

The Utilization of Kelong Texts in Learning the Makassarese Syntax to Students

Kembong Daeng^{1,*} Syamsudduha¹ Sakinah Fitri¹

¹*Department of Indonesian Language and Literature Education, Universitas Negeri Makassar, Makassar, Indonesia*

*Corresponding author. Email: kembongdaeng@unm.ac.id

ABSTRACT

This research aims to describe the students' mastery of Makassarese before and after utilizing kelong texts in learning Makassarese Syntax. This is descriptive research that describes data according to facts or reality. The research population was students of Regional Language and Literature Education of 2017, consisting of two classes, class A (Buginese Language and Literature) and class B (Makassarese Language and Literature). Samples of this research were the students who take the Makassarese Syntax course. The sampling technique used in this research was the clustering technique based on the achieving points. The data collection technique employed in this research was: 1) dictating, listening, writing, reading, 2) freewriting, and 3) reading and writing based on kelong texts. After collecting the data, the further steps were correcting, analyzing, grouping, discussing, concluding, and showing the data quantitatively and qualitatively. The result points out that the sentence mastery without kelong texts by the students of class B of 2017 was categorized as 'incompetent.' The samples that obtained the range of values 66-100 were 50%. The second instrument increased to 80.5%. The sentence mastery after utilizing kelong texts by the student from class B 2017 was categorized as 'competent' because the samples that obtained the range of values 66-100 achieved 86%.

Keywords: *Kelong texts, syntax, Makassarese*

1. INTRODUCTION

One of the local languages that existed in Indonesia is Makassarese (coded BM). Makassarese is used as a tool for society in Makassar to communicate and as exciting knowledge to study. Inevitably, the existence of local languages in South Sulawesi, including BM, has shifted to negative. A study about language shift has been conducted by some previous researchers[1]–[4]. The studies found that some factors can cause a language shift; one is caused by the young generation. The use of BM as the mother tongue now seems to lessen by the young generation. If it exists, the local language's quality is still questionable since they use BM or its vocabularies with Indonesian structures.

The phenomenon above was also found in students of Local Language and Literature Education in using BM in both spoken and written language. Students got difficulty to express their ideas in using BM. When the lecturers asked the students to arrange BM sentences, the students tended to refer the BI sentence structure, rewrote the example of the sentences written in the manual, or incorrectly chose the right diction because of their BM vocabulary mastery was little.

The phenomenon explained previously is supposed to get more attention from the government as a decision-maker, people who own the language, and local language teachers at schools [5]–[8]. Confusion found in using the language, especially in arranging sentences, is one of the language extinction signs. This was also stated by Grimes (2011) that there are some signs of language extinction in the future, such as (1) the significant reduction of active speakers, (2) less of the language use area, (3) the neglect and omission of the mother tongue by the young speakers, (4) ethnic treatment without using the mother tongue, (5) the incompetence shown by the last generation to use the mother tongue (both spoken and written). This phenomenon has occurred lately, but only a few researchers attempt to solve to slow the local languages' extinction.

Makassarese syntax is one of the courses that the students must master. This course can provide the students' attitudes, knowledge, and skills to make them have competencies in Makassarese syntax. Based on the researchers' experience in teaching this course, the students tend to be not active and not creative and prefer to rewrite the sentences that existed in the manual. The

impact is the students did not have a vast knowledge of the syntax that they learned.

One of the elements in the syntax made the students found it difficult to understand is the sentence. Informing the sentences in Makassarese, the students tend to make ambiguous sentences that still adapt to the Bahasa sentences. The ambiguity that they make automatically relates to how they master other language aspects, such as paragraphs and discourses. Mastering the knowledge and the skills of Makassarese among the students is still low. This was caused by less practicing and applying Makassarese in their daily life. Moreover, students cannot distinguish between the structures of BM sentences and Indonesian language, which influences the spoken and written activities that also get ambiguous.

Based on the learning condition, the lecturers of this course utilize kelong texts to teach Makassarese. This topic is interesting because no research result utilizes kelong texts as the media to learn Makassarese syntax. Most of the people assumed that literary works and language are two parts that have always been opposed. It needs to be discussed through the research to prove that statement. This research aims to describe the sentence mastery of Makassarese to the students of Regional Language and Literature Education without and with kelong texts to learn Makassarese syntax.

2. RESEARCH METHOD

This research is categorized as descriptive research that aims to describe the data based on facts and reality. Data obtained were analyzed with a percentage statistical technique. The instruments applied in this research were writing BM sentences without and with kelong texts. In this research, data collection techniques were: 1) dictation, listening, writing, and reading; 2) freewriting, and 3) reading and writing based on kelong texts. These techniques are employed to obtain the data regarding the sentence mastery of Makassarese without kelong texts and with kelong texts.

The test given to the students were written test, and the students were asked to write various sentences in

Makassarese based on kelong texts that have been read. Before the students were instructed to write BM sentences, the students had been given various kelong texts to minimize the students' cheating in making BM sentences. To keep the samples' confidential, the researchers created the serial sample codes adjusted to the number of samples selected in this research.

The indicators put as the model to assess BM sentences were sentence structure, language, spelling, and sentence variations. The exercises related to the sentences dictated only measured the spelling mastery involved: letters used, words written, and punctuation marks chosen. After the data were collected, the further step was correcting, analyzing, grouping, discussing, concluding, and presenting the data quantitatively and qualitatively. In the correcting step, the students' writings were corrected by two correctors.

3. RESULT AND DISCUSSION

Data obtained then are shown descriptively both quantitatively and qualitatively to give a clear description of the BM sentences.

3.1. Data and Data Analysis in Writing BM Sentences without Kelong texts

Data related to writing BM sentences without kelong texts are categorized into two. The first is writing the sentences according to the sentences dictated by the researches. The sentences dictated consist of 10 sentences that aim to gather the data, especially regarding the early spelling mastery of Makassarese. The data of spelling mastery based on the sentences dictated can be seen in the table below.

3.1.1. Data and Data Analysis of Dictated Sentences

Grouping students' values based on the range of value and category of mastery is presented in Table 1.

Table 1. Spelling Mastery in Group

No.	Range	Predicate	Frequency	Percentage (%)	Category
1.	86-100	A	0	0	Very Competent
2.	76-85	B	7	19	Competent
3.	66-75	C	11	31	Enough
4.	56-65	D	6	17	Less Competent
5.	<55	E	12	33	Incompetent
	Total		36	100	

Based on the data analysis result above, it can be drawn that spelling mastery of BM sentences dictated is

categorized as 'incompetent' because it only obtains 50% that can be categorized as 'competent' and 50% that is

categorized as 'incompetent.' Hence, the spelling material still needs more attention in the syntax course to make the students used to writing BM sentences well and correctly.

3.1.2. Data and Data Analysis of Free Sentences

The data were collected through the students' sentences after they are asked to write free sentences by considering the sentence structure, language, and vocabularies used, and spelling. Before the students were given 10 BM sentences, the samples had read and analyzed BM syntax's material. Moreover, the value in the traditional way is obtained based on the value interval and category that can be seen in Table 2.

Table 2. Sentence Mastery in Traditional Way

No.	Range	Predicate	Frequency	Percentage (%)	Category
1.	86-100	A	1	2.8	Very Competent
2.	76-85	B	15	41.7	Competent
3.	66-75	C	13	36	Enough
4.	56-65	D	5	13.9	Less Competent
5.	<55	E	2	5.6	Incompetent
	Total		36	100	

Based on the result above, it can be stated that sentence mastery to write free sentences, on average, 80.5% can be categorized as 'competent' even though the category of 'incompetent' is still found about 19.5 %. Hence, it can be concluded that students have not entirely achieved value because the range of value 66-100 has not achieved 85%. Therefore, the students still need more practice to write BM sentences well and correctly.

3.2. Data and Data Analysis in Writing BM Sentences Utilizing Kelong Texts

Before showing the data and the analysis of BM sentence mastery based on Kelong texts, it needs to be explained that kelong texts shared with the students vary but have the same numbers of verses. This aims to make the students to be honest in producing the sentences and improve their reading skills in Latin and lontara (traditional inscription). Moreover, the value obtained

traditionally based on the value interval and category can be seen in Table 3.

Based on the data analysis result above, it can be stated that BM sentence mastery utilizing kelong texts reached 86%, and the samples are categorized as 'competent.' The category of 'incompetent' is 14%. Hence, it can be concluded that the students have ultimately achieved the range of value 66-100 that has reached 85%. However, the students still need more practice to write BM sentences well and correctly. Generally, Learning and specifically learning BM is not only fun but also beneficial to the students. Thus, the researchers propose questions that relate to the advantages of learning outcomes. The responses given by the students regarding the benefits they obtained are presented in Table 4.

Table 3. Sentence Mastery in Traditional Way

No.	Range	Predicate	Frequency	Percentage (%)	Category
1.	86-100	A	7	19.4	Very Competent
2.	76-85	B	20	55.6	Competent
3.	66-75	C	4	11	Enough
4.	56-65	D	5	14	Less Competent
5.	<55	E	0	0	Incompetent
	Total		36	100	

The advantages presented above are summarized from what students have written and answered. From 36 students, 100% said that the benefits could be obtained through the learning process implemented by utilizing kelong texts. Based on those responses, the researchers who also become the Syntax Course lecturers attempt to continue and apply this model to other courses to build

continuation in learning. Based on the results, the researchers summarized some suggestions presented in written by the students: (1) improving to practice reading and writing to make the students study hard, (2) in discussing, it is preferable to let the students speak in Makassarese, (3) multiplying BM texts and examples in learning, (4) improving learning media to make students

more motivated in following the courses, and (5) paying more attention to students' discipline.

Table 4. The Benefits Obtained by Utilizing Kelong Texts

No.	Benefits Obtained
1.	Improve the creativity skills because the students are free to arrange the sentences without referring to <i>kelong</i> texts as the model in writing BM sentences
2.	Improve self-confidence because the students can speak, read, and write BM in Latin or <i>lontara</i> inscription.
3.	Improve the ability and understanding to analyze the meaning and value in <i>kelong</i> texts.
4.	Improve the accuracy in writing to decrease the mistakes in writing scientific papers and sentences.
5.	Improve the understanding of different structures and basic patterns of sentences between BM and BI.
6.	Improve the students' motivation to write and create Makassarese literary works.

4. CONCLUSION

Based on the data analysis result, the writers concluded that the results are suitable for the problem statements proposed previously. The conclusion of this research is:

1. BM sentence mastery without utilizing kelong texts by the students was categorized as 'incompetent.' The samples that obtained the range of value 66-100 for the first instrument were 50%. The second instrument increased up to 80.5%.
2. BM sentence mastery utilizing kelong texts by the students was categorized as 'competent' because the samples that obtained the range of value 66-100 achieved 86%. This result shows that the writing skills of Makassarese sentences are improved if they are given various exercises to practice by utilizing kelong texts and other texts.

REFERENCES

- [1] A. Pauwels, "Changing perspectives on language maintenance and shift in transnational settings: from settlement to mobility," in *The Palgrave Handbook of Minority Languages and Communities*, Springer, 2019, pp. 235–256.
- [2] M. K. David, "Reasons for language shift in Peninsular Malaysia," *J. Mod. Lang.*, vol. 15, no. 1, pp. 1–11, 2017.
- [3] K. Crittenden and J. Murray, "Experiences of language maintenance and shift among second-generation Australians of Arabic background," *Multiling.* Sydney, 2018.
- [4] M. Latham Keh and S. Stoessel, "How First Is First? Revisiting Language Maintenance and Shift and the

Meaning of L1/L2 in Three Case Studies," *Int. Multiling. Res. J.*, vol. 11, no. 2, pp. 101–114, 2017.

- [5] S. Romaine, "The impact of language policy on endangered languages," in *Democracy and human rights in multicultural societies*, Routledge, 2017, pp. 217–236.
- [6] L. Hinton and B. A. Meek, "Language acquisition, shift, and revitalization processes in the USA and Canada," in *Indigenous Language Revitalization in the Americas*, Routledge, 2016, pp. 69–87.
- [7] A. MacDuling and L. Barnes, "What is the future of Greek in South Africa? Language shift and maintenance in the Greek community of Johannesburg," *Proc. Ekkl. Pharos*, vol. 2014, no. 1, pp. 159–172, 2016.
- [8] J. Rosa, "Racializing language, regimenting Latinas/os: Chronotope, social tense, and American raciolinguistic futures," *Lang. Commun.*, vol. 46, pp. 106–117, 2016.