

**Isoglosses Boundary in a Language Mapping of Malay-Riau Language:
A Dialectology Case****Vina Fathira***STIBA Persada Bunda Pekanbaru*email: vinafathira@gmail.com**Abstract**

Dialectology is a part of sociolinguistics that is known as regional dialect topic. To ease the readers to understand the regional dialect especially in language mapping for certain region, the researcher used isoglosses boundary. Isoglosses boundary is the line that separate between region of having different etyma. The aim of this research is to elaborate the language mapping in dialectology by isoglosses boundary. Method of the research used qualitative method explained descriptively. In this research, the researcher conducted a dialectology research in Rokan Hulu Regency by 21 observation spots. In collecting data, there were 200 Swadesh words had been recorded, had been transcribed in phonetic transcription, and had been drawn in language mapping. The result showed that language mapping in Malay-Riau language was easy to analyze the differences of language used by using isoglosses boundary. The language mapping founds a language with some dialects used, Malay-Riau language with Bengkalis Minang dialect, with Mandailing dialect since the position of Rokan Hulu Regency lies among 3 regions having different in languages. They are West Sumatra Province with Minangese language, North Sumatra Province with Bataknese/Mandailing language, and Bengkalis Regency with Malay Riau Island language. The most dominant was Malay-Riau language, Malay-Riau language with Mandailing dialect. It means that, there is only one language used in Rokan Hulu Regency. It is called Malay-Riau language with Mandailing Dialect.

Key Words: isoglosses boundary, language mapping, dialectology

**Garis Watas Dalam Pemetaan Bahasa pada Bahasa Melayu Riau: Sebuah
Kajian Dialektologi****Abstrak**

Dialektologi merupakan bagian dari pembahasan sociolinguistik yang dikenal pada pembahasan dialek regional. Untuk memudahkan kita dalam memahami dialek regional terutama pada pemetaan bahasa untuk wilayah tertentu, peneliti menggunakan garis watas. Garis watas merupakan garis yang memisahkan dua wilayah atau daerah yang memiliki etima yang berbeda. Tujuan dari penelitian ini adalah untuk menggambarkan pemetaan bahasa pada kajian dialektologi dengan penggunaan garis watas. Penelitian ini menggunakan metode kualitatif yang dijelaskan secara deskriptif. Pada penelitian ini, peneliti telah mengadakan

penelitian dialektologi di Kabupaten Rokan Hulu dengan titik pengamatan 21 titik. Pada tehnik pengumpulan data, peneliti mengambil 200 kosakata dasar (Swadesh) yang telah direkam, ditranskrip ke dalam transkripsi fonetik, dan telah di gambar ke dalam peta bahasa. Hasil menunjukkan bahwa pemetaan bahasa pada bahasa Melayu-Riau di Rokan Hulu dapat terlihat dengan jelas perbedaan yang muncul berdasarkan garis watas tersebut. Pemetaan bahasa tersebut menemukan satu bahasa dengan beberapa dialek, yakni bahasa Melayu-Riau dengan dialek Bengkalis, dengan dialek Minang, dan dengan dialek Mandailing karena posisi dari Kabupaten Rokan Hulu ini berbatasan dengan 3 wilayah yang memiliki beda bahasa. Ketiga wilayah tersebut adalah di Provinsi Sumatra Barat dengan bahasa Minang, di Sumatra Utara dengan Bahasa Batak/Mandailing, dan di Bengkulu dengan bahasa Melayu Kepulauan. Dialek yang paling dominan adalah bahasa Melayu-Riau dengan dialek Mandailing. Hal tersebut berarti hanya ada satu bahasa yang digunakan di Kabupaten Rokan Hulu yakni bahasa Melayu-Riau Dialect Mandailing

Kata Kunci: watas garis, pemetaan bahasa, dialektologi

1. INTRODUCTION

In learning dialectology, as a part of sociolinguistics subject in higher education, it is an interesting thing to know more deeply about language and dialect as good as language in contact affected the language. Language in one region can be similar to the language next to those regions. It can be called language in contact.

In this reserach, the researcher wanted to explained descriptively about Rokan Hulu Regency in Riau Province that uses Malay-Riau Language. The researcher is interested in Rokan Hulu Regency because the position of this regency lies between two provinces. These provinces have different language, so that, it can be a language contact among Malay-Riau Language in Rokan Hulu Regency between Bataknese or Mandailing Language in North Sumatra Province

and Minangese Language in West Sumatra Province.

It can be seen clearly in the following map. In the following map, it can be seen the position of Rokan Hulu Regency and the 21 spots spread distribution of 16 districts in Rokan Hulu (see Figure 1 below)

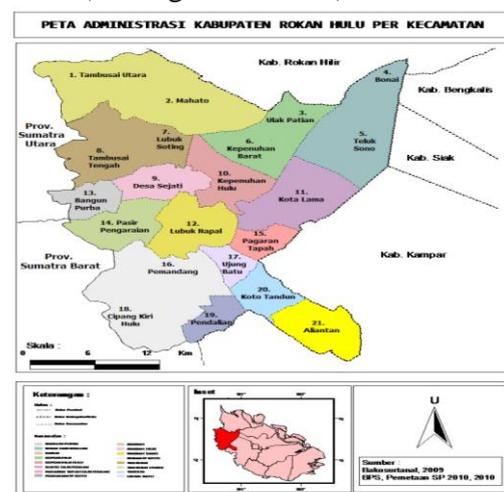


Figure 1.
Map Rokan Hulu Regency

Based on the background above, the question of this study can be formulated as follows: Isoglosses boundary is used for language mapping to identify language in contact in Rokan Hulu Regency.

This research is expected to be useful especially for Linguistic Subject, lecturers, learners, and future researchers.

1. For linguistic subject, isoglosses boundary can be taught in higher education in sociolinguistics class, especially in regional dialect topic. It is to identify language in contact used as one way to map the language and can be a consideration to design a new curriculum.
2. For the lecturers and the higher students, it is an interesting and fun way to use isoglosses boundary because it should the students to draw the language mapping to identify regional dialect in sociolinguistic subject.
3. For the future researchers, it is the additional references to them conducting the same language mapping, isoglosses boundary, dialectology, regional dialect, or sociolinguistics terms.

1.1. Review of Related Findings

The researcher explained about several related findings about language variation and sociolinguistics as can be seen in the following. Zan, Changjuan(2011) conducted a research entitled "Language Variation and the Implication for Language Teaching". It analyzed students' problem in language variation view of sociolinguistics and suggestions for language teaching. The findings of the research were first the teacher

should use material that was suitable to daily communication and should teach cultural background need of each vocabulary.

Onovughe (2012) conducted a research about sociolinguistics entitled "Sociolinguistics Inputs and English as Second Language Classrooms". He took sample from two hundred and forty (240) students in senior secondary school classes were deliberately selected from six secondary schools randomly. Then, he also designed a fourteen-item questionnaire to elicit the required information on the sociolinguistic inputs. The questionnaire was used for data collection. Findings showed parents' occupations have no correlation on students' use of English while gender, age and religion have insignificant or no correlation on secondary school students' use of English. In short, the parents and all authorities should concern with the education of children in order to get their (children) best while learning.

Mede and Dikilitaş (2015) also conducted a research about sociolinguistics entitled "Teaching and Learning Sociolinguistic Competence: Teachers' Critical Perceptions". They took English teachers to ask a questionnaire and submit written reports revealing teachers' perceptions. The questionnaire was about sociolinguistic competence as part of communicative competence. The results showed that the development of sociolinguistic rules is able to guide students in the selection of appropriate forms closely integrated in language teaching and learning curricula.

1.2. Sociolinguistics and Regional Dialect

Regional dialect can be found in Sociolinguistics subject in university level. Regional dialect generally refers to “dialect” terminology. Mesthrie et al. (2009: 5) said that sociolinguistics is focusing on language in society on social contexts throw upon language. Mesthrie et al. (2009: 43) said that the term ‘dialect’ in sociolinguistics is used to explain the speech characteristic of a region (or called regional dialect) or of a group of society defined by social or occupational characteristics. It means that this “dialect” terminology has tightly correlated with analyzing and explaining of language variation interdependent (Malmkjær and Anderson, 1995: 123). In other words, language variation in regional dialect in this research is mostly about branch of linguistics that learns about dialects, called “dialectology”.

Many linguists give the brief definition about dialectology. Dialectology is defined as branch of language related to the cases of language variation in spatial range, horizontal characteristic. (Lauder, 2007: 33). In addition, Chambers and Trudgill (2004: 3) as knowledge about dialect—a language of substandard, language in rural community, generally language in rugged form, language that related to farmer society, language laborer class, or other groups that is not quite prestige.

1.3. Language Mapping

In regional dialect, to see the dialect in one region can use language mapping. As linguists, the researcher should know about the definition of language mapping itself. Other names

of language mapping are linguistic map, also called dialect atlas. Linguistic mapping is a map of geographic area that show the distribution of specific language features, especially the features that are different from other dialects in one region (Campbell and Mixco, 2007: 43).

In language mapping process, there are 3 activities that are combined, such as: a) making the map and filling the symbol or speech into the map, b) publishing the map, and c) investigation of the map (Ayatrohaedi, 2002: 46). In addition, there are 3 kinds of the map that should be prepared for filling the speech gained as data. Ayatrohaedi (2002: 47) explained the 3 kinds of the map: 1) basic map, 2) stand-alone map 3) reconstruction map. The examples of the reconstruction the map can be like: a) isoglosses boundary map or heteroglosses boundary map; b) the certain language indication map, such as: 1) phonologic indication map, 2) specific speech map that is interesting, 3) triangle of dialectometry map, 4) percentage of one spot to other spots map, 5) classification language map or dialect based on dialectometry map. In this research, the researcher used basic map, as well as phonologic map such as triangle dialectometry map. In this research, the researcher focus on two things in making language mapping. They are isoglosses boundary and dialectometry calculation.

1.3. Isoglosses Boundary

In accordance with language mapping, it is done by taking the of difference features in language. The term “isogloss” become familiar first

time in 1892 by J. G. A. Bielenstein, a dialectologist. According to Bielenstein, literally, isogloss means “same in language” taken from Greek, *wordiso* and *gloss* (Chambers and Trudgill, 2004: 89). The definition of isogloss based on Ayatrohaedi, dialectologist from Indonesia, (2002: 9—10) is a line that is separated one symbol to other symbol of language. While isoglosses boundary are set of lines separated one symbol to other symbol of language. Isogloss boundary is a language device to explain the problem or factor influencing a language. It shows the differences in one etyma that having different lexical.

2. METHOD

2.1 Research Design

In order to gain the language mapping, qualitative method employed in this study. Then it was described descriptively.

2.2 Informant

Furthermore, informant is the main factor in dialectology. This statement is explained in the research done by Rensink (1999: 3-7) about “Informant Classification of Dialect.” Rensink showed that informant is important thing to establish dialect boundary in Holland. Informant in Rensink’s research has good knowledge about the area having similarities in language and differences in language compared with informant’s area. The number of informants was by 42 informants, consisting 21 males and 21 females because the observation spots in this research taken from 21 spots. The informants should have the certain

characteristic as well as Rensink’s informant characteristic.

Other characteristics stated by Chambers dan Trudgill (2004: 29) is the informants should be NORM’s—*Non-mobile, Old, Rural, and Male*. Therefore, the informant’s characteristics are adapted to NORM;s and combined with the aim of this research 1). The informant should rarely go outside the sub-district with academic maximum is senior high level, 2). The informant is about 40-60 years old with good/complete organ of speech, 3). The informant is originally from certain region observed, 4). The informant consists of 50% men and 50% female that have same contribution to the specific questionnaires for male or female.

2.3 Scope of the Research

The observation spots in this research were 21 spots distributionspread of 16 districts in Rokan Hulu Regency in Riau Province, Indonesia (see Table below)

Table 1
Scope of the Research

No.	Observation Spots
1	Tambusai Utara
2	Mahato
3	Ulak Patian
4	Bonai
5	Telok Sono
6	Kepenuhan Barat
7	Lubuk Soting
8	Tambusai Tengah
9	Sejati
10	Kepenuhan Hulu
11	Kota Lama
12	Lubuk Napal
13	Bangun Purba
14	Pasir Pengaraian

15	Pagaran Tapah
16	Pemandang
17	Ujung Batu
18	Cipang Kiri Hulu
19	Pendalian
20	Koto Tandun
21	Aliantan

2.4 Questionnaires

The questionnaires in this research are 200 words of Swadesh (basic words) to map the language by using isoglosses boundary.

2.5 Technique of Collecting Data

In this study, the researcher collected the data by using “cakap semuka” technique that is in line with ‘pupuan lapangan method’ by Ayatrohaedi (Mahsun, 2005: 128). According to Mahsun, “cakap semuka” technique is a technique used by the researcher by going to the observation spots and having interview—asking and answering activity—(by eliciting the informant face to face based on the questionnaire). It is a suitable technique used for this research, because the pupuan lapangan method is more scientific than pupuan sinurat method (Ayatrohaedi, 2002: 23). This activity (asking and answering activity) can be used 3 ways below: 1) by directly asking the informant (interview), 2) by showing the pictures, and 3) by recording or making some important notes to fulfill the data.

2.6 Procedures of the Collecting Data

After determining the observation spots as sample of this research, so the villages visited are still origin or about 100 years exist. On the other hand, the demography of the villages is the originally not

transmigration or immigration people. Other way to gain the enough and accurate information about village that still have originally inhabitant is by checking the sub district office of the certain village.

The information gotten from the subdistrict would help get the informants for each subdistrict. Then, the researcher directly went to the village and looked for the informant. Persuasive approach ease the researcher to collect the information of the questionnaires arranged before.

2.7 Technique of Analyzing the Data

After collecting the data, the researcher transcribed into phonetic transcription and drawn a language mapping. After that, the researcher used isoglosses in that language mapping of making the language mapping. Isoglosses boundary was taken by drawing one by one language mapping of 200 maps. Drawing the isoglosses boundary was done by comparing one etyma by other etyma in language mapping. If there is a different etyma, the isoglosses boundary should be used in that village observed.

3. FINDINGS AND DISCUSSION

3.1 Findings

Isoglosses boundary is a line that separates 2 symbols in different etyma. The isoglosses boundary showed that the difference of etyma used of lexical. Rokan Hulu Regency that lies among 2 provinces is a region that uses Malay-Riau Language having contact with the language of North Sumatra Province in West and in North-West and with the language of West Sumatra Province in South-North. The

assumption of there is a language in contact among those regions can be seen by getting interaction, transportation of Rokan Hulu Regency with North Sumatra Province and West Sumatra Province. In short, theoretically, based on the assumption of language in contact of those regions, there were 4 (four) models of separated distribution of isoglosses boundary in this research.

The models of separated distribution of isoglosses boundary can be explained briefly in the following, there are language in contact of 1) in Malay-Riau Language with Mandailing Language; 2) in Malay-Riau Language with Minangese Language; 3) in Malay-Riau Language with Kampar Language, 4) in Malay-Riau Language with Malay-Riau Island Language

In the research, the researcher would like to explain isoglosses boundary of 200 Swadesh Words. The 200 Swadesh words is the basic words used in the world. The explanation of isoglosses boundary can be seen in the following discussion.

3.2 Discussion of Isoglosses Boundary based on 200 Swadesh Words(Basic Words)

In the discussion of isoglosses boundary, the researcher explained isoglosses boundary of 200 Swadesh words taken from each of language mapping.

In the 200 Swadesh words, there were 200 maps. They are map (1) ABU, map (2) AIR , map (3) AKAR, map (4) ALIR (MENGALIR), map (5) ANAK, map (6) ANGIN, map (7) ANJING, map (8) APA, map (9) API, map (10) APUNG (MENGAPUNG), map (11)

ASAP, map (12) AWAN, map (13) AYAH, map (14) BAGAIMANA, map (15) BAIK, map (16) BAKAR, map (17) BALIK, map (18) BANYAK, map (19) BARING, map (20) BARU, map (21) BASAH, map (22) BATU, map (23) BEBERAPA, map (24) BELAH (MEMBELAH), map (25) BENAR, map (26) BENGKAK, map (27) BENIH, map (28) BERAT, map (29) BERENANG, map (30) BERI, map (31) BERJALAN, map (32) BESAR, map (33) BILAMANA, map (34) BINATANG, map (35) BINTANG, map (36) BUAH, map (37) BULAN, map (38) BULU, map (39) BUNGA, map (40) BUNUH, map (41) BURU (BER), map (42) BURUK, map (43) BURUNG, map (44) BUSUK, map (45) CACING, map (46) CIUM, map (47) CUCI, map (48) DAGING, map (49) DAN, map (50) DANAU, map (51) DARAH, map (52) DATANG, map (53) DAUN, map (54) DEBU, map (55) DEKAT, map (56) DENGAN, map (57) DENGAR, map (58) DI DALAM, map (59) DI MANA, map (60) DI SINI, map (61) DI SITU, map (62) PADA, map (63) DINGIN, map (64) DIRI (BER), map (65) DORONG, map (66) DUA, map (67) DUDUK, map (68) EKOR/PANTAT, map (69) EMPAT, map (70) ENKKAU, map (71) GALI, map (72) GARAM, map (73) GARUK, map (74) GEMUK, LEMAK, map (75) GIGI, map (76) GIGIT, map (77) GOSOK, map (78) GUNUNG, map (79) HANTAM, map (80) HAPUS, map (81) HATI, map (82) HIDUNG, map (83) HIDUP, map (84) HIJAU, map (85) HISAP, map (86) HITAM, map (87) HITUNG, map (88) HUJAN, map (89) HUTAN, map (90)

IA, map (91) IBU, map (92) IKAN, map (93) IKAT, map (94) INI, map (95) ISTRI, map (96) ITU, map (97) JAHIT, map (98) JALAN (BER), map (99) JANTUNG, map (100) JATUH, map (101) JAUH, map (102) KABUT, map (103) KAKI, map (104) KALAU, map (105) KAMI, KITA, map (106) KAMU, map (107) KANAN, map (108) KARENA, map (109) KATA (BER), map (110) KECIL, map (111) KELAHI (BER), map (112) KEPALA, map (113) KERING, map (114) KIRI, map (115) KOTOR, map (116) KUKU, map (117) KULIT, map (118) KUNING, map (119) KUTU, map (120) LAIN, map (121) LANGIT, map (122) LAUT, map (123) LEBAR, map (124) LEHER, map (125) LELAKI, map (126) LEMPAR, map (127) LICIN, map (128) LIDAH, map (129) LIHAT, map (130) LIMA, map (131) LUDAH, map (132) LURUS, map (133) LUTUT, map (134) MAIN, map (135) MAKAN, map (136) MALAM, map (137) MATA, map (138) MATAHARI, map (139) MATI, map (140) MERAH, map (141) MEREKA, map (142) MINUM, map (143) MULUT, map (144) MUNTAH, map (145) NAMA, map (146) NAPAS, map (147) NYANYI, map (148) ORANG, map (149) PANAS, map (150) PANJANG, map (151) PASIR, map (152) PEGANG, map (153) PENDEK, map (154) PERAS, map (155) PEREMPUAN, map (156) PERUT, map (157) PIKIR, map (158) POHON, map (159) POTONG, map (160) PUNGGUNG, map (161) PUSAR, map (162) PUTIH, map (163) RAMBUT, map (164) RUMPUT, map (165) SATU, map (166) SAYA, map (167)

SAYAP, map (168) SEDIKIT, map (169) SEMPIT, map (170) SEMUA, map (171) SIANG, map (172) SIAPA, map (173) SUAMI, map (174) SUNGAI, map (175) TAHU, map (176) TAHUN, map (177) TAJAM, map (178) TAKUT, map (179) TALI, map (180) TANAH, map (181) TANGAN, map (182) TARIK, map (183) TABAL, map (184) TELINGA, map (185) TELUR, map (186) TERBANG, map (187) TERTAWA, map (188) TETEK, map (189) TIDAK, map (190) TIDUR, map (191) TIGA, map (192) TIKAM (ME), map (193) TIPIS, map (194) TIUP, map (195) TONGKAT, map (196) TUA, map (197) TULANG, map (198) TUMPUL, map (199) ULAR, dan map (200) USUS.

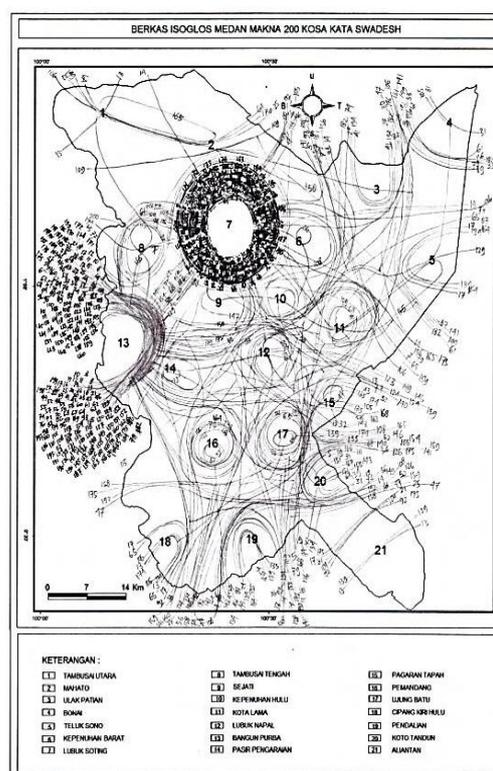


Figure 2.
Isoglosses Boundary Based on 200 Swadesh Words

From the isoglosses boundary made from 200 maps of Swadesh words, it can be seen that there is a thick bundle of lines in the villages lies between them—village 8 with village 13, village 7 with village 2, village 7 with village 6, village 7 with village 9, village 13 with village 14. On the other word, there is a model of isoglosses boundary that is around village 7 and village 13 in West. These two villages—village 7 and village 13, have highly differences compare with other villages. The differences were caused by the position of these two village geographically is next to North Sumatra. In addition to, the thick bundle of isoglosses boundary can be seen in North-East, in the village 3. The position of village 3 is in the remote area. This village has difference in lexical used or called as different etyma comparing with other villages. Then, the villages in the South-West, village 16, 18, and 19 also have difference in etyma used. These three village (Village 16, 18, and 19) are next to West Sumatra Province. Last, there is a thick bundle of isoglosses boundary in village 20 and village 21 in South. These two villages are next to Kampar Regency, Riau Province.

4. CONCLUSIONS

From the figure of isoglosses boundary of 200 Swadesh words, it can be seen that there are 4 models of distribution of isoglosses boundary that soroundings villages 7 and 13 in West, soroundings village 3 in North-East, soroundings villages 16, 18, and 19 in South-West, and soroundings villages 20 and 21 in South.

From those 4 models of distribution of isoglosses boundary, the most dominant of a thick bundle can be seen around villages 7 and 13. These two villages is next to Nort Sumatra Province. It showed that there is a language in contact between Malay-Riau Rokan Hulu and Mandailing Language. In these villages, the the society used different lexical or different etyma of other villages in Rokan Hulu Regency, for example etyma [urat] for gloss AKAR, etyma [ulu:k] for gloss KEPALA, etyma [gunjurun] for gloss PUNGGUNG. These example of diffrenet etyma are only used in villages 7 and 13. In South-West, there are village 16, 18, and 19 that showed a thick bundle of distribution of isoglosses boundary. In these villages, the society tend to use language as Minangese language. It is caused by language in contact between Malay-Riau Rokan Hulu Language and Minangese language. In North-East, there is village 3. It can be seen that there is a thick bundle, even it is not as thick as the previous villages mentioned above. In this village, the society tend to to use Malay-Riau Island Language. It is caused by language in contact between Malay-Riau Rokan Hulu language and Malay-Riau Island Language, for example etyma [buda?] for gloss ANAK. Then, in South, there are villages 20 and 21. It can be seen that there is a few bundle of distribution of isoglosses boundary. It

is caused by language in contact between Malay-Rokan Hulu dialect and Malay-Riau Kampar dialect. These two villages are only different in dialect, not language. It happened because the position of these two villages is next to Kampar Regency of Riau Province.

REFERENCES

- Ayatrohaedi. 2002. *Pedoman Praktis Penelitian Dialektologi*. Jakarta: Pusat Bahasa Departemen Pendidikan Nasional. 92 pages.
- Campbell, Lyle, dan Mauricio J. Mixco. 2007. *A Glossary of Historical Linguistics*. Edinburgh: Edinburgh University Press.
- Chambers, J. K., dan Peter Trudgill. 2004. *Dialectology Second Edition*. Cambridge: Cambridge University Press.
- Lauder, Multamia RMT. 2007. *Sekilas Mengenai Pemetaan Bahasa*. Jakarta: Akbar Media Eka Sarana. 188 pages.
- Mahsun. 2007. *Metode Penelitian Bahasa: Tahapan Strategi, Metode, dan Tekniknya*. Edisi Revisi. Jakarta: PT Raja Grafindo Persada
- Malmkjær, Kirsten. 1995. *The Linguistics Encyclopedia*. London and New York: Routledge.
- Mede, Enisa and K. Dikilitaş. 2015. *Teaching and Learning Sociolinguistic Competence: Teachers' Critical Perceptions*. Participatory Educational Research (PER), Vol. 2(3), pp. 14-31, December, 2015. Available online at <http://www.partedres.com> ISSN: 2148-6123. Retrieved from <http://dx.doi.org/10.17275/per.15.29.2.3>, at 29 December 2016, 04:48 p.m.
- Mesthrie, Rajend et al. 2009. *Introducing Sociolinguistics. Second Edition*. Edinburgh University Press: Edinburgh
- Onovughe, Ofodu Graceful. 2012. "Sociolinguistics Inputs and English as Second Language Classrooms". *English Language Teaching*; Vol. 5, No. 8; 2012, pp. 157-163, published by Canadian Center of Science and Education ISSN 1916-4742 E-ISSN 1916-4750 retrieved from <http://dx.doi.org/10.5539/elt.v5n8p157> at 29 December 2015, 04:48 p.m.
- Rensink, W. G. 1999. "Informant Classification of Dialects". *Handbook of Perceptual Dialectology Volume 1*. Edited by Dennis R. Preston. Amsterdam and Philadelphia: John Benjamins Publishing Company.
- Zan, Changjuan. 2011. "Language Variation and the Implication for Language Teaching". *Theory and Practice in Language Studies*, Vol. 1, No. 8, pp. 1028-1030, August 2011, ISSN 1799-2591. Retrieved from <http://www.academypublication.com/issues/past/tpls/vol01/08/19> 29 December 2016, 05:48 p.m.