



The Influence of Using Ambonese Malay Language on Learning of Indonesian Language of Students at PAUD Sinar Terang Anak Bangsa

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Abstract

Teachers and students use Ambonese Malay in learning Indonesian because learning a second language is inseparable from knowledge of the first language mastered by early childhood. This study aims to determine the effect of using Ambonese Malay on Indonesian language learning in early childhood education. This research is a sociolinguistic study to describe the phenomenon of language use. This study's results indicate three influences of the use of Ambonese Malay on students' learning of Indonesian. First, Ambonese Malay has a role as a 'language transfer tool' for children learning to understand a second language, namely Indonesian. Second, it is easy for the teacher to teach Indonesian to children because they can use Ambonese Malay vocabulary as the language of instruction to help students understand what the teacher means by learning Indonesian. Third, students gain knowledge of Indonesian vocabulary through the Ambonese Malay used by students and teachers in class.

Keywords: *Ambonese Malay, Indonesian Language Learning, Childhood Educations*



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INTRODUCTION

Language is a form of thought that cannot be separated from human life, so it can also be said that language belongs to humans who have been united with their owners (Chaer, 2009: 5). Language acquisition by children is indeed one of the greatest and most amazing human achievements (Tarigan, 1988: 3). That is why this issue has received such great attention. Language is very important for children's development, as stated by Asiah (2015), who states that language has a central role in the intellectual, social, and emotional development of children and is a supporter of success in all fields of study. The role of Indonesian in the success of learning Indonesian must be taken seriously. This is because the use of Indonesian in learning Indonesian at school will shape the success of students in fulfilling language skills. However, in reality, the use of Indonesian is still experiencing problems. The obstacle is the Ambonese Malay language used by teachers and students in learning Indonesian.

This certainly affects the knowledge of Indonesian vocabulary for early childhood, which should develop but experiences delays due to the use of Ambonese Malay in it. Therefore, teachers need to utilize the Ambonese Malay vocabulary to enrich the Indonesian vocabulary for early childhood by translating the Ambonese Malay used with students into Indonesian. Ambonese Malay is the mother tongue taught by parents to children. This research is inseparable from the study of language acquisition, both first language acquisition and second language acquisition. Language acquisition has been studied intensively for approximately two decades. Chomsky states in Chaer (2009: 222) that language is not only complex but also full of errors and deviations from rules in pronunciation or language performance (performance). Humans are not likely to learn their first language from other people. During their study, they use the principles that guide them in constructing grammar. The nativists (Chaer, 2009: 222) argue that during the process of acquiring a first language, children (humans) gradually open up their genetically programmed lingual abilities. This view does not consider the environment to have an influence on acquiring language but rather assumes that language is a biological gift. Learn a lot about how children speak, understand, and use language and the actual process of language development. Mastery of language, both first and second languages, is obtained through the learning process. Some language teaching experts distinguish between the processes of mastering the first language and mastering the second language.

The process of mastering a first language is scientific and called language acquisition. Mother tongue is a linguistic system that is first learned by a child by itself, namely through the experiences he gets (Chaer, 2004, p. 81). The process of mastering this first language takes place without any structured planning. Children directly acquire their language through everyday life in the family and community environment. Everyone who is physically, psychologically, and sociologically normal must experience the process of acquiring their first language. This process takes place without the child realizing it. The child also does not realize what motivation drives him to be in that first language acquisition condition. According to Tarigan (1985), even though children are considered capable of constructing complex sentences, they still make mistakes. The error is in terms of constructing sentences and choosing the right words and affixes. To fix it, they have to practice conversing a lot with parents or teachers as a model.

Karmila (2020) explains that children aged 5-7 years have entered a stage known as full competence. Since the age of 5 years, in general, children with normal development have mastered the syntactic elements of their mother tongue and have sufficient competency (language comprehension and productivity). Despite this, his vocabulary is still limited, but it continues to grow and increase at an astonishing rate. Sociolinguistic studies have discussed the relationship between language and society, which connects two fields, namely the formal structure of language in linguistics and the structure of society in sociology (Malabar, 2015). Therefore, the first language relationship, which is often referred to as the mother tongue, becomes the main factor in communication events. However, not infrequently, all speakers will use their first language in communication. Likewise, early childhood students who have entered formal education Students in the early childhood category who learn a second language at school will not be separated from the knowledge of the first language they master. Learning a second language means learning to transfer a

new language on top of an existing one. Therefore, PAUD teachers can use the first language as a strategy to introduce a second language to students. The introduction of a second language to PAUD students does not occur directly at the writing skills stage, but starts from the listening and speaking stages.

Based on the exploration results of previous studies, previous studies were found that are relevant to this research. Although there is a relationship, this research is different from previous studies. First, the results of research titled *The Effect of First Language Acquisition on Communication and Social Development in Children Aged 2 Years* by Yeni Ernawati. This research is descriptive and qualitative in nature. The results of this study indicate that there is language development at the phonological, syntactic, semantic, and pragmatic stages. The acquisition of the first language passed down by children has an influence on their communication skills and social development. Furthermore, research was conducted by Sri Indriani, I Nyoman Suparwa, and Anak A. P. Putra with the title *The Influence of the First Language on the Indonesian Speech Acts of Students at State Senior High School 4 Denpasar*. This research is descriptive qualitative in nature. The results of this study indicate that the first languages used by students of SMA Negeri 4 Denpasar are Balinese, Indonesian, and Javanese. In addition, there is the influence of the first language in Indonesian speech acts used in the school environment. The difference between this research and relevant research lies in the prdescriptive anddied, theories, and research locations. While the similarity of this research with the previous research that has been described lies in the research method used, namely descriptive qualitative research.

This research focuses on the use of Ambonese Malay in learning Indonesian. Ambon Malay is a variant of the Malay language used by people in Central Maluku (using the term used by Grimes (1991), referring to historical-geneological aspects), including the islands of Ambon, Buru, Seram, Lease, Haruku, and Nusa Laut. Ambonese Malay began to develop rapidly, replacing the local language since the era of VOC voyages and occupation. It was during this Dutch era that Ambonese Malay was used as the language of instruction in schools and churches, as well as in the translation of several books from the Bible (Minde, 2007). The development of the Malay language is also closely linked to shipping activities, trade contacts, and the spread of religion among local residents in various regions of the archipelago. The pattern and period of its distribution varied greatly in each region (Teeuw 1961:62). Van Hoeffell (1875:89) explains that Ambonese Malay is a variant of Malay that is different from the Malay language that developed in Sumatra and Java.

Ambon Malay is one of the regional languages spoken by people in Maluku Province. Ambonese Malay is classified as a family or dialect of the standard Malay language spoken in the province of Maluku, which includes the city of Ambon, the Lease Islands namely Saparua, Haruku, and Nusa Laut, as well as Buano Island, Manipa Island, Kelang Island, and Seram Island, and is also used as a trading language in Kei, Banda, Watu Bela Islands, Buru Island, Southeast Maluku to Southwest Malay (Muskita, 2022). According to Rumalean (2021), Ambonese Malay can become a mother tongue if Ambonese Malay is the first language that is introduced to and mastered by a child since he is born. The concept of mother tongue is the language that is first mastered by someone since childhood, not necessarily the language used by the mother who gave birth. For example, the biological mother speaks English, and the son of the biological mother has been raised by his

grandfather who speaks Indonesian since birth. The son spoke Indonesian for the first time and then mastered Indonesian, so the son's mother tongue is Indonesian, not English. The Ambonese Malay language that lives and spreads across the province at present almost dominates all community activities in Maluku. Ambonese Malay is used by all levels of society, both in the family environment, social environment, and formal environments such as schools, campuses, and offices. In a formal environment, such as school, for example, children will use Ambonese Malay to interact with their peers and even with teachers at school. In addition, the first can help children understand and learn a second language at school, such as Indonesian. Language acquisition theory is used as a theoretical basis for analyzing the use of Ambonese Malay in learning Indonesian in early childhood for children who are already in formal schools.

METHODOLOGY

This research is a sociolinguistic study that describes the phenomenon of language use by students and teachers. This research study is a synchronic study, namely the study of language phenomena in one period. This study uses a qualitative method. Data collection in this study was carried out directly at the research location using the research subject as a data source. The research subjects were students and teachers, while the research data was in the form of utterances spoken by students and teachers during the Indonesian language learning process in class. Data collection was carried out by means of questionnaires, interviews, and documentation. This study uses the data analysis model of Miles and Huberman, starting from data reduction, data presentation, drawing conclusions, and verification.

RESULTS AND DISCUSSION

Based on the results of research on the use of language in the class, it appears that the languages that are very dominant are used, namely Ambonese Malay and Indonesian. Ambonese Malay is used by students because it is the first language or mother tongue that children learn from birth to school. Not surprisingly, in the process of learning Indonesian as a second language, students use Ambonese Malay in the communication process in class. It was found that when students finished doing assignments, the teacher explained the words in Ambon Malay that students used in learning. This is intended to explain the concept of changing the Ambon Malay language used by students to Indonesian. It can be seen from the sentence data that "ose jang bagitu" is Ambonese Malay, which is translated into Indonesian as "you don't do that". This process occurs because student D is disturbed by classmates, namely student B, when the learning process takes place in class.

The sentence delivered by student D, namely "ose jang bagitu k" is Ambonese Malay. The researcher explained to all students that the word "ose" (Ambonese Malay) is translated into Indonesian, namely "you". The word "you" in Indonesian means "the second person spoken to". Furthermore, the word "jang" (Ambonese Malay) is translated into Indonesian, namely "don't". Next, the researcher explained to the students that the word "don't" in Indonesian means "a word that says it is forbidden (not allowed)". The word "bagitu" (Ambon Malay) is translated into Indonesian as "so". The word "so" in Indonesian means "like that, the same as". Other data on the letter "ka", is Ambonese Malay. The letter "k" (Ambon Malay) can

be translated into Indonesian as “yes”. Then, the word 'yes' in Indonesian gives “emphasis on a statement”. Explanation of the data in the form of words (Ambonese Malay) in Indonesian adapted to the data of students' direct conversations in class.

In addition to these data, there are other data, namely, “ia sudah, ose ni,” which is said by student B. Student B says “ia sudah, ose ni” to student D because student B is currently disturbing student D in the class and the learning atmosphere. The language spoken by student “ia sudah, ose ni”, is a combination of Indonesian and Ambonese Malay. Then, the researcher conveyed an explanation to all students about the word “ose” spoken by student B, which is Ambonese Malay. Then, the researcher explained to all students that the word “ose” (Ambonese Malay), which is translated into Indonesian, means “you”. The researcher explained to all students that the word “you” in Indonesian means “the person who is spoken to”. Then, there is also data on the word 'ni, which is Ambon Malay spoken by Student B. The word “ni” is Ambon Malay, which is translated into Indonesian as “this.” The researcher explained to all students that the word “this” in Indonesian means “a pointer to something that is not far from the person who is speaking.”

In addition, the data in the form of the sentence “kamong dua buat apa?” is a combination of Ambonese Malay and Indonesian. Furthermore, interpreted in Indonesian, namely, “kalian dua buat apa?” This was conveyed by student C to students D and B who were temporarily interacting (interfering with each other), which made student C interested in asking, “kalian dua buat apa?” (Ambon Malay, Indonesian). The researcher explained to all students that the word “kamong” is Ambonese Malay, which is translated into Indonesian as “you.” The researcher explained to all students that the word “you” in Indonesian means “people who are invited to talk to more than one person”. Other data that can be seen as well, namely “diam we” is a combination of Indonesian and Ambonese Malay. This sentence was conveyed by student D to his classmates who were fighting. Then, the researcher explained to all students that the word “we” is Ambonese Malay, which is translated into Indonesian as “yes.” The researcher explained to all students that the word “yes” in Indonesian means “a word to emphasize a statement.”

Furthermore, other data, namely the word “baribot” is Ambon Malay, which was conveyed by student F to reprimand classmates. The researcher explained that the word “baribot” is Ambonese Malay, which translates into Indonesian as “noisy.” Then, the researcher explained that the word “noisy” in Indonesian means “a noisy situation”, and the word “noisy” means “rowdy (arguing)”. In addition, the data in the form of the sentence “jang dong ribut ya”, is a combination of Ambonese Malay and Indonesian. The sentence “jang dong rebut ya” can be translated into Indonesian as “don't make a fuss, okay” and is a greeting conveyed by the teacher to all students in the class to be quiet. Then, the researcher conveyed to the teacher and students that the word “jang” is Ambonese Malay, which translates to Indonesian “don't”. Furthermore, the researcher explained that the word “don't” in Indonesian means “a command word that states a prohibition (forbidding).”

Then, the researcher explained to the teacher and students that the word “baribot” is Ambonese Malay, which translates into Indonesian as “noisy.” Then, the researcher explained that the word “meribut” in Indonesian means “a noisy situation,” and the word “meribut” means “rowdy (arguing)”. These data are a combination of two languages, namely Ambonese Malay and Indonesian, which have become the habits of teachers and students in communicating in class. So, with

the concepts of Ambonese Malay used by students and teachers, researchers use these words or concepts to explain them into Indonesian concepts. This is done so that students and teachers can improve and adjust the correct use of Indonesian in classroom communication (the learning process).

Second language teaching experts believe that the first language or the language previously acquired influences the process of mastering the second language for students (Ellis, 2004). Based on the results of the analysis, it can be understood that there is an influence of the use of Ambonese Malay on learning Indonesian in early childhood. This influence occurs because Ambonese Malay has a role as a 'language transfer tool' for children learning to understand a second language, namely Indonesian. In addition, the teacher can easily teach Indonesian to children because they can use Ambonese Malay vocabulary as the language of instruction to help students understand what the teacher means by learning Indonesian. Finally, students gain knowledge of Indonesian vocabulary through the Ambonese Malay used by students and teachers in class. Thus, Ambonese Malay has an influence on learning Indonesian. The positive influence is that the teacher easily teaches material to students because she uses Ambonese Malay as a language transfer tool for children learning a second language. The negative effect is the use of two languages (Malay and Indonesian), which results in a slow process of learning Indonesian vocabulary.

CONCLUSION

The use of Ambonese Malay in learning Indonesian has an influence on learning Indonesian in class. The effect of using Ambonese Malay (B1) on learning Indonesian (B2) for early childhood is that, first, Ambonese Malay has a role as a 'language transfer tool' for children learning to understand a second language, namely Indonesian. Second, it is easy for the teacher to teach Indonesian to children because they can use Ambonese Malay vocabulary as the language of instruction to help students understand what the teacher means by learning Indonesian. Third, students gain knowledge of Indonesian vocabulary through the Ambonese Malay used by students and teachers in class.

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