Use of English on General Service and Niaga Service Information in Namlea Buru District and its Implications in Indonesian Teaching

Musyawir
Indonesian Language Program, Iqra Buru University, Indonesia
musyawir.rs@gmail.com

ABSTRACT

This study aims to describe the forms of error / inaccuracy in the use of Indonesian in public services and commercial services in Namlea, Buru Regency, to describe what factors cause Indonesian language misuse in public services and commercial services in Namlea, Buru Regency, and to describe the implications of the use of Indonesian in public services and commercial services in Namlea, Buru Regency in teaching Indonesian. The results of this study indicate that 1. The forms of errors found in public service information in Namlea, Buru Regency, include (1) spelling errors, namely errors in writing words, errors in using punctuation, and errors in using capital, (2) errors in diction. 2. The forms of errors found in trade service information in Namlea Buru district, include (1) spelling errors, (2) diction errors, (3) word structure errors, and (4) errors due to the use of foreign terms. 3. Factors causing the errors contained in information on public services and commercial services in Namlea, Buru Regency can be described as follows. (a) Factors that cause spelling errors, (b) Factors that cause diction errors, c. Factors that cause errors in word structure, (d) Factors that cause errors due to the use of foreign terms, Furthermore, the implications of using Indonesian in information.

———————————— ◆ ————————————

A. INTRODUCTION

Language problems in Indonesia show very complex characteristics. Complexity is related to three aspects, namely language, language use, and language usage. Aspects of language concerning Indonesian, regional languages, and foreign languages. The aspect of language use refers to the areas of life that constitute the realm of language use (Setiorini, 2010).

Facing the era of globalization, of course a formulation of provisions regarding the use of Indonesian is needed. This is because the language problem in Indonesia is very complicated. In Indonesia, based on data from the Indonesian Language Development and Book Development Agency Ministry of Education and Culture in 2018, Dadang Sunendar said that it has mapped and verified 652 regional languages in Indonesia, from 1991 to 2017 and of course the data can change along time (Sutarman et al., 2019).

The regional languages live and develop and are used faithfully by the speakers. In addition, there are foreign languages in Indonesia. Although the position and function of regional languages and foreign languages have been regulated. still the use of local languages and foreign languages are used as they wish by the user.

That fact will discredit the use of Indonesian. If the Indonesian language is not immediately regulated its use, then the Indonesian language will not be able to demonstrate its existence and prestige, both in its own country (national) and internationally. Talking about the use of language, of course will not be separated from the language, users, and usage. The language to be chosen will certainly relate to who is speaking, to who is talking, what is being said, where to talk. Thus, in a formal situation the formal variety is surely chosen, whereas in an informal situation, of course the non-formal variety is used.

The choice of non-formal variations is not a problem. The use of Indonesian which is mixed with code with slang, PROKEM, slang, or local languages while not being used in formal situations need not be a concern. However, what worries me is whether the formal variety of Indonesian (standard) is used improperly. Formal variations or variations are used, among others, in state speeches, official meetings, official correspondence, religious lectures, and textbooks and scientific works (Santosa, 2018).

In accordance with the pace of global development, standard Indonesian languages must also be used in general services and commercial services. This is caused by public services and commercial services as one form of the spread of the use of Indonesian. Thus, the use of standardized Indonesian in public (community) and commercial services will provide a unifying function and prestige. In addition to the function of its use for official situations, the standard variety also has other functions that are socio-political in nature, namely the function of unity and self-esteem (Chaer & Agustina, 2010).

In addition, the problem of linguistics in Indonesia is inseparable from the life of the supporting community. The life of the Indonesian people has occurred various changes, both as a result of the new world order, globalization, and as a result of the rapid development of information technology. This condition has influenced the behavior of Indonesian people. The centralized life order has changed to decentralized, the targeted lower classes of society are now encouraged to become actors in the process of nation building. Efforts to improve the quality of human resources in the aspect of language use, in this case Indonesian as a medium for communication, needs to be done continuously and consistently. In principle, the government has made every effort to provide space and mediate the community for language development in order to improve the quality of the use of Indonesian. Through increasing the fostering and development of the Indonesian language, efforts should be made to use Indonesian language properly and correctly and with pride reaching out to all levels of society, strengthening the unity and integrity of the nation, and strengthening the nation's personality.

The strategic position of the Indonesian language for the Indonesian people is listed in the third pledge of the Youth Pledge of 1928 which reads "We, the sons and daughters of Indonesia, uphold the unity of Indonesian language" and the 1945 Constitution article 36 which states that "the state language is Indonesian". The slogan "Use Indonesian properly and correctly", seems easy to pronounce but the meaning is unclear. The slogan seems to be only rhetoric that has no real form. Sometimes there was a sneer that the standard language was only made by the government so that this nation could be uniformed in action or language (Supriadin, 2016).

Whether we realize it or not, it is still often found that the use of Indonesian is not in accordance with Indonesian rules. In this case, the use of Indonesian is still often inappropriate.

Inaccuracy in the use of Indonesian in a person does not only occur when the person is speaking or communicating verbally, but this is more evident in the forms written on certain media (Sukmawati et al., 2013). Inaccurate use of the Indonesian language can be caused by several things, including, first, inaccuracy or ignorance of the rules of the Indonesian language; second, carried away by being talkative or following along. The use of Indonesian in various media, can be said as a depiction of the ability and insight into the language of a community group.

Inaccurate use of Indonesian language and the influence of foreign languages in written languages in various outdoor media such as billboards, information boards, hotel names, shops, pharmacy names, salon names, and names of business entities, and so on, especially in Namlea, Buru Regency shows strong dominance. This can be caused by lack of understanding and ownership of Indonesian. Efforts to dignify Indonesian as a national language, the language of unity, and are respected by other nations, Indonesian must get good treatment from the wearer, namely the Indonesian people themselves. The choice of Indonesian over other languages can reflect the way of life and cultural attitudes of the language community. People should learn to love their national language and learn to use it with pride and loyalty. Such a language attitude makes Indonesian people stand tall in this world which is hit by the current of globalization and can still say proudly that Indonesians become sovereign nation, masters in their own land, and able to use their own national language for all modern needs.

Namlea is one of the sub-districts in Buru Regency and is also the capital of Buru Regency, located on Buru Island, Maluku Province. Namlea is a strategic area that has various ethnic, ethnic and racial backgrounds because the majority of the people are migrants from various regions rather than the original inhabitants so that the language used also varies. Namlea is also one of the districts which is a trade center, a government center, a business center and has many tourist attractions. Furthermore, as a form of the use of Indonesian by the public in public services and commercial services in Namlea, Buru Regency shows many mistakes, even the visible influence of language foreigners are very dominant.

This is one of the reasons why the author chose as an object in this study. The following will be written some examples of errors contained in general service information and commercial services in Namlea, Buru Regency, namely (1) Spelling errors found on the nameplate of institutions / agencies, such as errors in writing the word province which should be a province, (2) Errors of diction contained in the information board, such as errors in the use of the word clock which should be o'clock, (3) errors in the structure of phrases found on the nameplate of business entities, namely naming salons, as in Warda Salon which should be Salon Warda, (4) errors because of the use of foreign terms, as in the name of a business entity, namely Rahdi Car Rental which should be Rahdi Car Rental.

Furthermore, theoretically a language mistake is the use of unwanted forms of speech, especially an unwanted form of speech by program makers and language teaching teachers. Unwanted forms of speech are forms of speech that deviate from the standard language rules. This is in accordance with the opinion of Albert Valdman who said that the first thing to think about before holding a discussion of various approaches and analysis of language errors is to set a standard of deviation or error. Most Indonesian language teachers use standard language variety criteria as a standard of deviation.

Teaching Indonesian is one of the important learning materials in schools. The purpose of teaching Indonesian for students is to develop Indonesian language skills according to their abilities, needs, and interests and always be guided by language rules. Indonesian teachers develop the potential of Indonesian students to be more independent in determining language

teaching materials according to the conditions of the school environment and the abilities of students. In addition, the general purpose of learning a language is to have a central role in the intellectual, social and emotional development of students and is a supporter of success in studying all fields of study. Indonesian is the subject of interrupting, pruding, or carrying knowledge.

The 2013 curriculum recognizes the important messages of language as a vehicle to express feelings and thoughts aesthetically and logically. In line with this role, Indonesian language learning is presented on a text-based basis, both oral and written, by placing the Indonesian language as a vehicle to express feelings and thoughts that are always guided by linguistic rules. In order for language teaching to run well, there are four things that teachers must have and master. The four things that are meant are approach, method, strategy and evaluation. According to Dick and Carey (Umiyati, 2017), strategy is a plan that contains activities designed to achieve certain learning objectives, while evaluation is measuring and assessing. Those four things will support the success of learning Indonesian.

It is hoped that teaching Indonesian in schools (1) helps students get to know themselves, their cultures, and the cultures of others; (2) expressing ideas and feelings and participating in communities that use the language; and (3) express and use the analytical that is in him. In addition, language teaching basically aims to improve the ability of students to use good and correct language as a means of communication. Therefore, teaching Indonesian as part of the 2013 curriculum emphasizes the importance of affective, cognitive, and psychomotor aspects, so language skills are formed through continuous learning about knowledge of texts, presenting written and oral skills and leading to politeness and carefulness in using good and correct language. Thus, language teaching in schools rests on text learning, namely language as self-expression and academics. By studying the text, students can develop their thinking structures consistently with linguistic rules in order to realize good and correct language.

B. METHODS

The method used in this study is the listening method and descriptive techniques. Listen method is a method used to obtain data by listening to the use of language. The term listening is not only related to the use of language verbally, but also the use of language in writing (Rasyid, 2019). This type of research is a qualitative descriptive (Arikunto, 2010) study of language error analysis. The study population included all language use in general service information and commercial services in Namlea, Buru Regency. Data were collected using listening techniques, documentation, observation, and questionnaires. The data used in this study are sourced from primary data and secondary data. The type of data used is qualitative data, in the form of data in the form of sentences, words or images (Sugiyono, 2017). The population in this study includes all the use of language in general service information and commercial services in Namlea, Buru Regency. The sample in this study is the entire population (the use of Indonesian in public services and commercial services in Namlea, Buru Regency) in which there are errors in the use of Indonesian. The analysis technique used in this study is a qualitative-prescriptive descriptive technique, namely by describing and explaining the findings in the field and providing solutions or solutions to problems contained in the use of Indonesian in public services and commercial services in Namlea, Buru Regency.

C. RESULT AND DISCUSSION

Language selection according to Fasold is to choose "a language as a whole" in a communication. In a multilingual society, there are various codes, both in the form of language, dialect, variation, and style for use in social interactions. For the last term, Kartomihardjo prefers to use the term variety as the equivalent of style. With the availability of these codes, community members will choose the available codes according to the factors that influence them. In daily interactions, community members constantly change variations in language usage. In a country, bilingual usage applies and each individual knows more than one language. In a bilingual or multilingual society, people have to choose which language to use. In terms of this option there are three types of options that can be used: Code switching, Mix code, and by selecting variations of the same language (Fasold, 2014).

Sociolinguistics sees the phenomenon of language selection as a social fact and places it in the symbol system (code), the system of cultural behavior, and the pragmatic system. Thus, sociolinguistic studies address the phenomenon of language selection as a discourse in communication events and at the same time show the social and cultural identity of the speech participants.

In relation to the linguistic situation in Indonesia, the study of language selection in society in Indonesia is related to the problem of language use in a bilingual or multilingual society because the linguistic situation in Indonesian society is at least marked by the use of two languages, namely the regional language as the mother tongue (mostly Indonesian people), Indonesian as the national language, and foreign languages. The study of language selection in such a society prioritizes aspects of speech (speech) rather than aspects of language (language). As an aspect of speech, the use of language changes relatively according to changing elements in the socio-cultural context. Hymes (Hymes, 2013) formulates these elements in the acronym SPEAKING, which is one of the topics in ethnography of communication (the ethnography of communication), which Fishman (Fishman, 2012) and Song (Song & Song, 2018) call sociolinguistic variables.

An area inhabited by people with various languages is what is called a multilingual society. Therefore, most of the world is unwittingly built on the habits of group languages (Zaid, 2012). Examples of countries with multilingual communities include Indonesia, India (14 languages), the Philippines (6 regional languages), Nigeria (3 regional languages), Soviet Russia (85 nationalities with their own languages), Canada (English, French, Indian, and Eskimos), as well as America (10 languages).

The development of a multilingual society is influenced by four things. These four things are: migration, colonialism, federation, and border areas. With these 4 things, the people in an area become diverse in languages and cultures. So that in this society, foreign cultures emerge, especially in terms of language (Soedjatmoko, 2019).

The forms of errors found in public service information in Namlea, Buru Regency, include (1) spelling errors, namely errors in writing words, errors in using punctuation, and errors in using riot capital, (2) errors in diction.

The forms of errors found in business service information in Namlea Buru district include (1) spelling mistakes, namely errors in writing words, mistakes in using punctuation, and mistakes in capital letters, (2) errors in diction, (3) errors in word structure , and (4) errors due to the use of foreign terms. The factors causing the errors contained in public service information and commercial services in Namlea, Buru Regency can be described as follows. a. Factors causing spelling mistakes, including (1) the parties involved do not know the rules in Indonesian, (2)

second-party mistakes (printing), (4) because they follow the old concept, (5) do not care about the use of Indonesian language b. Factors causing diction errors include (1) because they do not know the rules of the Indonesian language, (2) because they follow the old concept, (3) because they are more commonly used. c. Factors causing word structure errors include (1) because it is to attract the attention of the community, (2) because it is considered more prestigious, (3) because it is more commonly used.

Factors Causing Errors in Public Service Information and Commercial Services in Namlea, Buru Regency are:

a. Spelling Error

Based on respondents' answers to questions in the questionnaire about the causes of spelling errors in the information in question, obtained information about some of the causes of the error, namely from 40 respondents, 20 respondents (50%) answered because they did not know the rules, 11 respondents (27.5%) answered because they assumed that what was written was correct, 5 respondents (12.5%) answered because of the mistakes of the printing press, 2 respondents (5%) answered because they followed the old concept, and 2 respondents (5%) answered already knew that it was wrong but haven't changed it yet.

b. Dictation Error

Based on respondents' answers to questions in the questionnaire about the causes of diction errors in the information in question, obtained information about some of the causes of the error, namely from 7 respondents, 2 respondents (28.5%) answered because they did not know the rules, 3 respondents (43%) answered because they followed the old concept, 2 respondents (28.5%) answered because the word was more commonly used. Thus, it can be concluded that the highest causal factor for diction errors in public service information and commercial services in Namlea Buru Regency is because it follows the old concept.

c. Word Structure Error

Based on respondents' answers to questions in the questionnaire about the word structure errors in the information in question, the authors obtained information about some of the causes of the error, namely from 10 respondents, 3 respondents (30%) answered because to attract the attention of the community, 4 respondents (40%) answered because it was more prestigious, 3 respondents (30%) answered because such a form was more commonly used. Thus, it can be concluded that the highest causative factor for word structure errors in public service information and commercial services in Namlea Buru Regency is because it is more prestigious.

d. Error due to Use of Foreign Terms

Based on respondents' answers to questions in the questionnaire about the causes of using foreign terms in the information referred to, the authors obtained information about some of the causes of the error, namely from 27 respondents, 7 respondents (26%) answered because to attract the attention of the community, 5 respondents (18.51 %) answered because using foreign terms is more prestigious, 5 respondents (18.51%) answered because they did not know the equivalent of the word in Indonesian, 3 respondents (11.11%) answered because people were more familiar with foreign terms, 2 respondents (7 , 4%) answered because they did not receive the circulation of the use of Indonesian language that is good and right in public places, 5 respondents (18.51%) answered because foreign terms were more commonly used.

The implications of the use of Indonesian in general services and commercial services in teaching Indonesian can be used as media and learning materials that are visually very

interesting as well as tools to achieve student learning competencies. Students become more skilled and thorough, and expressive in undergoing teaching Indonesian, especially in aspects of writing skills so as to achieve maximum results.

D. CONCLUSION AND SUGGESTIONS

The forms of errors found in public service information in Namlea Buru Regency, include (1) spelling errors, namely errors in writing words, errors in using punctuation, and errors in using riot capital, (2) errors in diction. The forms of errors found in commercial service information in Namlea Buru district, include (1) spelling errors, namely errors in writing words, errors in using punctuation, and errors in capital letters, (2) errors in diction, (3) errors word structure, and (4) errors due to the use of foreign terms.

Furthermore, the implications of the use of the Indonesian language in general information services and commercial services in Namlea Buru Regency in teaching Indonesian language can be used as a medium of learning in order to increase motivation, critical power and student skills in undergoing the Indonesian language teaching process, especially in the aspect of writing skills. In this case, students find it easier to know and distinguish which vocabulary is standard (according to linguistic rules) and which are not standard and students are more careful in using word choice (diction) so that their writing and speaking skills are better.

In addition, the authors also hope that the Government of Buru Regency disseminates the Law of the Republic of Indonesia Number 24 of 2009, concerning Flags, Languages, National Emblems, and National Anthem, which contains rules or provisions regarding the use of Indonesian language that are good and right in public places. In addition, the Buru Regency government is expected to make efforts to regulate through the Internal and External Quality Audit (AMI) implementation of the Indonesian language law in terms of the use of Indonesian in public service places and commercial services and make Regional Regulations on the use of Indonesian in public service places. and commercial services and provide administrative sanctions to parties who do not comply with applicable regulations.

The author also advises Indonesian language educators or teachers or Indonesian language lecturers to not only assess students' assignments from their true or false aspects while linguistic aspects are never revealed. However, the teacher or lecturer should need to be more active in uncovering language mistakes and given an explanation that is actually based on the language norms. This is very important because schools or colleges are a strategic place as well as an initial basis for planting language rules to students or students as a generation of the nation in order to uphold the nation's identity, namely Indonesian.

REFERENCES

Arikunto. (2010). Metodelogi Penelitian. *Pendekatan Penelitian*, 61–84.

Chaer, A., & Agustina, L. (2010). Sosiolinguistik: Pengantar Awal. In *Jakarta: Rineka Cipta*.

Fasold, R. (2014). Sociolinguistics in linguistics. In *Sociolinguistics Today: International Perspectives* (pp. 351–355). https://doi.org/10.4324/9781315856933

Fishman, J. A. (2012). Readings in the sociology of language. In *Readings in the Sociology of Language*. https://doi.org/10.1515/9783110805376

Hymes, D. (2013). Foundations in Sociolinguistics: An ethnographic approach. In *Foundations in Sociolinguistics: An ethnographic approach*. https://doi.org/10.4324/9781315888835

Rasyid, A. (2019). Sinergisme Nilai, Fungsi, dan Harapan pada Sikap Positif Berbahasa. *MABASAN*,

4(1), 1–10. https://doi.org/10.26499/mab.v4i1.182

Santosa, P. (2018). Peran Bahasa Dan Sastra Indonesia Dalam Konteks Masyarakat. *Pemertahanan Identitas Masyarakat Multikultural di Era Global*, 241–254.

Setiorini, R. A. (2010). Analisis Penggunaan Tata Bahasa Indonesia dalam Penulisan Karya Tulis Ilmiah : Studi Kasus Artikel Ilmiah. *Visi Pustaka, Perpustakaan Nasional R.I.*, *12*(1), 16–24.

Soedjatmoko. (2019). 4.7. Global Transformation: Search for New Understanding. In *The Spirit of Uppsala* (pp. 151–158). https://doi.org/10.1515/9783110908756-018

Song, S., & Song, S. (2018). Sociolinguistic Patterns. In *Second Language Acquisition as a Mode-Switching Process* (pp. 53–73). https://doi.org/10.1057/978-1-137-52436-2_4

Sugiyono. (2017). Sugiyono, Metode Penelitian. *Penelitian*, 34–45. https://doi.org/10.1021/ol7029646

Sukmawati, Nurhayati, & Iswary, E. (2013). Penggunaan Bahasa Indonesia pada Informasi Layanan Umum dan Layanan Niaga di Kota Kendari. *Jurnal Bahasa dan Sastra*, *2*(1), 1–16.

Supriadin. (2016). Identifikasi Penggunaan Kosakata Baku dalam Wacana Bahasa Indonesia pada Siswa Kelas VII di SMP Negeri 1 Wera Kabupaten Bima Tahun Pelajaran 2013/2014. *Jurnal Ilmiah Mandala Education*, *2*(2), 150–161.

Sutarman, Sunendar, D., & Mulyati, Y. (2019). Investigating cooperative learning model based on interpersonal intelligence on language learners skill to write article. *International Journal of Instruction*, *12*(4), 201–218. https://doi.org/10.29333/iji.2019.12413a

Umiyati, M. (2017). Prioritas Aspek-Aspek Tipologi Linguistik Pada Pemetaan Masalah-Masalah Kebahasaan. *RETORIKA: Jurnal Ilmu Bahasa*, *1*(2), 279–297. https://doi.org/10.22225/jr.1.2.34.279-297

Zaid, A. H. (2012). Bahasa dan Struktur Sosial. *Jurnal At-Ta'dib*, *7*(1), 137–150.