The Potential of Integrated Linguistics Subject Development Using Local Language Revitalization Model

Mantasiah R.[1], Yusri[2],Johar Amir[3],Kembong Daeng[4]

[1,2]*Foreign Language Education, Universitas Negeri Makassar, Indonesia[1,2]*
[3]*Indonesian Language and Literature Education, Universitas Negeri Makassar, Indonesia[3]*
[4]*Local Language and Literature Education, Universitas Negeri Makassar, Indonesia[4]*
[1]*Email: mantasiah@unm.ac.id*

Abstract:
Background*: The purpose of this study is to examine the potential for developing linguistic courses that are integrated with the local language revitalization model*
Materials and Methods*: This research is quantitative study with a quantitative descriptive approach. The research participants were 30 students who had received an explanation of the general description of the local language revitalization model that had been developed. Data collection techniques in the form of interviews and questionnaires. The data that has been collected is then analyzed using descriptive statistical techniques.*
Results*: The results showed that there were 5 potential courses that could be integrated with the use of the local language revitalization model, namely sociolinguistics, morphology, phonology, syntax, and basic linguistics courses (introduction to linguistics). In addition, this model of revitalizing local languages is considered very important and very useful for students to learn.*
Conclusion:*There are several alternative student projects that can be carried out related to the local language revitalization project including phoneme analysis using a Swadesh vocabulary list, word formation analysis, affixation process, phrase and sentence structure analysis, and analysis of the process of language change and shift.*
Key Word*:Revitalization, Local Language, Linguistics, Local Language Revitalization Model*

I.   Introduction

The revitalization of local languages has become one of the important issues studied by many previous language researchers (Nasution, 2021; Asyhar, 2020; Tama, 2022). The revitalization of local languages is an important step in efforts to protect local languages. The extinction of local languages is a phenomenon that must be immediately addressed with various anticipatory and consistent efforts. The data shows that many local languages are in critical and endangered condition where the main reason is because native speakers no longer use and pass their language on to the next generation (Azis et al., 2019; Sari, 2020).

Revitalization of local languages is one form of efforts to protect local languages. There are several types of efforts to protect local languages which include 1) language mapping; 2) the study of the vitality of language; 3) conservation; 4) revitalization; and 5) registration (Gloriani, 2017). One of the goals of revitalizing local languages is so that young speakers will become active speakers of local languages and learn local languages with joy through the media they like. Based on this, it can be concluded that it is important to pay attention to the concept of revitalizing local languages that are developed to be adapted to the conditions and desires of speakers, and of course to pay attention to the condition of human resources and applicable policies.

Various efforts to support the local revitalization process can be carried out, starting from the direct documentation of local languages (Mujizah, 2018; Sarumaha et al., 2020), promoting public awareness to use their local language (Binsasi et al., 2022), integrating revitalization efforts local languages in the world of tourism (Putri &Sufanti, 2021), and integrating revitalization efforts in the world of education, especially in the learning process (Agung et al., 2022).

The local language revitalization model that has been developed is in the form of semester learning plans that can be applied and taught in linguistic study programs at universities, be it Indonesian, English, or other foreign languages. The focus of this model is how to prepare students to be able to conduct research on the revitalization of local languages. The output of this model is that students in groups have 1 research documenting local languages, both from aspects of phonology, morphology, syntax, or other linguistic aspects.

This local language revitalization model can be integrated with other related linguistic courses, so that the study program does not need to develop new courses, the study program simply integrates it with existing courses. Therefore, the purpose of this study is to examine the potential for developing linguistic courses that are integrated with the local language revitalization model

II. Material And Methods

This study uses a quantitative method with a quantitative descriptive approach.There are 30 students from various language study programs (Indonesian, German, Arabic, Mandarin, and English) at Universitas Negeri Makassar who are involved as participants in this study.Data collection techniques consist of questionnaires and interviews.However, before students fill out the questionnaire given, students get an explanation of the general description of the local language revitalization model that has been developed, because the focus of the questionnaire is to examine the potential application of the local language revitalization model in the learning process based on student perceptions.The explanation process regarding the local language revitalization model was carried out online via zoom which was attended by all research participants.The data that has been collected was analyzed using descriptive statistical techniques.

III. Result and Discussion

Potential Subjects that can be integrated with the Local Language Revitalization Model

The local language revitalization model that has been developed can be integrated with several linguistic courses in several study programs.The results of the survey that have been carried out show that there are 5 potential courses that can be integrated with the use of the local language revitalization model.For more details, see the following chart 1:
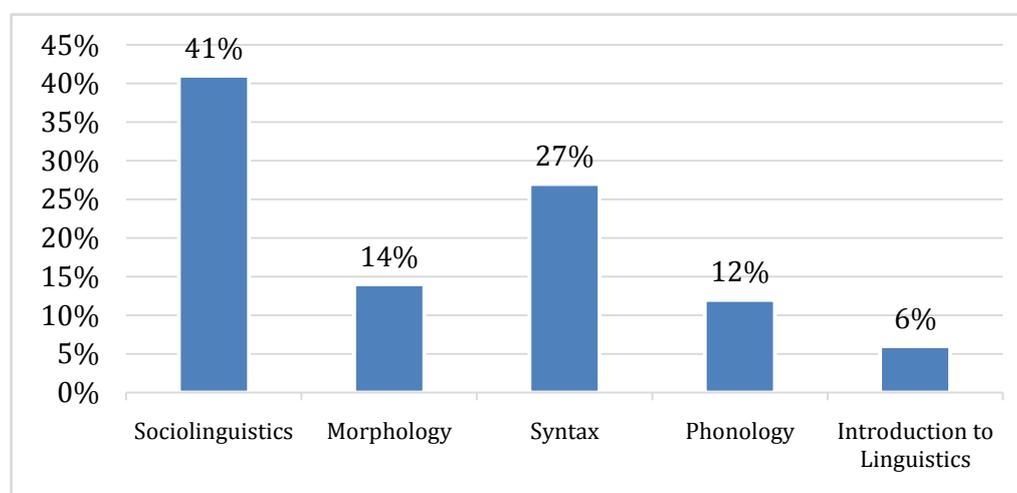

Chart 1. Potential Subjects that can be integrated with the Local Language Revitalization Model

Sociolinguistics is are the course that has the most potential to be integrated with the local language revitalization model, because some of the material in the sociolinguistics course is closely related to the concept of local language revitalization such as material change, maintenance, and language shift, as well as material on language attitudes and linguistic problems in Indonesia. In addition, the sociolinguistics course is also a compulsory subject in most language study programs, such as Indonesian, English, or other foreign language study programs. Therefore, when this model is integrated in sociolinguistic courses, more students will be able to use and understand the model.

Another subject that has the potential to be integrated with the local language revitalization model is the syntax course. Syntax is a part of grammar that examines the basis and process of forming sentences in a language. In this course, students analyze the process of forming phrases and sentences, as well as variations in the structure of these phrases and sentences. Students can use their local language as the object of language analysis. This is the reason why the syntax course is related to the local language revitalization model.

Another subject that can be integrated with the local language revitalization model is Morphology. The focus of the study of the morphology course is the process of word formation and changes in the form of words or morphemes. In this course, students can analyze the process of word formation in their local language, be it derivational, inflectional, affixation, and other word formation processes. This can be a form of revitalizing local

languages, namely how to take an inventory of local languages in the form of variations in the formation of local language words and examples of each word.

Urgency of Local Language Revitalization Model to be Integrated in Learning

To find out students' perceptions of the local language revitalization model that has been developed, students were surveyed about their opinions regarding the urgency of this model being integrated into learning in several courses.For more details, see the following chart 2:
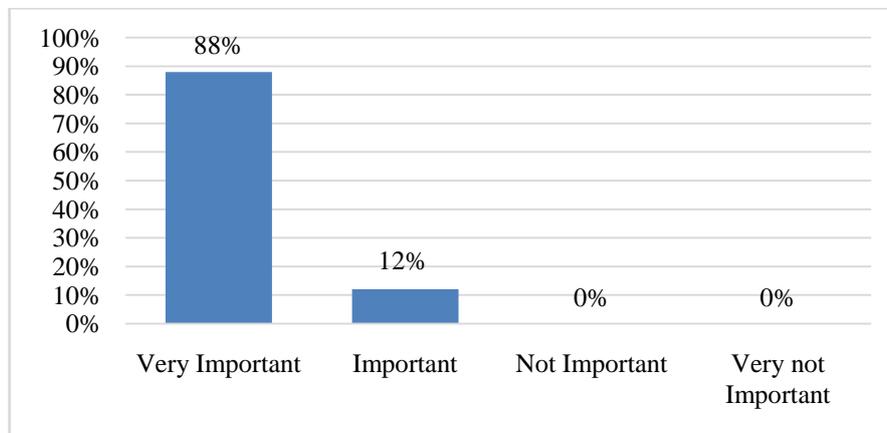

Chart 2. Urgency of Local Language Revitalization Model to be Integrated in Learning

The survey results show that most students think that the local language revitalization model is important for students to understand and learn, so they think that this model should be integrated in several related courses. The results of interviews with students indicate that students in the language study program should be familiar with local language studies because it is a form of behavior to maintain the survival of local languages and literature. One of the reasons for language extinction is the language attitude of the speakers. Speakers who are not accustomed to using their local language will potentially have a negative language attitude in their local language, on the other hand speakers who are accustomed to using and studying their local language have the potential to have a positive language attitude. Therefore, it can be concluded that the use of this local language revitalization model tends to increase students' positive language attitudes towards their respective local languages.

The Usefulness of the Local Language Revitalization Model

In addition to the urgency aspect, a survey was also conducted to determine students' perceptions of the potential usefulness of the local language revitalization model.For more details, can be seen in the following chart 3:
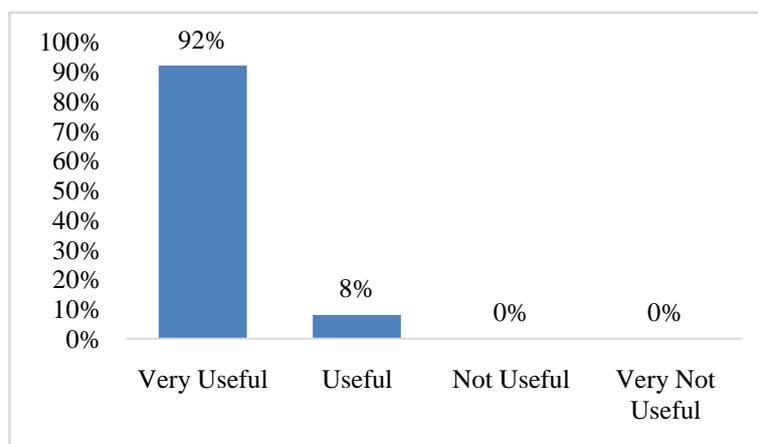

Chart 3. The Usefulness of the Local Language Revitalization Model

The survey results show that most of the students consider the revitalization model of the local language to be very beneficial for them.This is related to previous data which explains that by using this local language revitalization model in learning, students will understand the forms of local language revitalization that can be carried out by students, which will then have an impact on students' local language attitudes.The results of the interviews showed that students were not introduced to their local language, some tasks related to language analysis, they always used Indonesian or a foreign language for analysis, so that with this model, students would be familiar with their local language.

The Kind of Local Language Revitalization Project Assignments

The local language revitalization model developed is based on students' team-based projects, in this case students have project tasks related to the forms of local language revitalization that can be carried out. Chart 4 shows some potential project assignments that can be given to the students:
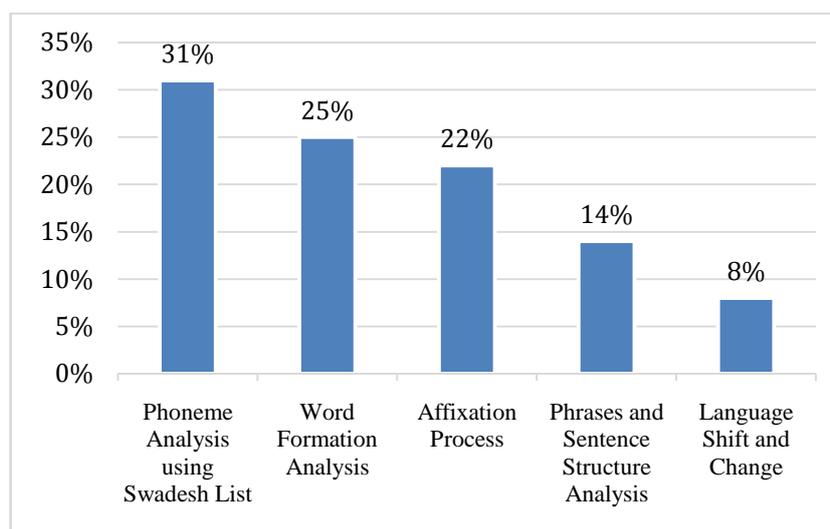

Chart 4. The Kind of Local Language Revitalization Project Assignments

The survey results show that there are several alternative student projects that can be carried out in relation to the local language revitalization project. Most of the students considered that one of the tasks most related to the revitalization of the local language was the task of analyzing the phonemes of the local language using a Swadesh vocabulary list. The purpose of this project is to make an inventory of local language sounds, be it consonants, vowels, diphthongs, and several other phonemes. In this project assignment, students will look for several native speakers of the local language to be studied, and ask these native speakers to pronounce the local language from the Swadesh vocabulary list. The data is then used to make an inventory of the acquired language sounds.

Another project task that can be done is word formation analysis. Internal word formation processes that have the potential to occur in local languages include: affixation, reduplication, compounding, shortening, and reverse derivation. In this project assignment, students will collect as many words that have received affixes or affixes as possible, then students will analyze the process of forming these words. Based on this data, students will be able to conclude various processes of word formation in the studied local language. Another project task that is also related to the word formation process is the analysis of the affixation process. In this project assignment, students focus on analyzing the types of affixes found in the local language and the function of each affix. Apart from the three project tasks that have been described, there are 2 other alternative project tasks, namely the task of analyzing the structure of phrases and sentences and the task of analyzing shifts and changes in language found in the local languages studied.

IV. Conclusion

Based on the results of the analysis and discussion of the research, it can be concluded several important points, namely:
1. There are 5 potential courses that can be integrated with the use of the local language revitalization model, namely sociolinguistics, morphology, phonology, syntax, and basic linguistics courses (introduction to linguistics).

2. This model of revitalizing local languages is considered very important for students to understand and learn. Students should be familiar with local language studies because this is a form of behavior to maintain the survival of local languages and literature.
3. Most students consider that this model of local language revitalization is very beneficial for them, because it can help them to learn and understand the forms of local language revitalization that they can do with their respective local languages.
4. There are several alternative student projects that can be carried out related to the local language revitalization project including phoneme analysis using a Swadesh vocabulary list, word formation analysis, affixation process, phrase and sentence structure analysis, and analysis of the process of language change and shift.

Acknowledgment

References

[1].   Agung, M., Putri, H. D., & Ainul, N. (2022). Multimedia Interaktif Model PembelajaranMultibahasaUntukKonsepPembelajaran Bahasa Daerah Sulawesi. *Jurnal PENA: Penelitian dan Penalaran*, *9*(2), 128-143.
[2].   Asyhar, M. (2020). Revitalisasi Bahasa dan Sastra Daerah di NTB: Dilema Antara Implementasi dan RegulasisebagaiMuatanLokal. *JURNAL LISDAYA*, *16*(1), 20-28.
[3].   Azis, A. D., Mahyuni, S., & Yusra, K. (2019). Faktor-Faktor PenyebabKepunahan Bahasa Daerah di Tanah Rantau. *JurnalSosial Ekonomi dan Humaniora (JSEH) p-ISSN*, *2461*, 0666.
[4].   Binsasi, E. A., Suhartini, D., & SS, M. (2022). *Penggunaan Bahasa Asing Dalam Media PromosiPariwisata Di Daerah Istimewa Yogyakarta* (Doctoral dissertation, Universitas Teknologi Yogyakarta)
[5].   Gloriani, Y. (2017). Konservasi dan Revitalisasi Bahasa sebagai Salah Satu Upaya Internasionalisasi Bahasa Indonesia. *Fon: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, *11*(2).
[6].   Mujizah, M. (2018). Preservasi dan Revitalisasi Bahasa dan Sastra Nafri, Papua: Sebuah Bahasa HampirPunah. *Aksara*, *30*(1), 75-88.
[7].   Nasution, J. (2021). Revitalisasi Bahasa Angkola-MandailingmelaluiPenerjemahanBukuTematik. *Jurnal Pustaka Mitra (Pusat Akses Kajian MengabdiTerhadap Masyarakat)*, *1*(2), 129-134.
[8].   Putri, E. N., &Sufanti, M. (2021, October). Revitalisasi Bahasa Indonesia pada Aplikasi Malang MenyapasebagaiWujudEskalasiPrestise Bahasa Indonesia Ranah Pariwisata. In *Prosiding Seminar Nasional PertemuanIlmiah Bahasa dan Sastra Indonesia (PIBSI)* (Vol. 43, No. 1, pp. 312-328).
[9].   Sari, F. I. (2020). Analisis Kepunahan Bahasa Pada Masyarakat Transmigrasi di JorongLubukMacangKabupatenDharmasraya. *International Journal of Technology Vocational Education and Training (IJTVET)*, *1*(1), 25-30.
[10].   Sarumaha, P. S. K., &Kumbara, A. N. A. (2020). Revitalisasi Ritual Sampang Sandro Sebagai Daya Tarik Wisata. *Humanis*, *24*(1), 53-59.
[11].   Tama, I. W. (2022). Upaya Merevitalisasi Bahasa Daerah. *SINAR BAHTERA*, 205-209