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MADURA LITERATURE AS A MEDIUM FOR LEARNING MADURESE IN THE GLOBALIZATION ERA

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Abstract

This study aims to describe the application of Madurese literature as a medium for learning Madurese in the globalization era. Qualitative descriptive research method with research subjects of fourth grade students at SDIT Multazam Pamekasan. The research location is SDIT Mulatazam Pamekasan which is located in Buddih Village, Pademawu District, Pamekasan Regency. Data collection through interviews, observation and questionnaires. The results of the research and discussion of the children's literature used are the Madurese song poetry entitled *Kembang Malate* and *tondhu' majheng*. With the application of this Madurese children's literary work, students' Madurese vocabulary and language skills develop rapidly. Students find it easy to pronounce and understand the meaning of the Madurese language if it is conveyed in the form of songs that have a happy tone because it is different from everyday language, the language in literary works is emo-aesthetic in nature which expresses beauty. Because language in literature is a language that is creative, for example there is sound play in poetry and rhymes, by reading literary works intensely, students are increasingly creative in using their language. Students become trained to operate grammatical structures better and creatively. Students also know the level of language contained in Madurese and its proper use. Students are now starting to actively use Madurese, especially when communicating with peers.

Key Word: Madura literature, Madurese, globalization era

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan penerapan sastra Madura sebagai media pembelajaran bahasa Madura di era globalisasi. Metode penelitian deskriptif kualitatif dengan subjek penelitian siswa kelas IV SDIT Multazam Pamekasan. Lokasi penelitian adalah SDIT Mulatazam Pamekasan yang terletak di Desa Buddih Kecamatan Pademawu Kabupaten Pamekasan. Pengumpulan data melalui wawancara, observasi dan angket. Diperoleh hasil penelitian dan pembahasan karya sastra anak yang digunakan adalah puisi lagu Madura yang berjudul *Kembang Malate* dan *tondhu' majheng*. Dengan penerapan karya sastra anak Madura ini, kemampuan kosakata dan bahasa Madura siswa berkembang pesat. Siswa merasa mudah melafalkan dan memahami makna bahasa Madura jika disampaikan dalam bentuk lagu yang bernada riang gembira sebab berbeda dengan bahasa keseharian, bahasa pada karya sastra bersifat emotis-estetis yang mengekspresikan keindahan. Karena bahasa dalam sastra adalah bahasa yang sifatnya kreatif, misal ada permainan bunyi pada puisi dan pantun, maka dengan membaca intens karya sastra, siswa semakin kreatif penggunaan bahasanya. Siswa menjadi terlatih mengoperasikan struktur gramatika dengan lebih baik dan kreatif. Siswa juga mengetahui tingkatan bahasa yang terdapat dalam bahasa Madura serta penggunaannya dengan tepat. Siswa kini mulai aktif menggunakan Bahasa Madura terutama ketika berkomunikasi bersama teman sebaya.

Kata kunci: Sastra Madura, Bahasa Madura, era globalisasi



INTRODUCTION

Madurese as one of the Indonesian local dialect that used by Madurese people, whether live at Madura Island or outside of Madura Island. Hand in hand with another Indonesian local dialect, the state of Madurese are as follow: (1) local pride symbol, (2) local identity symbol, (3) family and it societies connection tools.

In fact, as a local pride symbol, the young generation especially at Madura Island doesn't seem look a like proud with their mother tongue, Madurese. Based on field observation, the biggest most children using Indonesian language at the teaching learning process. In their daily conversation with their friends, the Madurese children often use Indonesian-Madurese through code mixing. This phenomenon happen because of the technological influence of the globalization period.

In the globalization period, the most of children have been using gadget, even some of them are almost addicted to those gadget in their daily. A child is a great impersonator which is every single slide they have been watched can be copied easily by them. A tiny example of the daily language used, taken from slides and videos they watch from the gadget. For instance, they're prefer used the word "*anjir*", "*bestie*", "*bego*", etc. in their daily conversation because it sounds like cool and happening. They're prouder using those words during playing an online game.

The advances of technology and human civilizations are also make Madurese being recessive, being leaved and far from the pride. The children are ashamed using Madurese because it is not as interesting as the language they used and follow in the social media.

A child is one who need all facilities, careness, support, and power that make them grow healthy, independent, and mature (Sarumpet, 2010:4). The 4th grade student at the elementary school (SD) need a guidance so that they can grow becoming an active, creative, and independent personality (Amalia & Hafsi, 2019). One of the personality supporter and builder of children is a language. Language is a child open minded helper to communicate and express their feeling.

Nevertheless, how can children speak well if they don't love their language? Especially their mother tongue, or another local dialect that has a main rule on their daily communication. Based on the background, the research entitled *Sastra Madura sebagai Media Pembelajaran Bahasa Madura di Era Globalisasi* is being necessary to do.

Children literature is a literature that reflecting children today's feeling and experiences, which can be seen and understanding through children's sight (Rumidjan, 2013; Tarigan, 1995). Children literature is an emotional psychological literature that can be responsible and understood by child,



and generally it goes from a concretely and easily imagination fact. Children literature can tell about anything, even it sound non-sense for an adult. The language used on children literature is an incredible understanding language by children, and it properly within their growing and comprehending level (Kurniawan, 2009). Delivered messages are values, moral, and education that suitable with the comprehending and the way of their thinking. In a conclusion, children literature is a literature which proper with children intelligence development and emotional growth that can be seen from the content and language.

Tarigan (1995) state that there are beneficial values within the children literature for their growth. Those values are giving them pleasure and joyfulness, giving new experience, help developing their imagination, developing their knowledge to become behave human, to introduce the nature, and as a main source literary heritage for further generations.

Children literature are believed it has a great contribution for children personality development on their mature process as a human with a strong identity. Personality or identity of children are shaped and formed through an environment, consciousness or unconsciousness (Nurgiyantoro, 2016; Winarni, 2014).

Learning media is one of the method or tool used on teaching learning process. This stuff usually do to stimulate learning preference, to support the successfulness of teaching learning process, and bring through teaching learning process can reach the aim effectively. Learning media is very important to use to motivating the students to studying (Supeno et al., 2022).

The function of learning media are to simplify both teacher and student in learning, to give more real experience, and to attract attention and learning motivation through the student. Learning media has an important thing as a tool through transferring learning message. Means that Madurese literature also can be a media through learning Madurese for children (young learner).

This research is aimed to describe the implying Madurese literature as a media through learning Madurese in globalization period. Through Madurese literary works, hopefully can contribute some benefits, those are, (1) As one of the way to maintenance efforts of Madurese among globalization fast growth, (2) Young learner becoming joyful, easy to comprehend, and implying language on their daily, (3) Young learner are more interesting to use Madurese while they are playing with their friends, (4) One of the way to conserve Madurese.



RESEARCH METHOD

The research is designed as a descriptive qualitative research. The research also include to a human instrument research (Sarumpet, 2010). The research existing as an instrument is a role at the same time of the research. The researcher is a main data collector.

The population of the research are 30 students at the 4th grade SDIT Multazam Pamekasan. There are 5 students as the sample of the research (*Purposive sampling*) with it aims those 5 students are the most active and has a top score of Madurese subject, and has some accomplishments at school.

Data collection in the research are include interview, observation and questionnaire. The interview done to the student and the teacher at 4th grade SDIT Multazam with aim to get the data through student Madurese used. Interview with 5 students are done for getting information of Madurese used at the family and school environment. The interview with 1 main-teacher and 1 supporting-teacher are done for getting information about the school policy with Madurese used at the school environment.

The observation done by the researcher for getting the data of Madurese used by the student at SDIT Multazam. The observation also done when implying Madurese literature through song during learning process. The observation at this stage is aim to get the behavior data and attention of the students in Madurese learning process through Madurese's song.

The questionnaire is aim to getting the data from the student's response with Madurese learning through Madurese's song as a learning media. The next result will be a source in getting the effectiveness answer through Madurese's song as a Madurese learning media for the students.

The subject of the research is the 4th grade students at SDIT Multazam for about 30 students. The informan of the research is a teacher of 4th grade SDIT Multazam. The digging information and the data of the research are using interview, observation, and documentation. The research is located at SDIT Multazam, Buddhih village, Pademawu, Pamekasan. The research is held for about 2 months with the data collected for about 1 week. The reliability of validation of the research results is using triangulation technique including method, data source and theory.

FINDING AND DISCUSSION

The Madurese using by the Student

Based on field observation, the most of the 4th grade students at SDIT Multazam are using code mixing, Indonesian Madurese, to communicate with their friends at school. In the classroom, they are using Madurese at Madurese lesson. Deals with when they are communicate with the teacher whether in the classroom or out the classroom, all the students are trying to use Indonesian with the good and right,



and there are a few of the students using Madurese when they are talking to the teacher, before they're being warned so that they're using Indonesian as well.

From the interview with 5 students at the 4th grade SDIT Multazam, the finding data state that there are most of the students at the 4th grade SDIT Multazam are use code mixing with their friends after class. They are use Indonesian with the teacher whether in the classroom or out the classroom. They are use Madurese during Madurese lesson both with the teacher and with their friends. The students feel more difficult using Madurese than Indonesian. The students are also state their reason to did not use Madurese because they are usually use Indonesian at the school. Some of them are bullied by their friend when they are use Madurese because the language become vintage and "unpopular".

The condition of environment did not supporting the use of Madurese for the student. They are become ashamed to use Madurese. The environment has a big influence to the someone language development. Hand in hand with Papalia (2009) state that the main place use for facilitate the child language development is family. A family is becoming the closest environment for the child. Since baby until 6 years old, they are gunning the time at home, so that they are intense to interact with family member. A child with his parent will be active include in their speaking, for instance telling story so that they can do the verbal interaction and get a good skill in speaking ability.

Based on the interview with the teacher, the researcher getting some informations about the use of Madurese at school. The teacher state there are no school policy that obey the use of Madurese. The communication between the teachers is depend on the situation and condition. They can informally use the Madurese with their colleagues. And they are use Indonesian in the classroom and in the meeting. At the Madurese lesson, the teacher try hard to use Madurese in the classroom to communicate with the students. Nevertheless, in their daily conversation, the students usually use Indonesian so that they can easily to comprehend Indonesian in a good and right manner.

The phenomenon has revealed by Purba (2013) that the environment influences someone to getting a language is called by language environment. Language environment is anything which can be hear and seen are allow to influence the language communication process.

From the questionnaire given to the 4th grade SDIT Multazam before applying Madurese literature as a media of Madurese learning, obtained the information, there are 75% or 25 from 30 students at the 4th grade SDIT Multazam, Pamekasan, use code mixing in their daily conversation, they are prefer to use Indonesian than Madurese. There are 60% or 20 from 30 students at 4th grade SDIT Multazam confess



that they are easier to use Indonesian than Madurese, and they feel great using Indonesian in their daily conversation.

After the application of Madurese literature as a media of Madurese learning in the globalization period, obtained the information, there are 75% or 25 from 30 students at the 4th grade SDIT Multazam, Pamekasan, feel easier to studying Madurese. There are 60% interesting to studying use Madurese in their daily. There are 75% of 4th grade SDIT Multazam Pamekasan, proudly use Madurese. There are 60% of 4th grade SDIT Multazam Pamekasan, know and enthusiast of Madurese literary works especially Madurese songs. There are 60% of 4th grade SDIT Multazam Pamekasan, proudly with Madurese as a one of the Indonesian heritage culture.

The Application of Madurese Children Literature as a Media of Madurese Learning

Nurgiyantoro (2016) state that the contribution of children literature in the growth stage and development are classified to personal value and educational value. The personal value contains emotional development, intelligence development, imagination development, social growth, and ethic and religious growth. The educational value contains the exploration and invention, language development, aesthetical development, multicultural wide cultivation, and reading habit cultivation.

The function of literary works as a developer of speaking ability can be seen from the activities learning of children literature through play song, poem song, reading short story, novel, fable, etc. It reflected from Madurese song (Tajib, 1987), are as follow:

Malathe Pote

Kembang malathe pote, bauna ro'om ngapencot ate

Ghi' bhuru epettek dhari taman sare ropana cengngar tor asre

Bannyak khembang se sae, ta' seddha' akadhi malathe

Menangka pangesto kaator ka potre se seddha' akadhi malathe

Melati Putih

Bunga melati putih, harum wangi menawan hati

Baru saja dipetik dari taman bunga, bentuk/rupa segar dan indah

Banyak bunga yang bagus, namun tidak sedap/sem menarik seperti halnya melati

Maka dari itu bunga melati ini diberikan sebagai hadiah kepada putri yang menawan seperti halnya melati

Poem or Madurese song entitled “Malathe Pote” is describing the beauty of jasmine. Most of the vocabularies on the song lyric is becoming familiar and often used by the children in their daily. For instance, the word *kembang* at the first stanza has the meaning flower and it often used by the children in their daily conversation. Some of Madurese vocabularies which are weird in the song lyric are *ngapencot ate*, *taman sare*, *ropana*, *cengngar*, *asre*, *sedda*, *akadhi*, *menangka*, *pangesto*, and *kaator*.

Based on the observation, the introduction of Madurese through speech or the explanation of the subject, makes the student difficult to comprehending and pronouncing. Nevertheless, through Madurese song lyric, the vocabularies are easy to say and understand the meaning. The students are also enthusiast and joyful singing those Madurese song poems.



Picture 1 The student exercise to read some Madurese song poem

From the song lyric *Kembang Malate*, the student are also knowing the language level through Madurese. There are 3 level in Madurese, those are (1) *enje' iya* , (2) *engghi enten*, dan (3) *engghi bhunten*. *Enje' iya* becoming the most lower level and usually used in the daily conversation and between friends. *Enje' iya* usually used by teacher with his student, Kiai with his santri, leader to the the worker.



One of the example of the vocabulary is *ropana*, means a face. Besides, the example of up high language level, *engghi bhunten* is *salerana*. Through the song, the students are not only learning vocabularies but also knowing that there are 3 level of Madurese.

Another Madurese song poem is *Tandhu' Majang*

Tondhu' Majang

Ngapote wa' lajarra e tangale, reng majeng tantona la pade mole

Mon tegghu dhari ambet pajelenna, maseh bennya'ah ongghu le-ollenah

Ooo mon ajelling odhi'na oreng majhengan

Abental ombek sapo' angina salanjangnga

Olle...ollang...paraona alajarra

Olle...ollang alajere ka Madura

It different with previous poem song before, this song tells about the fisherman daily life in Madura. Diction or vocabulary chosen is poetic and has several figurative languages. At the first line, means as far as the eye can see of the sea, when see the boat sails, means that the fisherman will go to sailing or returning with their haul. The second line, means if you pay attention from the slowness of boat running, you can expected they return with lots of haul. At the third line, tells about the daily life of the fisherman.

The fourth line contains of Hyperbole, wave bearing, wind-covered, all whole life. The fifth and sixth line, there is 'language trick' which is according to Mitchel (Nurgiyantoro, 2016) state that 'language trick' which getting from alliteration, assonance, rhyme, and rhytme, will make children happy, pleasure, throw the anxiety, and rise their motivation to study. At the Madura song poem, also contains some aesthetical value is the repetation of sound or word that makes the poem beautiful and melodic.

The researcher do the early observation to get the data about the Madurese at SDIT Multazam. Based on the observation, there is Madurese lesson taught from the 1st grade until 6th grade at SDIT Multazam Pamekasan. The learning of Madurese at SDIT Multazam did nor running well. It can be seen from the low score of the student work sheet. Besides, the student unwilling to use Madurese in their daily conversation because they feel shy and did not know well the grammatical using of Madurese. Next, the researcher try to applying Madureses Literature through Madurese song as a media of Madurese learning at SDIT Multazam.



Gambar 2 Siswa Kelas IV menyanyikan puisi lagu Madura dengan antusias

CONCLUSION

Based on the research finding, the 4th grade students at SDIT Multazam Pamekasan are enthusiast using literary of children Madurese as a learning media of Madurese in globalization period. Children literary works used in the research are Madurese songs entitled *Kembang Malate* and “*Tandhu’ Majheng*”. With this introduction, the vocabulary skill and Madurese ability are grow fast. The students feel easily to pronouncing and comprehending the meaning of Madurese through the upbeat and easy listening song, because of it different with their daily language, the diction of literary works are aesthetical emotional that expresses the beauty.

Just because a language at the literature is a language that creative, for instance, there are sound play in a poem, so that with intens to read a literary work, the students become more creative in their language used. The students become drilled in operating grammatical structure well and creative. The students are know the language level that Siswa juga mengetahui tingkatan bahasa yang terdapat dalam bahasa Madura serta penggunaannya dengan tepat. Siswa kini mulai aktif menggunakan Bahasa Madura terutama ketika berkomunikasi bersama teman sebaya.

DEDICATION

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