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INDONESIA LANGUAGE UTTERANCE BY NIAS PEOPLE IN GUNUNG SITOLI

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Abstract

This research aims to find out the factors that influence the pronunciation of Nias people when using Indonesian as a second language, to find out the rules of language change. The theory used in this research is the theory of behaviorism and neutral theory. This research used qualitative research methods and observation techniques to collect data. Data were taken based on interviews with respondents, video recordings of interviews and field notes found in the form of words. The collected data were analyzed using inductive methods and using error analysis techniques to analyze research data. This research interviewed forty five years old man and forty two years woman who are living in Gunung Sitoli. The data collected is related to basic swadesh vocabulary and vocabulary that is not included in swadesh which changes when spoken into Indonesian. The results of the collected data describe and represent the wrong pronunciation when pronouncing Indonesian.

The results of this research indicate four factors that influence the change in Nias language in Indonesian. These factors occur because of the differences in the language system of Nias and Indonesian. The use of the Nias language is more dominant than the Indonesian language, the Nias people always use the regional language (Nias) in a formal atmosphere.

Keywords: Mother tongue, Bilingualism, Interference

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I INTRODUCTION

According to Mackey and Fishman in Chaer and Agustina (2010:84) bilingualism is the use of two languages by a speaker in his interactions with other people in turn. To be able to use two languages, a speaker is required to master two languages. not been approved. In an effort to get a second language (L2), someone

will always make mistakes and errors. Mistake is an error caused by a mere mistake and is temporary. for example, misspelled. Meanwhile, error is an error that occurs due to the lack of competence of the language speaker so that it is consistent. Errors can be anticipated if speakers want to evaluate themselves in using a second

language (L2). this error still occurs in someone's speech when a second language speaker (L2) is interfered with mother tongue (L1) which has a different language system from the second language (L2). As a result, there will be a permanent error if the speaker who uses the second language (L2) doesn't do a self-evaluation to raise awareness of learning the second language system.

The Niasnese has a different system from the Indonesian language, where the Niasnese system has its own uniqueness. This uniqueness can be seen in the text of the hymn in Niasnese as follows "Me tana khöU ndra'o, Lowalangi. KhöU udönadöna, wangorifi. He asese faröi ndra'o ba wamati, lö niröiMö ya'o,

Lowalangi. Me tana khöU ndra'o, Lowalangi. Lö sa'ae gonado, fangelifi. He na so wolohi ba fangosiwawöi, ba 'efa'ödo, Lowalangi. " Referring to the fragment of the hymn already represents the uniqueness of the Niasnese, where every word always ends with a vowel and never ends with a consonant. So that when a speaker has a mother tongue (L1), namely Niasnese, it will be ensured that when using a second language (L2), namely Indonesian, an error will occur. An example of an error that occurs due to interference is the word "Sombong" changed to "Sombo", the word "Kawan Sakit" changed to "kawa saki", the word "sabun" changed to "Sabu".

II RESEARCH METHODS

This research uses a scientific approach approach, namely communication science with an emphasis on communication with the object of research. This method leads the research to focus on the facts in the field. So that it has results that are in accordance with the conditions that occur when entering the field.

2.1 Method of Collecting the Data The method used in this research is qualitative method. The method used to find meaning, understanding of a phenomenon, event, or human life that is directly or indirectly involved in the setting that must be studied, contextual and comprehensive.

2.2 Method of Analyzing the Data Analyzed using the inductive method, Yusuf (2007:333). Collecting evidence in the field, then compiling based on specific sources found in the field. All data collected in the field gradually and from the beginning were analyzed piecemeal. The situation in the field allows the improvement of the research design development.

2.3 Technique of Collecting the Data

According to Yusuf (2007:332) techniques that are often used to collect data in qualitative research are observation techniques, interviews, and document analysis or content/discourse analysis. Observations are carried out to observe and record systematically

the symptoms that appear on the object of research, so that the data needed to solve the problems encountered are obtained. This observation technique also has advanced techniques, namely the conversational listening technique, the conversational free listening technique, and the note-taking technique, Mahsun in Muhammad (2011: 182). The interview technique is carried out by the interviewer to obtain information from sources related to the research being carried out. Document analysis or content/discourse analysis is done to get the data want to know.

2.4 Technique of Analyzing the Data

The technique used in analyzing the data is the Error Analysis technique. Error analysis has working steps in analyzing data, including collecting error samples, identifying errors, explaining errors, classifying errors, and evaluating errors, Tarigan (2009: 6). The first thing to do is to collect as much data as possible from the sources. After getting the data, identification of errors that occur in a phenomenon is carried out. Then explain the error and proceed with classifying errors based on predetermined categories. Finally, an evaluation of the errors that occur in a phenomenon that has been studied is carried out.

III RESULTS AND DISCUSSION

3.1 Factors affect pronunciation errors interference of Niasnese in Indonesian

The following are several factors that influence the interference of native people's pronunciation errors in Indonesian: differences language systems, intermarriage (same culture marriage), low level of education, parents always use mother tongue.

3.2 Types of Pronunciation errors

3.2.1. Letter Reduction

The difference between the Nias language system and Indonesian is very striking. In the Nias language system, every word always ends with a vowel and never ends with a consonant. The system system in Indonesian every word can be ended by a vowel or a consonant. When Nias people use Indonesian, there will be a reduction in letters if the spoken word ends with a consonant. Nias people will automatically do this, this is due to the differences in the language system of Nias and Indonesian.

3.3 The rule of Language Change

Language change is basically natural, normal, and inevitable. In this research, the rules of language change were found. These language changes are explained and illustrated in the following discussion. These changes include:

3.3.1 The consonant / r / correspondence into / Ø / at the first on the syllable

Data in the word *air*, *akar*, *alir*, *belajar* and *biar* explain the consonant / r / change into / Ø / at the last on the syllable. The word *air* change into aiØ, the word *akar* change into akaØ, the word *alir* change into aliØ, the word *belajar* change into belajaØ, and the word *biar* change into biaØ. This data is found in the appendix with the following explanation: the word *air* is found in no. 1.1.1 in analysis of data, secondary

data and primary data, the word *akar* is found in no. 2.2.2 in analysis of data, secondary data and primary data. The word *alir* is found in no. 3.3.3 in analysis of data, secondary data and primary data. The word *belajar* is found in no. 4.4.10 in analysis of data, secondary data and primary data. The word *biar* is found in. 5.5.13 in analysis of data, secondary data and primary data. This data is the correspondence between Indonesian and Indonesian Speaker Nias (ISN).

	Indonesian	→	ISN
1.1.1	air └──┬──┘ r	→	aiØ └──┬──┘ Ø
2.2.2	akar └──┬──┘ r	→	akaØ └──┬──┘ Ø
3.3.3	alir └──┬──┘ r	→	aliØ └──┬──┘ Ø
4.4.10	belajar └──┬──┘ r	→	belajaØ └──┬──┘ Ø
5.5.13	biar └──┬──┘ r	→	biaØ └──┬──┘ Ø

The consonant / r / change into / Ø / because Nias speakers are interfered by the mother tongue system. In the Nias language system, every word always ends with a vowel and never ends with a consonant.

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