

Analysis of Kosa Kata Use in the Measures of Class X Students of Smk Muhammadiyah 8 Medan Year Learning 2017-2018

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Abstract: *The method used to obtain the data is qualitative research method. The meaning of qualitative research design after the data is selected to be collected, analyzed and then described. From the results of the study showed that the use of language typical by students based on the habit regardless of the rules that have been set. The use of Indonesian language by students shows more consistent vowel pronunciation on the vocabulary. The vowel (a) seems unaffected by the immigrant speakers, while the other vowels are inconsistent because of the articulator's influence, the position of the vowel in its produce tends to decrease. Furthermore, the use of consonants has an inaccuracy due to the limited consonant language of the speaker so that the vocabulary derived from a foreign language tends to be adapted to the consonants present in the speaker language, eg consonant (f) is not found in the local language in general so that the consonant (f) is converted into consonant (p) present in the speaker's regional language, the native speakers are also affected by the immigrant speakers.*

Keywords: *Vocabulary, Consonants, Vowels, Language.*

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I. Introduction

In the 1945 Constitution there is an article that lists Indonesian, precisely in Chapter XV Article 36, which reads as follows: Country language is Indonesian. After the enactment of Indonesian as the state language, the longer the Indonesian language has a new function that must be carried out. As the expert's opinion said, "the official language of the state, the language of instruction in education and teaching, the language supporting the science and culture of the nation, as a tool to foster and strengthen the sense of national unity and as a means of association in Indonesian society" (Burhan, 2011: 139) .

If it is observed from the function of the Indonesian language which states Indonesian as the language of instruction and education, the Indonesian language is the only language used to deliver educational material ranging from kindergarten level to higher education levels throughout Indonesia.

Aside from being the language of instruction in schools, Indonesian itself is one of the fields of study taught from elementary school to college. We can see this in the 2010 Vocational curriculum, namely the study of Indonesian language and literature. With its function as the language of instruction in the world of education, of course it can be understood that Indonesian has a very important value compared to other fields of study. The field of study in Indonesian is the key to success in opening the doors that will be passed by other fields of study. Because of the important role of the Indonesian language, the role of the teacher is highly expected in the development and development of the Indonesian language. The quality of Indonesian language teaching given by teachers to students must be improved, so that the assumption of some people so far who say that Indonesian language quality is low and will not increase social values in the midst of society will be erased. Therefore, in the context of fostering and developing Indonesian language, more focused research is still needed, so that Indonesian can fulfill its function as the language of instruction in the world of education and as a national language and state language. So far, the use of the standard Indonesian language in speaking or speech acts has not been well implemented, especially students in the area.

Halliday in Burhan (2011: 18,28) says that speech act theory includes the function and use of language, so in the broadest sense, it can be said that speech acts are all actions taken through speaking, everything that is done when speaking. However, this definition is too broad for most purposes, because the benefits of speaking cover most human activities. We use language to express arguments, to convey information to others, to entertain, in short to communicate.

Hymes in Ibrahim (2012: 94) proposes useful differences between speech situations, speech events and speech acts. In a society, one finds many situations related to conversation, such as fights, hunting, eating, parties etc. But it is not advantageous to change such situations to be part of sociolinguistic description solely by giving a new name in relation to the conversation, because such situations themselves are not fully controlled by

fixed rules. The term speech event can be interpreted by activities that are directly controlled by the rules or norms used to speak, namely for events such as conversations between two parties (face to face or on the telephone), lectures, introductions -introduction, religious ceremonies, etc.

According to Moeliono (2013: 48) the pronunciation aspects of Indonesian are different from aspects of spelling, terminology, and grammar. The pronunciation of Indonesian is still not standardized because of the many variations of Indonesian pronunciation caused by the diversity of languages used in Indonesia. On the one hand, it was impressed by the desire to defend Malay pronunciation as an Indonesian pronunciation, but it still faced various obstacles as a result of the many pronounced influences of regional languages (especially Javanese) and the influence of foreign languages, especially English). On the other hand, there is a desire to find a separate pronunciation that is not memorable as a pronunciation of Malay.

The diversity of languages in Indonesia, both directly and indirectly, influences the application of Indonesian pronunciation. However, this does not mean that the pronunciation aspect is neglected. Even though there are no guidelines that can be used as references such as spelling, Indonesian speakers generally pronounce the word according to the sounds of the letters.

The history of the development of Indonesian language which is so rapid in terms of vocabulary enrichment does not record the attempt to standardize pronunciation. Starting from the van Suwito 2013 Spelling, the Spelling of the Suwito or the Spelling of the Republic, to the Enhanced Spelling, more standardization is focused on changing the writing. In other words, the standard pronunciation of the Indonesian language has not yet been determined. This happened, among other things, because of the consideration that Indonesian was still used as a second language by most people. Regional languages that become mother tongue are also used as a primary communication tool so that speakers of languages become bilingual who can bring out a variety of pronunciation.

Groups of speakers who speak foreign languages but who do not pay attention to the rules of the Indonesian language, marriages between ethnic groups, education, population movements, and the plurality of people with various cultural backgrounds also trigger the emergence of various Indonesian pronunciations. In addition to the variety of pronunciations, the factors of technical aspects such as infrastructure and research facilities are also the main obstacles why Indonesian pronunciation cannot be standardized nationally until now.

Indonesian pronunciation is basically determined through spelling rules with the understanding that each letter is pronounced according to its sound in Indonesian. However, not all letters have only one pronunciation. For example the pronunciation of [e] and [e], like the word rice which is often pronounced [rice] or [rice]; and letters have pronunciation [o] and [o], as said in stores that are pronounced [shop] or [shop].

The occurrence of the system as above is mainly due to the influence of dialects of language speakers. Even the influence is not limited to the second pronunciation of the letters above.

In language communication, the phonemes are not independent sounds, but are part of a larger unit of sound, as in syllables or words. Therefore, the sound of the phonemes contained in the larger one can affect each other so that the sound can differ according to its position in a word. For example, the sound / a / at the final position is more open, as in the word *guna* rather than the sound / a / which is enclosed in consonants, as in the word *certainly*.

Vowel pronunciation / o / in store words, for example, is different from vowel pronunciation / o / in stupid words. However, due to the influence of regional languages, for example pronunciation for both words is exchanged. The pronunciation of [shop] becomes [to ko], while pronunciation [bo doh] becomes [bodo]. Even so, the difference in pronunciation is not to interfere with the smooth communication of language. It is different from the difference in vowel pronunciation / d / and / e / both of these pronunciation can indeed be distinguished meaning, such as the pronunciation of the word *raj* / (core) and / terrace / (porch). Today, some people, especially foreign learners in Indonesia, still often experience difficulty in recognizing the difference between he [e] and [e] in a word. HI vocal differences and Id on words as Attack [attack] Red [red] They [them] Doormat [doormat] Lace [lace] Red attack [attack] [red] record [record] sting [tight] senda [senda] .

In Indonesian there is a vowel known as diphthong, in which the vowel changes its quality. In the writing system, diphthongs even by two inseparable vowels, namely (ai), (au), and (oi), which are followed by slides consonants w or y. For example, sound (aw) in the word *imau* is a diphthong so that (au) in a tiger syllable cannot be separated yadi. Likewise with the sound of [ay] in the word *until*. Diftong (oi) is very limited in the number of foreign language absorption words. In everyday utterances, diphthongs are often pronounced as one vowel, for example *chili* is pronounced with [chili].

Speech acts are one of the functional activities of humans as language beings. Because of its functional nature, every human being always strives to be able to do it as well as possible, both through acquisition and learning. Language acquisition is usually done non-formal, while learning is done formally (Subyakto, 2011: 88). Language acquisition activities can be developed, both through oral and written. These various methods have different prerequisites. Oral activities tend to be practical, while writing activities are formal.

The use of language in communication requires two important means, namely linguistic means and pragmatic means. Linguistic means are related to the accuracy of the form and structure of language, while the means of pragmatics are related to the compatibility of forms and structures with the context of their use. Constraints on linguistic means are more often faced by beginner Indonesian learners, while pragmatic facilities are more often an obstacle for intermediate and advanced learners. This is evidenced from the research conducted by Fadilah (2010: 32) about fragmentation errors in written discourse of Indonesian learners for Foreign Speakers (BIPA).

Functionally, many experts divide language into various classifications, for example, Halliday describes seven functions of language, namely instrumental, regulatory, representational interactional, personal, heuristic, and imaginative functions (Brown, 2012: 194-195). What is difficult is to divide it into four functions, namely informative, dynamic, emotive, and aesthetic (Rusyana, 2012: 141-142), and more specifically, Brown (2012: 195) is not in the function of language, but in the act of communication. Brown presents fifteen communication actions, namely greeting, complimenting, interrupting, requesting, evading, criticizing, complaining, accusing, agreeing, persuading, reporting, commanding, questioning, sympathizing, and apologizing. These differences of opinion are not to be contested, but rather to become repertoire in the description of language functions.

Speech action is a pragmatic analysis, which is a branch of linguistics that examines language from its actual usage aspects. Leech (2012: 5-6) states that pragmatics learn the intent of speech (ie for what the utterance is done); ask what someone means by a speech act; and linking meaning to who speaks to whom, where, when, how. Speech action is a central entity in pragmatics and is also the basis for the analysis of other topics in this field such as presuppositions, participation, conversation implicatures, cooperative principles and politeness principles.

Based on several opinions, it can be concluded that speech acts are acts of speech that have certain intentions that can be expressed explicitly or implicitly. Speech actions that have a specific purpose cannot be separated from the concept of speech situations. The concept clarifies the notion of speech acts as an action that produces speech as a product of speech acts.

II. Method

Qualitative research is research that produces descriptive data in the form of written and oral data in the language community, Djadjasudarma (2013: 10).

The design used in this study is a qualitative research design. The definition of qualitative research design is after the selected data is then collected, analyzed and then described.

This study aims to find out how students act in speaking. The research instrument is the researcher himself using a tape recorder to record every conversation carried out by students without the students' knowledge.

Qualitative research inductively moves data / facts categorized towards higher levels of abstraction, synthesizing and developing theories if needed. In this study, researchers collected data or information obtained through observation, in-depth interviews, study documents and field notes, then grouped according to the data categories. Then the researcher conducted an analysis, synthesis and draw conclusions.

III. Result

From the collected data, the description, classification, and analysis are carried out according to the categories and groups. The group can include the domain of language and vocabulary classification based on phonological differences (pronunciation), morphological differences, and lexical differences (Samarin, 1988: 253) and their explanations. The presentation of data is displayed using vocabulary and pronunciation given a comparison that is parallel to the pronunciation of the standard Indonesian vocabulary.

In addition, data is presented with phonemic and phonetic marks (using IPA branches and their modifications in Indonesian) for words that have different pronunciation, while data in the form of lexical vocabulary differences are not phonetically marked, but given meaning. And, for different data morphologically the raw form is made. Furthermore, the data is given an explanation as needed based on linguistic content and analysis of language behavior in a cultural context.

Phonological differences are phonemic differences and phonetic differences in words between Raw Indonesian and Indonesian students at school.

These differences in the form of differences in pronunciation are very much found in using Indonesian, especially the language of everyday students who have mixed in with foreign languages and slang. Differences in pronunciation between various standard languages and student language variations occur in vowel pronunciation and consonant pronunciation, such as the following data.

Table 1: Categories of Vowel Nouns (u) Become Vowels (o)

Vocabulary	Phonemic	Student Recitation	Raw Oral Recitation
Gardens	/ gardens /	[kebon]	[gardens]
Leaves	/ leaves /	[daon]	[leaves]
Sea	/ sea /	[laot]	[sea]
Eggplant	/ terunŋ /	[teronŋ]	[terunŋ]
Hole	/ lubanŋ /	[lobanŋ]	[lubanŋ]
Egg	/ teluŋ /	[egg]	[egg]

Data shows that vowel pronunciation (u) in the word garden, leaves, sea, eggplant, eggs turn into vowels (o) in the word [kebon], [daon], [laot], [teronŋ], [lubanŋ], [egg] , Why is that? It must be answered linguistically, especially the study of phonology can be justified in the oral variety as long as it does not change the meaning of the word legally that in producing vowel sound (u) which is a rounded back vowel which becomes a vowel (o) which is a lower middle round vowel . Based on these data it shows that the vowel decline occurs regularly because of the low vocal influence that existed before or after the syllable.

Morphological differences are differences in the form of differences in formations used in the language of the variety of oral schools. These differences are as follows.

Table 2: Morphological Differences

Vocabulary	Student Oral Formation	Raw Oral Formation
Diligent	craftsmen	craftsman
Broken	destroyer	destroyer
translation	translator	translator
see	vision	visible
Free	release	release

Data shows that vocabulary on adjectives, verbs are diligent, broken, translated, seen, released, become nouns of craftsmen, destroyers, translators, visions, releases, occur nationally including Malay, Mandailing, Simalungun, Karo, Pakpak and also the social influence of speakers. Based on morphological studies that peng prefix = / meng if met with a base word beginning with letter (r) will change to the correct formation prefixes are craftsmen, destroyer, sight, release. For the formation of the word translation it should be a translator because in Indonesian the letter (t) melts.

The lexical difference is the difference in the form of differences in the words used in the oral variety in schools with a standard range, but the meaning is the same. Vocabulary collected is classified according to word categories, namely categories of nouns, verbs, adjectives, adverbs, word assignments (Alwi, 2001: 37).

Table 3: Category of Lexical Nouns

Student Oral Vocabulary	Raw Oral Vocabulary	The meaning of the word
Absent	list of attendees	the meaning is the same
tea water	drinking water	the meaning is the same
Asbestos	white ceiling	the meaning is the same
empty meatballs	meatballs don't use noodles	the meaning is the same
battery (train) / (car)	battery (motorbike) / (car)	the meaning is the same

Based on these data it turns out that the absent vocabulary is used to state the attendance list and signature on the attendance list. This shows that Indonesian language users of special students at the school level generally use habits rather than written ones. If we see it in KBBI, the absentee said it was not present. The word absent for student language users is not to say they are not present, but the attendance list to sign states to be present. That shows contradictory meaning. The researcher assumed that the language users of the students were less used to reading because it was clearly written in the Attendance List, but it was read absent.

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The word asbestos is used by speakers of the students' spoken language to express the ceiling. Language speakers of students are not very careful about naming something because asbestos is actually a type of material, while the ceiling is the name for the ceiling. Ceiling. it can be made from asbestos, plywood, gypsum. Thus, the use of the word asbestos is not appropriate because asbestos is a material that can be used as a ceiling or roof of a house.

The empty meatball vocabulary is used for meatballs not using noodles. If we go to food stalls or food stalls, we order empty meatballs to give them no meatballs. The use of empty words is used to declare no use.

The vocabulary of train batteries is used to declare motorcycle batteries. The battery said is used to declare everything that is a source of electricity so that there are water batteries, train batteries, car batteries. It turns out that students cannot distinguish batteries for what they are used for. In fact, the word battery is used only for flashlights, calculators or radios, while for trains and cars use battery reasons because it uses for motorized vehicles.

IV. Conclusion

- a. The form of vocabulary in student speech shows that the use of language that is typical of students is based on habit alone regardless of the rules that have been set.
- b. The use of Indonesian by students shows vowel pronunciation (a) which is more consistent in vocabulary. Vowels (a) do not seem to be affected by a native speaker, while other vowels are indeed inconsistent due to the influence of articulator, the vocal position in producing them tends to decrease. Then, the use of consonants has an inaccuracy because of the limitations of the speaker language consonants so that the vocabulary from a foreign language tends to be adjusted to the consonants in the language of speakers, for example consonants (f) are not found in the Batak area generally (p) which is in the language of the native speakers as a result, native speakers are also influenced by immigrants. Though native speakers (Malays) have consonants (F) that come from Arabic.

The factors that influence the occurrence of errors in the use of student vocabulary in acting speech are the influence of regional languages and foreign languages, so that students are easier to pronounce without regard to the actual grammar.

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