

Conference Paper

The Use of Trilingual Languages by Gayonese and Bataknesse Teachers in Teaching English

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Abstract

This research investigated the use of trilingual languages by Gayonese and Bataknesse teachers in teaching English. This study used the theory of the Sapir-Whorf hypothesis and applied a qualitative method. The data were obtained from videos taken in the classroom. They were analyzed by transcribing the spoken language into written form, identifying the languages used by classifying them into sentences, and calculating the sentences of each language to find out the frequency of languages used by Bataknesse and Gayonese teachers in teaching English. The teachers predominately used Indonesian in teaching English (62.70%), the local language (23.81%), and English (13.49%).

Keywords: Language Use, Teaching, Culture

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Published: 11 March 2021

Publishing services provided by
Knowledge E

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Selection and Peer-review under the responsibility of the AICLL Conference Committee.

1. Introduction

Language and culture are two things that have close relationships and cannot be separated. So, culture influences people in learning a language. Culture is a fuzzy set of underlying assumptions and values, orientations to life, beliefs, policies, procedures, and behavioral conventions that are shared by a group of people. Culture is an identity of someone, and it influences the way people talk, we see it from people's language, dialect, and when they pronounce something. The English classroom dominantly consists of Indigenous students. It will influence the teachers to use conventional language, and it makes the students understand the material.

Wiltse (2011) argues that many native students speak a comprehensive dialect of English that is the result of the influence of Indigenous language or mother tongue on English language. In Indonesia, English is a foreign language because the mother tongue is the traditional language and the second language is Indonesian. The status of English as a foreign language makes some institutions or schools difficult to apply English subjects for the students. Some of the teachers from several regions mix the

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language style in the teaching and learning process to make the student understand. They cannot only use English in teaching because the students do not understand it. The role of language in the teaching and learning process is really important because a language is one of the elements for students. The issue of language and culture in education fields exists, and it makes the researchers interested in analyzing it. The researchers observe the languages used by the teachers in teaching English as a foreign language. Students' ability to speak English is one of the goals of teaching English. But, the factor of local languages in several regions such as dialect make the students difficult to speak English. It also makes the teachers mix the languages with local language to make the students easy to understand the material. Many teachers have not realized this; most of them still use English totally in teaching even though the students do not understand. The researchers choose Gayonese from Takengon city in this research because based on the researchers' experiences, people especially students often use the local language at schools. Then, the researchers choose Bataknese from Sidikalang because the society also communicate using traditional style in daily activities.

This research aims to investigate the trilingual languages used by Gayonese and Bataknese teachers in teaching English. This research is also information for the English teachers about the importance of language used in teaching, Teachers cannot use the same way or language when teaching in different culture. For example, teachers in Medan city use totally English in teaching or mix with Indonesian, but teachers cannot apply this way when they teach in different regions or cultures as the students rarely use Indonesian and English in their activities; they only use local languages. It is important to make the teaching and learning process effective.

2. Literature Review

2.1. Language and Culture

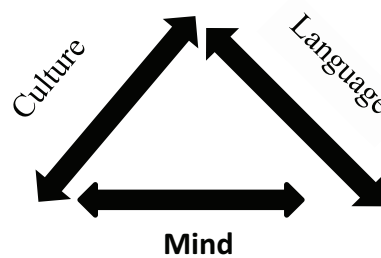
Sapir-Whorf hypothesis (1921) states that there is a systematic relationship between the grammatical categories of the language a person speaks and how that person both understands the world and behaves in it. There are two principles of Sapir Whorf hypothesis, they are:

2.1.1. Language Determinism (Hypothesis 1)



In this principle, Sapir-Whorf defines if language dictates how we think, language influences the culture. The vocabulary and grammar (structure) of a language determines the way we view the world (worlds shaped by word). The more we learn the languages, and the more we view the world. Humans no need to learn all the language but at least learn more than one language.

2.1.2. Language Relativity (Hypothesis 2)



In this principle, Sapir-Whorf argues that language, culture, and mind are three things that influence each other. It is different from the first principle that believes if only a language influences perception. Sapir-Whorf explains that people have thoughts first, then put them into words then words record what is already there, all humans think the same way, but we use different words to label what we sense (language mirrors reality). It means that people have the ability in their minds. Chomsky (2002) defines that a language is a natural object, a component of the human mind, physically represented in the brain, and part of the biological endowment of the species. Chomsky argues that humans involve mind in producing language (Human Creativity).

2.2. Trilingual Language in Teaching

Language is the most important aspect in the teaching and learning process. Trilingual person refers to someone who is able to read or speak three languages and one of the three languages as a native language or mother tongue. Wardhaugh (1986) says that a language is the elements of a particular society speaks. Through a language, the teacher can convey the material to the students. It is impossible if the teaching and learning process works well without a language. Kioko (2013) argues that the use of daily language by students reduces the teacher's burden. In Indonesia, English is still a foreign language even though the status of English is international language in the world. In several regions, people rarely use English and think that English is a strange language, even a national language namely Indonesian is rarely used by the society

because they use the local language for communication. Because of this an English teacher is hard to teach English to his students. Sometimes, the original pronunciation should be changed by a teacher to make the students understand what she/he speaks. An English teacher should be able to use several languages in teaching English to make the teaching and learning process effective.

2.3. The Description of Gayonese

Affan Hasan (1980) states that the Gayonese are divided into four regions, they are; *Gayo Laut* or called *Gayo Laut Tawar* living around Lake Laut *Tawar*, *Gayo Deret* or *Gayo Linge* living around *Linge* area, *Gayo Lues* living around *Gayo Lues*, and *Gayo Serbejadi* living around *Serbejadi-Sembuang Lookup* area. *Gayo* language is the language used in daily activities by *Gayo* people. *Gayo* language has a relation with *Karonese* in North Sumatera.

2.4. The Description of Bataknese

Bataknese is one of the famous ethnics in North Sumatera. Harahap & Hotman (1987) states that Bataknese has three principles for their cultural missions; *Hagabeon* (Child), *Hamaraon* (wealth), and *Hasangapon* (dignity). Bataknese has its own custom home named *Bolon*. The philosophy of *Bolon* refers to respect given to guests by the householder, and should follow certain regulations.

3. Research Method

This research is of descriptive qualitative research. Emzir (2010) defines that qualitative research is multi method in focus, involving an interpretive, naturalistic approach to its subject matter.

The data of this research are the trilingual languages used by Gayonese and Bataknese teachers obtained from the two videos of the teaching process. The researchers observed the school taking the video of teaching directly in the classrooms. The use of spoken language or the transcript was then converted into the written form and classified them into sentences. The sources of data for this research were two English teachers from Gayonese and Bataknese. Gayonese teacher comes from Gayo Takengon, a young man. Bataknese teacher comes from Sidikalang, an adult woman.

4. Result and Discussion

The results of this study are presented here, the analysis of the trilingual languages used by the teachers

TABLE 1: Trilingual Languages used by Gayonese teacher

| Sentences | Trilingual Used | | |
|---|-----------------|------------|---------------|
| | English | Indonesian | Gayo language |
| <i>Assalamualaikum, stand up please</i> | ✓ | | |
| Greetings to our teacher | ✓ | | |
| Sit down, please | ✓ | | |
| Now we take the attendance. | ✓ | | |
| Today I would like to explain about daily activity. | ✓ | | |
| <i>Apa Itu Daily activity</i> | | ✓ | |
| <i>Daily activity memiliki peran yang sangat</i> | | ✓ | |
| <i>Apa yang kita lakukan dirumah disekolah bersaman teman kerabat ataupun saudara lainnya</i> | | ✓ | |
| <i>Baik saya akan memberikan contoh ekspression dari daily activity</i> | | ✓ | |
| <i>Ketika Kita Bangun Tidur</i> | | ✓ | |
| <i>Berikan Satu Contohnya</i> | | ✓ | |
| <i>I get up, Benar, Apa Itu I get up?</i> | ✓ | ✓ | |
| <i>Disini biasanya untuk mengungkap kan kalimat bangun tidur dan saya msih mesa ada dua kalimat</i> | | | |
| <i>Kalimat Selanjutnya Adalah I wake up</i> | ✓ | | |
| <i>Saya Bangun</i> | | ✓ | |
| <i>Saya Uwet Nome</i> | | | ✓ |
| <i>Saya Mandi</i> | | ✓ | |
| <i>Aku Niri</i> | | | ✓ |
| <i>Saya Mujeluk Baju</i> | | | ✓ |
| <i>Saya Memakai Baju</i> | | ✓ | |
| <i>Saya Sarapan</i> | | ✓ | |
| <i>Aku Mangan so boh</i> | | | ✓ |
| <i>Aku Beluh Kusekulah</i> | | | ✓ |
| <i>Saya Pergi Kesekolah</i> | | ✓ | |
| <i>Sampai Disini Sudah Mengerti Anak-Anak?</i> | | ✓ | |
| <i>Boh Ulangi Wan Bahasa Gayoe Saya Bangun Adalah Saya Uwet</i> | | | ✓ |
| <i>Meh Oya Sinomor Roae Saya Mandi</i> | | | ✓ |

| Sentences | Trilingual Used | | |
|---|-----------------|------------|---------------|
| | English | Indonesian | Gayo language |
| <i>Dalam Bahasa Gayoe Aku Niri</i> | | | ✓ |
| <i>Nauk Ulangen Siswa-Siswa Ku Be Wene</i> | | | ✓ |
| <i>Saat Mangan Soboh Ara Kita Sebut Mulo</i> | | | ✓ |
| <i>Kite Sebut Sarapan Mangan Soboh</i> | | ✓ | ✓ |
| <i>Meh Kite Sarapan Kite Beluh Kesekulah</i> | | ✓ | ✓ |
| <i>Aku Beluh Sekolah</i> | | | ✓ |
| <i>Saya Membaca Sebuah Novel</i> | | ✓ | |
| <i>Aku Mubaca Sebuah Novel</i> | | | ✓ |
| <i>Meh Oya Sinomor Lapan Ne</i> | | | ✓ |
| <i>Saya Tidur</i> | | ✓ | |
| <i>Wan Bahasa Te Aku Nome</i> | | | ✓ |
| <i>Jadi Itulah Beberapa Contohnya</i> | | ✓ | |
| <i>Disini Ada Berapa Suku</i> | | ✓ | |
| <i>Disini Saya Akan Bertanya Sama Orang Gayo</i> | | ✓ | |
| <i>Apa Bahasa Gayonya Saya Bangun Tidur</i> | | ✓ | |
| <i>Diperjelas Lagi</i> | | ✓ | |
| <i>Inilah Contoh Contoh Daily Activity Yang Bisa Kita Pelajari Dan Kita Praktekkan Dilingkungan Sekitar Kita Atau Keseharian Kita</i> | | ✓ | |
| <i>Sebelum Kita Menutup, Ulangi Sekali Lagi</i> | | ✓ | |
| <i>Seseger Deh Ulangi</i> | | | |
| <i>Sampai Disini Sudah Mengerti Anak Anak Ku</i> | | ✓ | |
| <i>Kalau Begitu Ini Ilmu Yang Bisa Saya Berikan Pada Hari Ini.</i> | | ✓ | |
| Total | 7 | 26 | 16 |

The total trilingual languages used by Gayonese teachers: sentences 46; 7 in English, 26 in Indonesian, and 16 in Local language (Gayo).

TABLE 2: Trilingual used by Bataknese teacher

| Clauses/Sentences | Trilingual Use | | |
|---|----------------|------------|-------------|
| | English | Indonesian | Batak Dairi |
| Good morning Students | ✓ | | |
| How are you today? | ✓ | | |
| I am fine, ok | ✓ | | |
| I have a promise that you will have an examination. | ✓ | | |
| <i>Kita Ujian Ya Tapi Hari Kamis</i> | | ✓ | |

| Clauses/Sentences | Trilingual Use | | |
|---|----------------|------------|-------------|
| | English | Indonesian | Batak Dairi |
| <i>Hari Kamis itu Tes</i> | | √ | |
| <i>Berarti Kamu Jadi Broadcaster</i> | | √ | |
| <i>Dan Kau Harus Hapal</i> | | √ | |
| <i>You have to memorize</i> | √ | | |
| <i>Halaman Berapa</i> | | √ | |
| <i>Who wants to practice first?</i> | √ | | |
| <i>Istilahnya Mempraktekkan Saja Dulu</i> | | √ | |
| <i>Hanya Yang Itu Saja</i> | | √ | |
| <i>Gakusah Ikutin Yang Apanya Yang Panjang Itu</i> | | √ | |
| <i>Hanya Ini Saja Dulu Dek</i> | | √ | |
| <i>Ya Iyalah, Kan Ku Bilang Dihafal</i> | | √ | |
| <i>Ya Iyalah Dek Gak Dibaca Lagi</i> | | √ | |
| <i>Siapa Yang Bisa Praktekkan</i> | | √ | |
| <i>Isi Na Boi Mempraktekhon</i> | | | √ |
| <i>Ditempat Mi Maho Jonjong</i> | | | √ |
| <i>Disi Mahojonjong Dokkon Matuau</i> | | | √ |
| <i>Yang Penting Kata-Kata Nya Di replace.</i> | | √ | |
| <i>Naomi, Coba Praktekan</i> | | √ | |
| <i>Gogo Baen Babami</i> | | | √ |
| <i>Ok, Tepuk Tangan! Siapa Lagi Barisan Ini</i> | | √ | |
| <i>Siapa Lagi, Tera Kali Ya</i> | | √ | |
| <i>Tadi Dia Ketawak- Ketawak</i> | | √ | |
| <i>Tapi Dia Bisa Praktek</i> | | √ | |
| <i>Tapi Nanti Saya Balik Ke Tera Ya</i> | | √ | |
| <i>Siapa Lagi, Rud Cobak Dulu?</i> | | √ | |
| <i>Coba Kamu Bayangkan</i> | | √ | |
| <i>Can you imagine kalok misalkan itu broadcaster kita kan kek mana cobak</i> | √ | √ | |
| <i>Tapi Tidak Apa Apa, Paling Tidak Kamu Sudah Mencoba</i> | | √ | |
| <i>Satu Lagi Dari Barisan Sini</i> | | √ | |
| <i>Oke Winda Jangan Takut</i> | | √ | |
| <i>Oke, Pertanyaan Saya</i> | | √ | |
| <i>Apa Itu News?</i> | | √ | |
| <i>Par Barita Do</i> | | | √ |
| <i>Apa Itu Berita</i> | | | √ |

| Clauses/Sentences | Trilingual Use | | |
|--|----------------|------------|-------------|
| | English | Indonesian | Batak Dairi |
| <i>Par Barita Do Si Vera'un</i> | | | ✓ |
| <i>Sahtu Hutana Dabu Jio</i> | | | ✓ |
| <i>Kabar Itu Ada Dua Makna Dia, Positif Dan Negative</i> | | ✓ | |
| <i>Dari Yang Ketiga Ini Siapa Yang Paling Mudah Kalian Pahami Suaranya</i> | | ✓ | |
| <i>Gak Usah Dulu Nengok Kebelakang Orangnya</i> | | ✓ | |
| <i>Kenapa Kau Bisa Bilang Naomi</i> | | ✓ | |
| <i>Cara Pengucapannya Jelas</i> | | ✓ | |
| <i>Apalagi Dek</i> | | ✓ | |
| <i>Sebenarnya Ada Rumus Untuk Hari Kamis Ujian</i> | | ✓ | |
| <i>Jelas Suara, Mimik Wajah, Intonasi, Percaya Diri</i> | | ✓ | |
| <i>Jadi Hari Kamis Lakukan Yang Terbaik</i> | | ✓ | |
| <i>Yang Penting Kamu Percaya Diri</i> | | ✓ | |
| <i>Tadi Kamu Bisa Tapi Kurang Pede Aja</i> | | ✓ | |
| <i>Coba Ambil Buku Sbm Nya Dek</i> | | ✓ | |
| <i>Bukak Halaman Sixteen</i> | ✓ | ✓ | |
| <i>Enam Belas, Lodong</i> | | ✓ | ✓ |
| <i>Look at number one giving instructions.</i> | ✓ | | |
| <i>Siapa Yang Mau Baca Instruksi</i> | | ✓ | |
| <i>Ahado Mam</i> | | | ✓ |
| <i>Apa Ini Mam Gitu Ya</i> | | ✓ | |
| <i>Kira-Kira Apa Kata Kunci Yang Kau Dapat Dari Semua Ini Dek</i> | | ✓ | |
| <i>Naidia Ma'i Disi</i> | | | ✓ |
| <i>Apanya, Makin Kutanyak Kan Makin Gak Ada Suaranya</i> | | ✓ | |
| <i>Apa Dulu Dalam Pikiranmu</i> | | ✓ | |
| <i>Sekarang Bukak Halaman Delapan Belas</i> | | ✓ | |
| <i>Baca Duu Evita</i> | | ✓ | |
| <i>Na On Bo</i> | | | ✓ |
| <i>Oke Silahkan</i> | | ✓ | |
| <i>Apa Itu Invitation</i> | ✓ | ✓ | |
| <i>Matudia Bo</i> | | | ✓ |
| <i>Jangan Liat Mukak Ku Kalau Gaktau Lihat Kamus Mu</i> | | ✓ | |
| <i>Undangan Misal Undangan Pernikahan</i> | | ✓ | |
| <i>Gokkon Dohot Jou-Jou</i> | | | ✓ |

| Clauses/Sentences | Trilingual Use | | |
|--|----------------|------------|-------------|
| | English | Indonesian | Batak Dairi |
| <i>Lalu kemudian dibuat disitu bahasanya dengan senang hati kan gitu dek</i> | | √ | |
| Total | 10 | 53 | 14 |

The total of trilingual languages used by Bataknese teacher: 77 sentences, 10 in English, 53 Indonesian, and 14 Local language (Batak Dairi).

The percentages of trilingual languages used by Gayonese and Bataknese teachers is in the table below:

TABLE 3: The Percentages of Trilingual Languages Used by Gayonese and Bataknese teachers

| No. | Trilingual Used by Teachers in Sentences | Total | Percentage (%) |
|-----|--|------------|----------------|
| 1. | Indonesian | 79 | 62.70% |
| 2. | Local Language (Gayo and Batak) | 30 | 23.81% |
| 3. | English | 17 | 13.49% |
| | Total | 126 | 100% |

Table 4.3 shows that both the teachers use Indonesian dominantly in teaching English. There are 126 sentences spoken by the teachers, 79 sentences in Indonesian, 30 in Local language, and 17 in English. The percentages are 62.70% Indonesian, 23.81% Local language, and 13.49% English. It means that both of the teachers use very little English in teaching, both of them mostly use Indonesian and local languages. When the teachers try to use more English than other languages, the students feel confused and do not understand. The teachers try to make the students more active and eager to learn English by using the trilingual languages in teaching English. The students find hard to understand English because they use local languages every day for daily activities and rarely practice English even at school. Their dialect make them hard to speak English such as the pronunciation. So, trilingual languages are important to be applied to make teaching English more effective and the students can accept it well. The teachers from Gayonese and Bataknese use the trilingual in teaching English.

5. Discussion

Both teachers from Gayonese and Bataknese have the same way of language use in teaching even though they are from different cultures, and they mix three languages to make the student understand. The processes of teaching are beginning from opening, discussing, and closing. The teacher of Gayonese starts the process by greetings

“*Assalamualaikum*,” he asks the students to stand up and say greetings to him, then the students have to sit. Then he asks the students’ condition in using English, such as “How are you today? Good morning students.” Then the teacher checks the students’ attendance. The teacher of Bataknese also start the teaching and learning process by greetings such as “Good morning student, How are you today.” The teacher of Gayonese tells the students about the topic. During the discussing, he uses Indonesian dominantly and mixes it with *Gayo* language to explain the material, only a little English is used. He gives the examples in *Gayo* language related to the topic.

The teacher of Bataknese mixes three languages in discussion. It aims to make the students understand the material in the teaching and learning process. In Closing, the teacher of Gayonese uses Indonesian dominantly and mixes it with the *Gayo* language. He does not use English in closing. The teacher of Bataknese does not end formally like a teacher from *Gayo*. She explains several topics in one meeting until the time is over. She uses Indonesian and Batak languages at the same frequency and uses a little bit of English. The teachers use trilingual languages to make students enjoy and easy in learning English because the students rarely use English in daily activities.

The teachers of Gayonese and Bataknese use three languages in the teaching process in their regions (*Gayo* and *Batak Sidikalang*). The most dominant language used by them is Indonesian (62.70%), the second is local language (23.81%), and the third is English (13.49%). This findings are related to the theory of Sapir-Whorf Hypothesis (1921).

6. Conclusion

A language is the most crucial aspect of the teaching and learning process. It is a tool of communication between teachers and students. Based on the findings, the researchers find that Gayonese and Bataknese teachers use trilingual in teaching English even though they are from different regions and ethnics. They frequently use Indonesian, the second one is local languages (*Gayo* and *Batak*), and the last one is English. There are 126 sentences used: 79 in Indonesian (62.70%), 30 in local language (23.81%), and 17 in English (13.49%). The students find hard to understand English because they use local language every day and rarely practice English even at school. Their dialects make them hard to speak English such as the pronunciation.

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