LANGUAGE POLICY IN BILINGUAL FAMILIES IN LANGSA

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Abstract

The purposes of this research are: To find out how do parents in bilingual families decide language policy in their family and to find out what are factors influencing of deciding language policy. This study uses descriptive qualitative methods. The subjects of this study were two-language families in the birem puntong with twenty-five families as subjects. The research instruments were dept interview, recording equipment and documentation. The results of these research were birem puntong group did not have a policy to maintain and use regional language at home and in the environment. And factors that influence the use of the term language policy in bilingual are, parental language use and ideology and children and language practice. Parents prefers to children and language practice factor to language policies rather than parental and language factor dominantly.

Keywords: Language Policy, bilingual families, and parental language.

1. INTRODUCTION

Language is a media for humanity to make it connection and interaction to the people, language is a key from a life, it is because by there are interactions with a people and individual even to community. Language is important for a live, if there is no a language we does not know how we give meaning and function and finally arise silence Holmes (2013:1)

Language policy is sometimes used as a synonym for language planning. However, more precisely, language policy refers to the more general linguistic, political and social goals underlying the actual language planning process. Although language planning is a widespread and long-standing practice, only in the 1960s, when a large number of newly independent nations in Africa and Asia faced the question of the selection and implementation of a national language, did language policy and planning emerge as an area of sociolinguistic enquiry.

Based on the explanation above, researchers want to find out Language Policy in bilingual families in Langsa Baro. Based on the phenomenon occurs in that community. The researcher saw not all people use local languages when communicate with each other at home or outside. Often using Indonesian rather

than using regional languages. Language policy is important for maintaining regional languages, Maintain regional languages and avoid language shifts due to social culture, people need policies in the Family to Maintance several languages and Avoid shifh language, researchers want to find out how the decisions of bilingual families regulate their own language policies and what factors influence language policy why people do not speak regional languages.Researchers want to find out How do bilingual families decide their own language policy and What is factor influence language policy why people do not speak local language.

2. LITERATURE RIVIEW

2.1 Language Planning

According to Georgieva (2014:195) The diversity of national languagepolicies is enormous and different nation states tend to deploy different management or planning strategies. In general, issues of policy and planning considered by scholars may be grouped into three strands such as language as problem, Language as right as struggles for minority language rights, Language as resource of learning. Here are some examples of how national language policies are implemented in predominantly monolingual or bilingual countries. France serves as a good example of a country which has a single national language and does little or nothing for any other language. Most inhabitants simply assume that French is the language of France.

2.2 Language Policy

All speech communities have a language policy or policies (Spolsky 2004). Certain concepts necessary in examining those policies are discussed next. A family being also a speech community, the same concepts can be applied in studying family language policy (FLP). According to Shohamy (2006), a speech community can have explicit or implicit language policies or both. Explicit policies are those that are stated e.g. in laws anddocuments, whereas implicit policies are those that must be observed and derived from theactual language practices of a community (Shohamy 2006:50). Furthermore, examining the language policy on both implicit and explicit levels may reveal different policies in a speech community, as the policies at the two levels do not always correspond to each other (ibid.).

This study concentrates on the explicit language policy of a bilingual family, and the most useful means to obtain information on this is by interviewing the parents. Families seldom have official documents stating their language policy, but views expressed in an interview can be regarded as a form of explicit policy statement. However, if a more comprehensive understanding of a family's language policy were to be attained, the implicit language policy should also be examined.

2.3 Components of Language Policy

2.3.1 Practice

The first component, language practices, he defines as the more or less conscious selections that a member of a community makes in regards to words, sounds, grammar or language in every speech act (2004:9). In a bilingual family, an easily observable practice is the choices of language that parents and children make in communication with each other.

Language practices – the habitual pattern of selecting among varieties that make up the linguistic repertoire; that is, what people actually do. Language practices is a term that encompasses the wide range of what Hymes (1967; 1974) called the ‘‘ethnography of speaking.” Spoken language consists of concatenations of relevant sounds that form meaning-bearing units which themselves combine into meaningful utterances.

The process of categorization is not simple -- almost all of the languages and language varieties named in Grimes (2000) have several names -- but is deeply embedded in the social context. Language practices include much more than sounds, words and grammar; they embrace conventional differences between levels of formality of speech and other agreed rules as to what variety is appropriate in different situations. In multilingual societies, they also include rules for the appropriacy of each named language.

2.3.2 Belief or Ideology

Language ideology, Spolsky (2004:14) defines as the ideas and beliefs that the members of a speech community have and share about language and language use: what is appropriate and inappropriate language use, which languages or varieties have prestige.

Language beliefs or ideology – the values assigned to language and language use; that is, what people think should be done. Critical to language management that language practices provide the linguistic context for anyone learning a language. Children’s language acquisition depends in large measure on the language practices to which they are exposed. For example, immigrant parents are sometimes upset to find that their children do not know certain words in their heritage language, not realizing that they themselves regularly replace them in daily speech with words borrowed from the new language (Kopeliovich 2006).

2.3.3 Management

Language management as explicit statements about appropriate language use or the acts with an intention to manipulate the language use by authorities (2004:10). Such authorities can be for example a teacher in school or a parent in a bilingual family. Furthermore, these three components have an interactional relationship: ideology shapes practices and management but, likewise, practices and management can shape ideology (Spolsky 2004:14).

Language management – also known as language planning, language intervention, language engineering, or language treatment, and referring to direct efforts to modify language practice beyond just government.

2.4 Factors Influecing Language Policy In Bilingual Families

2.4.1 Parental Language Use And Ideology

Following Spolsky's theory on language policy (2004), family language choices are influenced by ideas and beliefs about language - by the language ideology. In other words, the beliefs that the members of a speech community have generally about language and in particular about their own language are the basis on which language policy is grounded (Schiffman 1996). Language specific beliefs are the ideas on the value of the language and its status in the society as well as attitudes towards the culture it represents. These beliefs are considered important factors influencing the family language use: if parents value their own language, they are more likely to promote it for their children (Harding and Riley 1986). The beliefs about language in general, in relation to bilingual family language policy, include attitudes towards bilingualism and language mixing, as well as ideas on how languages are best acquired and on the role of parents in the acquisition, which are, according to De Houwer(1999), clearly linked to the language strategies that parents adopt with their children. If, for example, parents believe language mixing to be improper language use or a sign of confusion in language acquisition, they are not likely to mix the languages themselves or to encourage their children to do so. However, the language ideology of parents has to have its basis on something; how are these beliefs then formed?

2.4.2 Children And Language Pratice

Parents often make the initial, more or less explicit and conscious decisions on the family language practices (based on their own language ideology) about the time the first child isborn. But nothing is stable: the family lives on and situations change, there may be more children or a move to another country. The initial practices may need to be adapted to better suit the new conditions. These changes in practices may then modify the ideology upon which the language policy is grounded (Spolsky 2004): if, for example, a practice is over time found in efficient or inadequate, the idea behind that practice can be re-evaluated and a new practice applied. It seems that changes in practices and the role of children in shaping the FLP go hand in hand.

2.6. Bilingual Families

The concept of family, when used in an academic context, requires defining, as it is a term that can be used for very different meanings: just to begin with, there are one-parent and twoparentfamilies, nuclear, extended and blended families. The definition of the concept varies according to the definer and the context. In this paper, the term family is used in the sense that OSF (Official Statistics of Finland) uses it: a married or cohabiting couple or persons in a registered partnership form a family with or without children in the same household, as well as either of the parents living together with his or her children (OSF 2012). Furthermore, relating to the concept of language policy, a family is defined as a unit of society: a speech community that has, like all speech communities, its own language policy or policies (Spolsky 2004).

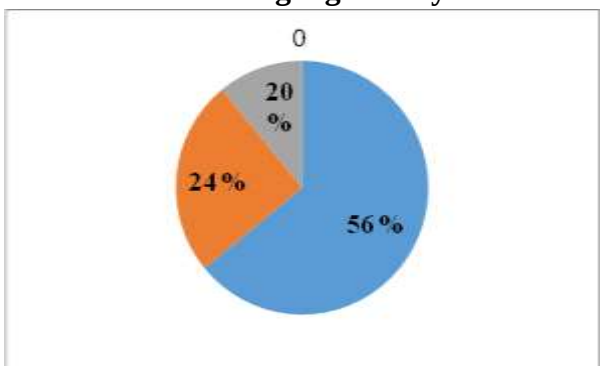
3. METHODS

This research uses a descriptive qualitative method. Burns and Grove (2003:19) describe a qualitative approach as "a systematic subjective approach used to describe life experiences and situations to give them meaning". The source of the data in this study was twenty-five families at Birem Puntong Langsa Baro. The researcher used purposive sampling. The instruments of collecting the data were dept interview and documentation. The research interviews a family who can ask participation before, researcher give 1-10 question to the families or anyone who can be interview in the families with opening question about biodata of participant, core question about topic a Language Policy in bilingual families, and close question.

4. RESULT AND DISCUSSION

4.1 Result

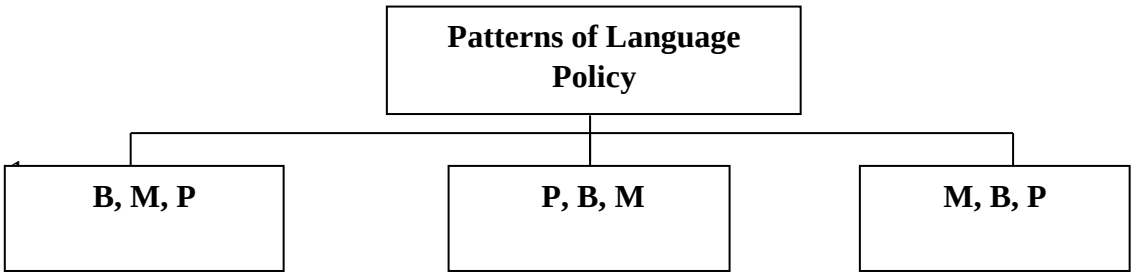
The Patterns of Language Policy



Based on result above, the researcher found that BPM was (20%), PBM was (24%), MBP was (41%). As a result, the MBP dominant happen in Berem Puntong Families. They prefer to manage language first than belief that policy and the last practice the language to others.

4.1.1 The Patterns of Language Policy

According to the Spolsky (2004), patterns in language policy are Practice, Belief, and Management. However, after the researchers conducted interviews with 25 bilingual parents in the birem puntong area, the researchers found a variety of language policy patterns.



4.1.2 Belief, Management, Practice

From the results of research conducted by researchers in the birem puntong area, there were as many as 5 parents who used pattern B, P, M. The following are the results of several interview conversation conducted by researchers and respondents regarding the use of patterns from the language policy:

a.B, P, M

R: Untuk memilih kebijakan bahasa pada anak, apa yang terlebih dahulu ibu dan bapak terapkan kepada anak? apakah ibu dan bapak memilih mempraktikkan lalu meyakini bahasa tersebut dan kemudian ibu dan bapak baru akan mengatur bahasa tersebut menjadi kebijakan bahasa dalam keluarga?(To choose a language policy for children, what does the Mrs and Mr apply to the child first? do you choose to practice and then believe in the language and then do you set the language into a language policy in your family?)

S1: Oh tidak langsung mempraktikkan, yang utama kami lakukan adalah mempercayai atau meyakini bahwa bahasa itu memang bagus, bukan bahasa yang aneh dan bahkan bahasa yang tidak layak, lalu kami mempraktikkan pada anak kami bahwasanya inilah bahasa yang seharusnya digunakan, lalu barulah kami mengatur atau mamanage suatu bahasa untuk keluarga kami. Istilahnya kami pelajari dahulu bahasa yang akan kami gunakan. (Oh, we don't immediately practice, the main thing we do is believe or believe that language is good, not a strange language and even an inappropriate language, then we practice it in our children that this is the language that should be used, then we arrange or mamanage language for our family. The term we first study the language that we will use)

Apart from pattern B, P, M researchers found a different pattern namely P, B, M. It turns out that from 25 parents, not all use the same pattern. The following is the result of interviewing the researcher with the respondent using the pattern P, B, M:

b.P, B, M

R: Untuk memilih kebijakan bahasa pada anak, apa yang terlebih dahulu ibu dan bapak terapkan kepada anak? apakah ibu dan bapak memilih mempraktikkan lalu meyakini bahasa tersebut dan kemudian

ibu dan bapak baru akan mengatur bahasa tersebut menjadi kebijakan bahasa dalam keluarga?(To choose a language policy for children, what does the Mrs and Mr apply to the child first? do you choose to practice and then believe in the language and then do you set the language into a language policy in your family?)

S4: Iya kami akan praktikkin dululah, bagaimana kami meyakini dan mengatur kalo kami tidak sambil berbicara tidak sambil praktek gitu (Yes we will practice first, how we believe and manage if we don't while talking not while practicing).

The results of the study, researchers found that the pattern most widely used by parents is the pattern M, B, P. This pattern was answered by 14 pairs of parents in the birem puntong area. The following are the results of interviews of researchers with respondents who chose the pattern M, B, P:

c.M, B, P

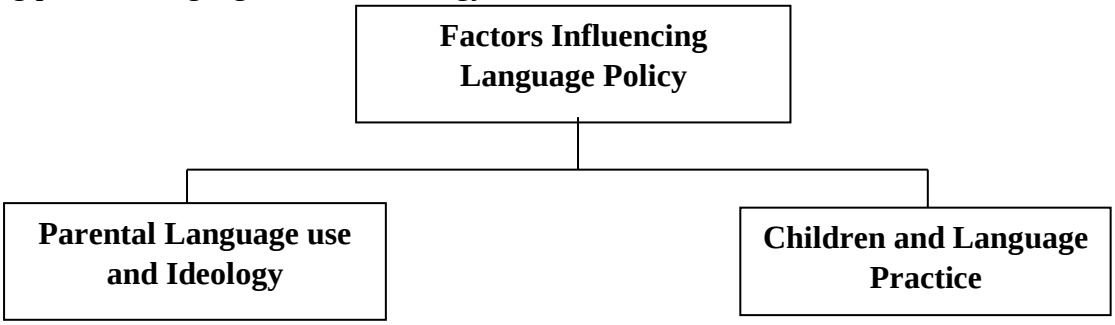
R: Untuk memilih kebijakan bahasa pada anak, apa yang terlebih dahulu ibu dan bapak terapkan kepada anak? apakah ibu dan bapak memilih mempraktikkan lalu meyakini bahasa tersebut dan kemudian ibu dan bapak mengatur bahasa tersebut menjadi kebijakan bahasa dalam keluarga?(To choose a language policy for children, what does the mother and father apply to the child first? do you choose to practice and then believe in the language and then do you set the language into a language policy in your family?)

S2: Ya tidak seperti itu dong, yang pertama-tama dilakukan sudah pasti memanage dulu atau mengatur dulu kebijakan seperti apa yang harus digunakan, setelah mengatur, baru berfikir atau meyakini bisa gak ya atau pantas tidak ya kebijakan bahasa tersebut digunakan di keluarga kami, nah barulah selanjutnya kami praktikkan. Ini yang kami lakukan dikeluarga dari anak saya belum lahir. Saya bincangkan ii dengan istri, jadi begitu anak saya ada, kami tinggal mempraktikkan yang telah kami rencanakan sejak awal (Yes it's not like that, the first thing to do is definitely manage first or regulate what kind of policies should be used, after arranging, just thinking or believing can it or not, or not, yes, the language policy is used in our family, then next we practice. This is what we do in the family of my child not yet born. I talked with my wife, so as soon as my child is there, we live to practice what we have planned from the start)

4.1.3 Factor That Influence The Language Policy In Bilingual Family

From the results of research that has been studied, researchers found 2 factors, namely parental language use and ideology, and children and language

practice. The following is the result of interviewing researchers with respondents using parental language use and ideology factors:



4.1.4 Parental Language Use And Ideology

After conducting interviews with bilingual families in the Birem Puntong Langsa Baro region, researchers found that there were factors that influenced language policy in bilingual families, namely parental language use and ideology. some of the respondents have answered questions from researchers that respondents or bilingual families use the beliefs of their parents, which ensures that the language of the parents must be passed on to the child. the goal is that the language of parents does not lose its sustainability. the meaning of parental language here is local language. The following are the results of interviews of researchers and respondents using parental language use and ideology factors:

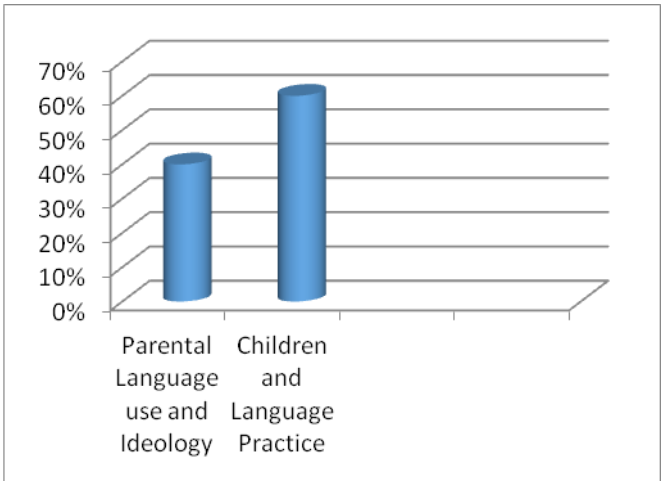
> *R: Mengapa ibu dan bapak memilih pola kebijakan bahasa tersebut untuk diterapkan pada anak? (Why do you choose the language policy pattern to apply to children?)*
> *S1: Karena menurut kami kebijakan yang sebelumnya diterapkan oleh orangtua kami itu sangat bagus dan mendidik. Makanya kami lebih memilih kebijakan bahasa yang turun dari orang tua saya dan istri. (Because in our opinion the policy that was previously applied by our parents was very good and educational. So we prefer language policies that come down from my parents and wife)*

4.1.5 Children And Language Practice

After conducting interviews with bilingual families in the Birem Puntong Langsa Baro, researchers found that there were factors that influenced language policy in bilingual families, namely children and language practice. There are some families that have previously used different language policies. For example the family of Fv and Mr, previously used the language policy that is the language of Aceh because previously lived in the neighborhood of the village, then they moved to langsa precisely in the birem puntong area and finally over time the language policies in the family also changed, no longer using the language of Aceh but more dominant using Indonesian. Unlike the results of parental language use and ideology factors, children and language practice is more dominantly used

by parents. The following are the results of interviews with researchers and respondents:

> *R: Mengapa ibu dan bapak memilih pola kebijakan bahasa tersebut untuk diterapkan pada anak? (Why do you choose the language policy pattern to apply to children?)*
> *S2: Karena menurut saya kebijakan bahasa itu bisa saja berubah kapanpun. Apalagi jika tempat tinggal pun berubah. Jadi si anak pasti akan berubah juga cara berbicaranya ketika sudah dirumah begitu juga orangtuanya yaitu kami (Because in my opinion, language policy can change at any time. Especially if the residence has changed. So the child will also change the way he speaks when he is home as well as his parents, us)*



4.2 Discussion

4.2.1 Patterns of Language Policy

Based on the results of the research that has been studied, the researchers found that there are 3 variety patterns in language policy in bilingual families in the birem puntong area, namely the first pattern is Belief, Practice, Management, the second is Practice, Belief, Management, and the third pattern is Management, Belief, Practice. From the results studied, “Management, Belief, Practice” are more dominantly used by parents for bilingual families than "Belief, Practice, Management" and "Practice, Belief, Management".

pattern of language policy is different for each 25 parents. Because each parent has their own reasons for determining language policies in their family. The first pattern is "Belief, Practice, Management" which uses the policy pattern, there are 5 parents. All five parents prioritize trust in language policies in their families, whether the language that the respondent will apply in their family is appropriate or not. The second pattern is "Practice, Belief, Management". 6 parents chose to use this policy pattern to be applied in their family policies. Parents prioritizes the practice first because according to the six parents, believing or managing does not need to be prioritized because it is better to direct it immediately. The last pattern of language policy is "Management, Belief,

Practice" This policy pattern is more widely used by respondents. Because according to respondents, planning a language policy is very important and the main thing to do in each family. After parents arrange or plan language policies in their family, then what is done is reassure the language policy planning after that practice it. Each respondent has a different reason. That's why the language policy pattern is also different. Based on the results, researchers examined 25 parents in the puntong birem area.

4.2.2 Factor Influencing Language Policy

From the results that have been studied, the researchers found that there were 2 factors influencing namely parental language use and ideology factor and children and language practice factor. Having studied children and language practice is more dominant than parental language practice factor.

From the results of the study, the first factor is parental language use and ideology. who used this factor there were 10 parents. Because according to the ten parents, following or decreasing the language policy of the previous family is very good.

The second factor is children and language practice, which uses these factors there are 15 parents. More factors are children and language practice that influence language policy in this bilingual family. Because fifteen parents have experienced a change in language policy in their families due to the displacement of their homes. Environmental factors are very influential for families that have previously had language policies in their families.

5. CONCLUSION

5.1 Language policies in bilingual families were **:**

Practice,the second is Belief/Ideology and the third is Management. Most bilingual families prioritize Indonesian rather than local languages to apply to their families. even though there are also some other families still teaching Indonesian to their children because they do not want to eliminate the regional languages. Then the family prefers a policy pattern that starts from managing, belief in the language policy, then practices it.

5.2 Factors that influence the use of the term language policy in bilingual were:

Parental and language use and the second is children and language practice. Dominantly parents prefers to children and language practice factor to language policies rather then parental and language factor.

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