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Existence Of Good And True Use Of Indonesian Language: Exploring Bilingualism And Diglossia

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Abstract: The purpose of this qualitative research was to explore language used by students of the Indonesian language study program at one private university in South Sumatra, Indonesia, and the situations they used the language. We related it to the existence of students in the use of Indonesian language that was good and right. The theory used is bilingualism of two languages by one speaker based on the situation and the use of language in society. Data collection was through demographic surveys and semi-structured interviews. The findings of the study indicated that participants could understand and use Indonesian properly and correctly. Participants chose to use Indonesian for academic and formal situations or for meeting a stranger. The existence of participants in Indonesian wasn't yet accustomed to using Indonesian language; the majority of them used Palembang (local) language. The use of Palembang language or regional languages is still carried over in the formal and academic environment. This study can be used as inputs for policy initiatives; more assertively and wisely directing students to use Indonesian in academic activities.

Index Terms: existence the use of Indonesian, exploration of diglossia and bilingualism, local students

1. INTRODUCTION

Indonesia is a large nation that is rich in tribes, races, customs and other diversity that distinguishes it from other nations. From this diversity has given birth to various languages, especially regional languages used by the community in communicating and interacting, in addition to the fact that Indonesian people use Indonesian and regional languages in various functions of life, this shows that there is a complementary situation between both as well as showing a condition that Indonesian society is a bilingual and even multilingual society. Based on research conducted by the Language Development and Coaching Agency, data were obtained that Indonesia has more than 668 regional languages, including seven in South Sumatra (Badan Pengembangan dan Pembinaan Bahasa, 2017). Among many languages, bilingualism and diglossia are very common phenomena in Indonesia, so that almost all Indonesians can be said to be a bilingual (Chaer & Agustina, 2014). Bilingualism and diglossia are two different phenomena regarding the use of two (or more) languages. Regarding bilingualism, Chaer and Agustina (2014) explained that, "Sociolinguistically, in general, bilingualism is defined as the use of two languages by a speaker in interacting with others in turn. To be able to use two languages, surely one must master both languages.

In addition, regarding the use of the two languages, they emphasized that, when should be used [first language (B1)] and when should also be used [first language (B2)] depending on the interlocutor, the topic of conversation, and the social situation of the conversation. So, the use of B1 and B2 is not free (Chaer & Agustina, 2014). So, bilingualism is the use of two languages by one speaker, based on the situation. Bilingualism focuses on the use of language by a speaker,

while diglossia focuses on the use of language in a society. Chaer and Agustina (2014) explained the concept of diglossia from the point of view of three experts: Ferguson (1972), Fishman (1967), and Fasold (1984). Ferguson (1972) uses the term of diglossia to describe the state of a society where there are two variations of one language that live side by side and each has a specific role (as cited in Chaer & Agustina, 2014). Fishman (1967), diglossia does not only apply to differences in [high] and diversity [low] in the same language, but also applies to languages that are not allied, or to two different languages (as cited in Chaer & Agustina, 2014). In addition, Fasold (1984) expanded the concept of diglossia again with the concept of broad diglossia. Chaer and Agustina (2014) explained that in the concept of broad diglossia, the difference is not only between two languages or two varieties or two dialects in binary, but can be more than two languages or two dialects. Ferguson (1972) discusses diglossia as the use two varieties of one language in one society, Fishman (1967) extended the idea to include the use of two different languages in one society as well, and Fasold (1984) expanded it again to include the use of more than two languages or dialects. They all agree that the use of language, language variety, or dialect is determined by their respective functions. We were interested in conducting this research, because we saw the behaviors of Indonesian language study program students in using Indonesian in the academic environment, especially when communicating with lecturers and speaking in the classroom. Students were more easily accustomed to communicating using everyday language (regional language / 'Palembang language') rather than using Indonesian language. In fact, when compared to students who came from abroad, they tended to use more Indonesian, rather than students from Indonesia themselves. Seeing this case, we were interested in finding out more about understanding and using Indonesian language that is good and right by students of the Indonesian language study program, especially when students are associated with academic activities. This research examined what languages are represented in the Indonesian language education study program, and in what situations these languages are used. We also wanted to find out whether Indonesian language study program students used Indonesian language properly and correctly? Do they understand the meaning of good Indonesian, that is, Indonesian is used in its place? Then, do they understand

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about the correct use of Indonesian?

2 METHODS

2.1 Design

This research was qualitative. The purpose of using this method was to find out more about the understanding and existence of the use of Indonesian language that is good and right, which is carried out by students of the Indonesian language study program, especially when students deal with academic activities. To determine the existence of the use of Indonesian conducted by participants (students), we explored and illustrated what languages were used by Indonesian language study program students. Then, in what situations they used the language. How do researchers explore research topics? Researchers explore research topics using exploratory case study designs. According to Merriam (1998) the use of case study design is to assist qualitative researchers in exploring previously unknown problems. Through the case study, the researcher explored "Do the participants understand and exist in using Indonesian language that is good and right, as a student of the Indonesian Language Study Program?", And "How does the participant's existence in using Indonesian language that is good and right?" Merriam (1998) also suggests that qualitative researchers have the opportunity to conduct research on a variety of issues and relevant aspects, so that they can contribute to providing a framework or basis for other questions. According to Marshall and Rossman (1999) qualitative research is carried out to explore, explain, or illustrate an event of an interesting phenomenon, and case studies are one of the qualitative traditions, a qualitative case study was adopted (Creswell, 1998, 2007; Mukminin et al., 2017). According to Mukminin et al. (2013), intensive and holistic descriptions, explanations, and analyzes to describe phenomena such as individuals, programs, institutions, processes, and social units, groups and policies; which is a bound system that can be limited by time, place and case; can be a program, activity, or individual is an explanation of qualitative case studies. In order to achieve the research objectives, researchers used a case study design. The case study design is used as a strategy to assist researchers in describing what languages are used by Indonesian language study program students, and in what situations they use them, through exploration of diglossia and bilingualism towards these students. After we explored the use of participant's diglossia and bilingualism, we tried to relate the connections of exploration that had been done, with the understanding and existence of the participants in using Indonesian language that was good and right, because the participants were students of the Indonesian language study program.

2.2 Research Site, Sampling Procedure, Participants

The location of this research was one private university in South Sumatra Province, Indonesia. Creswell (2007) argues that sampling aims to be used in qualitative research. In this case, researchers choose individuals and locations for their research because they can deliberately inform understanding of the research problem. The study used intentional sampling with a case strategy. Creswell (2007) also describes that convenient cases, which represent sites or individuals from which we can easily collect data. The source of the data was students of the Indonesian language study program, the teaching faculty, education and language, one private

university in South Sumatra Province, Indonesia. The data used in this study were in the form of utterances that indicated the existence of the use of bilingualism and diglossia conducted by students, especially students of the Indonesian language study program, in communication and interacting activities both in the classroom and outside the classroom, as well as indications of the understanding and existence of participants in using Indonesian language that is good and right.

2.3 Data Collection and Analysis

Data collection was carried out through demographic surveys and semi-structured interviews. The survey conducted was a survey regarding the use of language in the form of questions. The questions were written with the aim of identifying what languages are used, where the use of these languages was occurring, with whom, for what purpose they were used. While the understanding of the use of Indonesian language is good and right, the desire to use Indonesian that is good and right, researchers gathered through interviews. For this study, the data collection consisted of a demographic background survey (early January 2019) and after completing the survey data processing, the first phase of the semi-structured interview to the participants continued, we also immediately managed the data that were obtained (March-May 2019). Research was delayed, for certain reasons. Research resumed, (early September 2019—mid October 2019), we conducted a second interview. In this second stage interview, because the first author was temporarily not active on campus, because of the study assignments outside the city, the second writer was more instrumental and assisted by a student named Rachel in collecting participant interview data. The first author and team received interview transcripts from the second author to process the data. Of the thirty-seven students who were given questionnaires through surveys, only twenty-five students returned the survey sheets to researchers. Meanwhile, the conversational method was carried out by means of direct conversations with information sources (informants) and some information to clarify the research data. After that, the data collected were analyzed to identify what languages are used, and to look for patterns in the use of those languages. To look for patterns, the languages used will be grouped like this: (1) Indonesian, (2a) Palembang as the first language (B1), (2b) Palembang as a second language (B2), (3) local languages, and (4) foreign languages. The interview technique was semi-structured interviews. The interview discussed the understanding and use of good and correct Indonesian language that the participants did. Of the 25 students, only final year students were interviewed. This is because, the final year students were students who had 3 to 4 years of understanding the theory of the use of Indonesian language that is good and right that has been given by lecturers from several courses in the Indonesian Language Study Program. Each student was interviewed once between 15 and 30 minutes, to discuss the understanding and use of the Indonesian language they use. Do they understand the context of the use of Indonesian that is good and right? Can they exemplify this usage? When do they use Indonesian? When studying on campus or related to academic activities, do they use Indonesian? Do they love Indonesian? From some of the questions given, the unique answers of each participant were accepted, and even new questions emerged from the researchers. Until the lecturers' problems in teaching using

language, researchers also obtained through interviews.

2.4 Ethical Issues

This qualitative case study relies on humans as the main source of research data. To protect participants involved in this study, ethical research including informed consent was applied. The researcher covered people's names through the use of pseudonyms for the participants. Participation is voluntary (Habibi et al., 2019; Mukminin et al., 2019; Syaiful et al., 2019; Wujati et al., 2019). To build trust or to verify data accuracy and interpretation (Creswell, 1998, 2007), data, interpretations, and conclusions were shared with participants to get their feedback about the accuracy and credibility of the data, and interpretation, and conclusions (Mukminin & McMahon, 2013).

3 FINDINGS

A survey on language use was given to students of the Indonesian language study program. Of thirty-seven students, twenty-five surveys were collected. Through the survey, there were 25 languages used by participants when communicating with fathers, mothers, siblings, grandparents, friends, teachers / lecturers, and new friends (acquaintances). These languages are Indonesian, Palembang, Basemah, Indralaya, Komerling, Lubuk Linggau, Malay, Muara Kuang, Ogan, Natural Fence, Pulau Kidak, Rambang, Sekayu, Tanjung Enim, Java, Bugis, Bangka, Belitung, Bali, Lampung. Not all of these languages are counted as different languages according to data from the Language Development Board and the Book Center. However, all of them can be counted in the discussion of grouping bilingualism and diglossia, because dialect and even diversity of languages are counted in the discussion of diglossia and bilingualism. The language grouping in this study is grouped into three main categories, namely Indonesian (B.I.), Palembang (B.P.), and other languages. In addition, there are several sub-categories. Within the Palembang language category, there are two types: Palembang as a mother tongue (B1) and Palembang as a language learned outside the home (B2). Through surveys, the languages used by participants in public places differ according to the situation. The language used at home, outside the classroom is different from the language used when participants are at school, in public places, and when worshipping. When at home, participants generally used their B.P and regional languages (Mother tongue). Likewise, when outside the classroom and in public places, participants also used B.P more, but they also sometimes used B.I if friends or acquaintances did not understand the language they used. Participants also used B.I when in an official situation. This is because, according to them B.I was considered easier in communicating with new people, or even new friends, or when in an official forum.

3.1 Understanding of the Context of Good and True Indonesian Language

Participants understood the context of Indonesian in a good and correct way. The good and correct Indonesian context is the use of Indonesian in accordance with the situation. Regional languages, is also Indonesian. So, in a formal environment, they used Indonesian. When talking with friends, or not in a formal environment, they using local languages, even using languages that are popular in the community. As presented in the dialogue between researcher and participant (NA) regarding the understanding

and existence of participants in the use of Indonesian:

Researcher: "Do you understand the context of the use of Indonesian that is good and right?"

NA: "Understood, because from the beginning of their lectures they have studied writing courses. In the writing course they were taught material on Indonesian Spelling Guidelines (PUEBI) on how to use Indonesian language properly and correctly. The correct Indonesian language is not necessarily good, but a good Indonesian language is certainly correct."

Researcher: "Can you give an example of the use of Indonesian language that is good and right?"

NA: Yes, you can, for example when there is a student shopping at a vegetable market. It should use regional languages such as Palembang. Because we have to adjust the place where we use Indonesian that is good and right."

Researcher: "When do you use Indonesian."

NA: "when in class and when formal activities."

From the dialogue that took place between the researcher and NA, it can be described that NA understood the use of Indonesian language that is good and right. Likewise with the other participants, they understood the good and correct Indonesian language. When to use good Indonesian, and when to use correct Indonesian. Participants could also give examples of the use of Indonesian that is good and right. Like EF, a final year students, they revealed that they had learned about good and correct Indonesian, both its structure and usage.

"What I know is that the context of using Indonesian is good and right is; Indonesian is a good language that is appropriate to the situation, so that the information we convey is conveyed to the interlocutor, it requires correct language. We have been introduced by our lecturers about the rules of Indonesian language since the first semester. The correct Indonesian is Indonesian according to the rules of the language."

EF also describes the use of Indonesian language that is good and right, "For example when we interact with people" in the market, it is not possible to use standard Indonesian, so the other person will feel confused. The use of Indonesian language that is good and right must be according to conditions or situations. I understand and can exemplify the use of the language."

DY revealed that he knew Indonesian well and correctly, especially when he wrote. Writing courses are given to students in semester 3.

"In the Writing course, we were given material about the rules of the Indonesian language. We were told to write by understanding the contents of these rules."

The first researcher, who in this case was a Lecturer in Indonesian Language Education and also still served as Chair of the Study Program (October 2016-August 2019) questioned the question of lecturers' questions in the UBD Campus

Graduation Reception. When on the break, a lecturer outside the Indonesian Language Education study program had a chance to ask one of the participants of the UBD Campus Bujang Girls who came from the Indonesian Language Study Program, about "What are the rules of the Indonesian language ?, but the student cannot answer."

DY explained that at that time he and his classmates were participating in the UBD Campus Bujang Girls election. At that time, they were in semester 3.

"Yes ma'am, me and GD, we were once asked about the rules of the Indonesian language. But the one asked by GD, ma'am. GD can't answer. Then the lecturer said, you are Indonesian students, other students know. "

We were hysterical to hear the answer, and indeed at that time, the news was heard in my ears.

3.2 The Existence of Use of Indonesian Language when Academic Activities

In the academic activity environment, participants used Indonesian. But when in the classroom, even consultations to the study program, participants still used local languages (Palembang language). We asked, is it mandatory to use Indonesian while studying, consulting with lecturers, or with study programs.

MR "If it is not compulsory, because of language sometimes the speech is sometimes wrong because it is accustomed to everyday language. Lecturers use language and require to use Indonesian but, there are some lecturers using local languages (Palembang) in teaching, even in the form of jokes / jokes in class. "

"Regarding the leadership of the faculty up to the study program, it is good to just learn from previous experience if there are students asking for help, just being told or given advice, whether they are correct in using Indonesian."

MR also spoke that, "At the beginning we entered college, the Chair of the Study Program informed us that we were obliged to use Indonesian in the Study Program Environment. Early in college, we always tried to use Indonesian. But over time, we sometimes even often use everyday language when dealing with college. Lecturers or Study Programs never give a penalty if we do not use Indonesian. "

EF also said, "It's hard to get used to using Indonesian. In fact, we are often reprimanded by you for using Indonesian while talking to you. But if we still repeat it, mother is not angry. And this over time makes it difficult for us to speak Indonesian correctly, according to the rules. "

YW, "Regarding the leadership of the faculty to the head of study program, it's good. Lecturers also use Indonesian. But there are lecturers who use more local language than Indonesian. Lots of jokes, rather than teaching him. "

YW also revealed that if the study program must require the

use of Indonesian language that is good and right, so that they were consistent to use Indonesian, at least starting from the campus environment.

YW "if the Study Program wants us to use Indonesian. Means we must be required to use Indonesian when studying on campus, or dealing with study programs. Maybe it can be like when dealing with campus, we are obliged to use Indonesian, or there are certain days. If not, we just make sanctions. Like told to buy chocolate for the set. "

3.3 Love of Indonesian

All participants loved Indonesian.

MR, "Very love. However, sometimes they still use regional languages. Because it's hard and I'm used to it. "

EF, "I love Indonesian, so I majored in Indonesian Language Education. It is indeed my dream to want to become an Indonesian language teacher. "

All participants loved Indonesian. Some had even been motivated to enter the Indonesian Language Study Program, because they wanted to become an Indonesian language teacher.

4 DISCUSSION

In general, participants used Palembang or other regional languages (participant's mother tongue) with their core family members, or when at home. Then there were some participants who spoke more than one language at home or when communicating between nuclear families. Regarding the use of language in schools, the use of Palembang in the classroom was not much different from the use of Indonesian. Outside the classroom, the use of Indonesian was less, but the report on the use of the Palembang language outside the classroom was almost the same as that reported for in the classroom. Initially, someone might be tempted to conclude from this information that the number of Indonesian and Palembang languages in the class is almost the same. However, it must be noted that this survey did not ask about the number of uses. So, it can only be said that the number of people who report the use of Palembang language that occurs in class is almost the same as the number of people who report the use of Indonesian that occurs in class. Therefore, what is most surprising is the large use of Palembang, not the use of Indonesian, including in the classroom, because in the classroom it is an official situation. Why is the use of Indonesian in the classroom at school not mentioned by all participants? That is interesting in this study. Therefore, researchers explored the use of Indonesian language properly and correctly by students of the Indonesian Language Study Program, with a case study approach. On the market, Palembang is the most commonly used language. Regarding people who reported the use of Indonesian in the market, 4 of the 6 people were from outside the province of South Sumatra, so maybe they were not comfortable with using Palembang language. In public places (other than markets), Indonesian is the most reported. In houses of worship also Indonesian is the most common language, but Palembang and other languages are also quite used there. The pattern of language use is stronger here (regarding function) than the

previous problem with place. Clearly, Indonesian is highly prioritized for official activities, prayer, discussion of technical topics, and delivery of something clearly and easily. The latter thing is interesting, namely that Indonesian is considered clearer and easier for people, compared to its B1. Regarding other functions, namely to be comfortable or for personal or non-technical topics, the choice of language seems to be quite mixed between Indonesian, Palembang, and regional languages. However, if the Palembang language as B1 is moved and merged with the local language, the difference was greater, and the main language there becomes the first language, whatever the language was. Based on the findings obtained through the survey, the use of Indonesian by students has been done appropriately. Through exploratory diglossia and participant's biologicalism, the researcher explores the existence of good and right Indonesian language usage by the participants, especially in academic activities. Regarding understanding of the context of good and true Indonesian Language, participants understood the context of Indonesian in a good and correct way. According to Mayrita et al. (2017), a good and correct Indonesian language context is the use of Indonesian in accordance with the situation and according to language rules. A good Indonesian is Indonesian that suits the situation, while the correct Indonesian is Indonesian that is in accordance with Indonesian language rules. The Indonesian principle is PUEBI. PUEBI (Pedoman Umum Ejaan Bahasa Indonesia) discusses the correct Indonesian rules (2016). PUEBI has printed version, online version (online) or even offline. Regional languages, is also Indonesian. So when in a formal environment, they used Indonesian. When talking with friends, or not in a formal environment, they used local languages, even used language that is popular in the community. The findings obtained by researchers can be used as input for policy study programs. Namely, students are required to use Indonesian, when dealing with academic activities. If they do not still a beginner, forgiven, but given enter. If it has been in semester 2 and so on, there are still use Indonesian in academic activities, and then a penalty is given. But if the language used is bilingual and appropriate diglossia, then it is permissible. The punishment given is not burdensome. Punishment is given in order to stimulate and motivate students to be responsible for using Indonesian in their situation and context. Likewise, Indonesian language study program lecturers when academic activities, especially teaching or guiding students are required to use Indonesian. May divert to other languages (for example, regions), if for jokes or students do not understand.

6 CONCLUSION AND POLICY IMPLIACTIONS

Based on the findings from the survey, it can be concluded that the BI participants in general used Palembang language. Participants used regional languages with their families using the language of Palembang, while with relatives and in public places used regional languages (Palembang language). But seeing the situation also, participants also used Indonesian in general situations. Participants used Indonesian in formal, technical, academic, and praying situations. Indonesian is also considered clearer than other languages. For technical matters, or to be comfortable, the first language is more used than Indonesian. So, participants in this study could be said to be bilingual, because the pattern of language use has a close relationship with function. Community participants too, can also be referred to diglossia. The findings from the interview

indicated that participants were able to understand the use of Indonesian that is good and right. This is also supported by the use of bilingual and diglossia by participants. Participants could use various languages as needed. They chose to use Indonesian, when academic activities in a formal environment or meet foreigners. But it's just that the participants were still familiar with B1, the majority of them used their local language, especially Palembang. Sometimes the use of Palembang or regional languages is still carried over in an academic environment, even in formal circumstances. Even talking to lecturers, when guidance was still carried away using local languages. The findings of this study can be used as input for related institutional programs, curriculum of the study program, as well as fostering good and correct Indonesian language to students. The findings are also expected for the leadership of the institution, especially the Department Structural Holders or Indonesian Language Study Program to be more assertive and wise in directing students to use Indonesian in an academic environment.

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