



The Influence of Language and Culture on Indonesian Language at SMKN 1 Rancabali

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Abstract. Language is one of the fundamental aspects of human life that functions as a means of communication and cultural identity. In the context of education, the influence of cultural language on the use of Indonesian is an interesting phenomenon to study, especially in the vocational school environment of SMKN 1 Rancabali. This study aims to analyze how cultural language influences the use of Indonesian among students and the implications of this phenomenon are the ability to speak good and correct Indonesian, the research method used is a qualitative approach with interview techniques and direct observation in the field. The results of the study show that students at SMKN 1 Rancabali use regional languages in everyday conversation, especially in informal situations. In an academic context, students tend to switch to Indonesian, although there are still elements of regional languages that are carried over. Awareness of the importance of mastering Indonesian arises when students are in the school environment, such as when interacting in public places.

Keywords : Cultural language, Indonesian language, Cultural influence

1. BACKGROUND

Language has an important role in the form of individual and community identity, according to Kridalaksana in Chaer (2003:32) language is a system of arbitrary sound symbols used by a social group to work together, communicate and identify themselves. As a language system and at the same time systematic. In the context of Indonesia, cultural diversity contributes to the dynamics of the development of the Indonesian language. Each region has its own distinctive language and dialect, which often influences the way individuals communicate in Indonesian .

According to Khotimah, (2012) "Regional language is a language spoken in a region in a nation state, either in a federal state or province or a small region, even a wider region". This phenomenon does not only occur in the general public, but also in the educational environment, including at SMKN 1 Rancabali. As a vocational school that has students from a Sundanese cultural background, SMKN 1 Rancabali is an ideal place to study how cultural language influences the use of Indonesian.

In everyday conversation, students often mix regional languages with Indonesian, either in the form of code switching or code mixing. This phenomenon can affect their skills in using Indonesian in accordance with language standards, regional languages and Indonesian have a relationship that influences and complements each other. Regional languages as mother tongues often influence the way Indonesian is used, including vocabulary, grammar, and pronunciation.

Yati (2015) When two or more languages coexist in their use in society, there are two possibilities that can occur. First, the two languages coexist in balance and have equality. Second, one language becomes more dominant, becomes the majority language, and becomes more prestigious, while the other is in the opposite condition, even threatened with extinction. The second possibility is a reality in Indonesia in relation to the coexistence of Indonesian and regional languages. The possibility of a language becoming extinct is feared by many parties.

The positive and negative impacts of using regional languages are some of the effects of using regional languages on Indonesian (Syahputra et al., 2022): Positive Impacts: a). The vocabulary in Indonesian is very large. b). Regional languages function as allied languages of the National Language. c). As a country of Indonesian cultural wealth. d). As an identity or characteristic of a tribe or region. e). Comfortable communication. . Negative Impacts: a). Other regions find it difficult to understand one regional language. b). Too many vocabulary terms make it difficult for foreigners to learn Indonesian. c). Because they are accustomed to using regional languages, residents become less aware of using standard Indonesian. d). Can lead to misconceptions .

Indonesia is known as a country with an extraordinary level of linguistic diversity. Located at a strategic crossroads between the continents of Asia and Australia and the Pacific and Indian Oceans, the Indonesian archipelago has been a meeting place for various cultures and languages for thousands of years. Indonesia has more than 700 living regional languages spoken by various ethnic groups throughout the archipelago (Simons & Fennig, 2021). According to research by Zulharby et al., (2022) found that children who are bilingual tend to experience interference in the early stages of language acquisition. They may mix words, sentence structures, or phonology from one language to another, which can affect the development of their language skills.

This study has similarities with researcher Sumarah Suryaningrum with the article title "The Influence of Mother Tongue on Indonesian Language Mastery in Elementary School Students in Dobo, Riau Islands Regency." in 2023 in the journal *Kata (Language Education, Literature, and Learning)*, showing that the use of mother tongue has a significant impact on Indonesian language mastery among elementary school children. Children who often use their mother tongue tend to have better Indonesian language skills . low in comparison with those who are rare or No speak in Language mother . In the research of Edi Syahputra , Hafizal Ismayanti , Nur Ainun , Puspita Naura Maharani with title article “ Influence Culture On Indonesian Language (Influence) Culture Towards Indonesian Language Among Teenagers).” In 2022 in the journal *Multidisciplinary Dehasen* , according to footsteps the average person's opinion , when somebody using regional languages outside his area , he feel strange , no comfortable , and not know . He fluent speak Indonesian, but regional languages must be preserved so that it does not extinct in order to preserve the diversity of Indonesian culture .

Masinambouw in Chaer (1995:217) stated that culture and language are a system inherent in humans. Or in other words, culture is a system inherent in humans to regulate human interaction in the community environment, therefore language is a system that functions as a means for such interaction to take place. The relationship between language and culture has also been discussed by: D. Blommfield, Harris and Voegeli in Oka (1974:113) according to them if viewed from outside itself is as a tool and container of culture in the form of activities. Speaking both in written and spoken form. The relationship between language and culture influences each other, complements each other.

Cultural influence on the Indonesian language has a deep and broad impact. Indonesia is a country with more than 300 ethnic groups, each with a unique language and culture. Indonesian language and literature cannot be separated from culture. According to Tylor (in Notowidagdo 1997), culture is a complex whole which contains knowledge, belief, art, morals, law, customs and habits acquired by humans as members of society. According to Koentjaraningrat (in Notowidagdo 1997) explains that culture is the power of the mind in the form of creativity, taste and feeling. Creation is a human longing to know the secrets of everything in his experience, which includes physical and spiritual experiences. The results of creativity are various kinds of knowledge. Karsa is

the human longing to realize the matter of sangkan paran. Where do humans come from before birth (sangkan) and where do humans go after death (paran). The results are in the form of religious norms and beliefs. Taste is the human longing for beauty, giving rise to the urge to enjoy beauty. The results of the development of this taste are manifested in the form of various norms of beauty which then produce various forms.

2. RESEARCH METHODS

This study uses a qualitative descriptive approach. According to Sugiyono (2015: 62), the qualitative descriptive method is based on existing facts or phenomena.

- a. Conducting direct field observations of students in and outside the classroom and in informal and formal communication.
- b. Conducting interviews with fifteen student research subjects. Questions were asked to students using structured questions.
- c. Documentation such as recording when conducting interviews with sources as a form of documentation to support research.

3. RESULTS AND DISCUSSION

In the study of the influence of language on culture towards Indonesian at SMKN 1 Rancabali, with object his research is student / i class 2 major hospitality numbering 15 people. Data is collected with do interviews and observations direct to field see direct How are the students / i interact and communicate in using regional languages and Indonesian in daily.

The influence of cultural language on the use of Indonesian in the environment of SMKN 1 Rancabali is an interesting linguistic phenomenon to study, especially in the context of education in an area that is thick with local identity. Rancabali, which is located in the Bandung Regency area, is an area with a majority of Sundanese speakers who actively use the language in everyday communication. This situation creates its own dynamics in students' language practices, where Indonesian as a national language often experiences shifts in function, meaning, and form in informal and formal situations.

In interactions in the school environment, it is seen that students use more Sundanese when talking to each other, even in learning contexts that actually require the use of Indonesian, especially in non-local content subjects. The use of Indonesian is often

mixed with elements of vocabulary, intonation, and even sentence structures typical of Sundanese, thus forming a speech style known as interference or language mixing. This interference can be in the form of the use of local terms in Indonesian sentences or the pronunciation of Indonesian words that are influenced by the phonology of the mother tongue.

This situation is certainly not immediately considered a form of error, but rather a normal symptom in a bilingual society.

However, in the context of formal education, the use of good and correct Indonesian remains the standard, especially since the language is the main tool in learning, examinations, and official communication in the school environment. Therefore, the influence of local cultural languages on Indonesian in schools such as SMKN 1 Rancabali can be a challenge as well as an opportunity in language education.

The main challenge lies in how teachers are able to guide students to continue to uphold the rules of the Indonesian language without losing respect for regional languages. Efforts made by schools to foster this language awareness are very important, both through habituation activities, language competitions, and learning that emphasizes the contextual role of Indonesian in everyday life. On the other hand, the existence of regional languages in the school environment can also be used as a source of rich expression and language creativity, as long as teachers are able to bridge the two with an inclusive pedagogical approach.

Thus, the influence of cultural language on Indonesian at SMKN 1 Rancabali shows that language learning cannot be separated from the social and cultural environment of students. In fact, in this diversity there is an opportunity to strengthen language awareness through an approach that respects local identity while also leading to effective and functional mastery of the national language.

A. Language Usage Patterns at SMKN 1 RANCABALI

Research result show that most of student using regional language in conversation everyday. In informal situations, the use of regional languages more dominant, whereas in situation academic, students using Indonesian, even though Still there is regional language elements that are carried over . However , in situations certain student using Indonesian when outside environment school simply as at the time in place general when there are strangers who ask road or at the time they currently be outside area they using Indonesian. This means existence awareness that importance

mastery Indonesian language though existence difficulty in to pronounce a number of vocabulary that is difficult to pronounce, the rare use of Indonesian language apparently affect the feeling of lack believe self student.

Based on results interview with Miss Fitri Nuri Nuraeni related with the convenience of using Indonesian and regional languages which says that " For the convenience of language, maybe we see the situation or condition again, yes, if at school maybe we use Indonesian when meeting teachers, maybe we meet friends also using Indonesian for the convenience of speaking regional languages, maybe answering again back to the situation again because many villagers use regional languages, so for the use of language, see the situation and condition. "From this statement, students can adjust the use of Indonesian and regional languages with whom they speak. mixing regional languages and Indonesian is also often done when students communicate with friends, according to Soewito (in Chaer and Agustina, 2010) emphasized that the interference between Indonesian and regional languages is back and forth, meaning that both influence each other.

B. Impact to ability Speak Indonesian

Influence of Language on Culture on the Indonesian language has an impact on several aspect like decline ability speak standard Because Lots student experience difficulty in speak using formal Indonesian while the Indonesian used informal Indonesian language students use in conversation everyday. Mistakes in structural grammar sentence often influenced by the grammatical patterns of regional languages . And the lack of awareness will Student Language Variation tend No realize difference between informal language and formal language in communication academic so that the need training and habituation using Indonesian.

4. CONCLUSION

The influence of cultural languages, especially Sundanese, on the use of Indonesian at SMKN 1 Rancabali is a reality that reflects the conditions of a bilingual society. Although there is interference in the use of Indonesian, this is not just a form of linguistic error, but rather a manifestation of language interaction that lives in students' daily lives. However, in the context of formal education, the use of Indonesian according to the rules remains important to strengthen. Therefore, a learning approach is needed that is able to

bridge regional languages and national languages in a balanced way, so that students are not only proficient in Indonesian functionally, but also continue to appreciate their local cultural roots. Contextual and continuous language development is the key to realizing a generation that is both proficient in language and rooted in culture.

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