

Natural Language: The Analysis of Language Shift in Barru Ethnicity

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Abstract

Language shift is a phenomenon that occurs in society, where an old language begins to be replaced by a new language. This phenomenon can occur due to various factors, such as migration, education, and technology. This research aims to analyze language shift in the communication of Barru community, South Sulawesi. This research uses qualitative methods with data collection techniques in the form of interviews and observations. The results showed that Bugis language, which is the mother tongue of Barru people, experienced a shift towards Indonesian language. This shift occurs especially among young people, who use Indonesian more often in daily communication. There are several factors that cause this language shift, namely migration, education, and technology. This language shift has several impacts, both positive and negative. The positive impact is that the Barru community becomes easier to communicate with people from other regions. The negative impact is that the Bugis language as the cultural identity of the Barru people is threatened with extinction. Therefore, there needs to be an effort to preserve the Bugis language, such as through Bugis language education in schools and cultural activities that use Bugis language.

Keywords: Natural language, Language Shift, Barru Ethnicity

INTRODUCTION

Language is the window that opens our eyes to the rich culture of an ethnic group. Similarly, the Barru community has a unique and interesting linguistic heritage to explore. In this era of globalization, language shift is a phenomenon that attracts attention, especially when looking at how the native language of a community undergoes transformation.

Changes in language are a reflection of a community's cultural evolution, identity and social interaction. In this context, the study of language shift among ethnic Barru is an interesting subject that deepens the understanding of the socio-linguistic dynamics of a community. The theories proposed by linguists help in understanding the complex aspects of language change and its implications for community life.

One theory that is relevant in the context of language change is the "Language Shift" This theory describes the phenomenon where a community begins to abandon the use of their mother tongue in favor of adopting a more socially or economically dominant language (Fishman, Joshua A., 1972: 193–216). In the context of Barru, the "Language Shift" analysis becomes relevant to understand how social and economic factors influence changes in language use among generations of people.

In addition, the theories of other linguists such as Noam Chomsky (1965) provide insight into the internal aspects of language and how language change can be understood from a structural and psychological perspective. Chomsky's view of language as an innate human entity that has a universal structure is an important foundation in understanding how language shifts occur and how language structures can change over time.

Meanwhile, the Sociology of Language theory espoused by scholars such as William Labov (1972) provides a more focused approach to the social and cultural aspects of language change. This approach highlights how factors such as social status, group identity and communication needs affect language use in society.

This article explains how the application of these theories in analyzing language shift among ethnic Barru can provide a deeper understanding of the complexity of the phenomenon of language change in the cultural and social context of Barru society. By integrating these theoretical perspectives, we can explore a more comprehensive landscape of the flow of language change and its implications for the cultural sustainability of a community.

METHOD

This research uses qualitative research. Qualitative research methods are research methods based on interpretive philosophy, used to research on natural object conditions, (as opposed to experiments) where the researcher is the key instrument, data collection techniques are triangulated (combined), data analysis is inductive/qualitative, and qualitative research results emphasize meaning over generalization. (Sugiono, 2023). According to Cresswell (2022), qualitative research is a study that is interested in analyzing and describing the experience of an individual phenomenon in the everyday world. Researchers attempt to describe the use of language in the Barru community based on actual circumstances and facts. Data collection methods used by observation and interviews. This research was analyzed with an analysis model through records and notes.

The data obtained from the research is processed so that useful information is obtained so that it is further analyzed. In this research data analysis used is qualitative data analysis. Researchers describe the situation/phenomenon obtained and then analyze it with word forms to get conclusions.

RESULTS AND DISCUSSION

Barru is one of the regions in South Sulawesi that uses Bugis as its mother tongue. The use of Bugis in this area has been going on for a long time, namely since the time of the Gowa kingdom. At that time, the kingdom of Gowa was a large and powerful kingdom in South Sulawesi. The kingdom controlled many parts of South Sulawesi, including Barru.

During the Gowa kingdom, Bugis became the official language of the kingdom. Bugis was used in various aspects of royal life, such as in government, education, and culture. The use of Bugis language by the kingdom of Gowa also influenced the people in the areas it controlled, including the Barru area. People in the Barru area began to use Bugis as their daily language.

Language shifts in the Barru area began to occur during the Dutch colonial period. During this period, the Dutch introduced Indonesian as the language of instruction in schools. This caused people in the Barru area to start using Indonesian as the language of instruction in education.

Language shift intensified during the independence period. During this period, the Indonesian government made Indonesian the national language. This caused Indonesian to be more widely used in various regions in Indonesia, including in the Barru area.

Language shift in the Barru area is further strengthened by other factors, such as urbanization, mass media, and technology. Urbanization causes people in the Barru area to move to the city. In the city, people are faced with the use of Indonesian language which is more dominant. Mass media and technology also reinforce the use of Indonesian in the Barru area. Language shift occurs when a community or family gradually stops using their native language and starts using another, more dominant language in their daily interactions (García, O., & Li, W., 2014).

Today, Bugis is still spoken by most people in the Barru area. However, the use of Bugis language is decreasing, especially among the younger generation. The younger generation in the Barru area use Indonesian more in their daily lives. Bugis is only used by adults when communicating with other adults. This is not always the case because the dominant language today is Indonesian (Tahir, 72 years old, 29 December 2023).

Based on research data conducted by researchers in Barru through daily conversations between a child with the initials AS (21) and his mother with the initials N (54), which uses Bugis language combined with Indonesian language.

N : *"Ajana jolo mu anre i!"* (1)

AS : *"Biar lalo mi, mau mi di apa, takkala mi"* (2)

N : *"Satu na mu makan"* (3)

Based on the conversation data, two types of language can be found, namely Indonesian and Bugis. The most dominant language used is Indonesian found in speech 2 and 3. The Indonesian language is non-standard Indonesian. This can be seen from the influence of local language, namely the morpheme "Mi" in speech 2 (... mau mi di apa, takkala mi), and "Na" in speech 3 (Satu na...).

Based on the data, there is an indication of Bugis language shift which is the initial language of the Barru community in children with the initials N. In addition, indications of Bugis language shift are also seen with the selection of active language which dominantly uses Indonesian.

The next data is a sample taken from the conversation between two children the initials B (11) and F (11) and the researcher (A). the conversation between the two people took place in the afternoon.

F : *"Ayo pergi besok mandi-mandi di ujung batu!"* (1)

B : *"Minta izin ka dulu sama mama ku"*(2)

A : *"Iyya'pa podangngi emma mu"*(3)

B : *"Jangan mi, nanti marah i"* (4)

F : *"Iya, dimarahi nanti kasihan"*(5)

B : *"Saya sendiri pi tanya"*(6)

Based on the excerpt, there are two languages Indonesian and Bugis. In speech 1 and 2, the child spoke in Indonesian. Furthermore, the researcher tried to provoke a language

switch by asking using Bugis language as in speech 3. However, what happened was that the child answered that was not in accordance with the language of the question as in quote 4.

Based on the data, this condition indicates the existence of language shift from Bugis to Indonesian among the children. This can be seen from the child's use of language which no longer shows Bugis, but uses Indonesian. In fact, based on the sequence of language use by the Barru community from time to time, the first language of the community uses Bugis, and the second language uses Indonesian.

In this study, the analysis of language use is reviewed based on age categories, namely children, adolescents, and adults. This is in accordance with the disclosure of the theory from Fishman, J. A. (1991) that the stages in language shift occur from generation to generation. According to Gustiasari, D. R. (2018) regarding the patterns of language shift in the form of stages of shift, namely initially the community is still monolingual in the mother tongue, then subordinate bilingual with the use of the dominant language is still the first language, then bilingual equivalent is again subordinate bilingual but the dominant language is the second language, and finally the third and fourth derivatives no longer use the mother tongue or are already monolingual with new language acquisition.

Based on the observation and interview results found, it can be said that there are 20% of children who still passively use Bugis language in everyday life, and 80% actively use Indonesian without a mixture of Bugis language. The form of Indonesian language use in Barru adolescents is non-standard Indonesian. Similarly, children's use of Indonesian in the form of adolescent language use. This can be seen by the interference or influence of local languages such as the morphemes "Mi" and "Pi" (e.g. ...biar mi..) in their speech. In addition, code-switching and code-mixing events were also found. This is in accordance with the statement of Nur & Asdana, (2020) that language contact causes various linguistic events, including: bilingualism, diglossia, interference, integration, code switching, code mixing, convergence, and language shift.

Based on the description above, language shift has occurred in the Barru community. In this case, Bugis is almost completely abandoned by children and adolescents in communication, although some adolescents still have passive mastery of Bugis which is then replaced by Indonesian as the language used by adolescents. Adults, while able to use Bugis, now predominantly use Bahasa Indonesia in their communication. On the other hand, the existence of Bugis language is also indicated to be shifted by the existence of Indonesian language. This can be seen from the language use of children who predominantly use Indonesian.

CONCLUSION

Based on the research results in the data analysis and discussion of the language shift described, it can be concluded that the Barru community has basically indicated experiencing language shift. the form of language use of children in Barru that is most often used is Indonesian, the form of language use in Barru adolescents that is most often used is Indonesian with a little mixture of Bugis. Meanwhile, among adults, although fluent in Bugis, adults use Indonesian to communicate with children, use a mixture of Bugis when communicating with adolescents, and use active Bugis when communicating with adults.

ACKNOWLEDGMENT

Thanks to the third author, Subhan Rahmat, who has contributed, supported and learned valuable lessons in the completion of this research. Also, a big thank you to several Barru residents for their enthusiastic cooperation, opportunity, participation and dedication, as well as their willingness to be involved in the process and their honest feedback was crucial to the success of this research by conducting interviews directly in their environment.

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