Cirebon Language Revitalization In Cirebon City Through Cirebon Language Learning

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Abstract. Law of the Republic of Indonesia no. 4 Year 2009 about the language states that the local government must develop, foster, and protect the local languages and literature in order to continue to fulfill their position and function in the life of society in accordance with the development of the era performed gradually, systematically and sustainably by local governments under the coordination of linguistic institutions, and to remain part of Indonesia's cultural treasures. Based on the Cirebon preliminary observation result, it is threatened with extinction because its speakers are fewer and rarely even do not use Cirebon language in their daily intercourse, although in the last few years there are lessons in Cirebon - Dermayu. This is because the lesson is just as a science. That is, even though the learners' report is good value, eg 9 (nine), but in the daily association does not use Cirebon language. Therefore, researchers intend to examine the Cirebon language with the title - Cirebon Language Revitalization Through Cirebon Language Learning. This research generally aims to obtain a deep picture and understanding of Cirebon language revitalization in Cirebon City, while its long-term goal is to obtain findings about efforts to preserve the Cirebon language in order to remain functional for life in the city of Cirebon in the midst of the widespread use of Language Indonesia as the national language in the country of the Republic of Indonesia, so as to assist the government in developing, fostering and protecting local languages and literature in accordance with the laws described above. The method used in this research is Ethnography with Spradley research procedure. The results of this study are expected to be a reference in improving the textbook Language Cirebon and refine the policy to preserve the language of Cirebon in order to explore the noble values of local wisdom it contains.

Keywords: Revitalization; Cirebon Language; Teachers; Ethnography; Spradley

I. INTRODUCTION

In the midst of the promotion of good and proper Indonesian language use, the government is still concerned with the endangered regional languages. Such awareness is contained in RI Law no. 24 of 2009 concerning linguistics that is the regional government must develop, nurture and protect the local languages and literature in order to keep fulfill their position and function in the life of society in accordance with the progress of time which is done gradually, systematically and continuously under the coordination of linguistic institution, part of Indonesia's cultural richness (2011: 17). One of the endangered languages is Cirebon.

Preliminary observations show the existence of a shift or shift and even the extinction of Cirebon language, which at the time Syarif Hidayatullah as king in Keraton Pakungwati, Cirebon language became a means of oral and written communication in the affairs and religious activities and governance until the community said Cirebon language with Basa

Cerbon . (Supriatnoko, 2015: 34). Actually the last few years there has been an effort from the local government to maintain Cirebon language as a form of his concern. These efforts include the existence of Cirebon - Indramayu language subjects. However, the lesson is only as a science and not as a means of daily communication used by students, teachers, and principals. Therefore, researchers as speakers of Cirebon Teak feel the need to maintain and defend it. To overcome the extinction of Cirebon language, need revitalization, one of them is by learning Cirebon language. Language Revitalization is an attempt to restore an endangered language to a better level of use in society after a decline in use (Hinton, 2011: 291 - 293). Thus, the researcher intends to examine Cirebon language preservation under the title Cirebon Language Revitalization In Cirebon City Through Cirebon Language Learning. This study is limited to the formal education domain of public primary schools.

II. RESEARCH METHOD

The implementation of this research using qualitative approach with Ethnography Ethic method, Spradley model. According to Spradley, the Ethnography method is a study that attempts to explain a cultural aspect from the point of view of the perpetrators. (Spradley, Op. Cit., Page 3).

The Spradley model's ethnographic research procedure is cyclical, comprising twelve steps, yet it is summarized into six steps. The twelve steps of the research procedure are summarized again into six steps namely, (1) consider the scope of the study or determine the sub focus; (2) ask ethnographic questions or observe / interview; (3) collecting ethnographic data; (4) make an ethnographic record/record; (5) analysis of ethnographic data, and (6) making ethnographic reports. (Ibid., P. 103).

The data used are descriptive data which includes explanations, explanations, speech, and answers in the form of words obtained from the informant about the problem of Cirebon Language Revitalization in Cirebon City. According to Bogdan and Biklen, ... data are the particulars that form the basis of analysis. Data include materials the people doing the study actively record, such as interview transcripts and participants observation field notes. Data as well as diaries, photographs, official documents, and newspapers and articles). (Robert C. Bogdan and Sari Knop Biklen, 2007: 117). The data source is the Cirebon-speaking community living in the city of Cirebon, West Java. The data obtained are data derived from the informants at the research sites mentioned above.

Data collection techniques and procedures used are qualitative data collection techniques consisting of observation, interview, and document analysis and recording. Data analysis used is Spradley model because, data analysis in qualitative research is done continuously to collect data that are observation, conversation, and interview. To obtain accurate and reliable data, the procedure of data analysis is done into 4 analyzes, namely (1) domain analysis. (2) taxonomic analysis. (3) component analysis. (4) analysis of cultural themes. Furthermore, the themes are linked to the focus and subfocus of the study (Emzir, 2008: 165).

Examination of data validity in this research is done by five ways, that is, (1) Extension of time. (2) Triangulation. (3) Peer review. (4) Improving the work guidelines during the course of the study, corrected and improved in accordance with actual field realities to be more realistic. (5) Clarify the impartiality of the researcher. Furthermore, checking the data obtained by the researcher to the data provider is checked by applying four steps, that is. (i) Credibility. (ii) Transferability. (iii) Dependability. (iv) Confirmability. (Emzir, 2011: 78 - 81). The research instruments used for data collection are 1) observation sheets and field notes, 2) interview guides, 3) visual and audio recordings.

III. RESULT AND DISCUSSION

Based on the research note in the field, obtained the result that the students did not use Cirebon language in what situation or domain, the realm of formal and informal situation. As for Cirebon language teachers, if the formal situation (learning activities, meetings or facing principals) teachers use the Indonesian language. Likewise, when communicating with learners in non-formal situations, such as when calling students for a thing.

Thus, in order to work Cirebon language remains functional for the life of the community said Cirebon language is needed revitalization Cirebon language through Communicative language learning Cirebon. That is, (1) the teacher in any interaction or communication with anyone (fellow teachers, with learners, fellow learners, or with headmaster) in non-formal situations, must use Cirebon language. (2) teachers in formal situations when the process of learning Cirebon language, must use Cirebon language, while at the meeting, must insert Cirebon language when communicating. (3) students must speak Cirebon with anyone (fellow learners or with teachers) during the learning process or play.

IV. CONCLUSIONS

The revitalization of Cirebon language based on the education or school sphere through communicative Cirebon language learning. Steps that can be done include:

1. Require teachers and learners in Cirebon language in formal or nonformal situations.
2. When conducting a meeting, the teacher must insert the Cirebon language.

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