

Overview of Language Diversity in the Teaching-Learning Process on Students of Local Language and Literature Education Study program, Universitas Negeri Makassar : Sociolinguistic Studies

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Abstract

This qualitative research aims to describe (1) the form of language variety, (2) factors, and (3) the contribution of Indonesian language variety in learning based on the perspective of Holmes' (2013) language variety analysis. The data of this research are in the form of speech in the form of words and sentences. Source of research data for Makassar language and literature education students' batch 2020 at UNM. The results showed that the variety of languages in the teaching and learning process of PBSL class of 2020 UNM students had four forms: (1) formal language variety; (2) a variety of consultative languages; (3) casual language variety; and (4) variety of familiar languages. The consultative language variety adheres to code-mixing elements, phonological errors, and dialectal elements. This study shows that there are socio-cultural factors, situations, demographics, speech media, and gender. By using supporting teaching materials and language skills, support the Indonesian language.

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INTRODUCTION

Indonesia is a country whose territory is very wide consisting of various tribes, nations, and various regional languages including Javanese, Makassarese, Bugis, and other languages. The varies of language used in society influenced by the diverse community environment. Therefore, in social interaction there is also a diversity of language use. This is in line with Holmes (2013) that “*Language varies according to it’s uses as well as it’s. According to where it is and to whom, as well as according to who is using it*”. It is the diversity of languages in society variety according to the social status and geographic area of the speakers as well as the situation and topic of conversation.

The center for language development, Alwi & Sugono (2011) as a national language politics recognizes that Indonesia has several languages, namely Indonesian as the national language, regional languages as the language of instruction and foreign languages as a means of communication at certain meetings governed by language politics.

In South Sulawesi there are four regional languages, namely Bugis, Makassarese, Toraja and Duri. The four languages are still used as intra-regional or intra-community communication means that need to be fostered, protected, respected and maintained (Sudaryanto et al., 2019).

Makassar language, one of the regional languages in South Sulawesi, which has a large number of speakers, has speech differences between one region and another. “Makassar language ” (2022) consists of five dialects, namely Lakiung, Turatea, Bantaeng, Konjo, and Selayar. Regional languages also have functions and positions which are regulated in the following Article 36 of the 1945 Constitution: (1) a symbol of regional pride, (2) a symbol of regional identity, (3) a connecting tool within the family and local community, (4) a means of supporting regional culture and Indonesian language, and (5) supporting regional literature and Indonesian literature.

In general, the Indonesian people as multilingual speakers or in other words, the Indonesian people have a diversity of tribes, languages, customs, often carry out various social interaction activities such as word class, word group, ethnicity, gender, and age of the speaker, so that Indonesian speakers often uses colloquial versions of the colloquial language which are influenced by the dialect culture of their mother tongue. In fact that in certain situations, such as in the teaching and learning process in tertiary institutions, each student has a different background so that in using Indonesian which is influenced by his regional language background, variations of language arise that can be used to organize and place language according to its needs, both orally and in writing.

Holmes (2013) explained that multilingual society has two languages, namely standard language and vernacular (nonstandard) language. The standard language are frozen and formal language, while the vernacular language is in the casual, intimate and consultative variety which is between the standard language and the vernacular language used based on situations and conditions. However, in reality, students often place standard (formal) and vernacular (informal) languages at the same time.

The purpose of this study is to describe the forms of language variety and language variety factors that exist in the teaching and learning process in group discussions of language and literature education students in the Makassar language concentration area. This study also examines how the contribution of various languages in the learning process.

METHODOLOGY

This study used a sociolinguistic approach and a qualitative approach. The sociolinguistic approach emphasizes language in relation to society, Hymes (2003) argued that “the term Sociolinguistics to the linguistics and societies particular linguistics and social phenomena”. It was a sociolinguistic term to connect between language and society as well as language and

phenomena in society. Emphasizing on the study of language in its implications for variations in community patterns in language use. The qualitative approach proposed by (Moleong, 2018) has the characteristics of (1) using a natural setting as a data source, (2) increasing the process rather than the result, (3) analyzing the data inductively, (4) emphasizing the significance.

The data in this research were in the form of student speech in group discussion learning. The data sources in this study were students of language and literature education in the Makassar concentration area of 2020 UNM. This design was used to describe the diversity of language dimensions of standard language and vernacular language aspects of formality which include frozen, formal, consultative, relaxed, and familiar variety in teaching and learning process.

This study began with data collection, collected by active participant observation, unstructured interviews, recording, field notes through meeting zoom. The instrument used in this study was the researcher herself as a data processor.

Techniques data analysis in this study used the model Miles et al. (2020) which includes (1) data reduction, (2) data presentation, (3) drawing conclusions.

RESULTS AND DISCUSSION

Students of Language and Literature Education Makassar Class of 2020 Faculty of Language and Literature UNM used a language utterance by students in the learning process. According to Apriliyani & Rokhman (2017), the language selection strategy carried out by speakers shows the diversity of languages in a multilingual society, each speaker is required to be able to choose the right language so that the communication process between speakers runs smoothly. In addition (Rokhman, 2013) the choice of language in the communication process avoids random language, but is influenced by social, cultural and situational factors.

The use of language in society is closely related to sociolinguistic according to Desy & Rokhman (2017) is influenced by several factors, both linguistic factors and non-linguistic factors, such as the relationship between speakers and speech partners, social, cultural and situational factor. Therefore, language diversity appears not only influenced by linguistic rules, but also the rules of the situation and conditions of the social context.

1. Standard or Formal Language

The standard language has three important criteria. The first, the standard language comes from an influential and prestigious variety. The second, the language is codified. The third is standardization, the language can serve important functions and is used in communication in the judiciary in school and college literature high and administrative activities. In connection with the above explanation, Malabar (2015) suggests that standard language is a framework of the principles of a country's language that distinguishes it from vernacular languages that do not go through the process of codification.

The following forms of standard language diversity in the form of official or formal variations in the learning process of language and literature education students in the Makassar language concentration area UNM.

1.1 Format Style

Context: Student speech events as moderator of discussion leaders in discussion activities for literacy courses. Show the used of formal variety. The following speech can be seen below.

Student moderator : Dear. Miss. Ilma Rahim, S.Pd, and all of my happy friends, first of all, let us say thank to the presence of Allah SWT, It is because of His Grace that we can gathered in this discussion forum. Greetings and condolences, we also do not forget to send to our lord Nabiullah Muhammad saw. Let me please introduce my name, Nuraliyah Syamsurya from group 12 (twelve), who will guide the discussion today. The topic that we will discuss in this

discussion is about 'digital technology and effective communication tools for creating new knowledge'. It's good to make time efficient, I invite the presenter group to explain the material, thank you.

The data above showed that there is a diversity of languages in the form of formal or official variety standard languages by moderator students. This was indicated by the demands of students as moderators using the patterns and rules of the official variety language as a standard language using standardized language clearly and carefully, which can be seen in the used of good words and the used of affixes. Judging from the speech situation that was in the learning process which requires students to used a formal variety so that speech like the one above was use in formal situations.

2. Be in between Standard Language and Vernacular Language

The use of language that can be found in various operational situations in the sense that this language variety is in the form of a formal variety and an informal or casual variety that is oriented to results or production.

2.1 Consultative Style

Context: Student speech events as discussion participants who had the opportunity to ask questions to groups of presenters in literacy courses. Demonstrate the used of consultative variety. The following speech can be seen below :

Questioning student : Ok, let me introduce my self, I am Siti Hajrah Febrina from group 1, I will ask the presenter of the group. What are the differences and similarities between interpersonal and intrapersonal communication, explain and give examples of what types of communication are used for interpersonal and intrapersonal communication. Thank you, I'll return it to the moderator.

The data showed that there is a variety of consultations by students as questioners in the teaching and learning process in group discussions. In student speech, the questioner

was categorized as a consultative variety because it adheres to the characteristics of the consultative variety, namely frequent repetition of words, frequent phonological errors that cause dialectal elements in language. Thus the speech above was categorized as a consultative variety.

3. Vernacular Language

Language in informal situations, also known as non-standard language, is a term used in various ways, usually referring to a language that has not been standardized or a language that has never been included in the official standardization process.

3.1 Casual Style

Context: The speech event of a student participant in the discussion who conveyed to one of the presenters who wanted to give an answer, but did not know that the voice microphone in the zoom room was on, so one of the discussion participants immediately conveyed using a casual style.

Student participating in the discussion :
Taba Asrianti at unmuteki micra.

The data above showed that in the form of casual/casual speech that the researcher found in students as discussion participants who knew one of the student presenters who wanted to convey their ideas who turned off the mic when the discussion process took place at the Zoom meeting, the students as discussion participants immediately agreed , the student's speech adheres to the characteristics of the relaxed variety, namely the tenth characteristic that the speech above has a form of code switching and the second characteristic in the student's speech is that there was a free linguistic form compared to the official variety.

3.2 Intimate Style

Context: The speech event of the questioning student who wanted to give a rebuttal to the group of presenters regarding the statement from the student's question as a discussion participant by using the intimate style. The following speech can be seen below:

Student Questioner : Ok, thank you for the answers given, moderator rebuttal!

Student moderator: Fine, I invite you.

The data above showed that the form of intimate style founded by researcher in student speech as a questioner in the group discussion learning process, marked by a form that adheres to the characteristics of familiar variety, in the third characteristic that the moderator's rebuttal speech was actually if the speech was outside the context of the discussion, it will certainly get ambiguity by others without knowing the situation, and obeying the characteristics of the four student speeches, forms or terms or typical words each time the discussion process takes place.

Factors that occur in language diversity in the learning process of Regional Language and Literature Education Students at FBS UNM

First, there are socio-cultural factors, because Indonesia has many cultures, ethnicities, languages, and ethnicities. Each region has a different culture. For example Java, Sulawesi and Papua as well as several other regions in Indonesia. This difference appears called language variety with the use of language called sociolect such as the use of the Makassar language which is used by Kareng as the high variety and the use of the Makassar language Ata as the low variety.

The second was influenced by situational factors, for example the variety of language used in official situations, in the process of lectures, meetings, seminars and so on using a variety of formal languages. On the contrary in informal situations (casual), for example in the canteen, on the beach, on the road using a variety of languages casual or familiar (non-standard).

Third, there are factors of demographic differences as well as cultural factors that have many regional cultures and languages in Indonesia, so each region has a different demographic location. Like areas in coastal areas, mountains tend to use short language and high volume of voice, in contrast to densely populated residential areas that use long, wide language with medium volume intonation

because of the densely populated adjacent locations.

Fourth, there is a medium factor in communicating, which is a disclosure factor in the form of spoken language and in the form of written language. In spoken language the elements of grammatical functions, such as subject, predicate, and object are not always stated, bound by conditions, situations, space and time. Like what is spoken orally in the lecture room, it will only apply for that time and the creation of words, or terms in communicating. It is different from written language which must be complete, not bound by situation, condition, space and time.

Fifth, there are gender factors in the speech of female and male students in the learning process which often uses Makassar language particles. In this regard, Saleh (2017) argues that speech from gender differences can affect phonological, grammatical, and morphological differences in language.

Contribution of Variety of Languages in the Learning Process

This research occurs in the teaching and learning process of students of Makassar language and literature education in the Makassar language concentration area at UNM. One of the objectives of this research is to help students to see linguistic problems that occur in the learning process which can be used as evaluations to improve students' language skills, especially in terms of the use of various languages.

Language provides many direct benefits, especially those working in the realm of language such as language teachers, translators, textbook compilers, dictionary compilers, information officers, journalists, politicians, diplomats, and so on. Because language plays an important role in human communication and interaction in social life to convey something directly.

Therefore, having extensive knowledge related to language is certainly very helpful in completing and carrying out every job through the development of the quality of education.

Thus, this research can help students and students as well as lecturers about implementing a deeper variety of languages through planning linguistic learning as a language science or scientific study of language which is very helpful in completing and carrying out each task (Siminto, 2020)

In addition to learning planning that must be arranged in such a way. Learning activities with interaction communication patterns can have a good influence on students by creating learning interaction patterns based on scientific approaches such as cooperative learning, discovery learning, and problem solving. This learning model provides opportunities for students to be active and communicative.

In line with this, Ndjoeroemana, (2012) suggests that lecturers and students need to develop a modified social inquiry model to improve students' ability to write scientific papers. Thus, knowledge related to introduction to linguistics is related to learning models based on scope, object, language classification and linguistic level which consists of four sub-disciplines namely phonology, morphology, syntax and pragmatics.

In addition, language skills are not only related to cognitive abilities but also affective and psychomotor aspects that support so that linguistic-related learning provides understanding so that students can convey their ideas in official situations that are adapted to the context of speech properly and correctly (Sunarsih, 2012).

CONCLUSION

Based on the analysis that has been carried out in this research, there were four forms of language variety in the teaching and learning process of regional language and literature education students UNM, namely the variety of formal languages, the variety of consultative languages, the variety of casual languages, and the variety of familiar languages. The form of speech that most often appears in the group discussion learning process was the consultative variety, because it was easier for

students to use a variety of consultative languages to interact with fellow students more relaxed and there was no psychological burden when communicating and interacting. Therefore, it was necessary to understand and equip every student as an intellectual candidate by studying more deeply related to linguistics through planning college curriculum plans for introductory linguistics learning, to be able to train language skills for self-development in language.

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