THE INFLUENCE OF LOCAL LANGUAGE ON THE USE OF INDONESIAN LANGUAGE IN THE LEARNING CLASS

Anita Candra Dewi

Corresponding Author: anitacandradewi@unm.ac.id

ABSTRACT
Regional languages are one of the characteristics that are owned by Indonesia and their existence is still very well preserved in Indonesia, but the use of regional languages cannot be used in any place, for example in certain institutions and when formal associations are held. Why should this be applied because Indonesia has one unit that forms the basis of Indonesian unity, namely the official Indonesian language, if the use of regional languages is used in any place the impact can cause misunderstandings that will lead to divisions between people. The impact of the use of regional languages that are not used in other places, namely in educational institutions where the use of regional languages should not be used during the learning process except in certain learning because it will interfere with the process of understanding the material to students. Why is that because Indonesia has many tribes, cultures, languages, religions and races whose unity must be maintained. In this discussion, it will be explained how the influence of regional languages on classroom learning will be explained.

Keywords: indonesian, regional language, study class

INTRODUCTION
Since the stipulation in the 1945 Constitution of the Republic Indonesia as the official state language, the use of Indonesian has been increasingly widespread, it can be said that it has covered the territory of the Republic of Indonesia, even though according to the census the population of Indonesia is only 61.4% and only 12% speak Indonesian in daily life. there is 40% this makes the Indonesian language very varied and diverse. Why? Because the Indonesian language influences each other with local regional languages (Azizah, Dewi, 2021). As a result, we can say that there is a Javanese language that is Sundanese, there is Indonesian, Javanese Javanese, there is Indonesian, which is Batak, and so on (Candra, Amir, & Hamsa, 2021; Dewi, 2022).
To meet the demands of the curriculum, education staff, in this case teachers, are expected to be able to choose language that is more efficient, effective and suitable for the characteristics and social conditions of the subject. In the 1945 Constitution chapter XV article 36, it also states that the State language is Indonesian as the national language, because Indonesian carries out its duties as: a symbol of the national language, a symbol of national identity, a means of unifying the nation and a means of inter-cultural and regional communication (Dewi, 2021).

One of the areas that still uses regional languages strongly in the school environment is the Maros Regency area, to be precise at the MAROS 1 Vocational School, in Buru Regency, to be exact at BURU SMA/SMK 1 school and in Enrekang City to be precise at MA Muhammadiyah Kalosi. The common language that is always used in these three cities is their respective regional languages both in the formal environment and in the school environment which has an impact on the students themselves in attending lessons at school. For example, if a child was born in Maros and then uses the Maros language, the local language of this child is Maros, even though the parents have different regional languages (Dewi & Jaya, 2022).

A problem arises if a person is born in a certain area and then moves to another area, the language used by a child depends on the environment and culture he lives in which becomes his daily habit (Dewi & Arianti, 2016). Before these children enter school, they are used to using the regional language from their homes to the school environment.

With this, the regional language greatly influences the results of learning Indonesian. In the development of education, one of them is influenced by culture. From that required an action both from educators themselves and for parents. Local languages may be used because the area is also one of the languages of instruction, but don't use it too often (Haryoko, Jaya, & Dewi, 2022). Because if it is often used it will have a negative impact on students, such as: students cannot understand what is explained by the educator, students cannot communicate with foreigners, students cannot speak formally with educators or answer questions given and it is difficult accept other subjects besides Indonesian (Mukhlis, Dewi, & Abdal, 2022).

The regional language is a traditional language in an area which is passed down from generation to generation for the people who use it where the language is used (Ridwansyah, Anwar, & Dewi, 2022), because B1 is the mother tongue that is learned, which is used since childhood in the family; while B2 is a new language that is then learned, namely after mastering B1 in a state of mastery of B1 better than B2, and also the opportunity to use it more broadly, it is possible that the speaker's B1 will affect his B2. This effect can be in the form of an event called good interference at the level phonology, morphology, syntax and level of lexicon how much influence L1 has on L2 depends on the level of mastery of L2.
Second language teaching experts believe that the first language or the language previously acquired influences the process of mastering the second language of students. Even the first language has long been considered as a distraction for students in mastering a second language. This view was born because consciously or not, students transfer or move elements of the first language into the second language as a result there is what is called a change in structure and language codes from the regional language to the Indonesian language they use. If the structure of the regional language is the same or like Indonesian, students will transfer it more easily (Samad, Arnanto, & Dewi, 2022). If the difference between the two is not realized by students, it is possible that a negative will occur, which in the end will lead to interference (intentionally using regional language rules for Indonesian). Oversight (mistakes made incidentally by accident), and mistakes that appear consistently due to ignorance. That is why the greater the structural differences between those in the regional languages and those in Indonesian, the efforts that must be made by students in acquiring and mastering Indonesian tend to be more difficult and difficult when compared to the two languages that have similarities. Thus, it can be seen that regional languages influence the process of mastering Indonesian.

The influence of regional languages on the process of learning Indonesian can also be observed from what became known as the intermediate or intalic language. Intermediate language is a symptom of the use of language that arises because students have not been able to completely abandon their habits in local languages, but have not fully mastered Indonesian (Rahman, 2016).

**METHODS**

The type of research used is survey research in the form of a questionnaire which aims to find whether there is a relationship and if there is, how close the relationship is and whether the relationship is meaningful (Sugiono; 313). The research design used was form design, while the research conducted by the author took place in schools, precisely SMKN 1 Maros, SMKN 1 Buru, MA Muhammadiyah Enrekang, this research was conducted because based on previous observations, the majority of the children there used the local language in their daily interactions. Very few of them use Indonesian, this is due to the habit of speaking in local languages both around their homes and at school. The data collection method in this study was an online test, this test was carried out using an application and filled in via a mobile phone under the supervision of the test giver. Questionnaires are data collection techniques that are carried out by giving a set of written questions to respondents for answers, which can be provided via the internet.
FINDINGS AND DISCUSSION

The results of research on the influence of regional languages on the use of Indonesian in learning classes in a study of three schools in different regions, namely Maros, Buru and Enrekang, are presented in table 1 below:

<table>
<thead>
<tr>
<th>No</th>
<th>Questionnaire</th>
<th>Percentage of Schools 1 (Maros)</th>
<th>Percentage of Schools 2 (Buru)</th>
<th>Percentage of Schools 3 (Enrekang)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Percentage of regional language use in the school environment</td>
<td>60%</td>
<td>80%</td>
<td>80%</td>
</tr>
<tr>
<td>2</td>
<td>Percentage of learning in class on the use of regional languages</td>
<td>40%</td>
<td>50%</td>
<td>60%</td>
</tr>
<tr>
<td>3</td>
<td>Percentage of educators using local languages at school</td>
<td>20%</td>
<td>40%</td>
<td>30%</td>
</tr>
<tr>
<td>4</td>
<td>Percentage of the influence of regional languages on association in school</td>
<td>80%</td>
<td>80%</td>
<td>80%</td>
</tr>
<tr>
<td>5</td>
<td>Percentage of how important Indonesian is in the learning process</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
</tr>
<tr>
<td>6</td>
<td>Percentage of Indonesian language difficulties in learning classes</td>
<td>50%</td>
<td>60%</td>
<td>65%</td>
</tr>
</tbody>
</table>

Based on the results of research on the Influence of Regional Languages on the Use of Indonesian in Learning Classes in a study of three schools in different areas, namely Maros, Buru and Enrekang, it was found that most of the students and educators in schools still use the local language as their daily language. Every day, it can be estimated that in the Maros area approximately 60% of the students still use the regional language, then in the Buru area around 80% of the students still use the regional language and in the Enrekang area around...
80% of the students also still use the regional language in their daily lives. Then the percentage of learning in class regarding the use of regional languages for the Maros area is around 40%, in the Buru area the percentage of learning in class regarding the use of regional languages is around 50%, while in the Enrekang area the percentage of learning in class regarding the use of regional languages is around 60%. Furthermore, regarding the percentage of educators using the regional language in schools for the Maros area, it is around 20%, in the Buru area, the percentage of educators using the regional language in schools is around 40%, while in the Enrekang area, it is around 30%. Next regarding the percentage of the influence of regional languages on socialization in schools in the Maros area, it is around 80%, for the Buru area, the percentage of the influence of regional languages on socialization in schools is around 80%, and in the Enrekang area, the percentage of the influence of regional languages on socialization in schools is around 80%. Then regarding the percentage of how important Indonesian is in the learning process in the Maros area, it is around 90%, in the Buru area, the percentage of how important Indonesian is in the learning process is around 90%, and in the Enrekang area, it is around 90%. Next, regarding the percentage of difficulty in speaking Indonesian in class for the Maros area, it is around 50%, in the Buru area, it is around 60%, and in the Enrekang area, it is around 65%.

From the results of the research above, it can be concluded that some students in several regions still depend on the local language as their daily language and are brought to school and into the classroom. This becomes an obstacle in the learning process because not all students can understand the local language used especially in social interactions at school so that it can limit each student to mingle among friends. Then in the learning process there are still teachers who use the local language in their demeanor both during the learning process or during free time which then can lead to misunderstandings between students and teachers. Furthermore, regarding the importance of using regional languages in the learning process where basically Indonesia has the motto that the unified language is Indonesian so that in the learning process Indonesian should be fully used except that in these schools there are subjects that specifically study regional languages from the area only as a symbol of introduction about the area the. The use of Indonesian is also a bridge for each student to understand the lessons taught by the teacher.

The use of regional languages can also trigger a shift in Indonesian as the national or formal language which should be in schools as an institution where students are required to be able to use good and correct Indonesian according to the Enhanced Spelling.

From the explanation above, it can be concluded that the use of local languages has a negative impact on learning outcomes in Indonesian at the 3 schools that we have studied because the students have not fully developed their
talents and interests in the field of Indonesian, for example public speaking. This is due to the habitual factors of students who always use the local language in daily interactions both at home and at school.

CONCLUSION

From the discussion above, it can be concluded that the use of regional languages on the learning outcomes of students in the three schools has a negative effect. This is indicated by the results of learning Indonesian which is still relatively low. In order for children to be fluent in Indonesian, the teacher must ask students when they are in the school environment not to use the local language so that later they get used to and become more fluent in Indonesian. After each lesson, the teacher should often give assignments to be done at home. In the classroom, the teacher must set an example to always speak Indonesian. All parties should realize that the success of education is not only determined by the teacher concerned, but also the concern of all parties, including family, religious leaders, and the local community. It is hoped that future researchers will investigate variables that are relevant to the material with different situations and conditions so that good and quality writing will be born.

REFERENCES


Fakultas Keguruan dan Ilmu Pendidikan
Universitas Bosowa Makassar


