
MAXIMIZING REGIONAL DIALECT IN EFL LEARNING ACTIVITIES OF SOCIOLINGUISTICS CONTEXT

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Abstract

In teaching sociolinguistics, it is hard for students to understand the terms used for sociolinguistic theories. In order to ease the students' problem, the researcher wants to conduct the research about maximizing material for regional dialect in classroom activities of sociolinguistics context. In classroom activity, the use of isoglosses boundaries and dialectometry is good to make the students understand compare without using those two things. The researcher used isoglosses boundaries and dialectometry to identify the language variation in one region lies between or among other regions which has different languages. This study aims at maximizing isoglosses boundaries and dialectometry for regional dialect to make them understand about terms used in sociolinguistic context. This research used qualitative method explained descriptively. In collecting data, students were asked to fill the questionnaires before and after using isoglosses boundaries and dialectometry, counted the score of the questionnaires and analyzing these two ways of maximizing regional dialect. The result showed that the students are easy to differentiate terms used in regional dialect after using isoglosses boundaries and dialectometry such as language, dialect, accent as well as other terms in regional dialect of sociolinguistic context compare with the students before using isoglosses boundaries and dialectometry. Findings of the research are divided into two things. First, using the dialectometry is easier to understand by calculating the differentiation of gloss used. Second, by using isoglosses boundaries is easy way to see the differentiation of one dialect to other by mapping the language in language variation of sociolinguistics context.

Keywords: regional dialect, isoglosses boundaries, dialectometry, sociolinguistics context

1. INTRODUCTION

When teaching sociolinguistics, especially in English Letter Faculty, it is hard for the students to understand the subtopics taught in the sociolinguistics subject. The terms used in sociolinguistics are complicated to understand for every sub topic. As a teacher, the researcher tried to evaluate every meeting in sociolinguistics learning process. This evaluation is for making the sociolinguistics subject easier to understand. In sociolinguistics, many topics taught of it; one of them is regional dialect.

The regional dialect known as language variation in regional scope or called as dialectology has been done for years ago. The former research of dialectology has been done in international/world scale. This former research made the mapping the language is divided into two periods, before 1875 and after 1875. Baron Claude Francois Etienne Dupin in 1814 has made the language mapping. Then after 1875 period of the research of dialectology is divided into two trends—German and French trend. (Ayatrohaedi, 1979: 14—27). While the dialectology in Indonesia, it is started by Ayatrohaedi. It is under Language Centre of Indonesia. However, many students in linguistic department still confuse in differentiate the dialectology terms in learning sociolinguistics subject.

In this research, the researcher develop the learning material in regional dialect or language variation or dialectology. To identify the language variation in regional dialect in classroom activity, it can be used isoglosses boundaries and dialectometry. In classroom activity, maximizing regional dialect by focusing on isoglosses boundaries and dialectometry is for comparing the dialect, as well as language and accent terms. The researcher maximizes the use of isoglosses boundaries and dialectometry to identify the language variation in one region lies between or among other regions having different language. For example, the researcher used one of regencies in Riau Province that lies between North Sumatra Province and West Sumatra Province—Rokan Hulu Regency. Look at the Figure of map below that can be used for material development in regional dialect of sociolinguistics context..



Figure 1 The Map of Rokan Hulu Regency in Riau lies between North Sumatra Province and West Sumatra Province

From the Figure 1 above, the researcher done the research about dialectology and applied in the classroom activity when learning sociolinguistics subject, especially in sub topic regional dialect. The researcher used isoglosses boundaries and dialectometry in order to maximize the students understand about the regional dialect's terms and the differentiation of language, dialect, and accent.

2. OBJECTIVE OF THE RESEARCH

This study aims at maximizing isoglosses boundaries and dialectometry for regional dialect to make them understand about terms used in sociolinguistic context.

3. RESEARCH QUESTION

Based on the background above, the question of this study can be formulated as follows: maximizing isoglosses boundaries and dialectometry in regional dialect material of sociolinguistics classroom activity

4. SIGNIFICANCE OF THE RESEARCH

This research is expected to be useful especially for Linguistic Department, lecturers, students, and future researchers.

- A. For linguistic department, the material of regional dialect like isoglosses boundaries and dialectometry calculation can be taught in higher level to ease the students' problem of sociolinguistics subject and as a new curriculum.
- B. For the lecturers and the students, it is fun using isoglosses boundaries and dialectometry in maximizing regional dialect material in sociolinguistics classroom activity.
- C. For the future researchers, it is the additional references to them conducting the same material development of sociolinguistics, regional dialect teaching and classroom activity, isoglosses boundaries, dialectometry, or dialectology.

5. REVIEW OF RELATED FINDINGS

The researcher explained about several related findings about language variation and language teaching as can be seen in the following. Zan, Changjuan (2011) conducted a research entitled "Language Variation and the Implication for Language Teaching". It analyzed students' problem in language variation view of sociolinguistics and suggestions for language teaching. The findings of the research were first the teacher should use material that was suitable to daily communication and should teach cultural background need of each vocabulary.

Onovughe (2012) conducted a research about sociolinguistics entitled "Sociolinguistics Inputs and English as Second Language Classrooms". He took sample from two hundred and forty (240) students in senior secondary school classes were deliberately selected from six secondary schools randomly. Then, he also designed a fourteen-item questionnaire to elicit the required information on the sociolinguistic inputs. The questionnaire was used for data collection. Findings showed that parents' occupations have no correlation on students' use of English while gender, age and religion have insignificant or no correlation on secondary school students' use of English. In

short, the parents and all authorities should concern with the education of children in order to get their (children) best while learning.

Mede and Dikilitaş (2015) also conducted a research about sociolinguistics entitled “Teaching and Learning Sociolinguistic Competence: Teachers’ Critical Perceptions”. They took English teachers to ask a questionnaire and submit written reports revealing teachers’ perceptions. The questionnaire was about sociolinguistic competence as part of communicative competence. The results showed that the development of sociolinguistic rules is able to guide students in the selection of appropriate forms closely integrated in language teaching and learning curricula.

6. REVIEW OF RELATED THEORIES

A. Sociolinguistics and Regional Dialect

Regional dialect can be found in sociolinguistics subject in university level. Regional dialect generally refers to “dialect” terminology. Mesthrie et al. (2009: 5) said that sociolinguistics is focusing on language in society on social contexts throw upon language. Mesthrie et al. (2009: 43) said that the term ‘dialect’ in sociolinguistics is used to explain the speech characteristic of a region (or called regional dialect) or of a group of society defined by social or occupational characteristics. It means that this “dialect” terminology has tightly correlated with analyzing and explaining of language variation interdependent (Malmkjær and Anderson, 1995: 123). In other words, language variation in regional dialect in this research is mostly about branch of linguistics that learns about dialects, called “dialectology”.

Many linguists give the brief definition about dialectology. Dialectology is defined as branch of language related to the cases of language variation in spatial range, horizontal characteristic. (Lauder, 2007: 33). In addition, Chambers and Trudgill (2007: 3) as knowledge about dialect—a language of substandard, language in rural community, generally language in rugged form, language that related to farmer society, language laborer class, or other groups that is not quite prestige.

B. Language Mapping

In regional dialect, to see the dialect in one region, it can be used language mapping. As linguists, the researcher should know about the definition of language mapping itself. Other names of language mapping are linguistic map, also called dialect atlas. Linguistic mapping is a map of geographic area that show the distribution of specific language features, especially the features that are different from other dialects in one region (Campbell and Mixco, 2007: 43).

In language mapping process, there are 3 activities that are combined, such as: a) making the map and filling the symbol or speech into the map, b) publishing the map, and c) investigation of the map (Ayatrohaedi, 2002: 46). In addition, there are 3 kinds of the map that should be prepared for filling the speech gained as data. Ayatrohaedi (2002: 47) explained the 3 kinds of the map: 1) basic map, 2) stand alone map 3) reconstruction map. The examples of the reconstruction the map can be like: a) isoglosses boundaries map or heteroglosses boundaries map; b) the certain language indication map, such as: 1) phonologic indication map, 2) specific speech map that is interesting, 3) triangle of dialectometry map, 4) percentage of one spot to other spots map, 5) classification language map or dialect based on dialectometry map. In this research, the researcher used basic map, as well as phonologic map such as triangle dialectometry map. In this research, the researcher focuses on two things in making language mapping. They are isoglosses boundaries and dialectometry calculation.

C. Isoglosses Boundaries

In accordance with language mapping, it is done by taking the of difference features in language. The term “isogloss” becomes familiar first time in 1892 by J. G. A. Bielenstein, a dialectologist. According to Bielenstein, literally, isogloss means “same in language” taken from Greek, word *iso* and *gloss* (Chambers and Trudgill, 2004: 89).

The definition of isogloss based on Ayatrohaedi, dialectologist from Indonesia, (2002: 9—10) is a line that is separated one symbol to other symbol of language. Isoglosses boundaries are set of lines separated one symbol to other symbol of language. Isogloss boundary is a language device to explain the problem or factors influencing a language. It shows the differences in one etyma that having different lexical.

D. Dialectometry

Dialectometry calculation is one of the important ways in process of identifying the language, except isoglosses boundaries. Séguy tried to calculate the dialectometry after that a number of researchers in dialectology discuss about dialectometry; one of the researchers is Guiter (1973) and Ravier (1973) (Lauder, 2007: 94). In addition, it is supported by Chambers and Trudgill (2004: 137) stated that dialectometry is one way of the forerunner of calculation in measuring geolinguistics variable. The clear explanation about the dialectometry stated by Ayatrohaedi (1979: 31) that dialectometry is statistical measurement that is used to see how far the differences and the similarities within the language or dialect of observed region by comparing a number of substances collected in observed region.

In calculating dialectometry there are steps have to be done, such as 1) making triangle of dialectometry (See Figure 2), 2) counting the differences the symbol of one region to other region(s) based on triangle of dialectometry, 3) making table of dialectometry, 4) making the result of dialectometry calculation.

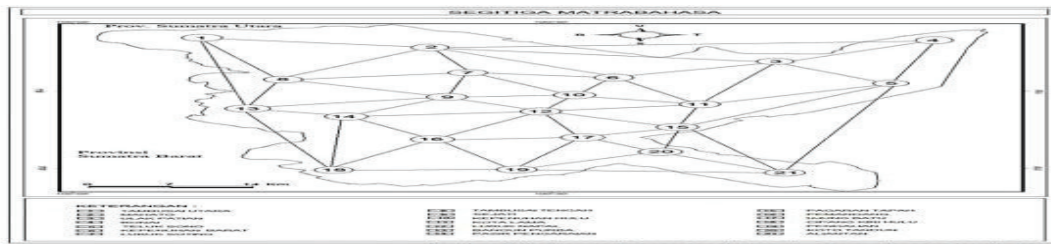


Figure 2. Triangle of Dialectometry

In calculating dialectometry based on the differences, the researcher used this following formula.

$$d = \frac{S \times 100}{N}$$

s is sum of difference

n is total of map compared

d is the length of the two region compared

The percentage used in this research referred to range based on Lauder (1990: 242) as follows: the differences 70%–100% were categorized into “differences in language”, the differences 51–69% were categorized into “difference in dialect”, the differences 41–50% were categorized into “difference in sub dialect”, the differences 31–40% were categorized into “difference in speech”, the differences 0–30% were categorized into “no difference”

After getting the calculation, the researcher drew the figure of dialectometry calculation that can be seen in the Figure 3 and 4.

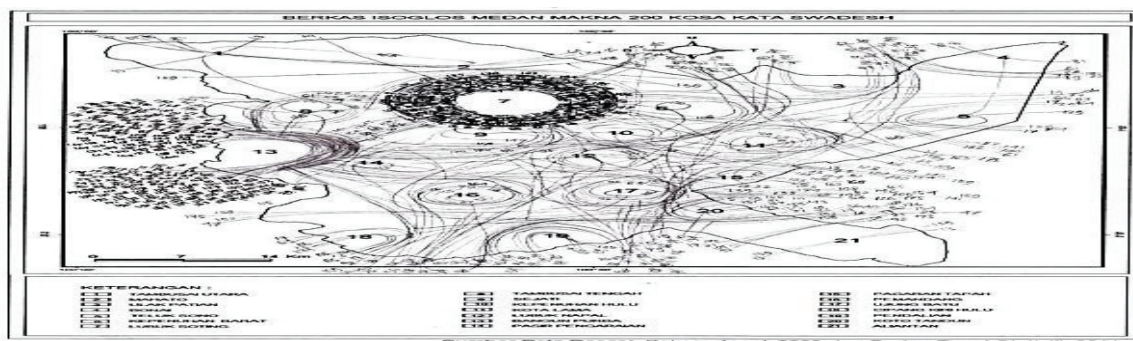


Figure 3. The Result of Isoglosses Boundaries

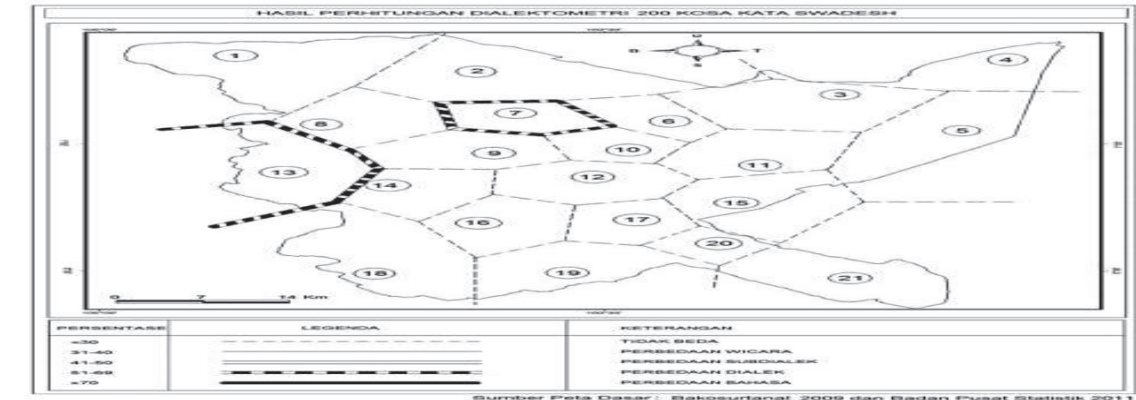


Figure 4. The Map of Result of Dialectometry Calculation

7. RESEARCH DESIGN

This research used qualitative method explained descriptively. To gain information about the material development used in the classroom activity, the researcher used questionnaire in this study.

A. Time and Setting of the Research

The research was held in 2016 of Sociolinguistics subject. It was at Foreign College (STIBA) of Persada Bunda.

B. Respondent

In this research, the respondents as the sample were 7 students. It was the total number of students in one class in the odd semester in academic year 2016/2017.

C. Questionnaires

The questionnaire of this research was perception type (Patton in Bird D.K, 2009: 1312). A twenty-item questionnaire described on perception and information on the development and maximizing sociolinguistics classroom activity was distributed to EFL students. A ten-item was distributed before the classroom activity about regional dialect. Another ten-item was distributed after the classroom activity. The response of questionnaires was a 5 scale range.

D. Procedures of the Research

The procedures of the research were divided into three parts. First, the researcher distributed questionnaire, before the classroom activity. Second, the research maximized the regional dialect of EFL learning activity by explaining isoglosses boundaries and dialectometry calculation. Third, the researcher distributed questionnaire, after the classroom activity.

E. Technique of Collecting Data

In collecting data, students were asked to fill the questionnaires before and after using isoglosses boundaries and dialectometry. Then counted the score of the questionnaires and analyzing these two ways of maximizing regional dialect.

F. Technique of Analyzing the Data

In analyzing data, after the researcher got the result of questionnaires, then analyzing them into two parts, by before learning activity and after learning activity whether the students understood about maximizing regional dialect by explaining isoglosses boundaries and dialectometry calculation.

8. DATA ANALYSIS AND FINDINGS

The result showed that the students are easy to differentiate terms used in regional dialect after using isoglosses boundaries and dialectometry such as language, dialect, accent as well as other terms

in regional dialect of sociolinguistics context compare with the students before using isoglosses boundaries and dialectometry.

For the clear explanation about students' response in answering questionnaire before learning activity, the researcher gave the questionnaires in the **Appendix 1 and 2**.

From the questionnaire distributed firstly (before learning activity started) to students, it is showed most of students are confused and do not understand about regional dialect just by reading text material in the text book. It can be seen by questionnaire in **Appendix 1**.

Second, based on students' response showed that the students are easier to understand and fun in learning regional dialect with isoglosses boundaries (drawing the real example of language) and dialectometry calculation (calculating the real example of language). It can be seen from the questionnaire in **Appendix 2**. Most students are response yes. However, there is still a few student still confused in some questions of questionnaire.

Third, the students are familiar with the terms used, like language, dialect, accent in regional dialect. It can be concluded by looking at after learning activity, the students responses are yes in question number 4, 5, and 6 in questionnaire. It means that the student understand about regional dialect terms. Then by maximizing the regional dialect with isoglosses boundaries and dialectometry calculation it is easy to teach and easy to understand. It can be seen from question number 7, 8, and 9 in questionnaire.

9. CONCLUSION

Findings of the research are divided into two things. By using isoglosses boundaries and dialectometry is easier to understand by giving the real example of language whether by calculating the differentiation of gloss used or by using isoglosses boundaries. These ways are fun and easy ways to see the differentiation whether it is different in dialect or different in language of language variation in sociolinguistics context and terms used.

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Appendix 1. Questionnaire before Learning Activity

No.	Question	Response					Ref
		(1) Yes absolute ly	(2) Yes mostly	(3) Yes sometime s	(4) No, still confuse d	(5) Totally confused	
1	Do you understand about sociolinguistics subject by reading the book?			3	3	1	
2	Look at regional dialect, do you understand by just reading the terms used?			2	3	2	
3	Can you explain about what is regional dialect?				4	3	
4	Do you understand about the language, dialect, and accent?			1	3	3	
5	Can you explain about the language, dialect, and accent based on the theory written in the text book?			2	4	1	
6	Can you explain the brief differentiation among language, dialect, and accent?				3	4	
7	Do you think by drawing the language directly to the real example of dialect is easy to learn?			2	3	2	
8	Do you think by calculating the language directly to the real example of dialect is easy to learn?			2	4	1	
9	Do you think that learning by reading from text book is easy to learn?				3	4	
10	Do you want a write a research based on regional dialect topic?				4	3	

Appendix 2. Questionnaire after Learning Activity

No.	Question	Response					Ref
		(1) Yes absolute ly	(2) Yes mostly	(3) Yes sometime s	(4) No, still confuse d	(5) Totally confused	
1	After leaning regional dialect, do you understand about material taught by lecturer in regional dialect topic?		2	5			
2	Do you understand the material about regional dialect based on different lexical by real example of language?		1	5	1		
3	Can you explain briefly about <i>regional dialect</i> after having this sociolinguistics classroom activity?		4	3			
4	Can you explain about <i>language, dialect</i> and <i>accent</i> concept well after attending sociolinguistics class?	2	4	1			
5	Do you think that It is easier to understand about <i>language, dialect</i> and <i>accent</i> after attending <i>sociolinguistics</i> class?	1	3	3			
6	Can you explain briefly about <i>language, dialect</i> and <i>accent</i> concept after attending this <i>sociolinguistics</i> class?	1	3	3	1		
7	Do you think that it is easy to understand by looking at the real example of language by drawing to isoglosses boundaries?	1	3	2			
8	Do you think that it is easy to understand by looking at the real example of language by calculating to dialectometry?		4	3			
9	Do you think that these two ways isoglosses boundaries and dialectometry calculation are easy to understand?			3	4		
10	Do you think that it is interesting topic by learning regional dialect to make a research about it?	1	4	2			