

Language Trajectory and Language Planning in Maintaining Indigenous Language of Lampung

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Abstract - The heterogeneity of Lampung sets this province to be a multilingual province reflecting the plurality of Indonesia. Somehow, this condition affects the maintenance of indigenous language in Lampung. The aims of this research are to describe the language trajectory in multilingual areas of Lampung and to describe the language planning which should be implemented in Lampung. The approach used for this research is qualitative research. To collect the data, researcher used triangulation (observation, interview, and questionnaire). After analyzing the data, the researcher found out that Javanese language's speakers dominate the use of indigenous language in Lampung. Moreover, some participants of this research admitted that they found it hard to speak in Lampung Language although they were born and grew up in Lampung. A well-prepared language planning should be implemented in maintaining Lampung language as the indigenous language in Lampung.

Keywords: Language Trajectory, Language Planning, Indigenous Language.

1. INTRODUCTION

Foreigners or people from different cultural background have come and lived in Lampung, Indonesia, since colonialism era. It happened during 1904-1943 when people migrated from some areas in Java to Gedong Tataan, Kota Agung and Sukadana (Lampung). Most of them were forced labors working for colonizers. After the colonizers left Indonesia, the government managed a program named transmigration in 1952. More ethnical heterogeneity grew wider during transmigration program managed by the government (source: *Museum Transmigrasi* Lampung). Broadly speaking, ever since some cultures from Java Island and Bali Island entered in Lampung during colonialism era and transmigration era, acculturation occurred among Lampungnese, Sundanese, Javanese, and Balinese to create a multiethnic area. In the other hand, urbanization also occurred in Lampung since decades ago. This phenomenon still occurs till today although it happens only in small scale. People have come from various provinces of Indonesia. Nowadays, Lampung becomes like a small portrait of Indonesia since many ethnics are found there.

Latest study about language and ethnicity conducted by *Kantor Bahasa Provinsi* Lampung showed that the dominant ethnic in Lampung is Javanese, reached to 61.88 % then followed by Lampungnese 11.92%; Sundanese 11.27%, and other ethnics until 11.35% (Danardana, Agus., Sri, 2008). Given the fact of multi ethnicity in Lampung, multilingual phenomena emerged in society. National language is used in conversation among different cultural background community

to reach the mutual intelligibility among the speakers. Language shifting is something that cannot be avoid of in this kind of communication. Being realized or not, it endangers the existence of the indigenous language of Lampung.

Given the proportion of ethnicities in Lampung, Lampung language predictably will be endangered by considering the fact that the speakers of this language are decreased. In addition, the majority ethnic in Lampung is Javanese so it is not a wonder if Javanese language has more speakers than Lampung language. All of the elements of society in Lampung should be aware with this situation. People should take actions to prevent this indigenous language from being extinct. Every element of society in Lampung has the same responsibility in maintaining its indigenous language and culture. In this case, the contributions of applied linguists and sociolinguists are needed in making language planning to maintain indigenous language of Lampung. Furthermore, local government mindfully should play a part as the policymaker in arranging applicable language policy. According to the explanation above, this research aims to describe the language trajectory in multilingual areas of Lampung and to describe the language planning which should be implemented in Lampung. This research gives significant insight about the view of language's situation in Lampung.

2. METHODS

Qualitative approach was used in this research. Sugiyono (2010) argued that research method in qualitative research is based on post-positivism philosophy in which the researcher becomes the key instrument of his research. Triangulation was used to elude biases of the data. Observation, interview, and questionnaire were the research instruments used to collect the data. Besides, supporting documents were also used in this research. Convenience sampling technique was applied to collect the data from the questionnaires. Cohen, Lawrence, and Keith (2007) define convenience sampling as a sampling technique in which the researchers can choose the nearest subjects or those who happen to be available and accessible during the research time to serve as respondents (Bailey, 1994). By implementing this technique, 86 participants from 21 years old to 28 years old are involved in this research. Nine of them are the native speakers of Lampung language and the rests are the native speakers of other language. In order to get comprehensive information and data, three language teachers and one linguist were interviewed. The data then were analyzed and were explained briefly in the next section of this manuscript.

3. THEORETICAL REVIEW

The problem that is usually faced in multilingual society is mostly about language maintenance. Basic reasons may appear in the way people choose particular language in their utterance. As the effect, language shift becomes something that cannot be avoided of. Therefore, properly constructed language planning and language policy should be arranged by the government in order to maintain the existence of indigenous language. Moreover, youth language trajectory, nowadays, shows that indigenous language has fewer speakers after being compared with the National language speakers.

Nowadays, in Indonesia, some indigenous languages yield as minority language because the speakers of them are getting decreased time to time. Holmes (1992) argued that in which language is considered as principle symbol of a minority group identity, it is likely to be maintained longer. When an indigenous language yields as minority language, the government, linguists and relevant parties should manage particular language planning and language policy to save it from being extinct. Meshtrie (2011), Wardhaugh (1986), and Holmes (1992) stated that language planning is an effort handled by committees, commissions, academies, or government managed to alter a language's function in a society. In line with the previous statement, Wiley (2009, in McKay and Hornberger, 2009) argued that language planning entails formation and implementation of a policy designed to influence the languages and varieties of language which will be used and the purposes for which they will be used. From these perspectives, it can be summed up that language planning is designed to solve language's problems in order to use it properly in communication for social intercourse and to maintain language from death.

4. RESULTS AND DISCUSSION

This section is divided into two main subsections which each of them discusses about the research aims mentioned in section 1. The first subsection talks about language trajectory in Lampung and the second one describes about language planning in Lampung. For further information can be read below.

4.1 Language Trajectory in Lampung

Millions of people live in Lampung. Generally, they are divided into 2 main groups. The first group is *Ulun* Lampung or the origin of the Lampung people and the second one is *Transmigran* or people from other ethnicity who live in Lampung. The tribes of the second group vary, such as such as Javanese, Sundanese, Bataknese, Palembangnese, etc. Nevertheless, the situation in Lampung is little bit different from what usual assumption found in applied sociolinguistics as stated by Erickson (2009, in McKay and Hornberger, 2009). He estimated that normally the greater the linguistic and cultural differences between two interlocutors the greater misunderstanding and conflict may occur in their daily interaction. The people of Lampung are very open-minded to other people of different tribes. They use National language when they speak with people of different ethnic to respect them. Although it can create mutual intelligibility, it also gives

negative effect to their indigenous language. Many linguists predict that Lampung language will be extinct in the next 7-10 decades since the speakers of this language decrease rapidly from time to time.

There are four ideologies regarding the making of language planning in society (Wardhaugh, 1986). They are linguistic assimilation, linguistic pluralism, vernacularization, and internationalism. In linguistic assimilation, all of the society should learn the dominant language. This policy is implemented in some countries, like France, US, Philippines, etc. Besides, in linguistic pluralism, two or more language can be found to be used in society, such as the use of language in Singapore, Belgium, Canada, and many others. In Internationalism, a non-indigenous language is adopted to be the lingua franca officially and for particular aims such as education and trade, for example the use of English in Singapore. Besides, the use of indigenous language to be adopted as official language is named as vernaculation, e.g. Bahasa Indonesia in Indonesia.

The use of Bahasa Indonesia as the official language affects the use of indigenous language in some provinces around Indonesia. Lampung is unexceptionable for this case. Based on the questionnaires given to 86 participants, it is known that the speakers of Lampung language tend to use Bahasa Indonesia or Malay Language with Jakarta dialect when they have a talk to the speakers of other language in daily conversation. Moreover, the results of this research shows that more than a half of participants do not use regional language in daily conversation and more than 90% of participants cannot speak actively in Lampung language. Here is the proportion of language trajectory in Lampung.

Table 1. Proportion of Language Use

No.	Language Use in Daily Conversation	Percentage	
		Society Domain	Home Domain
1.	Bahasa Indonesia	78%	72%
2.	Javanese Language	9%	10%
3.	Lampungnese Language	3.5%	8%
4.	Sundanese Language	3.5%	4%
5.	Palembangnese Language	2.4%	2.4%
6.	Padangnese Language	1.2%	1.2%
7.	Balinese Language	1.2%	1.2%
8.	Bataknese Language	1.2%	1.2%

The data above are taken in multilingual areas of Lampung such as Bandar Lampung, Metro, Kota Gajah and Bandar Jaya. The results show that the youth of Lampung who live in multiethnic areas tend to speak in national language than to speak in regional language, both in society domain and home domain. The high interaction among people from various ethnics becomes the reason this phenomenon appears in society. Being compared with other regional language, Lampung language becomes minority language in society domain. Somehow, it is quite appalling that Javanese language gets higher number of speakers in multiethnic areas of Lampung. As what has been seen on the table above, there are

various Low language used in Lampung. Even so, more than a half of society in multilingual area uses Indonesian Language as Low language (L) and High language (H).

In multilingual areas, the use of language shifts from regional language into national language. Most people living in multilingual area of Lampung feel comfortable to use Bahasa Indonesia to communicate each other. To some particular cases, Bahasa Indonesia becomes the first language of people and lingua franca. It causes the speakers of indigenous language decrease from time to time. It can be seen from the table above that the use of regional language has increased in home domain even though it only occurs in small percentage. People give up using regional language when they are involved into community or society outside their house. This language attitude obviously weakens their ability in using regional language comprehensively. Given that fact, properly constructed language planning should be arranged to maintain the indigenous language of Lampung.

4.2 Language Planning in Maintaining Indigenous Language

Related to the fact described in section 4.1, actually the local government already made such language policy to maintain Lampung language as indigenous language in that province. It is also aimed to save Lampung language of being extinct. The problem is that this policy seems to not be planned properly. They have emerged Local Regulation of Lampung Province No.2 in 2008 about cultural cultivation of Lampung. This regulation consists of 14 chapters with the main discussion is related to Lampung language and culture. The main concerned discussion about language policy is explained in article 7 and 8. Generally it arranges about the ways in maintaining Had Lampung (script of Lampung language) and Lampung Language from home and school to wider community. Language and culture literally cannot be separated. In article 7, it is stated that Lampung language and Had Lampung, as the cultural wealth of Lampung, should be developed. Furthermore, article 8 discussed about the ways in maintaining Lampung language and Had Lampung, especially in subsection d, e, and f. It is explained from those subsections that the maintenance of Lampung Language and Had Lampung can be done with these following ways:

- a. The use of regional language as the introductory language in teaching and learning activity, in Local Government forum, and in local organization or community.
- b. The use of Lampung language and Had Lampung as the name of the buildings, the name of the street, advertisement, the name of regency, office, trade, included the nameplate of the institution, organization, private company, etc., except brand, the name of company, foreign corporation, and worshiping place.
- c. Socialization and the utilization of local mass media, both printed mass media and electronic mass media, to make a column or announcement about Lampung language and Had Lampung.

- d. Preparing teaching materials for formal and informal schools, preparing reading materials for library, and serving facilitations for groups of Lampung language studies.
- e. Introducing and teaching Lampung language and Had Lampung start from kindergarten, elementary school and high school which are implemented according to regional rules, situation and condition.
- f. An obligation to use Lampung Language as: (1) mean of communication in daily conversation of home domain, community or society domain, and office of school domain on particular day based on local dialect of the spoken area; (2) introductory language in giving speech in particular occasion.
- g. Constructing, investigating and developing.

Practically, these regulations were not well-implemented at that period. Lampung language was not taught in every preschool or kindergarten. In addition, speakers' language choices still are dominated by National language and the speakers of Javanese language were still greater than Lampung language. Moreover in Transmigration area of Lampung, it is hard to find the speaker of Lampung language. Most of the society cannot speak in Lampung language. Lampung language is not used as the introductory language in community as well. Some people still broke the rules.

In the third part of this regulation talked about the maintenance of traditional art. It is stated in Article 9, verse (1) and (2) as follows:

1. The traditional art of Lampung must be taught in school since kindergarten, elementary school, and high school. It should be implemented based on local regulation.
2. The traditional art of Lampung as mentioned in verse (1) should be taught in:
 - a. The art course, Lampung language course, and drama course
 - b. Other activity based on what is needed.

A serious problem arose related to this article. Many schools did not have a professional teacher who could teach those courses comprehensively since they did not have adequate educational background for these courses. It is found in some schools that the teachers of Lampung language course have no relevant educational background and have no adequate ability in using Lampung language in utterance. To make it worse, none of private or state universities in Lampung establish a major or study program in *Pendidikan Bahasa Lampung* since 2013. As the result, the lack of professional teachers of Lampung language arose rapidly. Somehow, teaching a language as second language or foreign language is not a simple thing. Someone who does not know the linguistics' aspects of a particular language has a big possibility to fail in teaching even though he or she is the native speaker of that particular language. In short, the implementation of regulation in article 9 should be balanced

with some supporting educational aspects to improve the teaching quality of Lampung language.

Realizing that the policy is not well-planned enough, other regulations are emerged by the governor of Lampung. Those are The Governor's Regulation No. 4 in 2011 and No. 39 in 2014. Nonetheless, the implementation of this policy and its impact toward language maintenance in Lampung should be evaluated. The information gathered from the interview conducted with Lampung language teachers is known that Lampung really needs a fixed language planning which truly can be implemented in all of the areas of Lampung. In addition, the implementation of curriculum 2013 seems to threaten the existence of Lampung language itself. It is mentioned that the teaching of Lampung language and Had Lampung should be integrated to *Muatan Lokal* subject. This term obviously will harden the students in learning Bahasa Lampung. Reacting to this statement, the local government then made a regulation to preserve this language as already stated in Governor's Regulation No. 39 in 2014. The subject of Lampung language for elementary school and high school should be integrated separately, not to be combined to another subject.

Actually the former regulation, issued in 2008, managed better planning about how to maintain Lampung language in educational field. Mastering Lampung language is not easy for most students because of some reasons. Firstly, Lampung language is not their first language. The most popular indigenous language in Lampung which is used as the first language is Javanese language since the population of this tribe is much more than the population of Lampung tribe. Secondly, it is hard to find the native speaker of Lampung language in some areas, especially in transmigration area. In this kind of area, the teacher of Lampung language sometimes is not able to speak in Lampung language fluently. Commonly they are not the indigenous people of Lampung and they do not have relevant educational background with the course they teach. Finally, the students have less contact with this indigenous language in their daily life.

It should be planned how to civilize Lampung language in all of Lampung areas by starting to introduce Lampung language to the children since their early age. Children tend to be able to learn second language easier than the adult in their golden age. In line with this view, Lampung language should be better taught since preschool or kindergarten. By virtue of the fact that many youth in Lampung who no longer become the speakers of Lampung language, a deeper language planning should be arranged mindfully for all of the youth in Lampung since early childhood. They tend to learn language faster and easier than the adults. They can memorize the vocabularies faster and they can adapt the pronunciation easier. In line with it, to strengthen this argument Lightbown and Spada (1999) pointed out that childhood is the best time of human being to develop their language acquisition. Based on the Critical Period Hypothesis, the best time of language development for human being occurs during early childhood when the brain is quite elastic. It can be said that children can acquire first or second language better in their early childhood.

Beside the problem above, another problem that should be handled is the comprehensibility of the language teachers. Interviewees of this research admitted that in some school, the teacher of Lampung language does not have an educational background of Lampung Language Education. It should be known that even a native speaker of Lampung language has no guarantee that he or she can teach the students well. It means that Lampung needs Lampung Language Education study program to train the teacher candidate considering that teachers hold important role in language teaching. Many challenges will be faced by the teachers regarding that more than a half of people in Lampung are Javanese and multilingual phenomena in Lampung make most people choose National language than indigenous language of Lampung in their daily conversation. Given the previous explanation, it is cannot be ignored that this province need comprehensively trained teachers of Lampung language.

Arranging language planning like what has been explained above does not enough yet to maintain or revitalize indigenous language in Lampung. It should be dragged into applied sociolinguistics domain. Fishman (1997) argued that a particular language becomes endangered because it lacks informal intergenerational transmission and daily support. Lampung has the same problem as what already explained by Fishman. It is hard to find the native speakers of Lampung in multilingual areas and transmigration areas. The local government and all of the elements of Lampung societies, whether the native of Lampung or not, have the same obligation to revitalize this language in daily life. Furthermore, language policymakers have a responsibility to arrange well-planned language policy.

There are some reasons why the speakers of Lampung language decrease rapidly. First reason is because the Lampung people tend to use Bahasa Indonesia when they talk with other people from different ethnics. Absolutely it can obstruct the dissemination of its Language. Related to this attitude, the decision maker should educate the native speaker of Lampung language to spread the use of their indigenous Language so that the speaker of their language will be improved. Secondly, language shift can hardly be avoided in multilingual areas of Lampung. Such motivation of using Lampung language in daily life should be emphasized here. The last, even though language policy related to the maintenance of Lampung language as the indigenous language in Lampung is already managed by the local government; it seems that the policy does not give significant impact yet. In short, a better language planning and language policy is needed in Lampung.

4.3 Youth Language Trajectory and Indigenous Language in Educational Planning

Education plays an important part in human life, especially in acquiring language. Through education people acquire a better understanding about their first or second language acquisition. Generally speaking, language is undeniably influenced by education and vice versa. Human being as the language user should be aware with the language phenomena occurring among them. In line with the title of this

manuscript, the focus of this discussion is about the language phenomena found in Lampung Province. The language phenomena in Lampung alert the society to take an action in saving this language from being endangered. The youth should be realized that they play an important role in maintaining language and cultural heritage. It cannot be ignored that language and culture are overlapping each other. Cultural view of the speakers is reflected in the way they use their language. In other word, when the language dies, the culture will die as well.

Teaching language and culture to the youth and children can be a kind of beneficial investment in maintaining language and culture. If the numbers of the speaker of Lampung language keep decreasing time to time, this language can be extinct in the next decades. In this case, educational planning plays significant role in language planning. Anticipative steps should be taken in maintaining Lampung language from being endangered or extinct. It can be started from making a good language curriculum, arranging standardized dictionary of Lampung language, writing a lot of manuscript about Lampung language, teaching the students to be an active speaker of Lampung language, and many other ways. Through these ways, the speaker of Lampung language can be improved gradually.

School becomes the effective place to learn this language through the given course since only few people in society who speak in Lampung language. Furthermore, the result of language trajectory in previous subsection shows that most of the youth prefer to use Bahasa Indonesia than Lampung language. It means that a supportive curriculum should be implemented in Lampung to maintain this indigenous language. All of the elements of Lampung society should realize and understand about the important of maintaining their indigenous language. It is not only for today's generation, but also for the next generation. Through language used by people, they transfer the cultural value they learnt from their ancestor.

5. CONCLUSION

Youth language trajectory (from 21 years old to 28 years old) in multilingual areas of Lampung indicated how far this language becomes endangered in its own land. It is terrible to know the fact that this language becomes one of minority language in Lampung. It can be concluded that in a multilingual areas like Lampung, the policymakers, linguists, and all of the society have big responsibility to arrange suitable language planning and language policy by considering the fact that this language terribly needs to be revitalized. Some steps like arranging complete manuscript of Lampung language, making a suitable curriculum which can make students acquire better understanding of this indigenous language, preparing professional Lampung language teachers, and making greater society to use this language in daily conversation are the main point that should be considered in the next language planning and language policy. In short, this province needs a Bachelor Degree Program in major Lampung Language Education and more Lampung Language community.

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