

Dynamics of Mother Tongue Shifting in Contemporary Cultural Change

Zul Haeri¹, Neni Suryanirmala²

^{1,2}Universitas Teknologi Mataram

Article Info

Article history:

Accepted: 07 January 2025

Published: 15 January 2025

Keywords:

Dynamics,

Mother Tongue Shift

Abstract

Indonesian as a national language and mother tongue (regional) as a language of cultural preservation, Indonesian language and mother tongue (regional) cannot work together, due to several factors such as migration, social class and education which make Indonesian a language shift dynamic. mother (region) in cultural change. The theory used is sociolinguistics. Obtaining data uses the listen and note method. Data analysis uses a population census conducted by Samuel and Handono. The results of the research that has been carried out show that Indonesian is used daily by 59.5 percent of the total population of Indonesia and 45.43 of the state administration in the Central Java region, based on existing phenomena. Indonesia will become an Indonesian population, which means that all of them will become Indonesian speakers because of the rapid growth in population which cannot be separated from the government through language planning as outlined in national language politics which is promoted through press, economic and social teaching.

This is an open access article under the [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/)



Corresponding Author:

Zul Haeri

Universitas Teknologi Mataram

Email : Zulhaeri143@gmail.com

1. INTRODUCTION

The era of globalization is also called the era of modernization, which means an era in which a global process occurs. This global process began in the 1980s and occurred in various fields, with advances in science and technology and sophisticated human resources that will bring people changes, starting from changes in the social field, economic field, technological field, attitudes, appearance and language. Mother tongue shift is the phenomenon of changes in language use experienced by individuals or groups from one generation to the next. In the current context, this shift is not only related to changes in language form, but is also influenced by broader social dynamics, such as environment, relationships and social class. Mother tongue, which is often considered a fundamental element in a person's cultural and ethnic identity, is experiencing significant changes in the era of globalization and modernization. The dynamics of this language shift are strongly influenced by a number of external factors that change the way individuals or groups interact with their language. Indonesian is the national language and the official language of the Indonesian nation. The Indonesian nation was confirmed as the language of unity on October 28 1928. At that time the youth took the youth oath and one of its contents was to uphold the language of unity, namely Indonesian, which is contained in the third paragraph of the youth oath.

Language is an expression that contains meaning to express feelings and thoughts to the interlocutor, language as a communication tool whose general function is as a social communication tool, such as the environment in which a person grows and develops has a huge impact on the language they use. For example, individuals who grow up in urban areas tend to be more exposed to dominant languages, such as Indonesian in Indonesia, or English in English-speaking countries. In environments like this, mother tongues are usually more preserved in traditional communities, often marginalized by the dominance of state languages or global

languages. This process occurs more rapidly among children and adolescents who are exposed to foreign languages or languages that are more prestigious in social and educational contexts. This phenomenon not only occurs among individuals who live in big cities, but also among those who live in suburban areas who have wider access to technology and mass media. The influence of social media, television and the internet introduces various languages and language variants which can influence the way the younger generation speaks. In many cases, the mother tongue learned from childhood begins to be replaced by a language that is more popular or considered more "modern" in daily interactions. Sociolinguistics views language as social behavior used in social communication. This is in line with the opinion of Jeans Aitchison (2020; 21) "Language is patterned system of arbitrary sound signals, characterized by structure dependence, creativity, displacement, duality, and cultural transmission", language is a system formed from agreed upon sound signals, characterized by interdependent structures, creativity, placement, duality and cultural spread.

The mother tongue, known as the first language or mother tongue, is the first language learned by a child since he was born. This language is usually learned in the context of the family or immediate environment, especially through interactions with parents or primary caregivers. The process of learning a mother tongue is a crucial stage in children's cognitive and social development, influencing the way they communicate, think and interact with the world around them. Several main theories related to mother tongue as a child's first language include linguistic, psychological and socio-cultural aspects.

A child's language acquisition or BI takes place spontaneously in the child's brain when the mother speaks in everyday life, as is Chomsky's view that language acquisition is not only based on nurture, but nature. Children are not born as empty plates or *tabula rasa*, but children are equipped with a tool called a language acquisition device. Every child is proven to have similarities in language acquisition and goes through the same process in mastering their respective languages. Likewise with the presence of a second language acquired in a natural environment. Apart from that, shifting values in society also influence the choice of language used. In the context of globalization, languages such as English have become symbols of higher social status, encouraging individuals to abandon their mother tongue in order to gain social or professional recognition. More intensive intercultural interaction also allows the phenomenon of code mixing to occur, where the mother tongue is combined with another language, such as a foreign language or another language that is considered more modern.

Social class has a very large role in the dynamics of language use. Higher social classes tend to have greater access to education, media, and technology that facilitate the use of more global languages. In a hierarchical society, language is an indicator of social status. The use of a foreign language or a particular language is often seen as a symbol of higher status or prestige.

Mother tongue or BI has become the language of different cultures, as well as L2 language as the national language which is the unified language of the Republic of Indonesia. It has become a language that is starting to be studied and sought after by language speakers from outside, giving rise to learning BIPA (Indonesian Language for Speakers). Foreign). BI and B2 languages go hand in hand with time. This goes back to the language users, to maintain BI language within the family and community, so that BI language does not shift to B2 language which has become the country's national language. Language is a medium for conveying messages or information from one individual to another or more individuals. Both verbally and in writing. According to (Phenix: 1964) language mastery depends on four key words: use, symbols, meaning, and communication. What is observed in the use of language is its use in speaking and writing and human desires are recognized and understood by members of society through communication which is expressed by the outer shell of language and the innermost part is meaning. The meaning of the content of the language is displayed or represented by expression symbols which are also the outer shell of the language.

2. RESEARCH METHOD

This research is descriptive in nature. This research uses a qualitative approach, research commonly used in the social sciences, in the form of investigating societal change. Presents data in the form of dynamics of mother tongue shifts in contemporary culture. Descriptive aims to create systematic, factual and accurate descriptions of data and scientific properties. Research is conducted in certain areas that have a diversity of mother tongues, such as urban areas with a high level of cultural interaction or traditional communities that still maintain their mother tongue.

Research data, researchers take data from society in general which is also used as a data sample as a representative of the entire data. The data used in this research is a documentation method, namely by collecting all the results of observations and interviews, then note-taking techniques are used to determine the dynamics of mother tongue shifts in contemporary culture.

3. DISCUSSION

3.1 Dynamics of Mother Tongue Shifting in Contemporary Culture

Indonesian, which is a language whose philosophy is Malay, has 'displaced' a number of small local (ethnic) languages and large ethnicities, such as mother tongues and now Indonesian has become the common language. modern and has developed well. Where Indonesian is declared as the official state language in article 36 of the 1945 Constitution of the Unitary State of the Republic of Indonesia, it originates from the language that is pledged, as follows; In Article 31 of Law no. 24 of 2009 reads:

- (1) Indonesian must be used in memorandums of understanding or agreements involving state institutions, government agencies of the Republic of Indonesia, Indonesian private institutions or individual Indonesian citizens.
- (2) The memorandum of understanding or agreement as intended in paragraph (1) involving a foreign party is also written in the foreign party's national language and/or English.

In Indonesia, it is synonymous with regional languages which are used as mother tongues, especially in urban and rural communities. This existence has been guaranteed in the communication of a nation and state. Mother tongue (native language, first language; literally *mother tongue* is the first language a person learns. And people are called native speakers of the language because children learn the basics of their first language from their families. Proficiency in the native language is very important for the subsequent learning process, because the mother tongue is considered the basis for thinking. Lack of proficiency in the first language often makes the process of learning another language difficult. Therefore, the mother tongue has a central role in education.

Mother tongue is the first language a child acquires when he is able to speak. The first language that humans learn to speak is their mother tongue, namely the language of native speakers of that language (regional language). Mother tongue is very important because it is from that language that children are introduced to the values of politeness. Mother tongue has noble value and high cultural aesthetics in thinking skills. First language acquisition (FLA) or mother tongue (MT). Acquisition of children's first language or mother tongue throughout the world is the same. The similarity of the acquisition process is not only caused by the similarity of biological or neurological elements of language, but also the mental aspect of language as proposed by Chomsky through his theory of mentality.

In line with the unified language of Indonesia, namely Indonesian, where Indonesian is made the national language and the mother tongue is guarded and preserved, so that Indonesian and the mother tongue work together and of course both of them there will be ones that are more prominent in use in social communities. in line with research conducted by Handono, on the use of the Javanese language in Central Java Province (Semarang), as seen in the table below.

Table 1 Percentage Language Selection

Realm	Language Options		
	BJ	WITH A	BC
House	26.16	40.72	33.12
Neighborhood	21.13	45.43	33.44

The table above shows a tendency towards strengthening language choices in Bahasa Indonesia (BI) and the decline in Javanese when compared with the choice of mixed languages, so it can be concluded that the use of Indonesian in Javanese (BJ) and Mixed languages (BC) is higher and the Javanese community is more dominant use Indonesian (BI). The increasing number of Indonesian populations who use Indonesian, which is accompanied by an interest in using regional languages (BD) for the coming years, is increasingly supported by reality.

- a. The expansion of information facilities, both printed and electronic, using BI facilities, which have entered villages, has further strengthened the position of understanding BI as supra ethnic.
- b. The development of BI as a language for free association, including as a language of science, has further strengthened BI's position as a prestigious language. In line with that, BD is increasingly being positioned as a language that is a symbol of backwardness.
- c. Most regional languages in Indonesia have relatively few speakers, only a small number of BDs have more than one million speakers.

From some of the data and phenomena above, regional languages (BD) are increasingly less used by speakers or the community in interacting with children or with the surrounding environment, so this is what will shift regional languages as mother tongues in the dynamics of the existence of Indonesian as a national language which is in line with maintained and preserved as a balance with the mother tongue, and between the two of course there will be speakers who will choose which language will be used by the community.

Language shift occurs because the language is unable to defend itself. This condition is the result of long-term language choices (made by all citizens in choosing a language as a means of interaction and communication). Language shift means, a community leaves one language to use another language, if this shift occurs, the residents or community leave the language to use another language. Almost all cases of language shift occur through generational transfer (*intrageneration*), involving more than one generation. In other words, it is rare for a large number of individuals in a society to remove their language and replace it with another language in their lifetime. In various cases, there is always one generation that is bilingual first, for example BI is language A and B2 is B. This generation does not transfer language A to the next generation (its children) but language B. This second generation may still "understand" (passively) language A because they still often hear their parents speak in that language. This second generation is certainly not interested in transferring the A language to their children later, especially because they themselves do not master the language. So, bilinguals have the risk of losing one language sometimes.

Among the factors that cause shifts in mother tongue (regional) are:

- a. **Migration**

Migration or population movement, which can take the form of two possibilities. First, small groups migrate to other regions or countries which of course will cause their language to not function in the new area. For example, this happens when there are various ethnic groups and a wave of migrating language speakers floods a small area with few residents, causing the local population to split and the language to be shifted.

b. Social Class

Social class refers to groups of people who have certain similarities in social fields such as economics, work, education, position, caste and so on. An individual may have more than one social status. For example, A is a father in his family, who is also a teacher. If he is a teacher at a state school then he is included in the civil service class. If he is a graduate then he falls into the 'educated' social class. That's how we also know the employee class, workers, manager class, merchant class, farmer class. In industrial countries, the working class is a class lower, usually still classified into lower, middle, upper class; and upper class and even secondary it is still divided into two groups, into upper-upper class and upper-lower class, upper-middle class and lower-middle class. Like the social class division schemes in English. Just like previous schemes for dividing social classes, this scheme divides social classes based on type of work, but different from previous schemes, this new scheme includes new groups. into schema, namely groups unemployment, is as follows:

Class 1

Senior professionals and managers, such as: doctors, lawyers, teachers, agency managers, executive directors, producers, managing editors overseeing a staff of more than 25, and high-ranking government officials.

Class 2

Professional assistants and junior managers, such as: nurses, social workers, real estate agents, technician's laboratory, supervisors, managers in charge of less than 25 staff, journalists, celebrities in the world of entertainment, actors.

Class 3

mid-level jobs such as managers sales, secretary, nurse in place custody child, computer operator, stage assistant.

Class 4

Non-Professional and self-employed, such as: driving class instructor, building foreman.

Class 5

Other supervisory occupations and crafts: subordinate foreman, plumber, repairman telephone.

Class 6

routine jobs, such as: driver trucks, work in the assembly section.

Class 7

Simple jobs: laborer, waiter, cleaner.

Grade 8

c. Unemployment

One thing that can be noticed from the list of types of work above is that the lower the class, the lower the salary, so at first glance this classification seems to agree with the opinion that the higher the salary, the higher the social class. However, social class is not seen from the perspective of income but is seen from job responsibilities, namely whether people "give orders or are ordered".

d. School

Schools are often accused of being a factor in shifting students' mother tongues, because schools usually teach foreign languages to children, thus becoming bilingual.

Whereas, bilingualism as we know, there is a risk of one language shifting. Schools during the Dutch era in Indonesia sometimes did not allow the use of regional languages; The language of instruction must be Dutch.

Social change is part of cultural change. Changes in culture cover all parts including art, science, technology, philosophy, and others. This gives rise to the impact of globalization.

The impact of globalization is the occurrence of cultural changes that occur in traditional societies, namely changes from a closed society to a more open society, from homogeneous values to a pluralism of values and social norms. Science and technology change the world fundamentally. International communications and means of transportation have eliminated the borders of every nation. The culture of every nation tends to lead to globalization and become a world civilization so that it involves humans as a whole.

Seeing Indonesian as a dynamic shift in mother tongue, the truth is that Indonesian speakers are not Indonesian in the true sense. Indonesian speakers are ethnic groups of the Indonesian people who are united by spirit *Nation state*, an image imagination the reality is that Javanese people speak Indonesian, Sundanese people speak Indonesian, Minangkabau people speak Indonesian, until now Indonesian has changed the way of working (for example from agriculture to industry), giving rise to life (from being illiterate in Indonesian to being literate in Indonesian) and subsequently lead to changes in thinking). Vocabulary, word choice and use of Indonesian words now apart from seeing ethnicity The speaker also talks about the social changes that occur in society.

Data analysis uses population census data conducted by Samuel and Handono from the results of research that has been carried out and proven again by the 2020-2024 NTB population census as comparison material amidst current phenomena.

3.2 Mother Tongue Shift (Regional)

a. Migration

The shift in mother tongue is also caused by migration factors where the speaker's language cannot be used so the speaker uses the language Indonesia as a language in daily life or social interactions, we can see this in the migration cycle throughout life which reflects the circumstances of migration that have occurred for a long time. Lifetime migration is migration based on place of birth. Somebody categorized as lifelong migration is if the province or district where he was born is different from the province and city where he now lives. used is migration data from SP 2000 and SP 2010 where population migration can be obtained at the district or city level. The lifetime migration figures for NTB province, 2000-2010 are; from 2000 migration data as much as 36.30 and migration data in 2010 43.83 which was collected in 2 main questions. Namely the place of birth and residence for the past 5 years in NTB Province totaling 115,832 people. Based on this information, the lifetime incoming migration figure for NTB Province can be calculated, namely 25.73. This means that for every 1000 residents of NTB province there are 25.73 people who were not born in NTB province. The results of the 2010 population census also show that the population whose place of birth was in NTB Province but who were outside NTB Province at the time of the census was 197,243 people. So, the lifetime outmigration figure for NTB Province is 43.83. This means that among the 1000 residents of NTB Province there are around 43.83 people who were born in NTB Province but in 2010 were outside NTB Province. In 2023, the number of migrants entering NTB was 33.99 people, NTB is in the top 5 for the largest number of migrants.

b. Social Class

The language shift that occurs in social classes is that there is a mother tongue (regional) that is no longer used because parents teach their children more at the level of Indonesian as an everyday language, so that the child does not get the mother tongue (regional), even though the parents' native speakers of the mother tongue (region). This phenomenon occurs in high social classes which are determined by their parents' jobs.

example:

Father : *Aku yak jok bale side bareh malem*

Dad's friend : *Nggeh. Piran side mauk Kaq Tuan*

Suddenly the father called his son.

Ca : *Bilang sama ibumu, Bapak mau kerumah teman.*

Indirectly, ca will understand the language of their parents (in a way passive) because they still often hear their parents using their mother tongue (regional) and the second generation will be more dominant in teaching their children Indonesian as their mother tongue even though Indonesian is the national language.

c. Education

Education as a branch of national character development must now use Indonesian as the official language of instruction in educational institutions communication with students. Because it is attached to article 36 paragraph 1. If we remember back to when Indonesia was colonized by the Dutch, then in formal situations such as schools, Dutch (regional) language had to be used. From this simple concept, Indonesian will emerge as a dynamic shift in mother (regional) languages in the future. On the other hand, teachers sometimes use their mother tongue (regional) in communicating and on the one hand, Indonesian is included in the law regarding language use in official forums.

So that language shifts will continue to occur in a context of lack of awareness due to cultural change factors which increasingly invite people to high levels of science and technology, which will result in migration factors, social class and education being the first domain for language shifts in Indonesian as the dynamics of mother tongue shifts.

4. CONCLUSION

Language shifts are long-term and collective consequences of consistent patterns of language choice. The shift begins with the movement of a language (a new dominant language). Into a realm that originally used another language. The shifted language may be considered weak and inferior compared to the new language, it may be viewed as inferior to one or more varieties of the same language. In line with what has been stated by Samuel and Handono in their research. Related to the dynamics of Indonesian as a shift in Mother Tongue (BI) can be seen in the city of Jakarta Indonesian speakers reach 63 percent and only 0.1 percent of Jakarta residents are non-Indonesian speakers. Several things cause this reality. *First* increasing migration factor. *Second*, social class factors and *Third*, Educational factors.

5. SUGGESTION

The suggestions which are also recommendations in this paper are: The Government/DPR of the Republic of Indonesia amended the 1945 Constitution of the Republic of Indonesia, Article 36, into two paragraphs, namely: Paragraph (1) The State Language is Indonesian; Paragraph (2) The diversity of regional languages is fostered and developed as an asset for supplying Indonesian national language vocabulary. (2) The regional government (Pemda) immediately prepares regulations about fostering and developing each regional language according to regional needs for the sake of preserving language and culture.

6. BIBLIOGRAPHY

- Alfan, Muhammad, Nuraeni, Gustina. 2012. *Studi Budaya di Indonesia*. Pustaka Setia: Bandung
- Arifuddin. 2013. *Neuro Psikolinguistik*. Raja Grafindo Persada: Jakarta
- Chaer, Abdul. 2009. *Psikolinguistik, Kajian Teoritik*. Rineka Cipta : Jakarta
- Daeng, J. Hans. *Manusia Kebudayaan dan Lingkungan*, 2012. Pustaka Pelajar: Jogjakarta
- Dardjowidjojo, Soenjono. 2003. *Psikolinguistik*. Yayasan Obor Indonesia: Jakarta 2010.
- Psikolinguistik: Pengantar Pemahaman Bahasa Manusia*. Yayasan Obor Indonesia: Jakarta.
- Hasan, Suwardi. 2011. *Pengantar Culture Studies*. Ar-Ruzz Media: Jogjakarta.

- Ibrahim, Syukur. 1995. *Sosiolinguistik*. Surabaya: Usaha Nasional
- Kushartanti, dkk. 2005. *Pesona Bahasa*. Gramedia Pustaka Umum : Jakarta
- Mar'at, Samsunuwiati. 2005. *Psikolinguistik*. Refika Aditama: Bandung
- Nababan dan Sri Utari Subyakto. 1992. *Psikolinguistik: Suatu Pengantar*: Gramedia Pustaka Utama: Jakarta
- Saleh, Muhammad & Mahmudah. 2006. *Sosiolinguistik*. Makassar: Badan Penerbit UNM
- Simanjuntak, Mangantar. 1982. Pemerolehan Bahasa Melayu: Bahagian Fonologi. *Jurnal Dewan Bahasa*, Ogos/September, 615-625.
- Sumarsono. 2013. *Sosiolinguistik*. Yogyakarta: SABDA.
- Summatmadja, Nursid. 2012. *Manusia dalam Konteks Sosial, Budaya dan Lingkungan Hidup*. Alfabeta: Bandung.
- Thomas, Linda dan Shan Wareing. 2007. *Bahasa, Masyarakat, dan Kekuasaan*. Yogyakarta: Pustaka Pelajar
- Yusoff, Abdullah dan Che Rabiah Mohamed (1995). Teori Pemelajaran Sosial dan Pemerolehan Bahasa Pertama. *Jurnal Dewan Bahasa*, Mei. 456-464.