

**THE USE OF INDONESIAN LANGUAGE IN LEARNING FOR  
FOURTH SEMESTER STUDENTS OF INDONESIAN  
LANGUAGE AND LITERATURE EDUCATION STUDY  
PROGRAM OF BATURAJA**

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**Abstract**

Indonesian is used by lecturers as the language of instruction in the teaching and learning process to deliver material. To avoid misunderstandings, the use of good and correct Indonesian during the teaching and learning process in the classroom should be prioritized. The population in this study were all fourth semester students of the Indonesian Language and Literature Education Study Program, Faculty of Teacher Training and Education, Baturaja University. The sampling technique used in this research is purposive sampling. Collecting data using questionnaires and interviews. Based on the questionnaire, it was concluded that the use of Indonesian in the fourth semester students in the Indonesian Language and Literature Education study program at Baturaja University in the teaching and learning process was not optimal. Efforts that can be made to overcome obstacles include: getting used to always using Indonesian, increasing Indonesian vocabulary, filtering out language influences from outside, teaching lecturers must use good and correct Indonesian.

**Keywords: Use of Indonesian, Teaching and Learning Process**

## Introduction

Language is a human communication tool. As revealed by Chaer (2006:1) states "language is a symbol system in the form of sound, arbitrary, used by a speech community to work together, communicate and identify themselves". In line with this statement, Keraf (2004:1) stated that: that communication through language enables everyone to learn their own customs, customs, culture and background. Based on the opinions of these experts, it can be concluded that the main function of language is as a tool to work together or communicate both in social life as well as in the nation and state.

In the teaching and learning process, it is very necessary to use Indonesian. Lecturers use it as an introductory language in delivering material. In addition, students can also easily catch the intent of the lecturer or vice versa. Moreover, these students come from different ethnic and cultural social backgrounds. To prevent misunderstandings, the use of good and correct Indonesian during the teaching and learning process in the classroom must be emphasized. Thus, the teaching and learning process will take place more effectively.

Baturaja University is an educational institution consisting of diverse lecturers and students. Various kinds of ethnic groups also color the hectic process of education at the University. Students who have the same ethnic background usually tend to use their local language in conversation. This is also carried over in teaching and learning activities in the classroom, both those carried out by lecturers and students. Lecturers and students sometimes unwittingly communicate using local languages when the learning process is in progress. This study was conducted with the aim of describing the use of Indonesian in fourth semester students in the teaching and learning process at the Indonesian Language and Literature Program, Faculty of Teacher Training and Education, Baturaja University. This research is expected to be useful theoretically and practically. Theoretically, it provides an overview of the use

of Indonesian, especially in the teaching and learning process. Practically, this research is expected to be useful for readers to add insight into the use of Indonesian in the teaching and learning process. Furthermore, Indonesian language lecturers can provide input to use Indonesian in a good and correct context in teaching and learning activities. In addition, for students as a form of motivation to be able to use Indonesian properly and correctly in teaching and learning activities.

### **1. Position and Function of Indonesian Language**

Indonesian is the most important language in our country. The importance of the role of the Indonesian language, among others, stems from the 1928 Youth Pledge and Article 36 of the 1945 Constitution (Muslich, 2010:1). The third pledge of the Youth Pledge reads: We, the sons and daughters of Indonesia, uphold the unified language of the Indonesian language. This means that Indonesian is the national language; its position is above regional languages (Arifin and Tasai, 2008:12). In addition, it is stated in the 1945 Constitution, Chapter XV, Article 36 which reads: The state language is Indonesian. In other words, there are two kinds of positions in Indonesian. First, Indonesian is domiciled as the national language; Second, Indonesian is the state language.

According to Arifin and Tasai (2008:12) in its position as the national language, Indonesian functions as follows:

(1) a symbol of national pride, (2) a symbol of national identity, (3) a connecting tool between citizens, between regions, and between cultures, and a tool that allows the unification of various ethnic groups with their respective socio-cultural and linguistic backgrounds into a national unity. Indonesia.

Indonesian as a symbol of national pride reflects the socio-cultural values that underlie our sense of nationality. On the basis of this pride, the Indonesian language must be maintained and developed and the sense of pride of its users must always be fostered. According to Arifin and Tasai (2008:12) states "in its position as the state language, Indonesian functions as (1) the official language of the state, (2) language of instruction in the world of education, (3) means of communication at the national level for the purposes of planning and implementing development, (4) tools for developing culture, science and technology".

As the official language of the state, Indonesian is used in all state ceremonies, events and activities, both in spoken and written form. Included in these activities are the writing of documents and decisions as well as letters issued by the government and other state agencies, as well as state speeches.

The second function in its position as the state language, Indonesian is the language of instruction in educational institutions from kindergarten to universities throughout Indonesia, except in areas such as Aceh, Batak, Sunda, Java, Madura. , Bali, and Makassar who use their local language as the language of instruction until the third year of basic education.

The third function in its position as the state language, Indonesian is a means of communication at the national level for the purposes of planning and implementing national development and for the benefit of government implementation.

In relation to this function, Indonesian is used not only as a means of reciprocal communication between the government and the wider community.

The last function of Indonesian is as a tool for developing national culture, science and technology. In this connection, the Indonesian language is the only tool that allows fostering and developing a national culture in such a way that it has its own characteristics and identity, which distinguishes it from regional culture. At the same time, Indonesian is used as a tool to express national socio-cultural values.

In addition, currently the function of the Indonesian language has grown bigger. Indonesian serves as the language of the mass media. Print and electronic mass media, whether visual, audio, or audio-visual, must use the Indonesian language. The mass media becomes the foundation in disseminating the Indonesian language properly and correctly.

## **2. Indonesian as the Language of Education**

Education is one of the best alternative forums for cultivating Indonesian so that it becomes a language that is actually used according to regulations and according to its function. As an official channel, education requires the use of Indonesian in the process of transferring various knowledge. For this reason, the use of Indonesian in education is very important. This can be seen from the various foreign books that must be translated into Indonesian to be widely used in Indonesia. This situation must also be met by teachers, lecturers and students in interacting in learning situations. Considering that not all school personnel come from the same ethnicity/region. For this reason, smooth communication is needed using language facilities in order to realize the goals of a learning process.

### **3. The Influence of First Language (B1) in the Use of Indonesian**

Tarigan (2011:4) suggests that language acquisition is influenced by the first language (B1) and the second language (B2). The acquisition of a first language is related to all activities of a person in mastering his mother tongue either through formal education and informal education. The acquisition of a second language takes place after a person has mastered or learned his first language.

In the use of Indonesian, the dominant language is influenced by the first language (B1). This is because not all children in Indonesia have their first language in Indonesian, but their mother tongue (regional language). Thus, the basic knowledge gained will be met when the child learns B2. This factor causes children to often mix rules with one another. One of the negative impacts of the practice of using languages interchangeably is the occurrence of confusion in the use of language, or what is known as interference.

Furthermore, the use of Indonesian language is very less when compared to the use of the mother tongue (regional language). This can be seen from the daily habits in the association of children, both in the school environment, campus and other public places. This factor also causes the children to be increasingly untrained to be skilled in Indonesian, both oral and written.

### **4. Errors in Language**

In language there are often mistakes. According to Chomsky (1965) quoted by Tarigan (2011:127), language errors that occur both verbally and in writing are divided into two, namely mistakes and errors. Mistake is an error caused by fatigue, exhaustion and lack of attention. While errors are errors caused by a lack of knowledge about language rules. It can be concluded that, errors that occur due to accidental elements are called mistakes and errors due to ignorance due to lack of knowledge are called errors.

## 5. Good and Correct Indonesian

According to Awalludin (2014:6) good Indonesian is Indonesian which is used in accordance with prevailing societal norms. The correct Indonesian language is Indonesian which is in accordance with the applicable Indonesian rules or rules. The Indonesian language rules include spelling rules, word formation, sentence structure, paragraph preparation, and reasoning arrangement. If spelling rules are used carefully, word formation rules are observed carefully, and reasoning arrangements are consistently adhered to, the use of Indonesian can be said to be correct. On the other hand, if the language rules are not adhered to, the use of the language is considered incorrect.

Good language is appropriate to the situation in which it is used. There are two situations of language use, namely official and informal situations. The official situation is a linguistic situation related to official matters, science, public speaking and talking to respected people, for example teaching, correspondence, making reports, scientific work, talking to superiors and teachers. In situations like this, apart from being a communication tool, language is also a tool for conveying ideas. Therefore, it is necessary to use standard language or standard language. Meanwhile, the informal situation is the use of language in daily interactions with the main problems of daily life.

Chatting in the stalls, bargaining in the market are examples of informal language situations. In this situation, language is only a means of communication. As long as the other person understands the meaning of the conversation, the language is sufficient. Deviation from the rules is not a disgraceful thing, as long as the violation does not change the meaning. Even the insertion of a foreign or regional language is not impossible. The correct Indonesian language is Indonesian whose use always obeys the rules of Indonesian (standard) language.

## RESEARCH METHODS

This research uses a descriptive method. "Descriptive method is a method used to describe or analyze a research result

but is not used to make broader conclusions (Sugiyono, 2012: 9). Furthermore, the data collection technique was carried out using questionnaires or better known as questionnaires and interviews. Questionnaires are more effective in this study because in a relatively short time they can obtain a lot of data and require little energy. According to Sugiyono (2015: 199) states "questionnaires are data collection techniques in the form of a series of written questions that are posed to respondents to get written answers as well". Interviews were conducted with lecturers and students to strengthen information from the data obtained through the results of the questionnaire.

This research was conducted in the study program of Language, Indonesian and Regional Literature at the University of Baturaja. The population in this study were all fourth semester students in the Language, Indonesian Literature and Regional Education study program, Faculty of Teacher Training and Education, Baturaja University as many as 60 people.

Furthermore, the sampling technique was carried out by purposive sampling. Sugiyono (2015:124) states "purposive sampling is a sampling technique with certain considerations". In line with Sugiyono, Margono (2007:128) states "purposive sampling is based on certain characteristics that are considered to have a close relationship with previously known population characteristics". The samples in this study were students of class A.IV.1 totaling 25 people. The data obtained were then analyzed descriptively by calculating the percentage of each respondent's answer.

## **RESULTS AND DISCUSSION**

Based on the questionnaire that has been given to students, the following information is obtained. Respondents who answered question number 1 were 10 people answered always and 15 people answered sometimes. Furthermore, respondents answered question number 2 as many as 5 people who always answered 10 people who answered no and as many as 10 answered sometimes. Next, respondents who answered question number 3 were 15 people answered very important and



5 people answered important and 5 people answered less important, then respondents to question number 4 were 12 people answered always, 13 people answered sometimes. Finally, the respondents who answered question number 5 were 15 people answered always, 3 people answered no, and 7 people answered sometimes.

From the five questions, the percentages are obtained in table 1 below.

Table.1 Percentage of Questionnaire Results

A list of questions	Persentase					
	Always	No	Sometimes	Very important	Important	Not important
Question 1	40%		60%			
Question 2	20%	40%	40%			
Question 3				60%	20%	20%
Question 4	48%		52%			
Question 5	60%	12%	28%			

Based on this percentage, the use of Indonesian in fourth semester students in the teaching and learning process at the Language, Indonesian Literature and Regional Education Study Program at Baturaja University has not been maximized. This is evidenced by the presence of more than the majority of students, namely 60% do not use Indonesian properly and correctly by entering the Regional Language during the teaching and learning process. Students' conversations both with lecturers and friends in the teaching and learning process do not use Indonesian, as evidenced by only 20% of respondents who use Indonesian properly and correctly. Most of the students, as much as 60%, have actually acknowledged and realized that the use of Indonesian in the teaching and learning process is very important. However, it has not been realized in class conversations. All students felt that there were obstacles in the application of the use of Indonesian because not even 1% did not experience obstacles. These obstacles can come from within the classroom environment or outside the classroom.

Based on the results of interviews conducted on seven lecturers who teach in the fourth semester, some information is obtained as follows. (1) The weakness that is often done during the teaching and learning process is the habit of using Indonesian mixed with regional languages. In fact, it not only affects the oral but also written students through the assignments given. (2)

In teaching and learning activities, lecturers motivate students to be able to use Indonesian by imposing a fine per word system if they mix the proper language rules. As a result, students are less confident and more afraid to express themselves. (3) it cannot be denied that during the teaching and learning process at certain times the lecturer will also provide examples using the regional language. It aims to explain information so that it is easier for students to understand the material provided. Well, this can be one of the factors that damage the existing language order. For this reason, this activity should be avoided at a minimum so that it does not become a bad habit in language. (4) lecturers as the driving force and role models of language for students must have good language skills in order to foster student confidence and language skills.

Furthermore, the obstacles to the use of Indonesian in the fourth semester students in the Language, Indonesian Literature and Regional Education Study Program, Baturaja University in the teaching and learning process are as follows.

### **1. The habit of lecturers or students not using good and correct Indonesian**

This obstacle can be seen from the percentage of question number 1 by 60% of lecturers sometimes not using good and correct Indonesian. Lecturers often use regional languages and slang. Lecturers who use regional languages in teaching will be imitated by students. Meanwhile, students will imitate what the lecturer does. Interaction between lecturers also often uses regional languages. This happens because they are used to using the Regional Language in the community and family. This

habit is carried out in the campus environment during the teaching and learning process. The use of regional languages or slang is often heard during the teaching and learning process.

## **2. There is an assumption that using Indonesian in conversation is considered not slang**

There are a number of students who think that using Indonesian is not slang and not a few students are less interested in learning it, and consider that Indonesian is their own language so it is not important to learn, this is evidenced by the presence of 20% who think Indonesian is not important in the process. learn how to teach. This is in stark contrast to the function of language as the language of instruction in educational institutions. Indonesian has been the national language since Indonesian youths took the Youth Pledge on October 28, 1928. Students do not have to assume that using Indonesian is not slang. Slang must be followed up so that students do not think that Indonesian is a language that is only used for certain circles, such as people who have high intellectuals.

## **3. The influence of the local language is still strong**

Fourth semester students came from various regions covering the Ogan Komering Ulu (OKU) district including (OKU Induk, East OKU and South OKU), OKI (Ogan Komering Ilir), Prabumulih and Lampung. The language used by students everyday uses regional languages. This is done not only in informal social circles but also in the campus environment. This factor causes the decreasing frequency of students to practice using Indonesian.

## **4. Not confident when you have to convey everything using Indonesian properly and correctly**

The reason for being 'not confident' when you have to convey something using Indonesian in commenting, explaining, asking etc. This is based on a lack of vocabulary, feelings of inferiority, fear of being wrong, unfamiliar, and the influence of dialect/idiolect that often appears so that it sounds funny is another side that is present in students. As a result, students tend

to be reluctant to argue. This situation causes less time to practice Indonesian language skills in class. Even if they have to comment, students still mix Indonesian with regional languages.

Based on the description above, it is known the obstacles encountered by students in applying the use of Indonesian in the teaching and learning process. Most of the obstacles encountered are problems with the habit of using regional languages in teaching and learning activities. Regional languages must also be preserved, but their use must take into account the existing situation. The teaching and learning process should not use regional languages or slang, but use good and correct Indonesian. Efforts that can be made to increase the use of Indonesian for fourth semester students in the Indonesian Language and Literature Education Study Program at the University of Baturaja include:

### **1. Get used to always using Indonesian**

Everything if done continuously will get maximum results. Likewise in the application of the use of Indonesian on campus. Furthermore, students must get used to using Indonesian in class conversations, especially during the teaching and learning process.

Training and getting used to using good Indonesian when communicating, especially in teaching and learning situations is not easy. Moreover, the habit of mixing regional languages, foreign languages and slang that violates the rules of the language has stuck with him for too long. This results in unskilled individuals to be able to speak well.

Another way that can be done, for example, is to improve language when talking to friends or lecturers. In fact, individuals who are accustomed to using Indonesian in conversation will become more skilled at speaking and not feel foreign to their own national language.

### **2. Increase Indonesian vocabulary and understand the importance of using Indonesian**

Knowledge is generally obtained by reading. Reading can have a positive influence on language users. One of them is increasing vocabulary. Thus, not only knowledge is obtained but language skills are also tested. This is what helps to increase the use of Indonesian. In addition, a large vocabulary will help students to become more proficient in Indonesian.

In addition to reading, you can also use the general discussion line to train students' language skills. By participating in various linguistic activities both orally and in writing, for example by conducting questions and answers with lecturers regarding understanding languages that are not understood.

### **3. Filtering the influence of language from outside**

The language that comes from outside that is meant is the language that is often heard or seen through the media, for example from television, radio, print media and social media which often do not comply with the rules of using good Indonesian. teaching and learning process. For this reason, students must be good at choosing and filtering languages that can be used in the teaching and learning process and be able to position themselves when to use the language. Thus, students will not choose the wrong language in using Indonesian according to the situation and conditions.

### **4. Lecturers who teach must use good and correct Indonesian**

Lecturers are a role model for their students. Therefore, lecturers must also pay attention to how to speak when delivering material in the teaching and learning process. The students will be more imitating what is done by the lecturer. For this reason, lecturers must be able to provide good examples to their students in using language. In addition, lecturers can provide positive motivation for students to interact according to the context of the language used. If they have difficulty conveying, the lecturer can provide input and correct grammatical or sentence errors. Thus, the use of Indonesian in the teaching and learning process can run effectively and students will be more proficient in using Indonesian according to its designation.

The quality of students' Indonesian language is still not said to be good, especially to be able to communicate using good and correct Indonesian. This can be seen during discussions or presentations in class. Students still often mix Indonesian with local languages. In addition, in writing, it is still often seen. This situation seems to indicate that the function of learning Indonesian in the classroom is not running optimally. The habit of students using regional languages or slang has resulted in students' Indonesian language skills not being able to be used properly in conversations on campus.

In the teaching and learning process the use of Indonesian is very important. However, the application of good and correct Indonesian has almost disappeared from the campus environment. Students tend to use regional languages and "slang" languages. Even many of the students find it difficult to speak Indonesian well. Students prefer daily dialogue using regional or local languages, compared to dialogue using Indonesian. The main factor that causes students to love the local language more than Indonesian is that the local language is a hereditary language taught by previous generations. The influence of regional languages is very large in learning Indonesian. This is because most of the students come from the regions.

In addition, more mistakes and errors occur. Not only ignorance or inadvertence but also because they are used to the wrong rules but still use them. This also has a negative impact on the use of the Indonesian language. Students/language users cannot distinguish between right and wrong rules, as a result of the mixing of these rules and their continuous use.

Furthermore, what is no less important is the support from the Indonesian language user environment itself to (1) love Indonesian as the nation's language, (2) give the highest appreciation to its speakers, (3) want to use Indonesian according to the right situation and rules. , (4) provide ample space and opportunity to use Indonesian more/more often. This

support will have a positive impact on the development of the Indonesian language, especially its use in official situations.

The role of parents, teachers, lecturers and language users is needed to help create good habits in the development of Indonesian. This means that the poor Indonesian language skills of students are not caused by internal factors but also external factors from the environment of the language user itself.

### **Conclusion and Suggestion**

The use of good and correct Indonesian in the fourth semester students in the learning process has not been maximized. This is because in the teaching and learning process there are still obstacles, including: the habit of lecturers and students using the Regional Language, the assumption that using Indonesian in conversation is considered not slang. These things cause the use of Indonesian in the teaching and learning process to be ineffective. The existing obstacles must be overcome immediately so that the effectiveness of the use of Indonesian in the teaching and learning process can increase. For that, it must be pursued by oneself, lecturers and all language users. Efforts that can be made include: getting used to always using Indonesian in conversation and increasing Indonesian vocabulary, filtering out language influences from outside, lecturers who teach must use good and correct Indonesian.

The use of Indonesian is very important. The next generation of the nation should use Indonesian in the teaching and learning process. It can also foster a sense of nationalism and love for the national language, namely Indonesian. The struggle of young people in ancient times was not easy. Therefore, as

intellectuals/students, we must respect the struggle of the nation and love for the homeland which is realized by using good and correct Indonesian.

Based on these conclusions, suggestions that can be conveyed in this study are as follows.

1. Readers, are advised to know the importance of Indonesian in life as Indonesian citizens.
2. Students must learn more Indonesian, because there is an assumption that Indonesian is easy and does not need to be learned. As a result, students still often use regional languages, both in the process of teaching and learning activities and in official contexts.
3. Lecturers or teaching staff should provide good examples for students by using good and correct Indonesian, especially in delivering material in the process of teaching and learning activities.

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