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EDITORS’ NOTE

This international seminar on Language Maintenance and Shift IV (LAMAS IV for short) is a continuation of the previous international seminar with the same theme conducted by the Master Program in Linguistics, Diponegoro University on 18 November 2014.

We would like to extend our deepest gratitude to the seminar committee for putting together the seminar that gave rise to this collection of papers. Thanks also go to the Head and the Secretary of the Master Program in Linguistics Diponegoro University, without whom the seminar would not have been possible.

The table of contents lists all the papers presented at the seminar: The first four papers are those presented by invited keynote speakers. They are Dr. Sugiyono (Badan Pengembangan dan Pembinaan Bahasa, Jakarta, Indonesia), Dr. Zane Goebel (La Trobe University, Melbourne, Australia), Prof. Yudha Thianto, Ph.D. (Trinity Christian College, Illinois, USA), Dr. Deli Nirmala, M.Hum (Diponegoro University, Semarang, Indonesia).

In terms of the topic areas, there are 21 papers in applied linguistics, 20 papers in sociolinguistics, 14 papers in theoretical linguistics, 18 papers in discourse/pragmatics, and 13 papers (miscellaneous).

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MAINTAINING BALINESE LANGUAGE THROUGH SCHOOL PROGRAMS IN BALI

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Abstract

This paper presents a description on the programs provided by the schools in Bali for the students to learn Balinese language. The discussion of this paper includes the programs provided by the schools in Bali for learning and using Balinese language. activities of learning and using Balinese language. It aims to describe the kinds of school programs having such activities and their influences to the students in viewing Balinese language. As one of the regional languages in Indonesia, Balinese language lives among other local, national, and international languages. It is certainly a difficult situation for Balinese as a local language. Nevertheless, Balinese shows maintenance among its speakers. There have been efforts to the maintenance and schools in Bali have also participated in them. As a formal educational institution, schools in Bali have a big role in encouraging their students to learn and use Balinese language becoming one of their cultural heritages. The discussion of this paper is hoped to be an alternative for other regions in Indonesia in preserving their languages.

Keywords : *Balinese language, School Programs, Maintenance, Cultural Heritage*

I Introduction

Maintaining language is an effort to maintain language. It is mostly performed to minority languages that are decreasing in numbers. Sujoldžić and Dimanovski (2004) and Castelló *et al* (2006) state that almost a half of the 6000 languages existing all over the world will die. In Indonesia, many researches also report that the regional languages in Indonesia from time to time are also decreasing in numbers. Most of them are the ones in the east parts of the archipelago, such as in Papua and Maluku.

Balinese language (BL) is one of the regional languages in Indonesia. It is used by Balinese people living in Bali and other parts of Indonesia especially in transmigration areas. In Bali, BL is not only used by people in the villages, but in the town as well, such as in Denpasar. It used as a means of communication among Balinese people of different sexes and ages. It is still used by the males and the females, and the males to the females. The language is not only used by the elders as it has a sense of local or traditional. But, people of different ages; the elders, the adults, the adolescents, and even the children also still use it. They use it to express ideas and communicate each others in various domains. People in Bali use BL for communications at home, at neighborhood, for transaction, friendship, tradition, religion, and in other domains. BL is used for communicating both traditional and modern topics and in informal and formal situations. It is also used both in spoken and written forms.

With its maintenance as described above, as a minority⁹ language in the context of Indonesian country, BL is not apart from challenges that can bring it into a situation as an endangered language. Issues on such change appeared about fifteen years ago and it has become discussions in seminars and mass media. They have done many ways to promote and encourage people to keep on using BL. There are some things becoming the challenges of BL that can be categorized as internal and external aspects.

The internal aspect exists in BL itself. As a local language, BL has features of traditional script and speech levels. Both the script and the speech levels become real disturbances that often decrease people to use it. Compared to the Latin script, the Balinese script has much more complex forms to compose word and sentence.

⁹ Minority language is a language that is different from the language (languages) formally used by a state. It is traditionally used by some populations of the state and it is not the formal language of the state or it is created artificially. It includes the language of foreign people, migrants or visitors (Maja, 2007:11).

There are some factual conditions that can be mentioned as the parts of the external aspects of the BL challenges. They are speakers' language attitude, mass media, job opportunity, and linguistic environment. Language attitude is the attitude of Balinese people as BL speakers to think, feel, and behave. In many researches, language attitude is studied as the main key of language maintenance. In its relation to BL, there has already been tendency of certain social group of Balinese people not to use BL for communications among them and they use IL. Mass media seems to be the second external challenge of BL. One of its forms is TV of which both national and local statuses. Only few of their programs, especially the local ones use BL as their language, they are only the local news and traditional entertainments. Other programs are mostly broadcasted in IL and some in English language (EL). Job opportunity preferred by most Balinese people is the ones in tourism sector requiring good mastery mainly on EL. This situation automatically lead them tend to learn EL and other foreign languages. Parents are in competitions to encourage and send their children to learn EL. And, the last condition is the linguistic environment of BL. With multiethnic and multination conditions, Bali automatically becomes a multilingual area. Such situation can lead the tendency of language used by Balinese people because most of their communications are made to non-Balinese people around them. They do not speak BL to the people, but IL to people of other ethnic groups around them.

The topic discussed in this paper is about maintaining BL through school programs in Bali. It is based on two approaches in Sociolinguistic Theory; Language Planning and Language Attitude. Language Planning is quoted from Chaer and Agustina (2010) and Language Attitude is from Kristiansen (in Ladegaard, 2000).

II Discussion

2.1 Kinds of School Programs in BL

The discussion on the part of this article is based on the idea of language planning proposed by Chaer and Agustina (2010). They state that language planning is an effort made in a purpose to make a language have better future. Chaer and Agustina add that one target to which a language planning is directed is native and non native speakers, school students, teachers of all school levels, groups of people in communication of mass media (magazines, newspapers, TVs, films, and so on). The idea of language planning proposed by Chaer and Agustina has been realized to an effort of BL planning as poured out in the Regulation of the Governor of Bali Number 20 Year 2013. The regulation obliges that BL must be taught at all schools levels, from elementary to senior high levels at least for two lesson hours in a week. The application of the local government policy is done in two kinds of school program, they are BL lesson and Balinese traditional extra programs.

2.1.1 BL Lesson

The main program prepared to learn BL at school is BL lesson. As required by the Regulation of the Governor of Bali, the BL is programmed as an obligatory lesson at all school levels in Bali. It is not only taught to students at local schools, but BL is also given to students at national and international schools. The local schools meant here are the ones existing at rural areas with Balinese ethnic students, the national schools are the ones with students of different ethnics in Indonesia and they exist in the town areas, and the international schools are the ones with students of different nations. They all provide BL lesson in the same duration of two lesson hour. The elements of BL, the scripts and the speech levels are also taught to the students at the schools are also the same. However, there seems to be difference in term of the approaches and the targets made by the schools in giving BL to their students. At national and international schools, the approaches and the targets of BL learning process are not very high. What the teachers do to the students in the BL learning process is giving them topics of elementary to pre-intermediate levels. The teachers mostly introduce BL on its daily and simple vocabularies. They also focus the topics on daily conversations. The teachers only target their students to know BL in daily use. Such approaches of learning applied by the teachers are closely related to the ethnic and social background of the students. Seen from their ethnics, students of national schools are very various and most of them are not Balinese. Socially, the students also have very different environment both at schools and out of the schools, such as at homes and at their neighborhoods. There they only meet non Balinese people who do not any knowledge and ability in using BL. They

cannot participate in any traditional and religious activities in which people use BL. The situations certainly do not support them in practicing and developing BL.

A contrast situation of BL learning happens at local schools in Bali of which students that are mostly Balinese. The teachers at such schools apply approaches in teaching BL to their students with high targets in BL masteries. At the junior and senior high schools, the topics of BL lessons the teachers provide to the students are more complex both in the vocabulary and the grammar. The students are also guided to deliver formal speeches becoming language skills requiring advanced mastery on vocabulary and grammar. Such approaches done by the teachers to students at junior and high schools are the forms of language planning process as stated by Chaer and Agustina (2010). They state that one of the language planning processes is to promote to people (school students) the result of the other process of language planning, that is the language standardization. In term of BL learning, the idea is acceptable because teachers as parts of the institution of schools have authorities and power to educate their students on standard BL. The idea can also work since the students at the local school have suitable ethnic and social background both at their schools and outside their schools. At their schools, they have many chances in making communications in BL. They talk in BL to their school mates and their teachers inside and outside the classrooms. Such situations are also supported by their social environment outside their schools. At home, at their neighborhood, and at their plays they always meet Balinese people to whom they can practice BL.

2.1.2 Balinese Traditional Extra Programs

Schools in Bali also provide extra programs containing Balinese traditional activities. The programs are organized by the schools as a means for their students to show their hobbies and talents. The Balinese traditional programs commonly held by the schools in Bali are Balinese dances, Balinese gamelan, Balinese opera, and *geguritan*, singing Hinduism songs. Besides as activities for the students to show their hobbies and talents, the Balinese traditional programs automatically become places for the students to learn BL because almost all parts of the programs use BL. For example, at the Balinese dance program, there the students will find terms of items and movements in BL, such as gamelan, *legong*, *nyeledet* 'to steal a look at a glance', and *ngigel* 'dancing', etc. Such programs are very helpful for the students in using their BL that are followed by the environment at which all participate in them use BL; they talk in BL to the instructors and the other participants. These programs are also important for the students in which they meet an environment of the activities in the programs so that they can involve more in them to practice BL as their regional language. This idea was also found by Adisaputra (2010) at his research on Melayu Langkat Language among the adolescents in Langkat Regency, North Sumatera. He found that the language shifted and one of the factors was that the adolescents in the regency did not have any chance to meet and join any traditional activities of their communities.

2.2 Language Attitude of Students in Bali to BL

Kristiansen in Ladegaard (2000) states that language attitude consists of three components; they are knowledge, feeling, and behavior. The component of knowledge is about what people know about the variety and the use of a language. The component of feeling relates to peoples' evaluation to the speakers and the function of a language. The component of behavior concerns on the how people behave with a language. This statement of Ladegaard means that if people have good knowledge, feeling, and behavior to a language, it means that they have positive language attitude. It also means that they will use the language and the language will maintain.

Students at local schools in Bali have very positive attitude to BL. It can be seen from their behavior. As stated above, most of their communications at schools are done in BL. IL is only used in certain occasions. The following short dialog can show the students' behavior with BL.

Participant 1 : *Dit, mai sep!*

'Dit, come here a moment!'

Participant 2 : *Nggih, Pak.*

'OK, sir.

Participant 1 : *Suka dija?*

'Where is Suka?'

Participant 2 : *Busen ia dini, Pak.*

'He was here, sir'

Participant 3 : *Ia di kantin.*

'He is at the canteen'

Participant 1 : *Orin ia ketemu Pak nah.*

'Ask him to meet me'.

Participant 2 : *Nggih Pak.*

'OK, sir'

Fishman in Jendra (2007) state that language attitude also includes about how a speech community maintains their language in their daily life. The students' behavior in using BL as at the short dialog above certainly reflects their knowledge or opinion to the language. It shows that they can use BL and think that it is a good and easy language. If they think it differently, they will not use it. The behavior also means that they have good feeling to BL, they like, and feel happy with BL. If they feel differently, they certainly will not use it. This positive language attitude of the students can become one effort of maintaining BL especially among them as the young generation. Linguists stated that this generation is the key in the future of a language.

III Conclusion

School has a very important role in maintaining regional language. As seen in Bali, schools participate much and take efforts in BL maintenance in the middle of competition to other languages. In such position, they provide programs for their students in learning BL. The programs are in the forms of BL lesson and Balinese traditional extra programs that can be vehicles to educate the students. The programs can also grow the students' attitude in BL. This model of BL maintenance can be followed by other regions in Indonesia because, as an educational institution, school has authorities to organize programs for their students including regional language. The students should also be focused in the effort because they are the key of the future of their local language.

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