



AN ANALYSIS OF REGIONAL DIALECT USAGE TOWARD STUDENTS' SPEAKING ABILITY

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ABSTRACT

This research was conducted on field study of sociolinguistics in ELT by focusing an analysis of regional dialect usage toward students' speaking ability. Data source from students' regional dialect usage on an analysis toward students' speaking ability namely to know about the regional dialect of students' itself. The aim of this research was obtained the data of research by finding out the process of research and described an analysis of regional dialect toward students' speaking ability. Meanwhile, the methodology of this research was case study. The researcher collected the technique data by using some instruments such as observation, recording and documentation. The use of technique analysis was using analysis interactive. The sampling of this research was the students in class four at Mega Utama Tunas Bangsa Islamic studies primary school. The process of study research was analyzed by the students and also gave the study guidance that students were to do the instruction given by the researcher, in order to know students' speaking ability. The result of the research, there were two dialects in the Java language of Banten that were found by the researcher and the cause of students' regional dialect was that students were more comfortable because the language they speak was the mother tongue. Meanwhile, the conclusion was students should be guided in fun or easy learning of speaking ability in both Indonesia or English lessons so that they became people who are not easily switched to other language cultures and Indonesian culture must be preserved.

Keywords: Regional dialect, Students, Speaking ability

ABSTRAK

Penelitian ini dilakukan pada studi lapangan sosiolinguistik dalam ELT dengan memfokuskan analisis penggunaan dialek daerah terhadap kemampuan berbicara siswa. Sumber data dari penggunaan dialek daerah siswa dalam analisis terhadap kemampuan berbicara siswa yaitu untuk mengetahui dialek daerah siswa itu sendiri. Tujuan dari penelitian ini adalah memperoleh data penelitian dengan mengetahui proses penelitian dan mendeskripsikan analisis dialek daerah terhadap kemampuan berbicara siswa. Sedangkan metodologi penelitian ini adalah studi kasus. Peneliti mengumpulkan data teknik dengan menggunakan beberapa instrumen seperti observasi, pencatatan dan dokumentasi. Penggunaan teknik analisis yang digunakan adalah analisis interaktif. Sampel penelitian ini adalah siswa kelas empat SD Islam Mega Utama Tunas Bangsa. Proses penelitian dianalisis oleh siswa dan juga memberikan bimbingan belajar bahwa siswa harus melakukan instruksi yang diberikan oleh peneliti, untuk mengetahui kemampuan berbicara siswa. Hasil penelitian terdapat dua dialek bahasa Jawa Banten yang ditemukan peneliti dan penyebab dialek daerah siswa adalah siswa lebih nyaman karena bahasa yang mereka gunakan adalah bahasa ibu. Sedangkan kesimpulannya adalah siswa hendaknya dibimbing dalam pembelajaran kemampuan berbicara yang menyenangkan atau mudah baik dalam pelajaran bahasa Indonesia maupun bahasa Inggris agar mereka menjadi manusia yang tidak mudah beralih ke budaya bahasa lain dan budaya Indonesia harus dilestarikan.

Kata Kunci: Dialek Daerah, Siswa, Kemampuan Berbicara

PENDAHULUAN

English is most important language in this world by having many characters of alphabet in the writing, the aims are to make the people knows about the scope of English language. Thus, in English has differences of pronunciation of writing. Almost, peoples are spoken English language because peoples that rarely learn of the anything or many things in English language itself called by foreign language. The English language has been known by many peoples as an *international language*, because English language has several perspectives in the uses till now. English is considered to be helpful for categorization in spreading out in current views. It is a Homogenous position in the world of the culture by spreading out the English language that is leading in a *homogenous*. On the other hand, English as a foreign language has positive characteristics in the world globalization which was cited in the various statistics of documents in the pervasiveness of English nowadays.

Otherwise, it can be seen from the other side that homogenization as a negative globalization feature which reflected on imperialism and colonization. English language also delineated in second position as a *heterogeneous* position, which has brought globalization to the features in the world. The goal of English paradigms in the world is to make English become localized which describes the manner of creating some differences around the world. But, in the homogeneous and heterogeneous argument; it has some differences of perspectives. It can be seen from the side that homogenous argument which tends to ignore in local appropriations and adaptations, but it different in heterogeneous definition that heterogeneous views are tends to ignore in political broader context of spread out the English language. Indeed, there is a neutrality of English and insistence constant, which concern of the language around global and politics local in the end of argues of the effect ultimate in globalization based on neither homogeneous nor heterogeneous and it is fluid mixture in popular culture, heritage, tradition changing, and ethnic affiliation, appropriate of global and local contextualization in new global order according to Penny in Nancy and Sandra (2001:94)' explanation. English as a language is used almost in some countries, it is used in interaction by many member societies, namely in the spoken with the interlocutors by their needs. Each country has differences of nation, such as customs, cultures, races, castes in society in some countries. Especially in Indonesia's country that English has become a foreign language, as a reason that Indonesia's country has a lot of native stock or native locals which was located in Asia that was called the "state of maritime" in the country.

The researcher means that there are many islands in the Indonesian country inside and also there are many marine islands in Indonesia itself. In other hand, many peoples of inhabitant in some of locations, but there are some immigrants who has come up with a lot of the destination whether the immigrants want to marry with the Indonesian people or they just stay in their works at several days to find out the views of Indonesian country itself or it may be can make like travel with their partners. Indonesian or people of Indonesia that could be able to speak English to serve the tourists, foreign visitors, or the immigrants, although Indonesian people are still poor in the English language mastering that Indonesians have to speak English in several things or aspects.

To learn English, one needs to master the grammatical and semantic rules which are commonly understood throughout the world context. The speaker will be able to discuss the problem with all of the people by learning foreign languages and in the words of science that are used by English all over the world. It is more effective and innovative for someone who wants to learn English especially in a language. Spoken language is especially difficult for foreign language learners because it is used in oral communication skills to use in appropriate language for social interaction. According to Richard and Willy (2002:204), the Involve of foreign language is not also uses in oral communication ability but it uses in paralinguistic element of speech such as pitch, stress, and intonation which is involved in sociolinguistics like in gesture, body language, and facial expression in basics of speaking.

The existence of a language cannot be separated from human life. It can be seen from the fact that all activities related to interaction among people are necessitated in a language itself. Language is an important means of communication. Language reflects thinking; in fact, people cannot say a sentence until people have first thought of it. Often thinking of a person that gets mixed with emotions and also reasons become loaded with desires, wishes, prejudices, Therefore, the researcher is conducting this paper aimed to analyze students' dialect toward speaking ability at the fourth grade in primary school by conducting this research to gain the explanation on the causes or reasons in analysis of dialect produced by students.

METODOLOGI PENELITIAN

The methodology of this research was case study. The simple definition of case study is elusive. The meaning of elusive based on Juanita & Robert (2009), case study is looked at as research, rather than a research focus. In other definitions, case study is an object to be investigated which the researcher could draw and describe in a variety of tools of research.

Meanwhile, Kardos & Smith (1979) pointed out a case study that requires researchers to practice on applying the knowledge and on thinking of the researcher's skills. The aim is to make a real situation to learn from a case study analysis. The researcher will be able to analyze, apply knowledge, reasoning and also draw conclusions.

The researcher can conclude if the case of study is bounded on a system or could be defined as an entity or individual such as students, program, school or institution. The features of case study method according to Kardos and Smith (1979); it can be drawn in several points, as follows: 1) Case study is taken from real life (true identities may be concealed). 2) Case study consists of many parts and each part usually ends with problems and points for discussion. There may not be a clear cut off point to the situation. 3) The inclusion of case study is sufficient information for the researcher to treat problems and issues itself. And 4) A case study is a believable method for the researcher in which the case contains the setting, personalities, sequence of events, problems and conflicts.

The Techniques of Data Collecting

Techniques of data collecting will be obtained by using some instruments that are set up in some types such as: observation, recording and documentation. The data is compiled in research and these are the instruments of research, it can be described as follows:

Observation

Definition of observation based on Juanita and Robert (2009:118) involves paying particular attention to things the researcher is interested in investigating the case and screening out for the time-being other events that are less relevant. Richards (2003) suggests of four main focus areas of observation itself, as follows: (a) the setting (for example, context, spaces, locations); (b) the systems (typical routines and procedures); (c) the people (roles, relationships, and responses); (d) behavior (timing, activities, and event).

Recording

Definition of recording which was pointed out by Guba and Lincoln (1981) in Lexy (2008:216) is each written question that is arranged by someone or institution to examine the necessity in an event or it can be conducted in presenting the accounting. Then, the researcher will be recording the analysis of regional dialect usage toward students' speaking ability.

Documentation

Guba and Lincoln (1981) in Lexy (2008:216) stated that the documentation definition, that is each written object or film, is different from record, which is not finished because there is a request from a researcher. Consequently, the researcher will be documenting the analysis of regional dialect usage toward students' speaking ability directly.

The Techniques of Data Analyzing

The technique used to analyze the data is using interactive analysis. According to Soetopo (2002: 96) data reduction and data presentation these should be prepared in time of research which they have already obtained in units of data from a number of units. The technique of data analyzing in this research is to describe some points of assignments. To get data valid, the researcher is would like to conduct the research by using action research method in data analyzing, it can be classified in several points, as follows: Data collection, Data reduction, Data display, and Conclusion or verification.

HASIL DAN PEMBAHASAN

Process of the Analysis on Students' Regional Dialect Usage

Dialects are part of the language variation in multilingual communities. Every language used in this world must have very diverse and varied accents, dialects of the language though still equally in one language. As Chaer and Leonie (2004) have pointed out that speakers in one dialect, even though they have their own ideologies, have similar features which indicate that they are in a dialect distinct from another group of speakers who are in their own dialect, others that mark his dialect as well.

Meanwhile, regional dialect characteristics of dialect itself were limited by place. It was often also called an area dialect. This dialect usually develops in one particular area, meaning people outside the area will not understand the dialect in the regional dialect itself.

Speaking was one skill to socialize with others. a person's language reflects the person's character and background. Thus, through speech that person could know the character or even the identity of a person as the speaker itself, even though the person was completely unknown, so that can identify a person's identity by observing his or her pronunciation in speech or pronunciation, then the words used or vocabulary, and the composition of the sentence in speaking (grammar). Based on explanation above that the researcher was drawn the process of analysis of students' regional dialect usage toward students' speaking ability which there is some of stages that had been conducted, as follows:

The first was observation, researcher was observed two of the students as the sample of this research in what has been found in the research. In that observation, the researcher discovered some cases, analyzed the research and recorded the data to obtain the result of the research. After conducting the analysis of students' dialect usage, the researcher gave some English vocabulary to two students and they were followed the instructions from the researcher itself, in aim to know their English-speaking ability. The second was recording the data, the researcher asked about the causes on the dialect usage to the sample of research, and the researcher asked how to use Indonesian language as per the spelling enhanced, meanwhile in the development of student's speaking ability on the use of English that researcher also asked of the students' motivation to learn English based on the grammatical rule, spelling and also pronunciation.

After recording the data, the third stage was documentation. It was documented to students that as a sample of this research, the function of documentation itself is to provide authentic or original documents which can be used as evidence. Meanwhile, the meaning of documentation was one or more pieces of paper with the writing that was official research.

Data of the Transcriptions

The Transcription of Data toward Student A(Fahri)

Tabel 1. The Conversation between Researcher and the First Research Object in National Language

Researcher:	Oya, bu guru boleh tanya?
Fahri :	Iya boleh bu
Researcher:	Apa cita-cita fahri?
Fahr :	Hmmm... Saya mah pengen jadi polisi bu
Researcher:	Oh, polisi. Kalau mau jadi polisi harus belajar dong, betulkan?
Fahri :	Iya bu, betul.
Researcher:	Terus, kalau fahri sendiri apakah suka belajar Di rumah?
Fahri :	Weh.... Belajar geh saya mah bu di rumahnya
Researcher:	Itu sangat bagus, harus ditingkatkan lagi belajarnya. Semoga cita-cita fahri tercapai, ya.
Fahri :	Iya bu, amin

The Sentences	Indonesian Sentence Structure	Regional Dialect(s)	Idiolect(s)
Iya boleh bu	Iya, boleh bu.	-	-

Hmmm... saya mah pengen jadi polisi	Saya ingin mejadi polisi	-	/Mah/
Weeeh.... Belajar geh saya mah dirumahnya.	Saya belajar dirumah, kok bu.	-	/Geh/
Iya bu ,amin	Iya bu, amin.	-	-

Table. 2 Fahri's Words Pronunciation in Regional Language

The Words Pronunciation	Regional Language Sentence Structure	Regional Dialect(s)	Idiolect(s)
Sire mah aje mekonon sih din	Sire aje mekonon din	/Sire/ /Aje/	/Mah/
Ore gelem lah kite ne kih	kite ore gelem	/Ore/ /Kite/	/Lah/ /Kih/
uwis weruh galeh malah kite mah	Kite uwis weruh	/Kite/ /Galeh/	/Malah/ /Mah/
Galak mah bapak sing kuen kuh	Bapak sing kuen galak	/Kuen/	/Mah/ /Kuh/

Table 3. Fahri's Counting the Number

Siji, roro, telu, papat, lime, enem, pitu, wolu, sange, sepuluh

Words of the numbers	Regional Language Sentence Structure	Regional Dialect(s)
Siji	Siji	-
Roro	Loro	-
Telu	Telu	-
Papat	Papat	-
Lima	Lime	/Lime/
Enem	Enem	-
Pitu	Pitu	-
Wolu	Wolu	-
Sange	Sange	/Sange/
Sepuluh	Sepuluh	

The Transcription of Data toward Student B (Wahyudi)**Tabel 1.** The Conversation between Researcher and the second Research Object in National Language

Researcher: Hey, wahyudi. Bu guru mau tanya dong, gimana caranya

supaya bisa jadi orang pintar ya?

Wahyudi : Ya belajar yang rajin lah bu

Researcher: Siapa yang bimbing wahyudi belajar dirumah?

Wahyudi : Ya, sama ibu saya geh bu.

Reseracher: Kapan waktu wahyudi belajar?

Wahyudi : Saya mah belajarnya malem geh bu.

Researcher: Oh wahyudi belajar pas malam hari

Wahyudi : Iya lah bu.

The Sentences	Indonesian Sentence Structure	Regional Dialect(s)	Idiolect(s)
Ya belajar yang rajin lah bu	Belajar yang rajin	-	/Lah/
Ya, sama ibu saya geh bu.	Bersama ibu saya	-	/Geh/
Saya mah belajarnya malem geh bu.	Saya belajar di malam hari	-	/Mah/ /Geh/
Iya lah bu	Iya bu	-	/Lah/

Table. 2 Wahyudi's Words Pronunciation in Regional Language

The Words Pronunciation	Regional Language Sentences Structure	Regional Dialect(s)	Idiolect(s)
Kite mah ora mangan lah soale wis wareg	Kite ore mangan soale wareg	/Kite/ /Ora/ /Soal-le/	/Mah/ /Lah/
Tibe pensile kuh	Pensile tibe	/Tibe/ /Pensil-le/	/Kuh/
Ane ape sire kuh nyeluk kite?	Ane ape sire nyeluk kite?	/Ane/ /Ape/ /Sire/ /Kite/	/Malah/ /Mah/
Aje beribin sih sire kuh ana wis ana bu guru geh	Aje beribin sire pade soale wis ane ibu guru	/Aje/ /Sire/ /Pade/ /Soal-e/ /Ane/	/Sih/ /Kuh/

After analyzing the regional dialect on the usage toward students' speaking ability, the researcher was giving some vocabulary to the students to find out speaking ability especially in English language. Therefore, the list of vocabulary was given by the researcher, can be drawn:

No.	The Words	The Sentences
1.	Cap	I have a cap
2.	Tie	My tie is red
3.	Belt	The color of belt is black
4.	Book	I write the lesson in the book
5.	Pencil	My pencil in the bag
6.	Sharpener	I have one sharpener
7.	Shirt	This is my shirt
8.	Shoe	I have one shoe
9.	Shock	This is a shock
10.	Clock	That is a clock

The Result based on Data Transcription

In the implementation in schools, both students (Fahri and Wahyudi) and teachers, of course, come from similar cultural, regional and even social backgrounds, but there were also different cultural, regional and even social backgrounds based on other students or teachers.

According to the result of research data, the use of the language used reflects where they were from the place of origin. Students were more comfortable because the languages they speak in the regional dialect were their mother tongue. Although, there were different pronunciation in the spoken both of samples in this research. In words' pronunciation, they may be speaking according to what they were heard, or produced the sentences of pronouncing the words that came from their friends, parents, and relatives. For example, students of the A (Fahri) dialect used was 'e' in the Java language of Banten, his pronunciation was still mispronounced in both languages and the language sentence structure still needed guidance. Meanwhile, student B (Wahyudi) was also pronounced in dialect 'e', but there were differences from student A (fahri). In Wahyudi's language sentence structure was pronounced good, but in the regional language that many idiolects were spoken by Wahyudi itself, like *mah*, *geh*, *malah*, *galeh*, *kuh*, *sih* and etc.

In the language skills of students as sample of this research or it could be called as speaking ability, the students were needing in teaching and learning, but both students that they had stable the spirits when they were speaking in front of their classmates or teachers which especially Indonesian and English language of speaking lesson. The improvement of speaking ability, they were learning the things of what they had learned whether from school, home or public place.

Meanwhile, Based on the data of interview, the researcher had drawn in some points which according to the informant (Abdul latief: Juni,6 20....) he was said, the areas that pronounce in dialect 'a' are Keragilan, Carenang, Kibin, Cikande, Kopo, and Pamarayan. Meanwhile, the area which pronounces in dialect 'e' is the sub-district of Serang such as Walantaka, Cipocok Jaya, Kasemen, Bojonegara, Kramatwatu, and Ciruas and the Java language in Banten has two levels, that is the level of freedom (krama) and standard. In the Javanese dialect of Banten (Java Serang), the pronunciation of the letter 'e', there are two versions. Some are pronounced 'e' only, as in the word "lima" and also there is a pronunciation of 'a' as in the word "saya".

The Causes of Students' Regional Dialect Usage

There were several causes in students' dialect usage toward speaking ability based on result of research data had described in points; and there were factors from determine the coronation of a dialect into a standard language, as follows: politics, culture and economics (Meillet, 1967: 72), it can be drawn in several of points, those are:

1. Students were more comfortable because the language they speak was the mother tongue.

2. The cause of regional dialect was social status, the emergence of this difference due to differences in strata or social levels that occur in the social environment to differentiate the social levels that exist.
3. There were differences of regional origin that occur because of the location and there were various tribes that cause various regional languages.
4. Regional dialect was related to social dialect and it was influenced by the background of students itself such as education and age.

The Motivation of Students' Speaking Ability

There were motivations in students' speaking ability based on result of the research data which can be described in the several of points, as follows:

1. The students that want to fluent in the use regional language which is used by their parents.
2. The students want to be more familiar with the culture of the regional language that is used, especially Indonesian culture so that students could develop the culture through science, art, and also social.
3. In the English-speaking ability, students want to fluently use English according to spelling and also the pronunciation.
4. The students that want to be good speakers of some regional language, Indonesian language and also English language.

KESIMPULAN DAN SARAN

These were the conclusions of the research. The researcher was pointed out in some of conclusions; it can be drawn, among others:

1. The influence of regional dialect usage was occurred in the class of speaking and students became more know or mastered vocabulary especially in social interaction of regional dialect.
2. The students were only knowing the meaning of words that have only one meaning even though there are other terms.
3. The increasing of English vocabulary knowledge, the other knowledge was English is very diverse with different narratives but has the same meaning, as well as indirectly studying the use of tenses and different uses in each region.
4. The students were guided in fun or easy learning of speaking ability in both Indonesia or English lessons that become people who are not easily switched to other language cultures.

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