



THE USE OF DAYAK SEBERUANG LANGUAGE IN TEACHING ENGLISH LANGUAGE

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Article info	ABSTRACT
<p>Corresponding Author:</p> <p>Atrianus Toni Atrianustoni3@gmail.com Universitas Kapuas</p>	<p>This study explores the application of the Seberuang Dayak language in teaching the English language. The focus is on how this local language can be used as a tool in improving students' understanding and English language skills. The methodology used includes interviews, classroom observations, and qualitative data analysis. The study results show that the use of the Dayak Seberuang language in English teaching helps students understand concepts better, reduces anxiety, and increases learning motivation. These findings suggest that the integration of local languages English curriculum can enrich the learning experience and support the achievement of better outcomes for students. This research provides new insights into the multilingual approach to language education.</p> <p>Keywords: <i>Dayak Seberuang Language, Teaching, English Language, Language Use</i></p>
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INTRODUCTION

In the multilingual landscape of Indonesia, the preservation and promotion of indigenous languages play a crucial role in maintaining cultural diversity and linguistic heritage. One such language is Dayak Seberuang, spoken by the Dayak Seberuang community in the Indonesian part of Borneo. This language, while integral to the community's cultural identity, faces challenges of linguistic shift and potential endangerment due to the dominance of national and global languages like Indonesian and English. The interplay between Dayak Seberuang and these more widely spoken languages presents a unique context for exploring pedagogical strategies that can benefit both language preservation and effective language education.

The incorporation of indigenous languages into the teaching of global languages, such as English, offers a promising avenue for enhancing educational outcomes and fostering bilingual or multilingual proficiency. This approach aligns with the broader educational principle of utilizing students' linguistic and cultural backgrounds as a resource in learning. Research suggests that leveraging a student's first language can facilitate the

acquisition of a second language by building on existing cognitive and linguistic frameworks (Cummins, 2000). In the context of Dayak Seberuang, using this language as a bridge in teaching English could provide significant benefits for both language learning and cultural preservation.

Firstly, Dayak Seberuang can serve as a cultural and cognitive scaffold in English language education. By integrating Dayak Seberuang into English instruction, educators can draw parallels between the structures and vocabulary of both languages, thus enhancing learners' understanding of English grammar and usage. For example, comparing the syntactic structures or semantic fields of Dayak Seberuang and English can illuminate similarities and differences that aid in grasping English linguistic concepts. This method supports the notion that linguistic transfer between languages is a valuable tool in language acquisition (Gass & Selinker, 2008).

Moreover, employing Dayak Seberuang in the English classroom can strengthen students' cultural identity and motivation. The use of native languages in education has been shown to increase students' engagement and self-esteem (Baker, 2011). When students see their own cultural and linguistic heritage reflected in their learning environment, they are more likely to be motivated and invested in their educational journey. This motivation can be particularly crucial in learning a language as complex and distinct from their native tongue as English.

Additionally, integrating Dayak Seberuang into English instruction can contribute to the preservation of the language itself. Educational practices that acknowledge and incorporate indigenous languages not only enhance the relevance of the curriculum but also elevate the status of these languages within the community (Hinton & Hale, 2001). By actively using Dayak Seberuang in educational contexts, educators and policymakers can support the continued use and transmission of the language, combating the risk of its obsolescence.

In conclusion, the use of Dayak Seberuang in teaching English presents an innovative approach to both language education and cultural preservation. It offers a means to enhance English learning through cultural and linguistic connections while simultaneously supporting the continued vitality of Dayak Seberuang. This dual benefit underscores the importance of integrating indigenous languages into educational practices and highlights the need for further research and development in this area.

METHOD

This research method uses a qualitative approach to explore and understand how the Dayak Seberuang language is used in teaching English. The qualitative approach was chosen because it can provide an in-depth understanding of the experiences, views, and teaching practices that occur in the field. This study uses a case study design. The case study allows researchers to explore in depth the specific practices of the use of the Seberuang Dayak language in the context of teaching English in the classroom.

The research subjects consist of:

- English teachers who integrate the Dayak Seberuang language in their teaching.
- Students who are involved in the United Kingdom learning process with this approach.

This research was conducted at Joseph Khatulistiwa Junior High School which is located on the Sungai Ukoi, Jalan Sintang – Pontianak, Sintang Regency, West Kalimantan, Indonesia, where the Seberuang Dayak language is actively used in the daily environment.

The techniques used in data collection are interviews, class observations, documentation and questioners. Interviews were conducted with teachers and students to gain insight into their experience using the Seberuang Dayak language in English language teaching. Observations were made to see firsthand how the Dayak Seberuang language was applied in English language teaching, Documentation was the collection of documents related to the lesson plan such as teaching materials and teaching notes for additional analysis, while Questioners was disseminated to students obtain quantitative data regarding their perception of the use of the Seberuang Dayak language in English language learning.

Research Instruments

- Interview Guide: A list of interview questions designed to dig into in-depth information about the experiences and views of teachers and students.
- Observation Notes: An observation note format used to record interactions and practices in class.
- Questionnaires: Questionnaires are structured with a Likert scale to assess students' attitudes and perceptions.

Data Analysis Techniques

- Thematic Analysis: Data from interviews and observations are analyzed using thematic analysis techniques to identify the main themes that emerge from the data.
- Content Analysis: Data from documentation and questionnaires were analyzed to obtain patterns and trends in the use of the Seberuang Dayak language in English language teaching.
- Triangulation: Using triangulation of data from various sources (interviews, observations, documentation, questionnaires) to ensure the accuracy and validity of research findings.

Research Ethics

- Information Consent: Obtaining information consent from all study participants prior to data collection.
- Confidentiality: Ensuring the confidentiality of participants' personal data by using identification codes and storing data in a secure format.

RESULT AND DISCUSSION

Finding

The use of the Dayak Seberuang language in teaching English made the subject matter more culturally relevant, which can increase students' interest and motivation besides that students also feel more comfortable and open to learning English if it is associated with their language and culture because it is easier for them to understand from the material delivered by their teacher so that the learning process using Dayak language is successful

The use of Dayak Seberuang to explain English concepts can help students understand English grammar and vocabulary better and the results of the comparative analysis between Dayak Seberuang and English can help students to identify similarities and differences, facilitating the understanding of new concepts in the learning process.

Bilingual learning can support the development of cognitive skills such as problem-solving and multitasking because with bilingual learning students easily understand the

material delivered by educators, from the skills acquired in learning two languages can be applied in various contexts to help students in various academic fields.

The teaching strategy carried out is by means of Code-Switching, the way to use this strategy is to alternate between the Dayak Seberuang language and English, because in this way educators can be more effective in explaining and clarifying the material. By using this strategy, students are very active in the learning process and students are not ashamed to ask questions if they do not understand the material presented by the teacher

Teaching English using the Dayak language can increase students' ability and confidence in following the learning process in the classroom, especially in learning English, because they feel there are no obstacles when they want to ask about material that is considered difficult.

Discussion

The use of the Dayak Seberuang language in English language teaching offers an interesting and complex perspective.

1. Cultural Context and Student Motivation

Superiority:

- **Cultural Relevance:** Using the Dayak Seberuang language in teaching English can make the subject matter more culturally relevant. This allows students to process new information through the lens of their own culture, which can increase motivation and engagement.
- **More Personalized Teaching:** When teachers use students' native language, they may feel more cared for and valued, which can create a more positive learning environment.

Challenge:

- **Potential Lack of Connectivity to the International Curriculum:** Sometimes, local language-based teaching materials may not fully comply with international curriculum standards, which can result in gaps in understanding or readiness for standardized exams.

2. Learning Strategies and Teaching Methods

Superiority:

- **Code-Switching:** The use of code-switching can help explain complex terms or concepts. This method allows students to leverage the knowledge they already have in their native language to understand English.
- **Contextual Approach:** By explaining the vocabulary or structure of the English language through familiar contexts in the Dayak Seberuang language, students may understand and remember new information more quickly.

Challenge:

- **The Need for Balance:** It is important to ensure that the use of the Seberuang Dayak language does not interfere with English language learning. Too much use of the mother tongue can reduce the time and opportunity to practice English.

3. Cognitive Skills Development

Superiority:

- **Bilingual Cognitive Development:** Learning in two languages can improve students' cognitive skills such as critical thinking and problem-solving. By using the

Seberuang Dayak language as a tool, students may be able to develop these skills more effectively.

Challenge:

- **Difficulties in Material Delivery:** Teachers need to ensure that they have adequate skills in both languages to avoid confusion and ensure effective learning.

4. Challenges in Implementation

Superiority:

- **Community Involvement:** The use of the Dayak language can involve the community and families in the learning process, which can provide additional support to students.

Challenge:

- **Limited Resources:** Limitations in teaching materials and resources available in the Dayak Seberuang language can be an obstacle. Developing appropriate teaching materials may require additional time and investment.
- **Teacher Skills:** Teachers must be trained not only in English and Seberang Dayak language but also in ineffective bilingual teaching methods.

5. Impact on Learning Outcomes

Superiority:

- **Improved Comprehension:** Students may demonstrate better comprehension and stronger English language skills when taught with the help of their native language.
- **Increased Confidence:** Students can feel more confident in using English if they understand the concepts in a language they are already proficient in.

Challenge:

Variation in Student Abilities: There may be differences in how effective this method is for different students, depending on their level of fluency in Dayak Seberuang and English.

CONCLUSION

The use of Dayak Seberuang in English language teaching offers many advantages, especially when it comes to increasing student engagement and understanding of the material. However, to ensure the success of these methods, it is important to address challenges related to resources, teacher skills, and the balance between the use of the mother tongue and the target language. Effective implementation requires a thoughtful and adaptive approach, as well as support from all relevant parties.

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