FACTORS OF LANGUAGE SHIFT IN SUMBAWANESE AT SOUTH ANJANI 1: A SOCIOLINGUISTIC STUDY

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Article History
Received: December 02th, 2021
Revised: December 12th, 2021
Accepted: December 20th, 2021
Published: December 25th, 2021

Abstrak: This study was aimed at finding out the language dominance and language shift factors that influence the shift from Sumbawanese to Indonesian and Sasak. The Sumbawanese refers to Taliwang dialect which is the native language of the Sumbawa community at South Anjani 1. The study was conducted in South Anjani 1, East Lombok. The subjects and informants of the study were teenagers, the parents, and the chief of the village. The subjects of study were teenagers so that it be worthwhile to predict the future of the vernacular. The study used qualitative research method in collecting and analyzing the data. The instruments of data collection were observation, interview, and recording. After collecting the data, it was analyzed by the following stages, transcription, identification, and classification. The findings show that the dominant language used by teenagers in South Anjani 1 is Indonesian. This appears to the affection of language shift of their native language, Sumbawanese. The language shift is caused by some factors, social, economic, political, demographic, attitudes and values, family, and education factors.

Kata Kunci: language dominance, language shift factors, Sumbawanese

INTRODUCTION

Indonesia is multilingual nation. It shows that there are various languages and ethnic group. The data obtained from kemendikbud.go.id (2018), 652 vernaculars have been verified from 1991 to 2017. The more languages that owned the more chances to use various language in such society. Consequently, when people begin to use less of their mother tongue and more of other languages, they are deemed as having shifted from their language (Risnawati, 2019). Weinreich (1968) as cited by Risnawati (2019), defined language shift as the change from the habitual use of one language to another. The study of language shift, according to Fishman (1964), is concerned with the relationship between the change and stability in the habitual language use of the population and the different language contact with each other involved psychological, social, or cultural processes. Language shift that occurs in the community gradually becomes a habit for every generation that causes language loss. Retnawati's research (2018) showed that language shift as a result of multilingualism setting in Indonesia contributed to language loss occurrence. When language shift occurs continuously without awareness to keep using the native language properly and correctly, the native language can lose.

One of languages that has shifted is Sumbawanese in South Anjani 1 which shifted from Sumbawanese to Indonesian and Sasak. Moreover, this study finds out the phenomenon in detail which analyzed the most frequently used language among Sumbawanese, Indonesian, and Sasak. Then, the study analyzed the factors of people, especially the teenagers, in shifting the Sumbawanese, particularly Taliwang dialect, to Indonesian and Sasak on such domains in social interacting. Language dominance can be measured through language use (Treffers-Daller, 2019). It refers to how frequently bilinguals use their languages and how these are distributed across domains such as family, job, and school (Treffers-Daller, 2019). The measurement is known as an indirect measurement which measures variability through experience-based exposure to both languages in the input to bilingual children as well as children's own output. Moreover Language shifts occur because community-specific
languages turn to other languages and most language shifts occur because they are included from factors that affect the language shift. Holmes (2013) classified the factors influencing language shift to be 7 factors. Firstly, social factors provide someone with language exposure. When the society using the majority language, the minority group will get pressure to follow the language itself. Nonetheless, the group member occasionally did not realize the advantages of maintaining the native language or they do not know their language will be disappear. Consequently, the minority language will be shifted unless the people there active to maintain the ethnic language.

Secondly, economic factors refer to desire to have a stable economy, for example looking for good job. There is an assumption that mastering more than one language supports getting a good job. Then, the shift from the native language to the target language is perceived as more current, practical, or providing access to better social mobility and economic prospects (Kandler, Unger, & Steele, 2010). Thirdly, political factors refer to the law applied in such a place and the law must be obeyed. For example, Hebrew in Israel is maintained by apply a law related to the language. So that, the Arabic is shifted in Israel. Fourthly, demographic factors are related to either the area is urban or rural area. The urban area faces more languages than that in rural area. In addition, marriage also give a huge impact on the use of language in the family because spouse must decide to use a language that understood by each other. It drives the shift for their own native language. Fifthly, attitude and value factors which related to someone’s attitude and value toward the language. As defined by crystal, language attitudes as the feelings people have about their own language or the languages of others. When the lower community language is highly valued, the shift of language chance will decrease. Hence, the pride in every people give a big impact on the use of their language.

Furthermore, family is one of the domains where language is firstly used. The children in a family are forced to learn a language that is considered prestigious from an early age. Besides, education or school is a formal place where children study their national language. And also, teachers emphasize that Indonesian is the national language or united language. It causes a child to communicate with other people in the school area by Indonesian. This case emerges language shift from their vernaculars to Indonesian. In addition, parents are reluctant to teach vernacular despite Indonesian in order to make their children’s studies easier through teacher explanation in Indonesian. Hence, children are unable to master their vernaculars or at least understand their vernaculars.

By knowing the factors of language shift, we can maintain the native language in order to prevent language loss as long as the old generation who is able in speaking Sumbawanese still living. Besides that, rarely has research about Sumbawanese, especially Taliwang dialect in Lombok, especially in South Anjani 1 village been carried out. Thus, this study has two research questions; firstly, what is the dominant language used by South Anjani 1 inhabitants in daily interaction? Secondly, what factors may influence language shift in Sumbawanese at South Anjani 1 village?. Therefore, the study aims to find out the dominant language used by the population in South Anjani 1 village in daily interaction as the effect of language shift occurrence. This objective is based on Treffers-Daller’s (2019) theory which saw language dominance from how frequently bilinguals use their languages depends on the domain and measure it indirectly through the language use itself. Besides, this study is to find out the factors of language shift in Taliwang dialect at South Anjani 1 based on Janet Holmes’ theory related to language shift factors; social factor, economic factor, political factor, demography factor, marriage factor, and value and attitude.

Eventually, the study is expected to be a reference for further research in examining the Sumbawanese that has been assimilated with Sasaknese and also Indonesian and be useful for readers to realize the importance of language to be maintained especially in Sumbawanese at South Anjani 1. Additionally, teachers who teach language change can use this research as a resource in supporting teaching activity. And also, the students who learn language change can expand their knowledge about the factors of language shift, especially for Sumbawanese at South Anjani 1.

**METHODS**

The data of this study was qualitative. It was collected and analyzed qualitatively. This study
involved subjects and informants. Subjects of the study were South Anjani 1 teenagers who live at South Anjani 1 and they are both bilinguals and multilinguals. In addition, the mother and/or father of the kids have to be native speaker of Sumbawanese. Information about the culture, customs, and living system in this study area were obtained from informants who are native inhabitant of South Anjani 1 village.

This study was conducted at South Anjani 1 village, Suralaga subdistrict, East Lombok regency. The data in the study was collected by observation, interview and recording. Observation was purposed to obtain the data about language shift in South Anjani 1 village. Recording and note taking were used to get detail conversations. Secondly, the technique of this research was interview to confirm directly the perspective of subjects and informants in South Anjani 1 related to the reason of shifting the language. The sort of questionnaire in this technique was semi structured question which allows the interviewer and participants to adjust the question and answer related to answer the research questions. And the last technique was recording which recorded the utterance of subjects of study when they were speaking. Moreover, those techniques were supported by instumens as follow; note taking, interview questions, and audio recororder.

The data in this research were analyzed through three stages i.e; transcription, identification, and classification. The data were transcribed using standard transcription method. Therefore, the data obtained through recording the interview and conversation of subject were transcribed into written form. After that, the data were identified in which kind of factor based on language shift theory by Janet Holmes which stated that language shift is caused by economic, social and political factor, demographic factor, and values and attitudes factor, family, and education factors. Eventually, the last step was classifying the data into a group which had same factors. Those factors is based on previous mentioned theories from experts. So that, this study distinguished and made conclusion about language dominance and the factors influencing language shift in Sumbawanese at South Anjani 1.

**FINDINGS AND DISCUSSION**

**Language Dominance of Teenagers at South Anjani 1**

Language dominance measures the use of language of bilinguals, in order to know their language frequently used (Traffers-Daller, 2019). It measures the dominant language based on how often the language is used and spread among social domains (Traffers-Daller, 2019). In identifying the language, this study considered sentence category, word category, and clause category. Thus, there are three languages used by inhabitants of the study, those are Sumbawanese, Indonesian, and Sasaknese.
From the whole conversation, the most language used is Indonesian which consists of 73 times of utterances, and then Sasaknese is in the second position which is 18 times utterances. While the Sumbawanese which is their mother tongue is the least frequency of utterances, even no utterances at all. Those indicated that the use of Indonesian leads almost the whole conversation of the teenagers. In conclusion, the dominant language is the most used language in varied domains. In this study, the dominant language of the subjects of the study who are the teenagers of South Anjani 1 is Indonesian which is different from their parents' language, Sumbawanese. They use Indonesian in almost every activity in their society.

Factors of language shift in Sumbawanese at South Anjani 1 Village

Based on the research result, the language shift phenomena is caused by some factors which the categories are adapted from Holmes (2013). Those are a factor of social, economic, politic, demographic, attitude and value, family, and education.

Social Factors

According to Holmes (2013), people use language based on the language that most people use which is called majority language. In South Anjani 1, mostly young people use Indonesian when they are interacting with each other. Therefore, the majority language among teenagers is Indonesian. Based on the observation, almost all teenagers used Indonesian when they were communicating while playing a game, working, and also after learning Koran. And also, the subject of study tend to mix the Indonesian with Sasaknese. As transcription below:

**Indonesian**

| Data  | Indonesian                                                                 | Data  | Indonesian                                                                 |
|-------|---------------------------------------------------------------------------|-------|---------------------------------------------------------------------------|
| 56    | K3: *Di kios itu rumah nya?*                                               | 12    | K2: *Tau pe ni? tanda tangan, aku yang ajar bibi eka.*                     |
|       | Is his house at the stall?                                                |       | Do you know this? The signature, it was me who taught Aunt Eka.           |
| 57    | K1: *Iya kios. Tapi kan ada dua pom bensin disana, yang pom bensin pertama itu bukan, soalnya yang kedua.* | 85    | K5: *ee wajib dah iji ya, pas ngangkut itu, aku yang ngangkut.*            |
|       | Yes, the stall. But there are two gas stations over there, the first gas station is not the location but the second one.  |       | It is true, Ji. When the carrying, I did it.                              |

| Data  | Indonesian                                                                 | Data  | Indonesian                                                                 |
|-------|---------------------------------------------------------------------------|-------|---------------------------------------------------------------------------|
| 30    | K6: *we mundur dulu we*                                                    | 58    | K4: *kapan idul adha? tanggal 20 an ke?*                                  |
|       | Guys back off guys                                                        |       | When will Idul Adha? Is it at 20th something?                            |
| 79    | K7: *Pak kadus ajak kita*                                                  | 94    | K8: *udah nyala wifi kita, kesalahan sambungan tulisannya.*              |
|       | Mr. Chief of village invites us.                                           |       | The wifi has been on, but it is written wrong connection                 |

**Indonesian mix Sasaknese**

| Data  | Indonesian                                                                 | Data  | Indonesian                                                                 |
|-------|---------------------------------------------------------------------------|-------|---------------------------------------------------------------------------|
| 22    | K6: *rata baturku anak karang.*                                            | 81    | K5: *side ngerep doang di bale*                                           |
|       | My friends are mostly kids nowadays.                                       |       | You always stay at home.                                                  |
| 26    |                                                                               | 74    |                                                                           |
From those data, nobody uses Sumbawanese in interacting when they are in the playground domain. This situation forces people to keep using the majority language to make their communication easier and also to enlarge their networking.

In conclusion, as stated by Holmes (2013), social factors contribute on the language shift at South Anjani 1. It shifts from Sumbawanese to Indonesian and Sasaknese. Therefore, there are no longer teenagers used Sumbawanese in their activity in South Anjani 1.

**Economic Factors**

Economic factor refers to the job that is needed to increase the level of the economy. It aims to achieve stable economy (Holmes, 2013). Besides, the economy is also related to the economic activity such as, in the market where everybody can do a transaction. According to the interview with informants, inhabitants in South Anjani mostly use Indonesian, and second-most use Sasaknese when dealing on trading. But, in fact, the inhabitants mostly use Sasaknese. Meanwhile, Sumbawanese is rarely used in the transaction.

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**Political factors**

The inhabitants of South Anjani 1 use Indonesian because Indonesian is a united language of Indonesia. This perspective emerges because of the status of Indonesian as the national language. Holmes (2013) explained that the law that applied in certain place give a big impact on the language use. In Indonesia, the status of Indonesian as national language provide the people who have different society to communicate. So that, in a multilingual society, they choose to use language that is understood by many people which is Indonesian.

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A: Kan basa persatuan.
Because of unity language

Contrary, the use of vernacular, in this study is Sumbawanese, in minority society cannot be maintain since the users of the language decrease. Hence, the use of Sumbawanese is shifted to Indonesian and Sasaknese because of the system in the society. The systems is related to the political system and political rules. So that, political factors help the occurance of language shift in South Anjani 1.

**Demographic factor**

Anjani is a village where is passed by the main highway, particularly South Anjani 1 is near to the downtown where a mosque, village government office, and traditional market exist. It makes South Anjani 1 being an urban area that is exposed by both Sasaknese and Indonesian. Consequently, the native language, Sumbawanese, is shifted to those languages, Indonesian and Sasaknese.

According to Holmes (2013), people in the urban area face different languages in use and uncover from political power which gives impact on the mobilization of the area. Hence, they will meet varied people with a different language and thought, and stimulate them in mastering not only their native language but also other majority languages. So that, the habitants in South Anjani 1 who live in urban areas encounter a lot of speakers of Sasak dialects and Indonesian in their interaction. For example one of the teenagers who has lived in different places and exposed to different condition of the place. The subject was able to speak Sumbawanese when he was five years old.

*Dulu bisa dulu pas umur lima tahun, dulu kan pernah pindah kota raja jadi udah ndak pernah pake lagi. jadi sejak saat itu total ndak bisa basa basa rempung gitu. Terus balik ke anjani pake bahasa Indonesia, kan rata rata anak anak ini pake bahasa Indonesia (K5, 2021).*

From the data above, after migrating to Kotaraja, he stoped using Sumbawanese because the majority language there is Sasaknese. After that, he came to South Anjani 1 and use Indonesian because the number of habitants who use Sumbawanese is a little. And his peer friends are mostly using Indonesian.

Eventually, those demographic conditions drive villagers of South Anjani 1 to shift their mother tongue, Sumbawanese, into Indonesian and Sasaknese. This phenomenon gives evidence on the Holmes' theory which stated demography also contributing on the language shift phenomena.

**Value and Attitude**

In using the language, people have their feeling towards the language (Holmes, 2013). When the minority language is poorly valued, the language shift will early occur. It is because the people have pressure in using the language. Besides, the language status give an impact on using the language.

Based on the interview and observation, most teenagers in South Anjani 1 have a shame on using the Sumbawanese. The feeling gives a burden to the teenagers in using the language.

*[...] Bahasa Rempung lucu. Kalo kita bicara sama temen kita yang ngerti bahasa sasak juga kayak biasa. Emang bahasa rempung aja lucu apalagi kalo kita ngomong di depan temen kita yang ndak mengerti bahasa rempung, diketawain kita. (K3, 2021)*

Besides that, Sumbawanese is a minority language that has few speakers. So that, they tend to avoid using Sumbawanese due to the loss of pride of the language and decreasing of the people who understand the language. Moreover, they shift the language to Indonesian in order to build a comfortable conversation and interaction. Therefore, the Sumbawanese is shifted to Indonesian.

**Q:** Lebih nyaman dan nyambung pake bahasa apa?
**A:** Bahasa Indonesia. (K5, 2021)

In conclusion, the attitude and value which is an ashamed feeling of Sumbawanese contribute to the language shift from Sumbawanese to Indonesian. It is equivalent to Holmes' (2013) theory that mentions attitude and value as one of the factors in language shift.

**Family factors**

Family is the first domain for children in acquiring language. According to Holmes (2001),
cited in Risnawati (2019), the language of children is acquired by family consideration of the prestigious language. So, the parents in South Anjani 1 mostly use Indonesian in talking with their children at an early age.

Data 137-321
Q: Adit pake basa apa sejak kecil
(What language did you use when early age?)
K1: Basa Indo.
(Indonesian)
Q: Kenapa pake Bahasa Indonesia?
(Why do you use Indonesian)
K1: Ndak pernah diajar sama bapak. Ndak pernah denger suara orang tua pake bahasa Rempung.
(I have never been taught by my father. And never hear the parents use Rempung language)

Data 243-246
Q: kalo sama mamak melisa pake bahasa apa?
(When you with your mom, what language do you use?)
K2: bahasa indonesia.
(Indonesian)
Q: mamak ngomong ke melisa terus pake bahasa apa?
(Then, what language does your mother use when talking with you?)
K2: bahasa indonesia juga.
(Indonesian too)

From the data above, the children follow what their parents communicated to them. Due to the first-taught language is Indonesian, the children grow with that language. And in their youth, they habitually speak in their first-taught language, Indonesian. Therefore, even though the parents are native speakers of Sumbawanese, but they decided to use Indonesian in family communication. Consequently, their children cannot use their mother tongue, Sumbawanese, and shift it into Indonesian.

To sum up, family is also contributing to the language shift from Sumbawanese to Indonesian in South Anjani 1. Exclusively, in the communication among parents and their children, the language that parents used when interacting would be followed by the children.

### Educational factors

Education is related to the formal school that influences children in using language. Holmes (2001), cited in Risnawati (2019), mention that school tends to teach their national language to the pupils. Besides, they teach other subjects using the national language. In the study, the teachers forbid the students to use their vernacular.

Data 125
Kita waktu disekolah itu kan gini caranya ibu guru, “kalo didalam kelas itu tidak boleh menggunakan bahasa papuk balok ya, harus menggunakan bahasa Indonesia aja”. (K2, 2021)

In addition, in order to build a good relationship with friends and teachers in school, the children in South Anjani 1 have to use Indonesian and Sasaknese, the majority language that is understood by each other. Besides, due to achieving a higher score and good knowledge, the students should understand well what teachers explain. So that, the expectation of parents related to the school achievement drives them to use Indonesian in communicating with their children.

Data 24
Yo ku telek tode-tode yo legaan bahasa Indonesia. Sebenarne man aku, memprihatinkan. Karena apa, bahas ibu hin tu tinggalang sebenarne. Tapi ndek tu gaweke belaq ne, tu telek masa depan tode, sekolahkan, paling ndk lah bhasa indonesi, ...
(P7, 2021)

In a nutshell, education can hugely affect the language shift, from Sumbawanese to Indonesia and Sasaknese in South Anjani 1. The factor is not only focused on the interaction among students, teachers, and schoolmates but also support from family, especially parents, in order to make good communication and relation in school.

### CONCLUSIONS

There are 2 languages from 3 existed languages that are used by teenagers in South Anjani 1 which are Indonesian and Sasaknese. From those languages, Indonesian is the language dominant that is used in such domains as family, playground, and school. Meanwhile, the other language, Sumbawanese, is never used. Moreover, there are seven factors that influence the language
shift in Sumbawanese at South Anjani 1. Those are social factors, economic factors, political factors, demographic factors, attitude and values factors, family factors, and educational factors. Eventually, those factors contribute to the language shift in South Anjani 1 which shifts the Sumbawanese to Indonesian and Sasaknese.

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