

REGIONAL DIALECT VS ISLAMIC BOARDING STUDENTS: THEIR RELATIONSHIP IN IMPROVING SPEAKING ABILITY

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ABSTRACT

Geographical conditions had an influence through the dialect, vocabulary and syntax used by people. Islamic Boarding School was a place where people go to looking for knowledge whose come from come from different palace and region. This reseach purposed to analyze the students' Regional Dialect; its influence and its correlation toward students speaking achievement. The subjects of this study were students of Islamic Boarding of Santi Asromo which located in West Java – Indonesia. In obtaining an actual data, the researcher used descriptive qualitative method. Observation, Interview and Documentation were used as instruments. After data have been analyzed, the result showed that the speaking ability of Santi Asromo Islamic Boarding students were influenced by their own Regional Dialect. It can be said that regional dialects have a correlation with the students' speaking achievement. In the last, this study suggests that the English teacher/ dormitory principle should provide a workbook and suitable strategy to finalize the regional dialect influence faced by students in learning Speaking.

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INTRODUCTION

The most effective communication tool for conveying ideas, opinions, goals and intentions to other people is language, which also make possible for people to work together. Thus, the use of language has become extremely prevalent in various human activities (Wardhaugh, Ronald: 2006). Language is a means of human communication in daily life, it is one of the most important aspects of human existence. A person can communicate ideas, opinions, and feelings to other people through language, whether it be directly or indirectly.

English is widely used in educational settings worldwide. Learning English has become mandatory as the majority of texts used in higher education. Since English is the primary language used in all fields of education and the only language used for information stored in books and journals in both printed and electronic form, it is widely used by students, teachers, and researchers worldwide. With the speed at which the educational system has evolved, students can now access global resources simply by using an internet connection. Seen how speaking, activities provide opportunities for

rehearsal give both tutor and students feedback and motivate students because of their engaging qualities. Above all, they help students to be able to produce language automatically.

Language variations known as dialects can be identified by differences in vocabulary, grammar, and pronunciation. A dialect might belong to a class (social dialect), a district (regional dialect), or an ethnic group of people (ethnic dialect). A unique dialect of a language spoken in a specific geographic location is known as regional dialect. Also called a topolect or regiolect. Regional dialect is a version of language that has been spoken in a certain area for many centuries, as evidenced by variations in word choices, syntax, and pronunciation.

The existence of Islamic Boarding started at around 500 years ago, Introduced by *Wali Sanga*. Islamic Boarding or in Bahasa "*PondokPesantren*" consisted from "*Pondok* and *Pesantren*". *Pondok* comes from *Funduq* (Arabic language)", which have a meaning **Hotel or Dormitory** and "*Pesantren*" comes from Pe-Santri-an, Santri (Javanese language) which have a meaning **Student**. Pondok Pesantren is a place for student to get a knowledge especially Islamic science (Dhofier:1980)

Islamic Boarding School have been established and becoming an alternative place to educate young generation with Islamic values. It can be seen from data which I got from Ministry of Religion affairs that population of Islamic boarding students (Called *Santri*) was increasing from time to time. Some of parents believe that Islamic Boarding Schools have a system that built a character, Discipline, Independence and knowledge in Islamic values

Pondok Mufidah Santi Asromo equips the students by ability of international language. English and Arabic are chosen as language should be mastery by students. It divided into two sections; one week is for English and on week other for Arabic. Every morning the students got stimulation by learning vocabularies and expressions. And then, they must practice the language in their daily. Therefore, as a language skill, speaking becomes an important component to master by the students as the main tool of verbal communication because it is a way to express ideas and opinions directly what we have in minds.

After I got an Interview and observation, students felt difficult to use English as their daily communication, they felt difficult to spell some words and sentences because they still got an influence by their own mother tongue. And this problem makes the researcher interested to conduct the research relating to regional dialect. Dealing with the issue, the following statements are two main research questions: 1) How does regional dialect influence the students' speaking ability? 2) To what extent the correlation between regional dialect and students' speaking ability? In accordance with the research questions, the objectives of study can be stated as follows: 1) Investigate how regional dialect influence the students' speaking ability., 2) Investigate the correlation between regional dialect and students' speaking ability.

Thus, the research result may give some benefits as follows: 1) Teachers/Tutors those are concern in learning and teaching methodology. 2) The institution of SANTI ASRMO Islamic Boarding School, 3) The head of Foundation, Headmaster, The Director, Tutors (Coaches), Students, etc, 4) Give input to those who want to carry out another study with some field

METHODS

The researcher uses the descriptive qualitative method that requires research in order to investigate or analyses social situations that will be examined in a thorough, comprehensive, and respectful manner. Observation, Interview and Documentation were used as instruments. The researcher analysis the students' dialects, whether they are Sudanese, Javanese regional or others' dialect background.

Students of *Santi Asromo* Islamic Boarding School which located in West Java – Indonesia was chosen as the research site. I chose 50 students of of HAFSAH BINTI ABU BAKAR dormitory, as the researcher believes that they were being cooperatives when conducting the research.

RESULTS AND DISCUSSION

The Result of Pre-Observation

Pre observation was conducted to observe the process of teaching and learning speaking. Most students in *Hafsah Binti Abu Bakr* Dormitory did not participate in class conversation. They were not courage to involve in the speaking learning process. They were encountered with the hesitance of practicing the material as well as the drilling conducted by the tutor in the learning process. In the other words, the students have the problems with their confidence. Therefore, they need a technique to improve their speaking skill and make the English - speaking subject more exciting.

A speaker of English can employ Standard English vocabulary and grammar, but various speakers have varied regional accents, pronunciations, and terminology for ordinary objects and acts. Individuals who are not native English speakers often incorporate into their speech and intonation from their home tongue. It results in a variety of dialectally diverse students speaking in a variety of speech patterns.

The Result of Observation

In this phase, the observer tried to notice all activities in the speaking classroom activity. It might be about the tutor's performance, students' response and students' participation during teaching and learning speaking.

Related to the observation checklist, the tutor delivered the material by combine the native and target language. Next, when asking the information from the students, the Lecturer conducted it by predicted way. Meanwhile, in giving request to the students, the Lecturer used psebo request. Furthermore, there was minimal sustained speech during teaching and learning process. Moreover, the Lecturer responded the students' participation in a form reaction. At last, the Lecturer used various utterances in teaching and learning process such as correction, explanation, and comment.

From the observation result, it can be concluded that every dialect has certain common languages, but each has a unique method of speaking that varies from one dialect to the next. As a result, every language, particularly the native tongue, has distinctive speech sounds, intonation, and stress patterns that serve to distinguish it from other languages. In actuality, there may be interference

between the mother tongue and other languages, including those characteristics. According to Crystal, the focus of pronunciation study and instruction is on supra-segmental qualities, or vocal effects that span many sounds, such stress, sentence and word intonation, and speech rhythm, in addition to the sounds of language, or vowels and consonants.

The Result of Interview

Related to the students' sundanese dialect background, some students still did not pay attention to the Tutor explanation. Some of them still used sunda language suffixes like *MAH* and *ATUH* in the sentences:

1. I am *teh* from village nearby here
2. The activity *teh* very full
3. We are sleeping *teh* at 10 pm
4. If in the school *mah*
5. Tutor *mah* different with the other

And they also still spelled letter "F and V with P" in pronunciation the words as like

1. "PATHER (FATHER)",
2. "PORNITURE (FORNITURE)"
3. "PROM (FROM)"
4. "TRAPELING (TRAVELLING)"
5. "TELEPISION (TELEVISION)"

Related to the students' Javanese dialect background, it showed some students seen do not interest progress. Some students anticipated in class conversations. Their pronunciation and fluency were still influenced by their regional dialect. We can be in the following explanation:

1. I am going to School Everyday
2. I am the lucky Girl
3. In the Future
4. After that ...
5. Some of students still used and mix Javanese language like "OPO THO?/IKUNE" in the middle of sentence.

There are instances when we observe students unable to pronounce some English words correctly, and other times they are unable to enunciate a word precisely, which could result in misunderstandings. Nonetheless, it is beneficial for communication when one speaks with a comprehensible pronunciation. From those explanations, it shows that the students' speaking ability still have much influenced by their mother tongue and their regional dialect. It can be seen that several miss spelling talked by Sundanese students and wrong pronunciation talked by Javanese.

CONCLUSION

In language and communication, dialect is one of the key components. One thing that makes learning a new language difficult for students is their dialect. A learner's pronunciation is primarily influenced by their dialect. To achieve full communicative skills, pronunciation is essential. A dialect is a different way of speaking the SAME language to say the SAME thing. A dialect is not right or wrong, just different. Regional dialects are caused by geographical Barriers. Natural barriers (hills, rivers) can affect the dialects of groups of people (cause varieties) Geographical spaces also create different dialects. (dialects of distant places differ from each other). After data have been analyzed, the result showed that the speaking ability of *Santi Asromo* Islamic Boarding students was influenced by Regional Dialect. It can be said that Regional dialects have a correlation with the speaking achievement. In the last, this study suggests that the English teacher/ dormitory principle should provide a workbook and suitable strategy to finalize the regional dialect influence faced by students in learning Speaking

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