



## Socialization of The Application of Language Skills for SD Teachers in Kecamatan Deket

Emalia Nova Sustyorini

Fakultas Ekonomi, Universitas Islam Lamongan Jl Veteran No. 53 A Jawa Timur Indonesia.

Email: [emaliaberlian@gmail.com](mailto:emaliaberlian@gmail.com)

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### ABSTRACT

This study aims to describe: the socialization of the application of oral language skills for elementary school teachers and the role in improving written language skills for elementary school teachers in Deket District. This study used a qualitative research design. The main object of this research is the socialization of the application of language skills for elementary school teachers in Deket District. The location of this research is in the UPT Office of the Education Office, Deket District. The data in this study is a socialization of the application of oral language skills for elementary school teachers in Deket District and the role in improving written language skills for elementary school teachers in Deket District. The data collection techniques used were observation, interview, and note-taking techniques. The technique used is descriptive analysis techniques. The results of the research on the socialization of the application of skills in oral language for elementary school teachers in Deket sub-district are that elementary school teachers in Deket sub-district are an important means for their students in good and correct language through oral and written to be applied in their respective schools. Implementation of spoken language in everyday life, teachers admit that they are not able to speak or use spoken language with Indonesian in full because they tend to use the language that is widely used by the environment in which they live. The role in improving skills in written language for elementary school teachers in Deket sub-district is by means of the teacher applying a contextual approach in the form of modeling components that are expected to make students find it easier to write because they already have a picture that has been given by the teacher through an example, and it is hoped that students can develop ideas, their thoughts, and ideas so that learning objectives can be achieved.

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## 1. Introduction

Teachers are a major part of shaping the younger generation. Through the teacher, students are introduced to various knowledge, which of course uses language as the medium. Therefore, teachers should be able to speak properly and correctly so that the knowledge taught can be understood properly by their students. In addition, if every teacher is able and willing to use Indonesian properly and correctly when teaching, it will have a positive influence on their students. The positive attitude that students have will increase towards Indonesian language and literature.

Improving the quality of Indonesian language for teachers needs to be implemented for the advancement of the Indonesian nation's education, so Indonesian language teachers are not only proficient in Indonesian, but on the other hand must also be able to be bilingual. The government has paid serious attention to the Indonesian language proficiency for teachers by conducting the Indonesian language proficiency test (UKBI) since 2016. The inadequate proficiency of teachers in Indonesian will reduce the level of understanding of their students both in oral and written teaching.

Learning spoken language is one of the efforts that must be improved by students in improving the ability to speak orally, so spoken language also really needs to be improved, therefore every educator needs to learn how to improve language skills in elementary schools in order to effectively achieve goals. Learning in the teaching and learning process. In fact, the increase in oral language skills is intended so that elementary school children are able to understand other people's conversations either directly or through media such as radio, television, and recordings, another goal is for children to be able to express their thoughts and feelings verbally. Thus their ability to communicate verbally is expected to increase in accordance with the objectives to be achieved otherwise with written language.



## **2. Theoretical Review**

### **2.1 Definition of Language**

According to Gorys Keraf (1997: 1), language is a means of communication between community members in the form of sound symbols produced by human speech tools. Some may object to saying that language is not the only means of communication. They show that two people or parties who communicate using certain ways that have been mutually agreed upon. Paintings, fire smoke, the sound of drums or barrels and so on. But they must also admit that when compared to language, all these means of communication contain many weak aspects.

Language provides a much broader and more complex possibility than can be obtained by using this medium. Language must be the sound produced by the human speech instrument. Language is not just any sound, the sound itself must be a symbol.

Language is formed by rules and patterns that must not be violated so as not to cause interference with the communication that occurs. The rules, rules and patterns that are formed include sound, form and sentence systems. In order for communication to run smoothly, the receiver and sender of the language must master the language.

Language is a system of arbitrary sound symbols produced by human speech tools and used by the community for communication, cooperation and self-identification. Oral language is the primary language, while written language is a secondary language. Arbitrator, namely the absence of a relationship between the sound symbol and the object.

A variety of languages, especially a variety of journalistic and legal languages, does not rule out the possibility of using a variety of standard language vocabulary forms so that they can become role models for Indonesian-speaking people. Meanwhile, it is necessary to pay attention to the talking cup, and the topic of conversation (Fishman ed., 1968; Spradley, 1980).

According to Felicia (2001: 8), the variety of languages is divided based on:

- a) Oral variety
- b) Variety of Writing

Variety of spoken language is the language spoken by language speakers. We can find standard verbal forms, for example when people make speeches or give remarks, in lecture situations, lectures; and non-standard verbal forms, for example in conversations between friends, in the market, or on other informal occasions.

Variety of writing is the language that is written or printed. Types of writing can also be in the form of standard or non-standard types of writing. The standard writing style we find in textbooks, texts, magazines, newspapers, posters, advertisements. We can also find a variety of non-standard writing in teen magazines, advertisements, or posters.

Based on the description above, it is explained that spoken language is a communication in humans that is often spoken in everyday life by using words and sounds, whereas written language is written language or in the form of writing.

### **2.2 Definition of Teacher**

Teachers are professional educators in their fields who have the main task of educating, teaching, guiding, giving direction, giving training, giving assessments, and conducting evaluations to students who take their education from an early age through formal government channels in the form of elementary to secondary schools. (Law No. 14 of 2005). A teacher is someone who has the authority and duties in the world of education and teaching in formal educational institutions. (M. Uzer Usman) A teacher is a person whose job or profession is teaching (KBBI).

## **3. Research Methods**

### **3.1 Research design**

Research on the socialization of the application of language skills for elementary school teachers in the sub-district of deket used a qualitative research design. Qualitative research design is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. Qualitative research is still temporary, tentative, and will develop or change after researchers are in the field. Qualitative research will result in three possibilities for the problems that the researcher brings to the research. First, the problems brought by the researcher remain, so that from the beginning to the end of the study the same. Second, the problem that the researcher brings after entering into developing research is expanding or deepening the problem that has been prepared. Third, the problems brought by researchers after entering the field changed completely (Sugiyono, 2011: 205).

Based on the description above, it can be concluded that qualitative research is a way of working in research that merely describes the state of the object based on existing facts or phenomena that actually appear as they are. Referring to this definition, this study will explain the socialization of the application of language skills for elementary school teachers in the sub-district near

### 3.2 Role of Researcher

The role of the researcher is as a data collection tool and a key instrument. Researchers as planners, implementers of data collectors, data analysis, and in the end become reporters of the results of the research conducted. In this study, researchers are the main data collection tool. Researchers are the main instruments in data collection, because they are responsive, and are analyzers of the literary works to be studied.

### 3.3 Research Objects and Locations

#### a) Object of research

The object of research is the research variable, which is something that is the core of the research problem (Arikunto, 2001: 29). The main object of this research is the socialization of the application of language skills for elementary school teachers in the sub-district near. The reason for choosing the object of this research is because elementary school teachers in the sub-district near the district still need special training in improving language skills.

#### b) Research sites

The location of this research is in the UPT Office of the Education Office, Deket District.

#### c) Data collection technique

In this research, the data collection techniques used were participant observation, recording and recording techniques. This is according to the opinion of Sudikan (2001: 173), data collection techniques in oral literature can use (1) observation, (2) recording, and (3) recording. With these techniques, it is hoped that more accurate data can be obtained according to the focus of the research. Researchers can also carry out these techniques simultaneously by adjusting conditions in the field.

Observation techniques are used to strengthen data, especially relics that are still stored and have something to do with elements of the Lamongan culture. Through natural observation, the data collected will be more complete. Data obtained from observations will naturally be more meaningful.

The recording technique using a digital camera (camdig) and cellphone, this recording technique is used to record and observe the ritual activities of the ruwatan ontang earrings. Data recorded using digital cameras and cellphones. There are two types of recording techniques according to Hutomo (in Firdaus, 2003: 30), namely recording in the original form (natural or natural) and recording in non-original form. In natural recording, this method is referred to as the ethnographic approach, where the recording is done when the show takes place. Meanwhile, non-original recording is recording that is done intentionally. In this research, the recording was done naturally.

The next data collection technique is recording. Recording is used to record things related to records, information, and materials (Hutomo, 1991: 78). In relation to the recording, the records that are made include: the date of recording, the place of recording, activities, informants, and explanations of words or terms that are not understood.

## 4. Research Results and Discussion

Socialization of the Application of Oral Language Skills for Elementary School Teachers in Deket District

- 4.1 Elementary school teachers in Deket sub-district directly use good Indonesian when teaching in class, because in general elementary students are classified as bilingual, therefore the variety of spoken language cannot be avoided.
- 4.2 Elementary school teachers in Deket sub-district use a variety of standard languages during the teaching and learning process in class.
- 4.3 Elementary school teachers in Deket sub-district provide training for students' speaking or oral language skills during the learning process in class.
- 4.4 Elementary school teachers in Deket sub-district create an atmosphere and opportunity to learn to speak or speak spoken language for their students during the learning process.
- 4.5 Elementary school teachers in Deket sub-district must be patient and diligent in training and motivating students in speaking or oral language because Indonesian teachers must be able to recognize, know, appreciate, and be able to apply various techniques to apply speaking or oral language skills.
- 4.6 Elementary school teachers in Deket sub-district apply the re-speech technique when training their students by pronouncing or reciting short word sounds, groups of words, sentences, expressions,

proverbs, slogans, aphorisms, paragraphs, and short poems. In the lower classes, this technique is commonly used in training students to pronounce phonemes of short words and sentences.

- 4.7 Elementary school teachers in Deket sub-district apply speech-seeing techniques when training their students by stimulating their students to express their observations when observing things or objects, drawing objects, or duplicating objects. In the lower class, objects that are shown to be observed should be objects that are close to the life of students. It is better if the objects are real so they are not objects that are abstract.
- 4.8 Elementary school teachers in Deket sub-district apply descriptive techniques when training their students by verbally describing, describing, or describing something. Descriptive techniques are used to train students to dare to speak or express their observations about something. Through this description technique the speaker or student describes something verbally to their listeners, namely the teacher and classmates.
- 4.9 Elementary school teachers in Deket sub-district apply dramatization techniques when training their students by encouraging students to play an active role, providing opportunities for very creative expression and training in using spoken language for students perfectly, and practicing dialogue to allow students to interact socially with their friends.

4.2 The Role in Improving the Skills in Writing Language for Elementary School Teachers in Deket District.

**a) Carry out observations of students**

From the results of the observation, it will be known how much the teacher can explain to students in an effort to improve written language skills.

**b) The teacher acts as a facilitator**

Elementary school teachers in Deket District are an important element in the achievement of good learning so that elementary school teachers in Deket District are open to student opinions and provide reading books as supporting books in learning to write.

**c) The teacher acts as a demonstrator**

Elementary school teachers in Deket District can demonstrate by providing examples or writing models properly and correctly to their students using concrete media.

**d) The teacher acts as a motivator**

Elementary school teachers in Deket sub-district are given training so that they can act as motivators to motivate their students to carry out activities in the form of literacy towards their students.

**e) The teacher can manage the class**

Elementary school teachers in Deket Subdistrict can condition the class properly to carry out learning activities in writing so that their students can remain calm and not crowded while writing learning is taking place.

**f) Teachers as evaluators**

Elementary school teachers in Deket sub-district can assess the results of their students as an evaluation material for further writing learning by asking questions as a reference for understanding in writing.

## 5. Conclusion

Based on the research results that have been described in the previous chapter, it can be concluded that the socialization of the application of language skills for elementary school teachers in Deket sub-district is as follows:

- a) Socialization of the Application of Oral Language Skills for Elementary School Teachers in Deket Subdistrict by using good Indonesian, using standard language, developing speaking skills, creating an atmosphere and opportunities to learn to speak, patiently and diligently training and motivating students, applying re-speech techniques, apply speech visualization techniques, apply descriptive techniques, and apply dramatization techniques.
- b) The Role in Improving the Skills in Writing Language for Elementary School Teachers in Deket Subdistrict, namely: carrying out observations of students, the teacher acting as a facilitator, the teacher acting as a demonstrator, the teacher acting as a motivator, the teacher managing the class, and the teacher as an evaluator.

### Suggestion

The results of this study are expected to be used as learning materials for teachers to improve language skills. In the field of research, it is hoped that this research can be further investigated in a wider scope. This research is expected to be able to use the research results for the sake of comparison or reference. This

research on the socialization of the application of language skills for elementary school teachers in Deket sub-district is intended so that other researchers can pick up gaps that have not been revealed.

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