



The acceptance of standardization language in society

Nurmaliana Sari Siregar¹, Rani Rakasiwi², Nurul Inayah Hutasuhut³

¹Nautika, Politeknik Adiguna Maritim Indonesia, Medan, Indonesia

²Teknik Komputer, AMIK Medicom, Medan, Indonesia

³Pendidikan Kesejahteraan Keluarga, Universitas Negeri Padang, Padang, Indonesia

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ABSTRACT

This research is aimed to identify the acceptance of standardization language in the society. Acceptance is one of the processes in standardizing the language. In this research, the researcher is curious whether standardization of language can be accepted in society. This research was conducted in qualitative descriptive. Qualitative descriptive aimed to explore and clarify one phenomenon or social reality by describing some variables related to the problem identified order to fulfill this research, the researcher took around 20 people as the sample to prove that they accepted the standardization language. The researcher also took the data from KBBI as the lead in order to know the standard language. Having done the research, it can be drawn that there were many people who did not know the standardization language. It means that even though the language has been standardized unfortunately it could not be accepted by the citizen. And the finding shows that the standardizing language of *mercon*, *menteri* and *telur* are more popular with which around 11 people got the correct answers or 55 % meanwhile non-standardizing language of *etempramen*, *nimbun*, and *telekung* are not familiar to them. There are 15 persons got the incorrect answers or around 75 %.

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Corresponding Author:

Nurmaliana Sari Siregar,
Nautika,
Politeknik Adiguna Maritim Indonesia,
Jl. Brigjend Bejo d/h Pertempuran, Medan, 20116, Indonesia,
Email: liaochu78@gmail.com

INTRODUCTION

Indonesia is the fourth most populous nation in the world, with an estimated population of nearly 250 million. It consists of over 13,000 islands, stretching along the equator between Southeast Asia and Australia. There are a significant number of distinct ethnic groups, speaking an estimated 600 languages. The size and diversity of Indonesia's population have presented challenges for uniting the nation and developing a national language (Paauw, 2009). Additionally, Given the diversity of cultures and vernaculars of this country, it was difficult to find what Indonesians had in common. That common identity would eventually be found by developing a standardizing language to unify the islands (Ridwan, 2018).

Indonesian is the national language and the state language. As a national language, it functions as a symbol of national pride, a unifying tool for various ethnic groups with socio - cultural and linguistic backgrounds, cultural developers, science and technology developers, and communication tools in the interests of government and state (Hidayah, 2015). As a state language, it functions as the language of instruction in educational institutions, as a developer of culture, as a developer of science and technology, and as a means of government and state communication (Hoerudin, 2022)

A shared system of language is a powerful tool within any community of practice, local, national or international. Like all strong mechanisms of social organization, a standard language has the power both to unite some stakeholders in the community and also to exclude those who do not have access to that means of social and professional interaction (Linn et al., 2018).

Language always experiences growth in a nation. Standardization of language course is considered very important in the process of language planning. Standardization or standardization is a process that takes place in stages; is not completely finished. Standardization is also an attitude (attitude) towards a variety of language communities, and we know from social psychology that people's attitudes will always proceeds not for a moment.

One of the most common language problems which nations isolate for treatment is the standardization of the national / official language. In a developing nation, after agreement is reached as to what the national/official language will be attention is often given to developing aspects of that language in relation to practical problems which arise. In the educational realm, decisions about curriculum and textbooks may call for standard teaching materials: standard spelling, standard grammar, and standard terms.

Standardization affects many areas of life besides language - coinages, weight and measures, electric fittings, even cans of tomato soup. Factory- made goods generally are standardized in that all tokens of any class are identical, and in these cases uniformity is obviously desirable for social and, particularly, economic reasons (Milroy, 2001).

According to Rubin (Rubin, 1977) standardization is one of the most common and necessary of human activities - indeed some degree of standardization is necessary for all human interaction. It is best known and most frequently discussed in its more organized, conscious form in the industrial sector. More recently, this kind of standardization has been widely promoted and discussed among information processing organizations such as libraries, the computer science industry, translation associations, etc.

Standard languages are highly codified varieties of a language, developed and elaborated for use across a broad range of functions. Language standardizations a socio historically contingent process and by no means universal. Most of the world's 6,800 some languages have no officially recognized standards. Because standard languages do not arise via a "natural" course of linguistic evolution or suddenly spring into existence, but are instead created by conscious and deliberate planning, the process of standardization can never be regarded as complete (Romaine, 2007).

Standardization efforts vary tremendously in the extent to which they take account of the domain, situation and function for which the product will be used. It is common to speak about a standard language as the only norm for all situations, to speak of it as uniform. The process of standardization thus equals making a language uniform. In its less sophisticated form such a specification assumes that the speaker of a standard languages have no stylistic variant.

Standardization is a continuing process. It occurs in its most dramatic form when a nation is trying to identify a national language or a regional language for a particular use. Historically, the rise of standardization in the European context derives from the advent of the printing press and need for the expanding central government bureaucracies to have a common code of communicating with the people (Kaplan & Baldauf, 1997).

The major linguistic tools of standardization are pedagogical grammars and dictionaries. Yet, the production of complete grammars or complete dictionaries of any living language is difficult

to do for short – term needs as they take many years to complete. As language is in any case complete, it becomes necessary to select those elements of the grammar and those lexical items that can be considered most essential for school-trained students to know as it is inevitable that these tools are defined in terms of literacy skills. In addition, there is a need to produce special dictionaries; dictionaries for scientists, for people interested in business and economics, for health-related sciences and so on.

However, standardization is not restricted to the environment of choosing a national (regional) language. It is a continuous process. Dictionaries publishers provide new editions of their dictionaries about every 10 years, because the language and its usage constantly change, and it is therefore necessary to attempt to standardize practice at regular intervals.

Language standardization can be carried out through overt measures such as the development of pertinent legislations. On the other hand, language standardization is also likely to take place through less explicit means, e.g., education and literacy (I & P, 2020)

Standard language may be characterised such as.

For the first a superordinate variety – one variety which becomes the dominant variety or the *lingua franca* among speakers of divergent dialects. And then the prestige and power. It often perceived as the ‘best’, ‘the most grammatical’ or the ‘correct’ form. Hence rated above all regional and social dialects. The next is comprises a formal set of norms, defining ‘correct’ usage – ie a set of rules and conventions that are institutionalised. After that a codified form – i.e., these rules and conventions are not only well developed but they are stabilised, fixed and formally recorded in dictionaries and grammar books and so on. And the last the standard once fixed, serves as a model, a yardstick, a guide or a frame of reference for correct usage.

Accepted by the speech community and used for all official purposes – in government administration, law, religion, literature, education, the media, etc. Also, in teaching the language to foreigners.

Process of Standardization

Standardization is a necessary and vital process in any language. (Deumert, 2004) states that linguistically- oriented approach to language standardization have often concentrated on the identification of the regional and/or social dialects which form the phonological, morphological, and syntactic basis of standard language.

According to (Haugen, 1966), the process of standardization of Indonesian language, they are: Selecting, in standardizing a language, we may be familiar with the term of selecting. It means the language that will be standardized is chosen from certain language or dialect. It also can be from a language that has already been used in the past and has been popular in trading and so on. Such as, Indonesian language that is adopted from Malay language and Malay dialect.

Then, codification. It is the process of codification relates to make a role for a language that will be standardized. It might be the pronunciation or utterance and grammar as well. The purpose is in order to the user has guidance in using that language appropriately. It is not only for the spoken language that is used in daily activity but also in literary and journalistic terms.

In the process of standardizing of Bahasa Indonesia, codification is marked by appearing Ejaan Bahasa Indonesia (EBI). It is one of the guidance in using Bahasa Indonesia as nation language of Indonesia. It contains many things about Bahasa Indonesia. For example, the use of appropriate grammatical function.

Another, the appearance of Kamus Besar Bahasa Indonesia of famous with KBBI is being one process of codification in Bahasa Indonesia. Since, KBBI contains groping of vocabulary that is usually used by Indonesians. Through KBBI, we may know any word about Bahasa Indonesia. Further, many studies that gain aspect of language from Bahasa Indonesia in order to make a perfect language in usage. Even this is of academic importance.

And the next is elaboration. This is kind of importance process in standardizing language. In this process we well know the appearance of new terms of language. In other hand, the original language is explore more; can be enriched by new words or terms. They may be taken from local language or foreign language. Moreover, in this process we will take a term called "borrowing". (Embleton, 1987) stated that borrowing is take new word for certain language from another language.

Further elaboration of Bahasa Indonesia is marked by appearing of literary works, such as in writing a letter, newspaper, religious books, and canonical literature. For this matter, Bahasa Indonesia appears as the creative and rich language. Since, appear many role and new terms in Bahasa Indonesia.

The last is acceptance. In the end of the standardization of a language there are process called acceptance. It is after all the process has been passed, the new language must be approved by the society as their nation language. If it has been in this stage, standard language has power to unite a nation, it can be a symbol of independency, and it must be an identity of a nation that differ a country to another. In short, acceptance is the standard language that can be approve by the community at large of the code as the standard form.

Furthermore it would be important to keep in mind that successful language standardization is achieved when first the particular solution suggested for the problem is checked so as to know if it brings a fair chance of success and second when there is a situation of allowing several alternative solutions so as to see their merits and demerits and by imperceptible steps push one a head of the other.

Standardization works to limit change and variability within a language variety. Change still happens in standardized varieties (for example, the introduction of the passive progressive—the house is being built—in the nineteenth century), but it is often resisted and only slowly accepted (for example, the use of "they" as a singular pronoun, which occurs as early as the fourteenth century) (Curzan et al., 2023).

The Advantages and Disadvantages of Language Standardization

A new thing usually produces an advantage or a disadvantage. The advantage is concerned with the quality of something that makes it better or more useful, whereas the disadvantage deals with something that causes problems and tends to stop somebody or something from succeeding or making progress.

In terms of language standardization, it also affects two different things in which the decider intends to consider them. For instance, (Wardhaugh, 2006) points out four advantages of language standardization such as allows the language to serve as a model for everyone in the community to agree upon in order to communicate; having a common, mutually comprehensible language unifies the members of a community; can be employed to reflect and symbolize some kind of identity and can also be used to give prestige to speakers; and also makes the language easier to teach in schools

From these points, therefore, it can be stated that the language standardization has four main positive effects towards the speaker of that language: language model, unifier of people, the identity, and practical in teaching. On the other hand, language standardization also has disadvantages such as; creates a sense of elitism among the speakers of the standard and a feeling of inferiority in those who continue to use the non-standard form; tends to create an inferiority complex among the low status speakers; and also forces parents who wish for their children to be accepted by the dominant group to conform to the standard variety, possibly neglecting the language and culture they were born into.

Based on the explanation of disadvantage mentioned above, it can be said that the advantages of language standardization are much concerned with the elitism, inferiority, and neglecting (Ramlan, 2018)

The Aims of Language Standardization

The aims of standardizing a language are manifold and some of them are discussed as follows thinking that they are frequently pointed out, (Oyetade, 1998).

To contribute in the development of a nation

The role of language in the development of a nation cannot be over-stressed. As wider and more satisfactory conception of national development advocate development should be seen as total human development. The perspective emphasizes a full realization of human potential and a maximum utilization of the nation's resources for the benefit of all to take development as development. Thus, language as resource will be standardized to be utilized properly. Oyetade (ibid) makes it clear that every developmental discourse has taken note of language's pragmatic and expressive values. Based on its pragmatic value, language is the vehicle for the transmission of scientific and technical education. And it is also the vehicle and manifestation of culture (i.e., the expressive value)

To facilitate communication

Standardization is believed to increase the communication valency of a language standardization for literacy by simplifying the communication process. When there exists an enormous and magnificent difference between dialects and communication will be blocked. Certain standard rules must be followed so that people can communicate effectively with one another.

To enhance unification

As a result of standardizing a language, the community will be entitled to have and use a common, mutually comprehensible language which is believed to unify the speakers.

To simplify teaching

The other aim of standardizing a language is to make the language easier to teach in schools. In the linguistic community whereby, the majority happen to use a different dialect or language, it would be illogical to maintain local dialects as a medium of instruction when it comes to higher education.

5.To serve a political purpose

Some political reasons like claiming autonomy from domestic or foreign rule can be the aim for standardizing a language, such aims which are listed above, are viewed positively. Nevertheless, language standardization has its own negative consequences for its creation of a sense of superiority in speakers of one language and a feeling of inferiority on the others. Choosing one vernacular as a norm means favoring those who speak that variety and diminishing all the other varieties and possible competing norms, and those who use those varieties.

RESEARCH METHODOLOGY

This research used a qualitative approach. Qualitative approach is concerned with developing explanations of social phenomena. Based on the objective of the research, this research was conducted in qualitative descriptive. Qualitative descriptive aimed to explore and clarify one phenomena or social reality by describing some variables related to the problem identified.

The technique of collecting the data used in this research was Observation and test. Qualitative observation (Hour, 2015) subjectively focuses on gathering information which emphasizes on differences in quality rather than quantity. The number of participants is small because the researcher focuses on digging out details from each participant.

Observation is used to get information about phenomenon that occurs. In this study, the researcher used direct observation which is assessment team collects data on naturally occurring behavior within

their usual context. This is achieved by observing conditions and specific features of an affected site from arrange of viewpoints and locations to provide an overall view of the affected area.

The data were collected from the subjects, in this study, the researcher conducted purposive sampling as the sampling to determine the subjects. Purposive sampling strategies move away from any random form of sampling and are strategies to make sure that specific kinds of cases of those that could possibly be included are part of the final sample in the research study (Campbell et al., 2020).

So, the researcher decide 20 persons of all of society in jl. Denai region which have the different background of education as the subject and ask them to determine which one of standard and non standard words based on KBBI.

RESULTS AND DISCUSSIONS

The data of standardizing language was taken from Indonesia (Indonesia, 2008) that released by Pusat Bahasa Department Pendidikan Nasional in Jakarta. This dictionary contains around 91000 words of standardizing language. The table below shows the list of standardized and non-standardized language as instrument for the correspondence in determining standardized and non-standardized language. The researcher took 20 people to determine which one is standardized and non-standardize language in society around Jl. Denai. All the correspondence was origin from different background, such as university students, teacher, housewife, businessman and government employee. The table following shows their answer in determining standardize and non-standardize language.

Table 1.
Participant of Standardize and Non-Standardize Utterances

No	Standardizing Language			Non - standardizing language		
	Item word	The number of people	%	Item word	The number of people	%
1.	Ramai	10	55%	Rame	10	55%
2.	Mukena	5	25%	Telekung	15	75%
3.	Mercon	11	55%	Mercun	9	45%
4.	Menteri	11	55%	Mentri	9	45%
5.	Tertawa	12	60%	Ketawa	8	40%
6.	Temperamen	5	25%	Tempramen	15	75%
7.	Sambal	7	35%	Sambel	13	65%
8.	Tolak	8	40%	Nolak	12	60%
9.	Timbun	5	25%	Nimbun	15	75%
10.	Menerkam	10	50%	Menterkam	10	50%
11.	Tembak	9	45%	Nembak	11	55%
12.	Sungai	9	45%	Sunge	11	55%
13.	Telur	11	55%	Telor	9	45%
14.	Nasihat	7	35%	Nasehat	13	65%
15.	Aktivitas	10	50%	Aktifitas	10	50%
16.	Akikah	8	40%	Akekah	12	60%
17.	Akidah	10	50%	Aqidah	10	10%
18.	Adik	8	40%	Adek	12	60%
19.	Adab	9	45%	Adap	11	55%
20.	Jendral	6	30%	Jenderal	14	70%

From the table above we can see that the standardizing language of *mercon*, *menteri* and *telur* are more popular in which around 11 people got the correct answers or 55 % meanwhile non standardizing language of *etempramen*, *nimbun*, and *telekung* are not familiar for them. There are 15 person got the incorrect answers or around 75 %.

CONCLUSION

With reference to research findings, the conclusion can be drawn that many people in the society that lived in Jl. Denai, Medan - Indonesia, could not accept the standardization of language. It can be proven that when the researcher gave them a test to determine the standardization of language, they could not answer it correctly. Furthermore, the society around also was not familiar with the standardization language. From the research above, the researcher has found that the result was the standardizing language of *mercon*, *menteri* and *telur* are more popular in which around 11 people got the correct answers or 55 % meanwhile non standardizing language of *tempramen*, *nimbun*, and *telekung* are not familiar for them. Those words referred to the non-standardization of language. Then there are 15 persons got the incorrect answers or around 75 %. Future research suggestions include social and historical analysis, perception and attitude studies, as well as linguistic variation, language education, and mass media research to better understand the root causes and implications of the lack of understanding of language standards in the Jl. Denai community in Medan.

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