

## Language Management in Non-Married Couple

**Alfi Sahri, Nurmalia Rafiana, and Cut Droena Dibha**

Samudra University, Langsa  
Email: [alfisahrialfi24@gmail.com](mailto:alfisahrialfi24@gmail.com)

### Abstract

This study is aimed at analysing how non-married couples plan language planning for their daily communication and language management for their future children when they are married. The researcher used descriptive qualitative methods. In qualitative research, data are in the form of words, schemes, and images. The population of this study is all non-married couples around Langsa as many as 50 couples. Data were collected using questionnaires for non-married couples. The result of the research shows that the couples have many good planning to plan the language for them and their future children. Besides, there are still many who want to use local language. Non-married couples in Langsa city prefer Indonesian language as the mother tongue for their children so that the children will be able to easily communicate with people around in the future. As a national language, Indonesia language should be taught from the very early stage of a child.

**Keywords:** language, management, mother-tongue, national language

### 1. Introduction

Language is a system of conventional, spoken, manual, or written symbols by means of which human beings, as members of a social group and participants in its culture, express themselves. The functions of language are for communication, expression of identity, imaginative expression, and emotional release.

Many definitions of language have been proposed. Nekvapil (2004) states, "Language is the expression of ideas by means of speech-sounds combined into words. Words are combined into sentences; this combination answering to that of ideas into thoughts." The American linguists Spolky (2009) formulated the following definition: "A language is a system of arbitrary vocal symbols by means of which a social group cooperates." Any succinct definition of language makes a number of presuppositions and begs a number of questions. The first, for example, puts excessive weight on "thought," and the second uses "arbitrary" in a specialized, though legitimate, way.

Language management can be exemplified by the activity of a speaker repeating, with careful pronunciation, a foreign word that his interlocutor failed to understand, or a writer making corrections in a computer text file (as in the picture on the right), or a governmental body having road signage installed. These three examples show that language management acts are very diverse in nature. It is the goal of Language Management Theory to theoretically grasp this internally diverse type of human activity in a coherent way.

Spolsky (2009) explores many debates at the forefront of language policy: ideas of correctness and bad language; bilingualism and multilingualism; language death and efforts to preserve endangered languages; language choice as a human and civil right; and language education policy. Through looking at the language practices, beliefs and management of social groups from families to supra-national organizations, he develops a theory of modern national language policy and the major forces controlling it, such as the demands for efficient communication, the pressure for national identity, the attractions of (and resistance to) English as a global language, and the growing concern for human and civil rights as they impinge on language. Two central questions asked in this wide-ranging survey are of how to recognize language policies, and whether or not language can be managed at all.

The term 'language planning' was introduced by the Homberger (2006) referring to all conscious efforts that aim at changing the linguistic behaviour of a speech community. It can include anything 'from proposing a new word to a new language'. Language policy is sometimes used as a synonym for language planning. However, more precisely, language policy refers to the more general linguistic, political and social goals underlying the actual language planning process. Although language planning is a widespread and long-standing practice, only in the 1960s, when a large number of newly independent nations in Africa and Asia faced the question of the selection and implementation of a national language, Language policy and planning emerge as an area of sociolinguistic enquiry.

In this study the researcher wants to know how the non-married couple manage (plan) language for their children.

## **2. Literature Review**

This research adapts the statement of Spolsky (2009), where he presents a triad of concepts which make up his concept of "language policy," namely, "language practices," "language beliefs," and "language management". The book under review deals with the last one of these -- language management. The author defines languagemanagement as: "conscious and explicit efforts by language managers to control [language]choices" and as: "the explicit and observable effort by someone or some group that has or claims authority over the participants in the domain to modify their practices or beliefs".

The definitions resemble definitions of "language planning" (Cooper, 1989). The author of the book under review, however, prefers "language management" over "language planning," "because it more precisely captures the nature of the phenomenon".

However, the very concept of language planning as 'deliberate language change' (Tollefson, 1991), initiated by human actors, remained questionable for many linguists until well into the 1970s. This is reflected, for example, in the title of a collection which has become a classic of language-planning literature: *Can Language Be Planned?* Although nowadays linguists accept that deliberate language change is possible, this does not mean that language planning is considered advisable: It can be done, but it should not be done is the attitude of many (Fishman, 2006). Emphasising the descriptive nature of linguistics as a science, linguists have often approached language planning and its essentially prescriptive nature with some degree of suspicion and left its execution to politicians and lay people.

The term language management as originally conceived by Jernudd & Nekvapil (2012) is based on the discrimination between two processes which characterize language use: (1) the production and reception of discourse, that is, speaking, writing, listening and reading, and (2) the human activities aimed at discourse production and reception. The latter, metalinguistic type of activities are called language management. Neustupný, echoing Joshua Fishman's wording, often describes language management also as behavior towards language.

### **3. Research Method**

In this research, researcher used descriptive qualitative methods. Sugiyono (2012) states that, qualitative research is data in the form of words, schemes, and images. Based on the above opinion can be argued that qualitative descriptive method is a research method that produces descriptive data in the form of words, schemes, and images. In this research, the source of the study is the population of non-married couples in Langsa with 50 respondents. There are three steps in collecting the data: 1. Observing the dialogues 2. Finding and selecting the preferable language used and 3. Note taking and classifying.

The researcher also used method Phenomenological approach to find answers the questions of the research. And for the Procedure of Collecting Data the researchers interviewed the population during 10 minutes each and making audio recordings.

### **4. Discussion**

Language management refers to behavior towards language, whether an individual's management of his own discourse or an institution's management of language. The study of language management represents a vast broadening of view beyond the concern with the state as manager (as in the study of language planning) to

understand how people manage discourse and how they deliberate about language problems; and the reciprocal relationships between doing discourse and deliberating about discourse. The researcher will discuss the goals of an emerging theory of language management and model a theoretical framework.

In this survey we used closed questionnaire. We went to non-married partners and then submitted the questions for them to fill / answer. They could jointly provide opinions for our questions. We studied 10 non-married couples in Langsa. Some of the couples we have met are already engaged.

Starting from the first question about the duration of their relationship. The 10 couples have been in contact for many years, starting from 2 years, 3 years to 9 years. But some are still new about 6/7 months but they have been engaged; while those having been in relationship for 9 years have not been engaged.

The second question was tied to the plan of getting married. 10 respondents planned to marry. The intent of our question is about their seriousness in their relationship. Then 5 out of 10 respondents answered they were serious and they would continue their relationship to marriage. Then 5 plan to get married but not too serious because some are still in college and have not had a job.

In the third question we asked 10 of our respondents about the language they would use daily to their spouses to be. 10 respondents answered Indonesian language, and 10 others answered mixed, local and Indonesian languages, and 2/3 couples plan to use local language in their daily communication.

Followed by the fourth question about language to be used after getting married; 10 couples of our respondents will soon get married, and have children and just as the third question above, the 10 couples answered they would plan to teach the Indonesian language, some would also plan to teach regional languages for their children later. Also there is one pair of 10 respondents plan to teach English.

In the fifth question we asked 10 couples of our respondents about the reason of choosing a language to be taught to their children later. They chose Indonesian. And the reason is their children will easily communicate and interact with people around them and some answer because they live in Indonesia, so the Indonesian language is mandatory to be taught. Then the reason they answer to teach their children the local language is because some of our respondents want their children not to forget the local language.

After that we proceed to the sixth question about when or at what age will our respondents teach the language to their children later. 6 of our 10 respondent couples answer/choose to teach the language to their children from 1 to 2 years of age. 2 couples chose to teach the language for their children later at 6 to 7 months of age.

While 2 more couples chose to teach the language for their children from birth because they think the faster is the better.

Followed by the seventh question we asked about the importance of teaching language to children according to 10 couples of our respondents. 10 couples of our respondents had the same answer by replying that teaching the language to children is very important, with various reasons. The point is language plays an important role in human life.

In the eighth question we discussed how the 10 couples plan for language planning for their children later. 1 of our 10 respondent couples answered their planning in addition to teaching the language every day at home, the couple also plan to give their children language tutoring. According to them, learning language is not only at home, but also can be done outside, and through tutoring language acquisition could be easily achieved. While 9 couples of our respondents gave did not have any plan; their plan is natural that is letting the children learn language naturally.

In our last question we discussed the obstacles in learning acquisition. 5 respondents gave simple answer that they would not have any obstacle in teaching language to their children. 4 answers they would have some obstacles teaching language to their children owing to surroundings. 1 respondent did not give any answer.

The results show that language management for children after marriage vary. 10 respondents gave an answer that they had a definite plan on teaching the language to their children without specifying what language to teach. 10 respondents gave the same answer that they would make language management for their children and they added that they had a plan to teach Indonesian to their children on the ground that Indonesian is a national language and every citizen of the Republic of Indonesia must know and speak Indonesian language. In addition, they also plan to send their children outside Aceh for their education; thus the emphasis of teaching Indonesian should start from the very beginning.

Furthermore, 10 respondents answered that they would teach their children Indonesian and also local language; Indonesian as a unifying language and regional language as a cultural identity. Children should be able to speak Indonesian well so that they would not have any obstacles in their social relations as well as they would easily continue their education to a higher level in any area. Regional language would be their identity; and wherever they go they will not forget their cultural origin and they will also respect their culture so that they will not lose their identity.

10 respondents replied that they would put more emphasis on their local language on the grounds that regional language was their identity and that they had no plan to send their children outside their area for higher education. They would still teach Indonesian as a second language. 10 respondents gave an answer that they would teach Indonesian and local languages as well plus tutoring for Indonesian language

because they considered that the mastery of language would be easily achieved through tutoring. The point is that Indonesian will be taught as a second language. Finally, 1 respondent gave an answer that they would also teach English to their children.

## 5. Conclusion

Language management is concerned with the two processes which characterize language use: the production and reception of discourse, that is, speaking, writing, listening and reading, and the human activities aimed at discourse production and reception.

Language management is any specific efforts to modify or influence language practice placing the concept of domain in the forefront instead of the concept of community, and accordingly, language management becomes the explicit and observable effort by someone or some group that has or claims authority over the participants in the domain to modify their practices or beliefs. This is shown through the attitude of some local people in Aceh towards language where they prioritize local language to their children in the future having a reason that local language solidifies cultural identity.

Language management covers all the systems of a language and this is seen from the perspective of linguistics. Related to the research, language management to be stood as the planning for language acquisition for children in the future refers to the basic skills of language use: listening, reading, speaking and writing and for the various answers given by the respondents, these four skills are included. In this study we conclude that parents must have good language planning for children. Although we give a survey on the non-married couple, our respondents have plans like married couples; probably because of their seriousness in their relationships. They think planning should be done for the future.

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