversity of regional cultures and languages reflects the identity and characteristics of each region in Indonesia. However, excessive use of regional languages can have negative impacts, such as difficulties in understanding between regions, difficulties for foreign nationals who want to learn Indonesian, which has a large vocabulary, and a lack of understanding of standard Indonesian (Goebel 2002).

The use of regional languages as the language of everyday communication by students at school can also hinder the development of good and correct Indonesian. Therefore, efforts are needed to encourage the use of standard and appropriate Indonesian, especially in educational environments (Hidayat et al., 2021; Siregar, 2022; Dharma et al., 2018). This is important to maintain the integrity of Indonesian as the language of the unity of the Indonesian nation. In this context, research conducted at SMPN 1 Parungponteng, Tasikmalaya Regency, will help to understand more deeply the influence of the use of regional languages on the use of Indonesian among students. The results of this research can be a basis for taking appropriate action in promoting the use of standard Indonesian among students, as well as maintaining cultural diversity and regional languages as the nation's wealth.

3. Research methods

3.1. Research sites

This research will be conducted in the school environment, especially at SMPN 1 Parungponteng, Tasikmalaya Regency. This location was chosen because it matches the title of the research and is the place where the research sample is located.

3.2. Research design

This study uses a research design using a questionnaire that compares the use of regional languages and Indonesian simultaneously by teenagers.

3.3. Object of research

The research object focused on some students at SMPN 1 Parungponteng, Tasikmalaya Regency, who did not clearly understand the influence of regional languages on the use of Indonesian.

3.4. Population and Sample

The research object population was all students at SMPN 1 Parungponteng, Tasikmalaya Regency, totaling 50 students. However, in this research, the author will take a sample of 50 students.

3.5. Data collection technique

Data collection was carried out using listening, speaking and introspection methods.

1. Listening Method

The basic technique in the listening method is tapping, while advanced techniques involve Listening and Engaging Cakap (SLC), recording, and taking notes. In the basic technique, data about the Pidie regional language will be intercepted from several predetermined informants. Advanced SLC techniques will be used to listen, engage, and join in the conversation. Recording techniques are used to clarify data from informants, and this data will be recorded.

2. Capable Method

Data collection uses the proficient method, with basic techniques called fishing techniques and advanced techniques consisting of Cakap Semuka (CS), recording, and note-taking. The fishing technique involves conversations between researchers and informants to identify the distribution of meaning in Pidie language terms. The advanced Cakap Semuka technique is used for conversations, with recording and notes used for comprehensive data collection.

3. Introspection Method

The introspection method is a method of providing data by utilizing the language intuition of researchers who understand the language being studied. This method is used to obtain data in accordance with the research objectives.

3.6. Data analysis technique

The data will be processed by compiling the form, distribution of meaning, and social values in the Pidie regional language. This data will be classified based on word forms and word similarities according to the alphabet. In addition, the distribution of meaning will be presented conceptually and associatively based on its use in the context of discourse. These meanings will be interpreted by paying attention to the meaning content of regional languages regarding students' simultaneous use of Indonesian.

4. Research result

In the results of this research, we identified the impact of using regional languages on the use of Indonesian among students at SMPN 1 Parungponteng, Tasikmalaya Regency. The results of this study include the positive and negative impacts arising from the use of regional languages together with Indonesian.

4.1. Positive impact:

1) Large Vocabulary

One of the positive impacts is that the use of regional languages can enrich students' vocabulary. They have access to a wide variety of words and phrases in regional languages, which can help them communicate more creatively and diversely.

2) Regional Languages as Supporting National Languages

Regional languages, in certain contexts, can function as supporting Indonesian as the national language. This can increase students' understanding of the importance of Indonesian as the language of national unity.

3) Cultural Richness

The use of regional languages also allows students to understand and experience the rich culture and traditions associated with those languages. This can deepen their understanding of Indonesia's cultural heritage.

4) Identity and Characteristics

Regional languages reflect the identity and characteristics of certain tribes and regions. The use of regional languages can strengthen students' sense of identity towards their tribe or region.

5) Familiarity in Communication

The use of regional languages can create a sense of familiarity in communication between fellow students who have the same background. This can strengthen social relations between them.

4.2. Negative impact:

1) Difficulty in understanding between regions

Different regional languages in various regions in Indonesia can cause difficulties in understanding between regions. Students from different regions may have difficulty understanding regional languages from other regions.

2) Difficulties for Foreign Citizens

For foreign citizens who want to learn Indonesian, using regional languages with many different vocabularies can be an obstacle. This can make the process of learning Indonesian more difficult.

3) Lack of understanding of standard Indonesian

Using regional languages simultaneously with Indonesian can result in students lacking understanding in using standard Indonesian. This can affect their ability to write and speak correctly.

4) Potential for misunderstanding

There is the potential for misunderstanding when students use regional languages together with Indonesian. This can interfere with effective communication.

The results of this research illustrate the complexity of language use in Indonesia, where regional languages and Indonesian coexist in everyday communication. It is important to understand both the positive and negative impacts of this phenomenon in order to take appropriate action in establishing better language understanding among students.

Efforts to have a positive attitude towards regional languages and Indonesian are very important in maintaining the diversity of languages in Indonesia and maintaining Indonesian as a strong national language. Here are some efforts that can be made to have a positive attitude towards regional languages and Indonesian:

- 1) **Understanding the Value of Indonesian**
It is important for every individual to understand the value and importance of Indonesian as the national and unifying language of the nation. This involves understanding that Indonesian is not only a formal language, but also a language that reflects identity and pride as an Indonesian citizen.
- 2) **Selection of the Right Variety of Languages**
In communicating, be wise in choosing the variety of languages used. The use of Indonesian should not only occur in formal situations, but also in everyday interactions. Do not let Indonesian only be used compulsorily, but with pride.
- 3) **Respect Regional Languages**
Apart from Indonesian, also respect regional languages. Regional languages reflect the cultural richness and identity of a particular area. The use of regional languages can strengthen social and cultural ties.
- 4) **Learn from Mistakes**
People who lack language skills can show a positive attitude if they learn from their mistakes. This involves listening to suggestions, hints, or opinions from people who are more skilled in the language.
- 5) **Respect Language Diversity**
Indonesia has many different regional languages. We must respect this diversity and understand that each language has its own value and role in Indonesian culture.
- 6) **Filling the Independence Wisely**
As stated in the Youth Pledge on October 28, 1928, let's fill Indonesia's independence wisely. One way is to keep the Indonesian language alive and strong.
- 7) **Trying to Correct Errors**
If someone knows that they have made a mistake in language, they should try to correct it. This includes receiving advice and guidance to improve their language skills.

The following is an analysis of the data that has been obtained:

Question 1: Have you ever used the local language and Indonesian at the same time?

- Yes: 9 respondents (45%)
- No: 11 respondents (55%)

These results show that the majority of respondents (55%) said that they never used regional languages and Indonesian together.

Question 2: In your opinion, are there any negative impacts from using local languages and Indonesian together?

- Yes: 11 respondents (55%)
- No: 9 respondents (45%)

Most of the respondents (55%) thought that there was a negative impact from using regional languages and Indonesian together.

Question 3: Do you agree if the local language is adopted as an borrowed language in Indonesian?

- Yes: 5 respondents (25%)
- No: 15 respondents (75%)

The majority of respondents (75%) disagree if local languages are taken as borrowed languages in Indonesian.

Question 4: Are there any benefits to using local languages and Indonesian together?

- Yes: 7 respondents (35%)
- No: 13 respondents (65%)

The majority of respondents (65%) think that there is no benefit from using regional languages and Indonesian simultaneously.

Question 5: Do you agree with being called old-fashioned or tacky when using the local language?

- Yes: 5 respondents (25%)
- No: 15 respondents (75%)

Most of the respondents (75%) disagreed with being called old-fashioned or tacky when using local languages.

Question 6: Are you confident when the local language and Indonesian are used together?

- Yes: 3 respondents (15%)
- No: 17 respondents (85%)

The majority of respondents (85%) do not feel confident when using regional languages and Indonesian simultaneously.

Question 7: Do you agree that regional languages are omitted in the use of Indonesian?

- Yes: 7 respondents (35%)
- No: 13 respondents (65%)

The majority of respondents (65%) disagree with the elimination of regional languages in the use of Indonesian.

Question 8: Do regional languages have a big influence on Indonesian?

- Yes: 8 respondents (40%)
- No: 12 respondents (60%)

Most respondents (60%) do not think that regional languages have a big influence on Indonesian.

Question 9: Can you be said to be slang by using regional languages and Indonesian at the same time?

- Yes: 4 respondents (20%)
- No: 16 respondents (80%)

The majority of respondents (80%) think that by using regional languages and Indonesian at the same time, they cannot be said to be slang.

5. Conclusion

Based on the results of research and data analysis conducted, several conclusions can be drawn:

- 1) The majority of respondents (55%) stated that they had never used local languages and Indonesian simultaneously. This may indicate that the use of regional and Indonesian languages generally does not occur in the respondents' daily lives.
- 2) The majority of respondents (55%) think that there is a negative impact from using regional languages and Indonesian simultaneously. These negative impacts can include difficulties in understanding, especially for those who are not familiar with the regional language.
- 3) The majority of respondents (75%) disagree if local languages are taken as borrowed languages in Indonesian. This shows that there is a preference for maintaining regional languages as part of cultural identity and wealth.
- 4) The majority of respondents (75%) do not feel confident when using local languages and Indonesian simultaneously. This can describe a feeling of discomfort or concern regarding the use of these two languages.
- 5) Most of the respondents (65%) disagree with the omission of regional languages in using Indonesian. This reflects support for the preservation of regional languages as part of cultural heritage.
- 6) Most respondents (60%) do not think that regional languages have a big influence on Indonesian. This could indicate that they see regional languages and Indonesian as two relatively separate entities.
- 7) The majority of respondents (80%) felt that by using local languages and Indonesian simultaneously, they could not be said to be slang. This could be related to feelings of lack of confidence in communicating in both languages.

This conclusion shows the complexity of people's views and attitudes regarding the use of regional languages and Indonesian. Maintaining regional languages as part of cultural identity remains an important value for most respondents. Efforts to understand individual views and preferences regarding language can lay the foundation for policies that support language preservation and more effective learning in multilingual contexts.

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