

The Use of Madurese Language as Transactional Dialogue Approach in teaching English for The Students Major in Law

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Informasi Artikel	ABSTRACT
Submit: 30 – 08 – 2021 Diterima: 18 – 10 – 2021 Dipublikasikan: 26 – 10– 2021	<p>This research aims are: 1) how the lecturer uses Madurese language as transactional approach in teaching English for the students major in law, 2) the contextual use of Madurese Language. This research is qualitative descriptive, and using interview and observation as method to collect The data needed. The participants of this research are 60 students of students at Law department in Madura University. The result shows that the use of native language in this case is Madurese Language in teaching learning is very helpful both of by the teacher and students in learning process. Madurese language used as transactional approach in giving instruction, clarification the purpose, explain grammatical, explain vocabulary, correct students’ mistake, to ask question to the teacher, make a request, to give motivation. It showed native language is still needed and has contribution in learning second language in this case English.</p> <p>Keyword: madurese, language, transactional dialogue approach</p>
Penerbit	ABSTRAK
IKIP Budi Utomo	<p>Penelitian ini bertujuan: 1) bagaimana dosen menggunakan bahasa Madura sebagai pendekatan transaksional dalam pengajaran bahasa Inggris bagi mahasiswa jurusan hukum, 2) penggunaan bahasa Madura secara kontekstual. Penelitian ini bersifat deskriptif kualitatif, dan menggunakan metode wawancara dan observasi untuk mengumpulkan data-data yang dibutuhkan. Partisipan dalam penelitian ini adalah 60 mahasiswa jurusan Hukum Universitas Madura. Hasil penelitian menunjukkan bahwa penggunaan bahasa ibu dalam hal ini bahasa Madura dalam pembelajaran sangat membantu baik oleh guru maupun siswa dalam proses pembelajaran. Bahasa Madura digunakan sebagai pendekatan transaksional dalam memberikan instruksi, memperjelas tujuan, menjelaskan tata bahasa, menjelaskan kosakata, mengoreksi kesalahan siswa, bertanya kepada guru, mengajukan permintaan, memberi motivasi. Hal ini menunjukkan bahasa ibu masih dibutuhkan dan memiliki kontribusi dalam pembelajaran bahasa kedua dalam hal ini bahasa Inggris.</p> <p>Kata kunci: madurese, language, transactional dialogue</p>

BACKGROUND

According to Harmer (2007) there are a number of different reasons why do people want to learn foreign languages? The numbers of different reasons for language study are; (a) school curriculum, probably the greatest number of language student in the world does it because it is on the school curriculum whether the student likes or not. For many students, English is needed to be learned and the others feel that English just for the complement of the study (b) advancement, some people want to study English or other foreign language because people think it offers a chance for advancement in their professional lives. People will get better job with two languages than one language namely their mother tongue. In this case English has a special position since it becomes an international language.

As a foreign language in Indonesia English have some effects on the education. Now English has become an independent subject that has to be learned by the student from the lowest level, taught by special teacher and has special material and broader the explanation or discussion. And understanding the meaning of the reading text it is also very important. Because without understanding and knowing the meaning of the text, it is impossible to get everything in the text, like information, some message and other.

Students at Madura university who study in Law Department should learn English as one of their course in the curriculum. The students should enroll this course at the first semester. As non english department it hard for the teacher to teach by using full English in the teaching learning activities because English still become foreign language. Due to the importance of this subject the lecturer realize the essence o comunication. The communcation will take place if the two speaker and listener able to understand each other. So, the mastery of the English, to serve communcation, transfer of knowledge and science in this case, is crucially important. Language has two functions in communication, they are transactional and interactional. In interactional function, language to keep and save social relation in the formulation of information is not so important, but what is important is interaction. Whenever the students understand what it said by the lecturer, the students can give response to the lecturer in the teaching learning process. Though this kind of activity, the interlocutors make conversation in which patterns of turn taking are formed.

Language is the first knowledge that humans know since the first time they exist, they talk not like we do now, but they use their own language such as sign language. In all daily life, we use language to comunicate, express feeling or ideas, send message and etc. Language is a way of expressing ideas and feeling using movement, symbol and sounds; particular style of speaking and writing. Language has two major functions, they are interaction function and transactional function. Interactional function deals with how humans use language to interact each other sosially or emotionally. The aim of interactional language is to maintain a social relationship. Whereas Transactional function deals with whereby humans use their linguistics abilities to communicate knowledge, skills and information. The aim of transactional language is to communicate a specific message. There are two kinds of language; spoken language and written language. Spoken language is a form of communication in which words derived from a large vocabulary together with a

diverse variety of names are uttered through or with the mouth, while written language is the representation of a language by means of a writing system. In spoken interaction, we use language to have conversation, in explaining, giving direction, or giving commands. In written form, every day, we have to deal with written and printed words: newspaper, leaflets, magazines, textbooks, written directions, billboards, advertisements on tv etc.

Brown and Yule (1983) stated that interactional languages are used in daily life or to maintain interaction on communication. Small talk and conversation are examples of interactional talk. Small talk refers to short exchanges such as greeting or turn taking. Another important communication skill is the ability to use English to realize different kinds of transaction. A transactional talk is an interaction to give and receive information. Moreover, Brown and Yule (1983) viewed that transactional talk is the language which is employed to convey factual information. Transactional language is language which is used to make a transaction and which has a result. It can be compared with interactional language, which is used to maintain relationships. Transactional language is often taught more than interactional language, as it involves shorter turns, simpler and more predictable language, and can have a measurable result (Iskandar: 2008).

When people acquired a language for the first time, it was called first language or the mother tongue. To acquire the first language people do not need to learn the language, because they will acquire the first language from their parents and environment. In relation of this statement, first language is mother tongue, one's nature language, the language learned by children and passed from one generation to the next.

Language itself is varied, and spoken in different area, take a look at the simple example in Madura. Madurese has four dialects that are spread to four regencies, they are Bangkalan, Sampang, Pamekasan, and Sumenep. The dialects are different, for instance; Bangkalan (bâ'eng = kamu), Sampang (kakeh = kamu), Pamekasan (bâ'en = kamu), and Sumenep (bâ'naa = kamu). In wider, every country has different language background, and each language has its own unique symbols and rules for symbol combination, for instance: Javaness (ghuyu //ghuyu// = tertawa), Sunda (seuri //sauri// = tertawa), Baliness (kedêk //kedek// = tertawa) and Madurese (aghelle' //aghalla?// = tertawa).

In EFL classroom the transactional language is more suitable to use than interactional language. Emphasising the value of using L1 in the EFL classroom, Lewis asserts that "It is inevitable that language users use L1 as a resource and that they make both helpful and unhelpful assumptions on the basis of their experiences of L1. Sound pedagogy should exploit rather than try to deny this" (1997, p. 64). In terms of teaching techniques, Atkinson (1987) provides a comprehensive list of reasons for using L1 in the EFL classroom which can be categorised in terms of classroom management (e.g. giving instructions, saving time in unnecessary explanation and discussing classroom procedures) and focusing on the learner (e.g. checking on learning, allowing learners to say what they really want to say and promoting cooperation between learners). Further more McCharty (1991:136) explains that transactional talk is for getting business done in the world, i.e. in order to produce some change in the situation that pertains. It can be to tell somebody

something to know, to effect somebody to buy something, to get someone to do something, or many other world- changing things. Carter, R. & McCarthy (1997:17) state that interactional language is language for maintaining social relationships, transactional language is message-oriented. "Transactional uses of language are those in which language is being used primarily for communicating information." (Richards 1990:54). Accurate and coherent communication of the message, confirmation that it has been understood, explicitness and directness of meaning are essential. Transactional exchanges are interactions which have an outcome, for example, buying something in a shop, enrolling in a school. In such contexts the range of language used is relatively limited and therefore reasonably predictable.

Holliday argues that in the strong version of communicative teaching, learners should understand how language works rather than just practising language. Where there is collaborative work, it is not for the purpose of students communicating with each other, but for the purpose of their helping each other to solve language problems. Therefore, students working in groups or pairs do not have to speak English all the time, making the approach much more manageable in monolingual classes. They can speak in their mother tongue about the text. Indeed, it would be unrealistic to expect them to tackle the text analysis required by language problems in a foreign language (1994, p. 172). In learning process one of the main component is language. According to Richards (1990) Conversation also reflects the rules and procedures that govern face-to-face encounters, as well as the constraints that derive from the use of spoken language. This is seen in the nature of turns, the role of topics, how speakers repair trouble spots, as well as the syntax and register of conversational discourse. (

The learning process will not be good without language. In another word language can not be separated from learning process. According to Hornby in Oxford dictionary (1995:671) say that learning is knowledge obtained by study. Where the process is a series of actions or tasks performed in order to do, make or achieve (Hornby 1995:922). Then experts give explanation about learning process. Madurese as the students' L1 used in the learning process by both of lecturer and students in teaching English course in transactional dialogue. It served some purposes

Therefore based on the explanation above this research aims are: 1) how the lecturer uses Madurese language as transactional approach in teaching English for the students major in law, 2) the contextual use of Madurese Language.

RESEARCH METHOD

In conducting this study, the researcher applies a descriptive qualitative method. According to Bogdan and Taylor in Moleong (2005:4) qualitative research method is a research procedure that represents the descriptive data such words in written or oral from the people and the behavior that can be observed. A descriptive research is designed to obtain information concerning the current status of the phenomenon and it is directed toward determining of a situation as it exists at the time of the study (Ary, 2010). In qualitative research, the data are analyzed in the form of phenomenon on description not numeral (Arikunto, 2006:12). Thus, this research does not need measurement or statistical data.

The researcher uses two kinds of instruments to collect the data, namely

interview and observation. The participants of this research are 60 students of students at Law department in Madura University. The participants are the first year students who took this semester. Data analysis is very important in every observation. The function of data analysis is to know the result of the investigation. After collecting the data, the researcher will analyze by using descriptive qualitative procedure. The researcher applies some steps in analyzing the collected data. As follow:

1. Identifying the Data
2. Classifying the Data
3. Analyzing the Data
4. Drawing a Conclusion

FINDING AND DISCUSSION

The result shows that the use of native language in this case is Madurese Language in teaching learning is very helpful both of by the teacher and students in learning process. The students who major in law has assumed that English is difficult course, and thought that it does not one of course that should be taken. The lecturer used Madurese language in order to help the students understand English easier. The lecturer used in different occasion in order: Using Maduresse L1 also in line with Cook's result study (2001). Cook identified some other possible examples of proper L1 use. Mother tongue use in classroom would be beneficial for the students in trasactional approach dialogue. Maduresse language as L1 helped in the teaching learning process. The lecturer used L1 to check students' comprehension upon particular learning materials. Walsh (2002) confirmed that unless teacher taught multi-lingual classes, they might not speak English all the time, sometimes it may be more economical to use L1 instead of English in Trasactional dialogue approach.

1. Giving instruction

Lecturer: Please write an essay about the topic

Student 1: okay mam

Student 2: what mam?

Lecturer: Ghebey essay sesuai ben topic se e bahas

Lecturer: nyareh artikel se abahas peratur nah pamarenta teros analisis

Students: ok mam, bile epon teraakhir

Teacher: you have a week.

The lecturer use madurese in transactional dialogue to help giving instruction because some of the setudents did not understand the instruction

2. Clarification the purpose

When there was a transactional communication in teaching learning process the interaction between the lecturer and the students Maduresse language use to clarify the purpose of the communication

Lecturer: would you mind to go to the office ta takethe attendace form,

plase?

Students: ponapah bu?

Lecturer: tak langkong pondud agi daftar absen

Student: yes mam

Lecturer: it is on my table in the office

3. Explain Grammatical

First language of the students or in this study Maduresse language often used by the lecturer to explain the grammatical rule of the target language or English language in English course at Law Department in Universitas Madura, such this data from observation

Lecturer gave the students text to analyze. The text is about "burglary trial" in text there are some preposition, and the topic is the use of preposition.

Lecturer: in the text there are some sentences "The trial will be on Sunday 12th, and it will start at 9.00 am

Lecturer: based on the example in the text what is the difference between "on" and "at"

Student: show the time

Lecturer: yes, but what is the difference?

Student:

Lecturer: deddih mon "on" eanguy gebey bakto se lanjeng ben tak pateh jelas, how about "at"

Student: abdina oneng mam, at e angguy khusus jam

Lecturer: good

4. Explain Vocabulary

In the EFL classroom lack of vocabulary became something the lecturer should consider. Based on the research result. It found that the lecturer in English course at Law Department need to explain some of the law term by using Maduresse in Transactional approach

Lecturer: based on the text when was the TRIAL

Student: there was not any UJI COBA in the text mam

Lecturer: TRIAL benni gun andi arteh UJI COBA taeh harus e seuaikan dengan context deddih lebbi teppak artenah SIDANG

5. Correct Students' Mistake

The dialogues that heppened in the teaching learning process were transactional, and while the trasactional dialogue happened due to use English in classroom, teacher use Maduresse to correct students' mistake to make it easier to understand.

Student: mam, I know the answer for number 3

Lecturer: ok..what is the answer?

Student: the witness are giving the testimony

Lecturer: good. Bedeh berempah oreng saksenah? Settong apah benyyak?

Student: hehe enggi mam The witness is

6. To ask question to the teacher

Maduresse also used to ask question to the teacher, it happened because the students seem difficult to express their question about the material when using foreign language or English, so they used Maduresse in transactional dialogue

Lecturer: any question?

Student: yes mam, why we use "were" padahal kan jek epon sampeyan he to be past seh was benni were. Bedeh bideh enggi mon a bedih e kalimat pengandaian?

7. Make a request

Transactional approach or dialogue used in classroom due to give the students a change to use English as target language. But sometimes, The lecturer used maduresse to make a request

Lecturer: tugas 1 wajib e kompolagi saminggu agi

Student: grup mam?

Lecturer: no, individual.

8. To give motivation

One of the teacher main duty is to give motivation. In English course at Law Department Universitas Madura where English still become foreign language. The lecturer used maduresse to carry out this duty. In doing this the lecturer used transactional approach dialogue.

Student: english is difficult mam

Lecturer: no, bunten English tak malarat, malarat mon tak ecoba. Deddih harus eangguy bedeh kesempatan.

Willis (1991) confirmed that unless teacher taught multi-lingual classes, they might not speak English all the time, sometimes it may be more economical to use L1 instead of English.

CONCLUSION

The results of research conducted by researchers with 60 students of Madura University majoring in Law taking English courses show that the Transactional Dialogue Approach used by lecturers in the learning process using Madurese (L1) is used in various purposes and occasions. The result shows that the use of native language in this case is Madurese Language in teaching learning is very helpful both of by the teacher and students in learning process. Madurese language used as transactional approach in giving instruction, clarification the purpose, explain grammatical, explain vocabulary, correct students' mistake, to ask question to the teacher, make a request, to give motivation. It showed native language is still needed and has contribution in learning second language in this case English.

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