ANALYSIS ON CONSTRAINTS OF LOCAL AND NATIONAL LANGUAGE USING IN LATE ADOLESCENCE IN NORTH SUMATRA

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Abstract

Indonesia is famous for its rich and varied language culture which is influenced by the cultural backgrounds, ethnicities, and customs of each region. From 718 local languages in Indonesia, there are 5 of them in North Sumatra, namely: Batak, Nias, Minang, Java, and Malay language. Therefore, national language is needed to unite the various tribes, especially for late adolescence in their daily activities both those from city to village or from village to city. This difficulty was the basis of our research to analyze the constraints of using two languages (local and national) in late adolescence in North Sumatra, Indonesia. This research used qualitative research with interview and observation techniques for 5 late-adolescent samples consisting of 2 people from city to village; 3 people from the village to city conducted for 1 month from 10 November to 10 December 2019 by looking at their daily lives in adapting to an environment that is not their original place. As a result, researchers found the constraints in the use of local and national language in North
Sumatra, such as basic sentence patterns, language intonation, dialect, cultural background, and habits.

Keywords
Local Language, National Language, Late Adolescence, North Sumatra, Indonesia

1. Introduction

Indonesia is a rich country in diverse cultures, namely from the number of local tribes and languages spread throughout its territory. Further, Madjid et all (2016) said that one of the countries that is famous for its multiculturalism in terms of diverse culture and geography is Indonesia. It can be seen from the number of ethnic groups, local languages and religions in the country starting from the Sabang to Merauke.

Language is a way to express ideas, feelings, intentions and goals to the other person. Language is in the form of personal connectivity of thoughts and expresses them in the form of public expressions through codes (Delahunty 2010). According to Language Development and Bookkeeping Agency of the Indonesian Ministry of Education and Culture In Indonesia (2019) the diversity of languages is influenced by the number of different ethnic groups and regional backgrounds and has their respective characteristics. Indonesia has 718 languages from 2,560 observation areas. Whereas in North Sumatra province has 5 local languages (excluding dialects and sub-dialects). Based on many languages in Indonesia, a unifying language is needed that can be used as a communication tool for all elements of various backgrounds and ethnic groups, namely Indonesian as the national language.

The distribution of local languages in the province of North Sumatra is as follows:
Figure 1: Map of the Distribution and Development of Languages in the Province of North Sumatra (SUMUT) Language and Book Development Agency, KEMENDIKBUD from 1991 to 2019

The map illustrates the distribution of 5 major local languages in the province of North Sumatra, namely:

- **Batak** language (green).
- **Java** Language (purple).
- **Malay** language (blue).
- **Minang / Minangkabau** language (brown).
- **Nias** Language (yellow).
For Batak language, the distribution of local language covers the area: Kab. Deli Serdang, Karo, Dairi, Pakpak Barat, Tebingtinggi, Nias Barat, Simalungun, Pematang Siantar, Asahan, Samosir, Humbang Hasudutan, Toba Samosir, Tapanuli Utara, Labuhan Batu Selatan, Padang Lawas Utara, Padangsidimpuan, Padang Lawas. For Java language covers the area: Kab. Langkat, Labuhan Batu Utara. For Malay language covers the area: Kab. Binjai, Serdang Bedagai, Medan City, Tanjung Balai, Batu Bara, Labuhan Batu, Nias Utara. For Minang language covers the area: Kota Sibolga, Kab. Mandailing Natal. For Nias language covers the area: Kota Gunungsitoli, Kab. Nias and Kab. Nias Selatan.

In this research there were 5 participants who were presented. they are 2 participants who came from the city and lived in the village;3 participants from the village who lived in the city. The instrument in this research used to interview and observation techniques, interviews conducted involving several questions aimed at attracting evidence and answers related to the problem; Observation conducted which lasted for 1 month from November, 10- December 10, 2019.

The research design used in this case was qualitative research, this type of research to understand human behavior and background by giving questions broadly and summarizing data in the form of images, words, videos and others that have been analyzed and searched. The first stage was asking a number of questions related to the research problem, the questions addressed are divided into 2 categories, namely the questions asked to 2 samples from city to village and 3 samples from village to city, where each participant has the same number of questions and carried out various tribes in North Sumatra, namely: Batakese, Niasese, Minangese, Javanese and Malay.

Based on the description above, the research problems are as follows:

1. How do late adolescence adapt to use local or national language in a new environment?
2. What resources does the late adolescence use to learn the local or national language in the new environment?
3. What difficulties do the late adolescence face when using national or local language in their current place of residence?
4. What is the teaching system in late adolescence's school using Indonesian or local language or even a combination of the two?
5. Have the late adolescence ever met their old friend who hasn't seen them for a long time since he/she forgot to use the same language as them, how did they deal with?
6. As the late adolescent, is there any shame when they using local or national language in their new environment?

This research aimed was to find any constraints found when analyzing the use of language in North Sumatra Indonesia, both the use of local language and national language with a variety of different backgrounds in late adolescence.

2. Review of Literature

Two elaborations will be delivered regarding this research, namely the Constraint of Local and National Language Using in Late Adolescence in North Sumatra and Local and National Language (Indonesian).

2.1. The Constraint of Local and National Language Using in Late Adolescence in North Sumatra

Rahman (2016) argued that linguists deduced the local language has long been thought to influence the process of using the national language for late adolescence. Proven in the life of the late adolescent when transferring elements of the local language into the structure of the national language, as a result, there was a change in the structure and codes of the local language into the national language used. If the structure of the two languages is similar they will be more easily transferred, If the difference is significant, unconsciously the possibility of errors that cause interference events (deliberately using local language rules for national language).

Otherwise, interference can also occur with Indonesian for local language when conveying something. The most basic factor is an adaptation and lack of use of Indonesian and also the environment is not very supportive of the development of one's national language cognitive abilities. It becomes a natural thing in view of the community. Further, Nelson et.al (2006) explained that delay in the development of early language skills affecting daily life such as social Personal: Learning difficulties and work difficulties. (as cited in Marisa, 2015)

2.2. Local and National Language (Indonesian)

There are 3 divisions to clarify namely The local language, The Local Languages in North Sumatra Province, The National Language (Indonesian)

2.2.1 Local Language

The local language is a symbolic and sounding language that has meaning and articulation used in the environment of a region spread throughout Indonesia. It's used as a language of
communication between local people, part of Indonesian culture, and also called mother tongue. It's used by people from birth in the family while Indonesian as a unifying language is used after being able to master the local language (Rahman, 2016).

2.2.2 Local Languages in North Sumatra Province

The local languages in the north Sumatra region have distinctive characteristics that distinguish one language from another. The following will describe 5 local languages in the province of North Sumatra, namely:

- Nias Language

Basically, the basic sentence patterns in *Nias* language are the same as the basic sentence patterns in Indonesian. In addition to the S - P pattern will also encounter sentence patterns with the predicate preceding the subject (P - S) (Maru'ao, 2013).

Example:

1. Ga’a manura sura (S - P) = *Abang menulis surat* (Indonesian) ; Brother wrote a letter (English)

   Manura sura ga’a (P - S) = *Menulis surat abang* (Indonesian); Write brother's letter (English)

2. Ya’ira manunõ (S – P) = *Mereka menyanyi* (Indonesia); They sing (English)

   Manunõ ya’ira. (P- S ) = *Menyanyi Mereka* (Indonesian); Sing them (English)

- Batak Language

*Batak* language has:

1. Indonesian, Subject + predicate “*Saya lupa*”; "I forget" (English)

2. Batak Language, Predicate + subject "*Lupa au*" ; "Forget i" (English) "(Sitompul, 2015).

- Minang/Minangkabau Language

The sentence structure of the *Minang* language is not much different from Indonesian, that is: S-V

Example:

1. *Saya pergi ke warung* (Indonesia); I go to the stall (English)

   S V O

2. *Ambo pai ka lapo* (Minang) (Jufrizal et all, 2009)
Malay language has a sentence structure:

1. *Emo tijak kek Medan isok* (Malay)

   S V O

   *Ibu datang ke Medan besok* (Indonesian)

   *Mother is coming to Medan tomorrow* (English)

2. *Akak jemput adik kek sekolah* (Malay)

   S V O

   *Kakak menjemput adik di sekolah* (Indonesian)

   *Brother pick young sister up at school* (English) (Hafrianto & Mulyadi, 2018)

Java Language

In basic sentence in Javanese there is no difference with Indonesian, namely:

S + P / V + O (Jadmiko, 2011).

Example:

*Polisi nyekel maling* (Javanese)

S V O

*Polisi menangkap pencuri* (Indonesian)

S V O

The Police arrested the thief (English)

2.2.3 *The National Language (Indonesian)*

Nugraha (2013) stated that in the Large Indonesian Dictionary (KBBI), National Language is the language used as the standard language by ethnic groups in a country, and becomes the lingua franca language in a country that has many languages because of historical development in the country. In accordance with, Junaida et al (2018) Indonesian is the national and official language in Indonesia, Indonesian is also a communication tool used by the Indonesian people for daily communication needs, for example in learning, working and interacting between communities one with other. The use of Indonesian in the national language context can freely use its utterances either by using oral, written, or kinesthetic. In this case, the use of Indonesian must be used in
accordance with the rules, orderly, meticulously, and reasonably and its use must be complete and standard.

Indonesian language was derived from Malay language (Tinggi Riau) and established as a national language on October 28, 1928 (Dellis, 2016). Then, Halim (1976) added in its position as a national language, Indonesian functions as follows:

- The symbol of pride, identity
- Communication between citizens

In its position as a State language, namely:

- The official language of the state
- Language of instruction
- The communication tool

3. Methodology

3.1. Participant

There were 5 participants presented in this research, namely: 2 participants who came from the city and live in the village; 3 participants from the village and live in the city. Thus, a strong analysis was obtained to fulfill this research.

3.2. Research Instrument

Interview and Observation were research instruments used by researchers. DeMarrais (2004) defined an interview as a process in which a researcher and participant engaged in a conversation focused on questions related to a research study (as cited in Merriam, 2009). The interview conducted involved several questions aimed at attracting evidence and answers related to the problem. Each sample of 5 people got interview questions with the same portion as many as 6 questions either category of the village to city or city to the village for which the question will be presented in the data analysis section.

According to Salim (2019: 119) observations of data or information are made through observations at the place to be done both direct and indirect research. Observations must use field notes compiled after making observations so that researcher can observe the behavior and cultural values that underlie the behavior in the object of observation.

Based on the definition, this research conducted observation for a month from November, 10-December 10 2019.
3.3. Data Analysis Design and Techniques

The research design used in this case was qualitative research. Creswell (2014) added that qualitative research can be interpreted as “an approach for exploring and understanding the meaning individuals or groups describe to a social or human problem”. Gallo (2017) further affirmed that qualitative research is applied to understand human behavior and background by giving questions broadly and summarizing data in the form of images, words, videos and others that have been analyzed and searched. (as cited in Yahya and Fang, 2019)

For analyzing, the researcher divided into two stages, namely: the interview stage and the observation stage which lasted for 1 month from November, 10- December 10, 2019. The first stage was asking several questions relating to research problems (Interview) in an Unstructured or Non-Directive Interview. Questions asked were divided into 2 categories, namely questions asked to 2 samples from the city to the village and 3 samples from the village to the city, each of which has a balanced number of questions and is carried out on 5 late adolescents with various tribes who there are in North Sumatra (Batakinese, Niasnese, Minangnese, Javanese, and Malaynese). The questions asked as follows:

- Interview questions for samples from the city to the village
  1. How do you adapt to the use of local languages in the new environment?
  2. What sources do you use to learn the local language in your new environment?
  3. What difficulties do you face when using national or local language in your current place of residence?
  4. What is the teaching system in your school using Indonesian or local language or even a combination of the two?
  5. Have you ever met your old friend who hasn't seen you for a long time since he forgot to use the same language as you how did you deal with?
  6. As a late adolescent, is there any shame when using the national language in your new environment?
- Interview questions for samples from the village to the city
  1. How do you adapt to use the local language in a new environment?
  2. What resources do you use to learn the local language in the new environment?
  3. What difficulties do you face when using national or local language in your current place of residence?
4. What is the teaching system in your school using Indonesian or local language or even a combination of the two?

5. Have you ever met your old friend who hasn't seen you for a long time since he forgot to use the same language as you how did you deal with?

6. As a late adolescent, is there any shame when using local languages in your new environment?

The second stage was the observation that has been conducted by researchers for 1 month, November, 10 - December 10, 2019, and saw their daily lives both in adapting to environments that are not their origin either in the surrounding community and when they are in the classroom while attending study activities.

4. RESULT

4.1 Interview

The results of the interviews showed that the research samples from the city to the village tended to have difficulty communicating with people whose dialect was different from Indonesian but still tried to communicate with Indonesian. Meanwhile, the samples from the village to the city tended to have difficulty communicating with urban communities due to dialects that are different from the local language but still sometimes use local languages when in certain situations.

4.2 Observation

Based on observation for a month conducted by researchers from November, 10 - December 10 2019, researchers collected the result into a table and then there will be some explanations of the results obtained in accordance with tribe, language, origin and also their constraints. As follows:

**Table 1: Observation Result of Constraints of Local and National Language using in Late Adolescence in North Sumatra**

| No. | Initial | Tribe      | 1st Language Acquisition | Origin City to Village Village to City | Constraints                        |
|-----|---------|------------|---------------------------|-----------------------------------------|-----------------------------------|
| 1.  | DS      | Batakinese | Batak                     | ✓                                       | High Voice/Accent when speaking in Indonesian |
| 2.  | NA      | Javanese   | Indonesian                | ✓                                       | The letters "d" and                |
"b" which are too stressed when speaking in Indonesian; often say the word "anu" (to mention) something whose name is forgotten or unknown) on the sidelines of the conversation; communicated with gentle intonation.

|   | ANP | Minangkabau/Minangnese | Indonesian |   |
|---|-----|------------------------|------------|---|
| 3. |     |                        |            | ✓ |

The sample still uses the Indonesian word "saya" in local language (Minang) sentences and looks awkward when spoken. Like "saya dan Kas Pun Kasunun", which should be "ambo dan Pun Kasinun".

|   | APA | Niasnese | Nias |   |
|---|-----|----------|------|---|
| 4. |     |          |      | ✓ |

Lack of Vocabulary; the habit of Niasnese that every sentences must ended by vowel, thus when speaking in
Indonesian, he felt a bit difficulty to adapt it.

|   |   |   |   |   |
|---|---|---|---|---|
| 5. | RRM | Malaynese | Malay | ✓ | The difficulty is only the hum when using Malay language brought into Indonesian. |

Based on the data obtained from the table, will be explained further one by one from each category as follows:

### 4.2.1 Batak

The research sample from the Batak when doing daily activities at home or school has difficulty when talking with friends in a non-Batak-speaking environment, because of the use of Indonesian which is still thick with the language. Batak accent used in samples with a high voice often considered rude and sarcastic, his accent is difficult to remove when speaking in Indonesian, become the constraint for the sample to be able to communicate well, especially when speaking in forums and to his friends. Also, he has difficulty speaking Indonesian with family because they assumed that Indonesian was not suitable for use in non-formal environments.

### 4.2.2 Javanese

Found several results such as the use of Indonesian language mixed with the pronunciation of Javanese such as, the letters "d" and "b" which are too stressed when speaking in Indonesian for example, "bedak" “powder” (English) when pronounced "beddak"; often say the word "anu" (to mention) something whose name is forgotten or unknown )on the sidelines of the conversation, and the sample came from the city to the village which was not yet accustomed to the use of Indonesian language with Gayonese (a tribe in Aceh province) the accent with rough intonation while the sample came from Javanese who communicated with gentle intonation.

### 4.2.3 Minangnese

Difficulties experienced by the sample came from the city to the village, when the sample is non-speaker of Minang language, and the majority of the local population still has difficulty speaking Indonesian becomes an obstacle that makes the sample difficult to communicate. When in
school, the sample spoke as much as possible with friends in the local language and Indonesian to add to the local language vocabulary. The sample difficulty using the word "ambo" which in Indonesian means "saya" in English "I". The sample still uses the Indonesian word "saya" in local language (Minang) sentences and looks awkward when spoken. Like "saya dan Kas Pun Kasunun", which should be "ambo dan Pun Kasinun". (masukkan bahasa inggris nya)

4.2.4 Niasnese

The observation of a student who is a native of Nias, he said that when speaking in Nias language, there is a special grammar. A sentence ending in Nias language must end in vowels (a, i, u, e, o). So that, Nias speaker when speaking seems to lack letters. Then, in a social environment, the use of Nias language is very important as a means of increasing kinship and harmony in families such as at weddings, misfortunes, traditional events, and public parties. When he first visited the city of Medan, he felt a bit of difficulty being able to mingle with his friends. Due to the habit of using local language in everyday life and only use Indonesian when in the classroom at school. To overcome the difficulties faced by the sample, he tried to be able to learn more from his new environment, the sample used friends in the organization, seniors on campus to be able to communicate well in Indonesian and did not seem standard. New vocabularies are repeated pronunciation while communicating.

4.2.5 Malaynese

The Observation with Malay language speakers from Batu Bara and come from the village to city. Malay language has a distinctive tone when spoken, like the seduction impression and intonation as if rhythmic or hum. The difficulty is only the hum when using Malay language brought into Indonesian.
Figure 2: Language Process of National/Local Language

From the figure there are several stages passed by local/national language users, as follows: Encoding (encryption / Sensory Memory; Language acquisition (How people learn language "Short term memory"); Storage (Brain "Long term memory"); Retrieval (Recall, Recognize, Redintegrative); Language Comprehension (How people understand the language); Regional / National language (Language Production in terms of written or spoken). Also, there are some disturbances such as "Incompleted Word" between the encoding process → Language Acquisition; Delay between Storage → Retrieval.

5. Conclusion

The results of our research with interview and observation techniques are that participants from city to village tend to have difficulty communicating with Indonesian but still try to communicate with it in environments that use the local language. While participants from village to city tend to have difficulty communicating with urban communities because the dialect was different from their local language but sometimes still uses the local language when in certain
situations. Late adolescence in North Sumatra from the Batak language, due to the use of Indonesian was still thick with the Batak dialect. Participants also had difficulty speaking in Indonesian with his family because they consider that Indonesian is not suitable for use in non-formal environments. Then, Participants from the Javanese were not yet accustomed to using Javanese in their new environment because the soft Javanese accent did not fit into the new area that used coarse language accents and some were too stressed when speaking in Indonesian, often saying the word "anu "(to mention) something whose name is forgotten or unknown) on the guidelines of the conversation. Afterward, a participant from city to village that uses Minang language, who are not Minang speaker or from city to village and most residents in the village where she lives have difficulty using Indonesian language which is a unifying language also become an obstacle that made it difficult for the participant to communicate plus when the sample using the local language was more impressed and still a bit strange for bringing a little Indonesian into the Minang language. Thereafter Participant from Niasnese who comes from village to city has difficulty communicating with his friends in his new area,, because participants only use Indonesian when learning in class. He tried to learn more from his new environment, learning Indonesian from his friends in the organization and seniors in campus to be able to communicate well in Indonesian plus sentence structure in Nias language which usually ends with vowel also made it difficult to speak in Indonesian. Next Participant from village to city and Malay speaker has difficulty when communicating with the people in her new environment, which required to speak Indonesian because Malay dialect was very distinctive and it's difficult to balance it with Indonesian such as the hum when using Malay language brought into Indonesian.

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