

Analysis of language vitality in Mongondownese English E education students: a language policy study

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Abstract

Several regional languages spoken in the province of North Sulawesi are listed as endangered, including the Mongondow language. Nonetheless, Mongondownese who have learned English find themselves in a difficult situation because they are expected to become fluent in English without losing their native tongue skills. Therefore, the purpose of this research is to describe the conditions of usage of the Mongondownese English Education pupils, the causes of conditions, as well as the policies and appropriate solutions to this problem. This qualitative study discovered numerous alternatives can be used, including policies pertaining to the educational sector, documentation and research, community involvement, institutional assistance, and political and legal policies.

Keywords: Language Planning, Language Maintenance, Endangered, Sulawesi

INTRODUCTION

Indonesia, being one of the countries with a diverse range of regional languages and cultures, is presented with both the benefits and drawbacks of this situation. With such diversity, choosing Indonesian as the national language is the correct decision. Because the status of language Indonesian as the national language prohibits one of the ethnic groups from dominating, and regional languages might generate division or war. However, when the development of Indonesian and regional languages is not balanced, this diversity creates a new challenge. Indonesian will continue to evolve in an environment where the survival of regional languages is more threatened. This is because the Indonesian language has stronger process planning and coaching than the other regional languages.

Bolaang Mongondow language, often known as Mongondow language, is a Malay-Polynesian language spoken in the Greater Central Philippines subgroup. Around 230,000 members of the Bolaang Mongondow tribe in North Sulawesi Province speak this language (Ethnologue, 2017). However, multilingualism in Bolaang Mongondow has resulted in the Mongondow language no longer being utilized as the first language of the Bolaang Mongondow tribe community. The Malay-Manado language is preferred for inter-ethnic communication by the community. So it's no surprise that, according to Ethnologue (2017), the level of EGIDS (Expanded Graded Intergenerational Disruption) for Mongondow language is 7 (shifting), indicating that language use is limited to parental circles but not dispersed among offspring. If not taken seriously, the Mongondow language will just exist in name.

On the other hand, lack of educational facilities such as universities in Bolaang Mongondow causes many youngsters (18-22 years old) to seek knowledge outside of the Bolaang Mongondow area. This situation has an effect on the development area, either positively or negatively. In addition, it has a negative impact on the transmission of native language and culture. In this situation, using different languages in a multilingual environment may have an impact on their level of mastery of the Mongondow language. On the other hand, through the number of Mongondownese students in English department, they are required to study English as a significant topic in their educational level. In that situation, students must also study and master the English language and culture.

As a result, due to the high level of language contact they receive, they seem to face difficulties in passing on the language and culture of Bolaang Mongondow. In fact, at this age they have a great responsibility as a bridge between the baby boomer generation and the post-gen z generation in preserving their language and culture. In other words, the viability of the Mongondow language for the next ten or twenty years may also dependent on pupils' knowledge and use of the Mongondow language.

Due to the reasons, the purpose of this article is to investigate the tenure conditions of the Mongondow language by English Education students, the variables that generate this condition, and appropriate coaching methods to avoid the extinction of the Mongondow language. Actually, prior researchers have examined a few studies with a focus on Mongondow language (Lapadengan, 2000; Lobel, 2011; Davis, 2015; Nabu, 2015), but there has been no research with a focus on policy studies and coaching Mongondow language. As a result, the purpose of this research is also to propose a practical answer to the linguistic challenges that

the Bolaang Mongondow community is currently facing.

METHODS

The word “language planning” refers to an institution's attempts to preserve and promote a language through undertakings such as language development, regulation, and standardization (Haugen in Muslich & Oka, 2012). Fishman employs the same phrase. Language planning and language development, according to Fishman (1968), are steps that are planned and employed to solve linguistic challenges. In line with this, various Indonesian laws and regulations pertaining to regional languages have emerged as a reference framework area for language policy, such as Article 36 of the 1945 Constitution, Government Regulation No. 25 of the year 2000, and Law Number 24 of the year 2009.

This qualitative study employs the competent method through the use of a questionnaire approach. The informants were chosen based on the study's purpose, namely 48 students from the Bolaang Mongondow tribe aged 18-22 years who are studying studying English outside the region.

In this situation, the collected data is assessed qualitatively by comparing it to the current data obtained via laws and policies guiding regional planning and development. The results of this study are then used to produce answers and ideas in the form of policies that can be implemented in the development of the Mongondow language.

RESULTS AND DISCUSSION

Results

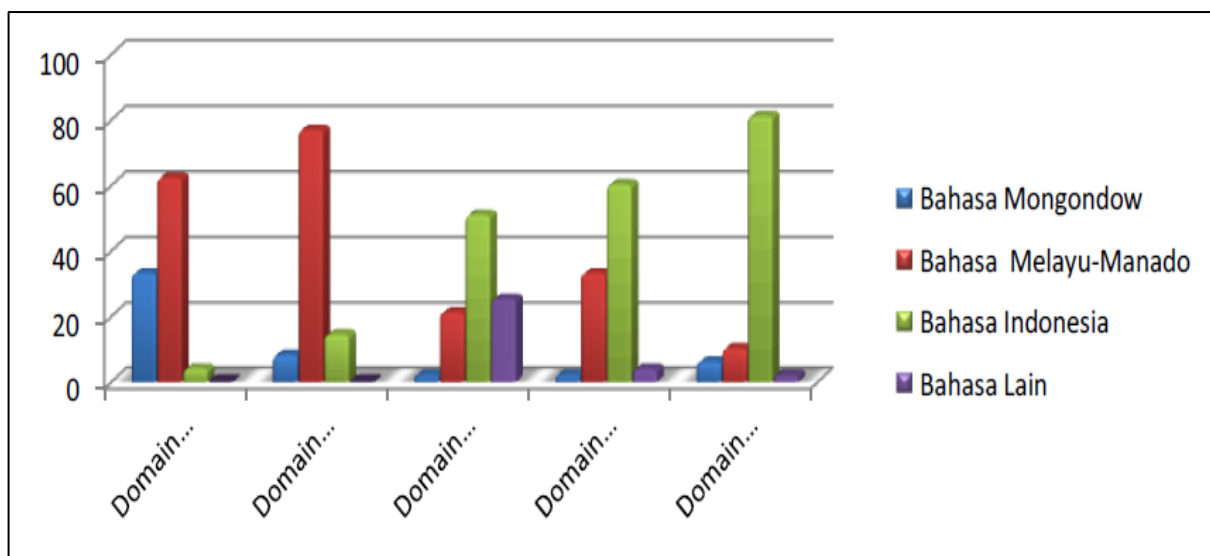
Students at Bolaang Mongondow speak multiple languages. They acquire fluency in many languages, including English, Arabic, Manado-Malay, Mongondow, and Indonesian language. The area or realm in which these languages are used, however, is tailored to the demands and milieu of the interlocutor. According to Fishman (1968) there are five domains or domains of language use that determine the selection of codes used in communication. These domains are family, friendship, religion, education, and other official domains (such as the mass media, government administration, etc.).

Manado-Malay is the language that is most frequently used in the fields of family and friendship, according to the data collected (see Table 1). Mongondow is used by 8.3% of respondents in the friendship domain and by 33.3% of respondents in the family domain. While respondents continue to state that Indonesian is the language most frequently used in official

sectors like religion, education, and others. However, in the religious sector, 2.1% Mongondow, 21.3% Manado-Malay, and 25.5% other languages are used. Aside from Bahasa Indonesia, roughly 33.3% of people in the education sector speak Manado-Malay, 4.2% speak other languages, and 2.1% speak Mongondow. In the meantime, in other formal spheres (such the media, the government, etc.).

These findings show that the Mongondow language is exclusively spoken in unofficial contexts like the family and friendship sectors. However, compared to Manado-Malay, the utilization rate is significantly different. Furthermore, the usage of Manado-Malay has even shifted the Mongondow language, a regional language that is supposed to be utilized as the language of instruction in education in line with the legislation. If this keeps happening, Mongondow speakers will only ever be receptive speakers, and the productive speaking community will eventually vanish.

Figure 1. Data on Percentage of Language Use by Bolaang Mongondow Students



Discussion

Understanding the underlying causes of Mongondownese English Education language usage necessitates a detailed examination of the available information above. Therefore, the interaction of numerous cultural, educational, and social factors that have influenced the way the Mongondownese population uses and views English is examined in this conversation.

1. Causative factor

Internal causes are driving forces that originate from a speech-language speaker. This element has to do with how speakers feel about a language (Schiffman, 2002). When it comes

to the use of the Mongondow language by students, internal factors that contribute to this lack include student proficiency in Bolaang Mongondow language and literature as well as presumptions regarding the Mongondow language's level of prestige, among other things. Only 8.4% of the 48 respondents, who were students, could pronounce some of these simple words correctly. While 37.4% could say all but a few of these words correctly, 54.2% were unable to mention some of these words. This information shows that students' levels of Mongondow language proficiency are both very high and very poor. Manado-Malay, which is properly translated as Malay-Manado, interfered with some respondents, according to others.

Students' attitudes regarding the Mongondow language are internal variables that contribute to the poor use of the language. One reason why student hardly ever use the Mongondow language is the perception that it is an archaic language used only by parents. According to the respondent data alone, 25.5% of respondents believe the Mongondow language to be an ancient language. When opposed to utilizing Mongondow, Malay-Manado is seen as a more respectable language for everyday communication. Thus, the Bolaang Mongondow tribe alone uses Malay-Manado as their primary language of communication. External factors are causal factors that arise from outside the speaker of a speech language. In the case of using the Mongondow language, this factor is related to the environment speakers, the resistance of the Mongondow language, and the quality of teaching the Mongondow language.

There is little use of the Mongondow language due to the multiethnic and multilingual nature of the Mongondow speaking community. In this instance, just the Mongondow language was selected as the medium of interethnic communication. In contrast, Bolaang Mongondow students speak Indonesian or Manado-Malay more frequently for interethnic interactions. The amount of utilization of the Mongondow language in interethnic contact decreases as the number of speakers who truly master the language increases.

The resistance of the Mongondow language itself is another external element that contributes to the limited usage of the language by students. The absence of Mongondow linguistic documentation demonstrates the Mongondow language's resilience. Students studying Bolaang Mongondow have gained information about Bolaang Mongondow language and literature as a result of the dearth of research and reading materials on the subject. Regional language and literature also tend to just flourish in the same circles because there aren't any youth-focused development programs for them.

Students' limited ability to learn and maintain the Mongondow language is also a result of the poor quality of the language's instruction. Formal training to teach the Mongondow language has not yet been made accessible. This affects the poor caliber of Mongondow language instructors. On the other hand, when there is no effort to sustain the Mongondow language through a constant learning process, things also happen that are even more ironic.

Only 12.8% of students, according to survey respondents, had previously studied the Mongondow language at college. The majority of people, or about 31.9%, last had exposure to the Mongondow language when they were in primary school. This demonstrates that learning the Mongondow language is actually a process that only lasts for a specific amount of time, following which there is no further advancement of knowledge, whether in terms of formal schooling or not.

2. Policies for the Preservation of Regional Language

Language policies aimed at conserving regional languages among college students can play an important role in preserving cultural diversity and linguistic history. The policies listed below can be used to preserve local languages. The policies can be divided into myriads of alternatives such as educational sector policies, research and documentation, community engagement, institutional supports, and political & juridical policies.

a. Educational Approaches

Education is one of the methods that must be followed in order to encourage and develop local language and literature. In order that, when establishing language policy, universities need to investigate the distinctive regional language environment and collaborate with important stakeholders such as linguistic specialists, community representatives, and students. Collaboration with local governments and educational institutions can also aid in the implementation and reinforcement of language preservation activities at the college level. Following to this, there are numerous viable means for putting such policies into action, such as integrating the regional language courses, implementing language immersion programs, and promoting language clubs activity.

Firstly, the integration of regional language courses is likely to do when colleges include regional language courses in their curricula. Depending on the institution's language policy, these courses may be optional or even required. Colleges may assist to the preservation and promotion of linguistic variety by providing opportunity for students to learn and study regional

languages. Hence, by incorporating regional language courses into the curriculum might enhance linguistic diversity and cultural understanding among students.

Secondly, the educational approaches might be done through implementing language immersion programs. In addition, the language immersion programs can immerse students in a region's language and culture by creating an atmosphere in which the language is actively used. Cultural events, language exchange programs, and study-abroad opportunities in locations where the language is spoken can all be part of this (Mirvahedi, 2021). These programs assist students in gaining proficiency and a deeper understanding of the regional language.

Another alternative regard to educational approaches is promoting language clubs' activities. Moreover, creating a lively environment where students can practice and connect with the regional language by establishing language clubs and arranging language-related events (Kirsch, 2021). Language exchange sessions, cultural activities, storytelling sessions, and language competitions can all be held in these groups. Such activities introduce in students a sense of pride and admiration for the regional language.

b. Research and Documentation

Supporting students to engage in research and preserve the regional language can help to ensure its survival. Students can work on projects like recording oral histories, preparing dictionaries or grammar guides, and performing linguistic research on the regional language. Colleges may help these projects by offering financing, coaching, and access to the resources.

c. Community Engagement

Working with local populations who speak the regional language can benefit both students and the community. Colleges can form alliances with local organizations, bring in native speakers as guest lecturers, and include community people in language-related activities. This partnership fosters a sense of responsibility while also providing students with real-world exposure to the language.

d. Recognition and Support

Recognizing the value of regional languages and giving institutional support are critical. Allocating resources for language-related efforts, building language centers or departments, and hiring faculty members fluent in regional languages are all examples of this (Awuor, 2019). Colleges can also help students with language-related initiatives and encourage the production of scholarly publications in regional languages.

e. *Political and Juridical Policy*

Another strategy that can be used for encouraging and developing local language and literature is the formulation of a local language policy politically and juridically (Davis, 2016). This policy aims to strengthen the local language's political role and standing. This policy is regarded as critical in developing regional literature and developing coaching programs. However, in order to realize the form of political policy, the government must examine and change the language policies that have been implemented, as well as determine whether the present policies are genuinely on target and have been applied correctly (Fishman, 1968). The legislative and local government together construct this political policy, which is reflected in the vision, mission, and objectives of supporting and growing regional language and literature.

CONCLUSIONS

Due to the fact that the youngsters can speak and understand Mongondow is becoming increasingly alarming. Without significant efforts, this regional language will be vanished within the next ten to twenty years. Hence, a number of policy initiatives, including educational sector policies, research and documentation, community engagement, institutional supports, and political & juridical policies, appear to be capable of overcoming the reason's internal and external causes. The implementation of these programs, however, will be futile unless there is strong coordination between the national government, regional governments, and the population, particularly the youth.

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