



The Kulisusu Language Maintenance in Roko-Roko Village Wawonii

Alimansyah M¹, Hanna², Aderlaepe³

Alimansyahm98@gmail.com

^{1,2,3}Halu Oleo University, Indonesia

ABSTRACT

This study aims to: (1) Describe the Kulisusu Language maintenance by seeing Kulisusu Language use in the family domain, neighborhood domain, school domain and work domain. (2) Describe and analyze Kulisusu language problem. This study was descriptive qualitative, the data was collected from observation and interviews. The findings of this study show that (1) Kulisusu people still use Kulisusu language in their daily life. This seen from four domain that observe the level of Kulisusu language maintenance occurs in four domains. (2) The problem of Kulisusu language use: The first problem was parents use Bahasa Indonesia when talk to their child at home. The second is Kulisusu kids use Bahasa Indonesia in both nonformal and informal and the last is code mixing in using Kulisusu language. The research implication of this study was to tell people that by maintaining the Kulisusu language as Kulisusu society identification and culture legacy, can be avoided the language shift of language dead occurs.

Keywords:

Kulisusu language use, language maintenance, formal and informal domain.

1. Introduction

The maintenance of regional languages is very important because the changes and progress of a regional culture can only be recorded by the regional language. This is because language is also a component of the cultural system itself. Facing this kind of reality, especially in Indonesia, which has quite a lot of cultural and linguistic diversity, it is a serious concern to preserve and maintain ethnic and cultural diversity and language to be the pride of the Indonesian nation. We must make our diversity potential a separate force in strengthening the integrity of the Unitary State of the Republic of Indonesia (NKRI).

Jaya (2019) said that the large number of languages in Indonesia made situation of language is very complex. Usually, each region in Indonesia has its own regional language. Many people in Indonesia use local language in communicate and interact each other in their daily life. Local language mostly used to talk about something secret in community.

Language problem mostly appear because in one area not only have one language but also another language. (Ahmad et al., 2016) said that "in multilingual environment sometimes language competition happened, where some language will shift and have potential to death and to avoid language shifting the people must done language maintenance. Damanik (2009) states that "Language maintenance was characteristics of bilingual or multilingual that happened in diglossia people where they use some language in every different domain.

There are a lot of research and study about language maintenance that been done before that discussed about language maintenance in community. One of the researches was Rajabinra Jaya, he conducted a research about the condition of language maintenance of java language in several domain based on theory state that there are several domains, they are domain of family, education, neighborhood, religion and mass media as well as the researcher review in terms of age groups and the casual factor that lead the language maintenance for Javanese people. the objective of this study was to find out whether there is language maintenance happen in Javanese people who lived in Muna area at Bangunsari village Lasalepa sub district and to identify the causal factors that make the language maintenance happen in Javanese people who lived in Muna area at Bangunsari village lasalepa sub district. The result of this research shows that the Javanese people who lived in Bangunsari village where mostly dominant use java language in their daily live.

While this research discusses about the Kulisusu Language maintenance of Kulisusu people in roko-roko village Wawonii. The Kulisusu language is spread in several place in south east sulawesi. This happened because of typical of Indonesian people that mostly migrate. Sulvan (2016), said that one of migration that took place in Wawonii was the migration of the Kulisusu people to the roko-roko village in 1956. In general, the Kulisusu people in the roko-roko village uses the Kulisusu language. The use of Indonesian is used at formal meetings involving government activities and communicating with other people who come to this village. the Kulisusu people are a minority there who speak the Kulisusu language, where the language of the majority there is the Wawonii language especially outside the roko-roko village.

The Kulisusu people was minority there that speak Kulisusu language, where the majority language there was Wawonii language. Eventually, the use of Kulisusu language that very narrow in Wawonii, and the obligation to use Bahasa Indonesia in some formal activities worried can be reason of Kulisusu language speakers begin to decrease and even disappear. This situation makes the researcher interested in doing a research about Kulisusu language maintenance in Wawonii society.

1.1 language maintenance

Botifar (2015) says that maintenance is a decision to continue to use language collectively by a community that has used that language before. Language maintenance is situation where the speaker of a language still continues use their language in daily activity even though there is competition with the dominant language or the majority of users of certain languages.

Language maintenance important because language shows identity of people. This goes along Crystal (2002) states that language maintenance is needed in the way to make a cultural diversity, keep ethnic diversity, enable socio adaptability, increasing security for children psychological, and increase the sensitivity of linguistics. These five terms were related to each other, when language maintenance done the identity of the language user will be preserved so that it will form cultural diversity.

In detail, there are five reasons why a language must be maintained, such as: (1) as a tool to express self-identity, (2) as a repository of knowledge, (3) as historical evidence. , (4) because people need diversity, and (5) it is always interesting to study, especially for people who speak the language Kamaluddin (2016). Based on the facts

above, research and documentation about local language are needed as a form to preserve the local language and national culture. The government has set a number of rules about the vernacular.

1.2 Factors that Affecting Language Maintenance

There are some factors that influence language maintenance, Holmes and Wilson (2022) states that if families from a minority group live near each other and see each other in frequently, it may help them maintain their language. In addition, another factor, which may contribute to language maintenance, is the degree and frequency of context with the same hometown. Rusli (2016) mention that there are some factors that influence the language maintenance such as:

a. Migration

Lee (1966) state that the migration as a change remain in a place to stay. the migration can affect the use of language in particular group. This support by Richards in BAY (2016) describe that language shift usually happen when people migrate to another place that have different language with their first language. The movement of a group from one place to another place can make language phenomenon, where some language can influence by another language and vice versa.

b. Generation

David (2002) state that the generation which still become the centre of the study in language maintenance and language shift, although it's still classified as successive generations for an analytical purpose. Pauwels (2005) believes that the dominant language its more intense in the second generation of the immigrant.

c. Attitude of First Language

Language attitude is one factor that can affect the language maintenance. Kridalaksana (2001) state that language attitude was mental position or feelings of our language or another language. According to Anderson (1974) language attitude was a long-term belief or cognition, partly about language, regarding the objective of language, which gives a person the tendency to react in a certain way he likes. Rusdiansyah and Retty (2018) Stated that language attitude of a speaker is a feeling of pride or ridicule, rejecting or at the same time accepting a particular language or community using a particular language, both of the language controlled by each individual and by members of the community. In conclusion, language attitude is the suggestion and view about language, whether their happy or not about the language.

d. Domain of Language Use

Fishman in Syahriyani (2017) domain was related with the condition where some individuals are required to choose a language as well as specific topic of conversation according to the socio-cultural norms in their communities. Ernati (2018) state that there are four domains in one community such as; family domain, educational domain, religion domain, and works domain. It can be seen that in the difference of every language in use is assorted. Where the use of language in different domain showing the state of the language as well as predictive state of a language in community of the future.

1. Effort of Language Maintenance

Effort of Kulisusu language maintenance in this section is to understand as way, act, or attitude that can support Kulisusu language as well maintain various social effects of change in social life. State that effort is an attempt, a way, something

to do or action to take so that something still exists and continues. Effort of language maintenance such as:

a. Efforts of Language Maintenance in Family Domain.

Istimurti in Syahriyani (2017) Said that family domain was the last bastion of language maintenance. Family domain was the most important place in seeing language maintenance. Family domain was the first domain that kids saw. In family domain the kids' character, attitude and also language is made. Mostly kids use a language that their mother always use in their daily activity, because that language become their first language.

b. Effort of Language Maintenance in neighborhoods Domain

The neighborhoods domain was communication between people that live near each other so there is possibility to communicate or interact each other.

c. Effort of Language Maintenance in Religion Domain

Same with the domain of neighbourhood, religion domain also the place where we can see language maintenance. This happened because sometimes in one place we have same religion but we have different from culture and language. In this domain we also can see how people communicate in some religion event.

d. Effort of Language Maintenance in Education Domain

Commonly in education domain become the cause of language shifting. As we know Indonesia have a lot of diversity of language, commonly students in Indonesia learn about second language in the way to communicate with their friends that have different language. This situation sometimes makes some students more like to mix their language and use Bahasa Indonesia when communicate with their friends and their teacher even if they have same tribes.

2. Methods

The model applied in this research was descriptive qualitative, this method used to give a description about Kulisusu language maintenance in Wawonii society. The subject of this research was Kulisusu people who lived in Southeast Wawonii at Roko-Roko village. The researcher divided them into four domains; there were family domain, neighborhood domain, school domain, and work domain. This research has two data sources the first is spoken language and the second is the result of interview data. There were several steps used to collect the data (1) observation (2) recording (3) interview. After collected the data, the researcher analysed the data in several steps, as follows; first, the data would be collected by the researcher and then selected according to the focus of the study. Then data that transformed into the word form and then would be analyze with seeing the language use by Kulisusu people in every domain that researcher already choose before. Second, the result of observations and recordings are reconstructed into the form of dialogue and then each word in the conversation is calculated by see the Kulisusu language in communication. And the last steps, the researcher will draw a conclusion about what the data means based on findings data.

3. Findings

3.1 The Use of Kulisusu Language in Wawonii at Roko-Roko Village

The language Maintenance from Kulisusu people that live in roko-roko village wawonii can be seen from the language use in four domain that observe such as; Family domain, Neighborhood domain, education domain and work domain. The result of analysis can be seen below:

Domain	Result
Family domain	Kulisusu people mostly use Kulisusu language in family domain. Based on the result of interview, most informant say the use Kulisusu language in their daily. The use of Bahasa is only when talk to their litte kids, they start use Kulisusu language whent talk with people with same age and older. Based on observation and interview we can conclude that Kulisusu people still maintaining their language with still dominant use Kulisusu languge in four extract communication that has been observed in family domain.
Neighnorhood domain	Kulisusu people use both Bahasa and Kulisusu language in neighbourhood domain. Based on interview and observation seen, that Kulisusu people use Kulisusu language when interact each other and use bahasa when interact with other tribes. This statement support with informant answer, based on the result of interview all informants answer that their use bahasa when talk to other people that known as other tribes and use Kulisusu language when talk to people that known as Kulisusu tribes. In conclusion, when interact each other as Kulisusu tribe their Mostly use Kulisusu language and use bahasa when interact with the neighbour that have different tribes.
Education domain	Kulisusu language maintenance still happened in school domain. In four extract communication that seen and observe Kulisusu people still use Kulisusu language even in formal situation. This supported with some informants answer the Kulisusu language mostly used by teache when interact each other. Some students in this school use both Kulisusu and Indonesia language. As we can see 1th and 3th grade students mostly use Bahasa when talk, this different from 6th students that use Kulisusu language when interact each other. In conclusion, Kulisusu language

	mostly used by teacher and students use both bahasa and Kulisusu language.
Work domain	From observation in bank and public health center we can see that Kulisusu language still used by Kulisusu people. This statement supported by informant answer in interview they say their keep using Kulisusu language when interact each other they only use bahasa when talk to other tribes. Kulisusu language still used both by visitors and worker. This happened because most of Kulisusu people in Roko-Roko village know each other. in conclusion the Kulisusu people still maintain their language in both bank and public health center.

3.2 Problems of Kulisusu Language Usage in Roko-roko Village Wawonii

a. Parents use Bahasa when talk to their child at home

- Child : *maa mau ayam goreng*
: "mom want fried chicken"
- Mother : *tunggu dulu kika dia ambilkan makanan*
: "wait for kika bring us food"
- Child : *manami sa mau makan, sa lapar*
: "where is it I want to eat, I am hungry"
- Mother : *tunggu mi*
: "just wait"

From interaction between father and child, mother and child, and between child we can see that Kulisusu people start to use Bahasa Indonesia when interact each other. Kulisusu kids start used Kulisusu language when they grow older, eventhough sometimes they mix their language between Kulisusu language and indonesia language. This would become serious problem if Bahasa Indonesia become mother tongue in roko-roko village.

b. Kulisusu kids use Bahasa Indonesia in both nonformal and informal

- Child 1 : *hiya- hiya makaisoa ngirii*
: "whoww woww that smile"
- Child 2 : *saya cabut tadi siang waktu kalian pergi nonton ituu pelii sa cabut*
: I unplugged it this afternoon when you went to watch pelii, I pulled it out
- Child 3 : *hii da cabut laa, manami gigi u*
: " hii her pulled out, where's your tooth"
- Child 2 : *nanti kalau pulang saya kasilihatkoo*
: "soon when we back, I'll show you"
- Child 3 : *cobaa kasilihat iiman yo gigimu*
: "can you make iman see your tooth"

From this conversation we can see that Kulisusu kids start to use Bahasa Indonesia even they know Kulisusu language. This support with informant answer

in interview “*Sekarang kalau berbicara dengan anak pakai Bahasa Indonesia walaupun anak kita juga bisa Bahasa Kulisusu.*” (Hadrawing). One of informant said that Kulisusu kids know Kulisusu language. This happened because as seen in family domain and neighbourhood domain Kulisusu people mostly use Kulisusu language. The use Bahasa Indonesia when talk to their little kids affect the kids to use Bahasa Indonesia when they communicate each other.

4. Discussion

Based on the result of field observation in four domains, showed that Kulisusu people still maintain Kulisusu language with use Kulisusu language in mostly conversation in each domain. In family domain the use of Kulisusu language mostly happened in communication between husband and wife, then communication father and child, mother and child, and last between child. From family domain we can see that Kulisusu people still maintain their language with still dominant use kulissu language. Kulisusu language rarely used when communicating with children. based on observation shows that the lower the age, the lower the use of Kulisusu language. In neighbourhood domain Kulisusu people use both Bahasa Indonesia and Kulisusu language. This happened because of in roko-roko village wawonii there were other tribes that use different language. This situation makes Kulisusu people sometimes shift their language to bahasa indonesia in communicating with other tribes. Kulisusu people also use Kulisusu language in education domain. The use of Kulisusu language in education domain mostly happened in communication between teacher. most teacher use Kulisusu language when communicate with other teacher that known as same tribes and use bahasa indonesia when talk to other tribes. This also happen in students, where some students use Kulisusu language when communicate each other and sometimes their mix and shift their language when talk to other tribes. In work domain Kulisusu people use Kulisusu language when communicate each other that known as same tribes. This hapend because Kulisusu people live near each other in roko-roko village and make them easy to recognize eachother.

Kulisusu people mostly use bahasa indonesia when talk to child and other tribes. This situation may impact next generation cause most Kulisusu kids in roko-roko village start to use bahasa indonesia in their daily. This happend because of most parents in roko-roko use bahasa indonesia when talk to their child at home. The younger child now days start to use bahasa indonesia when communicate eachother, even sometimes their mix with Kulisusu language. It would become sreious problem if Kulisusu language only used by older generation of Kulisusu people in roko-roko village. This situation worried can make Kulisusu language shift even not longger use in next generation of Kulisusu people in roko-roko village wawonii.

5. Conclusion

1) People of Kulisusu use Kulisusu language in their daily life. This could be seen from four domains that observed the level of Kulisusu language maintenance occurs in four domains. In family domain out of four extract communication, the use of Kulisusu language identified as the lowwest in terms of communicate with the children. In neighborhood domain Kulisusu people use both Bahasa Indonesia and Kulisusu language, the use of Bahasa Indonesia is only when talk to other tribes. In

school domain the use of Kulisusu language happened in four extract communication and the lowest is communication between students in lower grade. In work domain Kulisusu people still maintain their language with use Kulisusu language in three extract communication. 2) The problem of Kulisusu language: the first is parents use Bahasa Indonesia when talk to their child at home, the second is Kulisusu kids use Bahasa Indonesia in both nonformal and informal.

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