**LANGUAGE MANAGEMENT: IN NON-MARRIAGE COUPLE**

 **Abstract:** *This study aims to analyze how non-marriage couples plan language planning for their daily communicating and language decline for their future children when they are married. The population of this study is all couples dating arround Langsa as many as 10 couples. Data were collected using questionnaires for dating couples. The result of the research is that the coupleshas many good planning to plan the language fir them and their future child, beside that there are still many who want to use local language. Couples dating in the Langsa cuty prefer to plan language planning is the Indonesian language is the mother tongue and for their children will be able to easily communicate with people arround.*

1. **INTRODUCTION**

Language, 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 include communication, the expression of identity, play, imaginative expression, and emotional release.

Many definitions of language have been proposed. Henry Sweet, an English phonetician and language scholar, stated: “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 Bernard Bloch and George L. Trager 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.

The term language management as originally conceived by Björn H. Jernudd and Jiří V. Neustupný 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 toward language.

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 (as in the stylized picture in the header of this web site). 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.

In this introduction, Bernard Spolsky 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 American linguist Einar Haugen in the late 1950s and refers 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' (Haugen 1987: 627). 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, did language policy and planning emerge as an area of sociolinguistic enquiry.

However, the very concept of language planning as 'deliberate language change' (Rubin and Jernudd 1971b: xvi), 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? (Rubin and Jernudd 1971a). 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 1983). 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.

In this study the researcher want to research, the researcher would like to know how the marriage couple and non-married couple manage (plan) of language that they want to use to their childrent.

1. **REVIEW OF LITERATURE**

This research will meanly adapted the statement of (Spolsky 2004), where he presented 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''.

Thedefinitions resemble definitions of ''language planning'' (cf. Cooper 1989, Kaplan and Baldauf 1997). The author of the book under review, however, prefers ''language management'' over ''language planning,'' ''because it more precisely captures the nature of the phenomenon''.

1. **METHODOLOGY**

The methods for investigation in this study include the questionnaire of non-married couple, couple dating interviews on how to lower the language in children.

1. **DISCUSSION**

Dr. Bjorn Jernudd, Ph.D. Sociolinguistics and former chair at Hong Kong Baptist University will give a lecture on “Language Management Theory — and Then?”

Language management refers to behavior toward language, whether an individual’s management of her 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 speaker will discuss the goals of an emerging theory of language management and model a theoretical framework. Examples from various languages will be used.

In this survey we use closed questionnaire. We went to dating partner and then submitted this question for them to fill / answer questions from us. Both of them were alone when we met so they could jointly provide opinions for our questions. We studied 10 couples dating in langsa. Some of the couples we have met, some of whom are engaged.

Starting from the first question we asked about how long the 10 couples of our respondents were dating and engaged. The 10 couples have been in contact for many years, starting from one dating 2 years, 3 years to 9 years. But there are also new 6/7 months but those who have been engaged. While the 9 years has not been engaged.

In the second question we asked the plans of the 10 respondents we planned to marry, the intent of our question is about their seriousness of dating. Then 5 out of 10 respondents we answered already there is seriousness and they will continue to marriage. The 5 again there are also plans to get married but not too serious. Because some are still in college and have not had a job. Maybe that's also one of the reasons.

In the third question we asked 10 of our respondents about what language they would use daily against their spouses. The 10 respondents we answered the same that is using the Indonesian language, but from the 10 respondents we answered other than Indonesian, 2/3 couples use local language also to communicate daily.

Followed by the fourth question is, when the 10 couples of our respondents get married, then have children, what language they will teach for their children. Just like the third question above, the 10 couples answered will plan to teach the Indonesian language, some will also plan to teach regional languages ​​for their children later. Also there is one pair of 10 responden couples we want to plan on teaching English.

In the fifth question we asked the 10 couples of our respondents about the reason they chose that language to teach their children later. The reason they chose Indonesian, Indonesian is that their child will easily communicate and interact with the people around him, 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 in the local area 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 will teach the language for their child 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 choose to teach the language for their child later at 6 to 7 months of age. While 2 more couples choose to teach the language for her child from birth. Because they think faster is better.

Followed by the seventh question we asked about the importance of teaching the language for children according to the 10 couples of our respondents. The 10 couples of our respondents had the same answer by replying that teaching the language to the child is very important. But for different reasons. The point is to teach the language is a very important thing.

After the eighth question we discussed about how the 10 couples plan to plan language planning for their child later. 1 of our 10 respondent couples answered their planning in addition to teaching the language every day at home, the couple also plans to include their child to tutoring. Because according to them, learning not only at home, but also can be outside, and according to them it can also train them to speak a good language. While the 9 couples of our respondents gave a reason not to have any plans, they just run as usual, speak well in every day. Because they think that's what their planning is to teach the language to their children later.

Upon our last question we discussed the 10 issue of our respondents' pairs to plan language planning for their child later. 5 out of 10 couples of our respondents said there were definitely obstacles, because according to them teaching the language for children is not an easy thing. Then 4 out of 10 of our respondents said there were no obstacles because for the 4 couples said teaching the language to the child is not an obstacle and even very easy. However, there is 1 partner from the 10 respondents we answered don’t know. We do not force him to answer this question because we know, to order or do research like this, to make the questionnaire to be filled, not by force.

1. **CONCLUSSION**

From the results of the research we have done in this week about the Language Management: In marriage couple, we can make the conclusion that, 10 respondents who we studied is indeed been thinking long to continue the relationship. Then 10 of our respondents also know a lot about what language planning is, how to speak well, even to plan language for their future children.

Not all of them understand how to speak good. Some of our 10 respondents say that language instruction is not very important to teach because by communicating daily it is one of the language teaching according to them. In the previous chapter we have explained about the language and the importance of good language. Thus the question of the importance of language, and to 10 respondents we also understand how important to teach the language for children. In addition to communicating, language learning is for the capital of a child will become a good child and speak polite words later.

In this study we can conclude that, every parent must have good language planning for her child. Although what we studied was an non-married couple. But our respondents already have plans like married couples. Probably because of their seriousness of dating relationships even for years. Because they think planning should be done / planned in the future, especially they have a plan to get married.

We conducted this study aimed at, in addition to wanting to know how to plan their language. Because we also know the imagination of non-married couples is higher than married couples. Can be said their planning is more mature.