

SUBTLE LANGUAGE OF PALEMBANG (*BEBASO*): LOCAL LANGUAGE PRESERVATION OF EXTINCTION THROUGH PREPARING DICTIONARY

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Abstract

The activity about the research of Subtle Language of Palembang (*Bebaso*) is done as an effort to preserve local language which is in the middle of extinction. The language is already rare in used. Nowadays, the people of Palembang use a local language which is called daily Palembang language that stands out because it is dominated by Malay speech. As it is known that this article is started from withering and concern over the disappearance of the narrative and the use of this *bebaso* Palembang in public daily life communication. Language preservation as one of strategic steps in the preservation of language, should always be encouraged. One which can be done is by preparing subtle Palembang language (*bebaso*) which until now is still not arranged well. This step will be used as a basis to pursue the implementation of subtle language of Palembang as one of the local contents in teaching in schools that has a powerful function as a form of exploration of one of the cultural richness of South Sumatra to be proud.

Keywords: retention, Dictionary, Bebaso

1. Introduction

One of the cultural richness of Palembang and as the identity of Community Palembang known as the Malay community-Palembang, is its language Palembang, Baso Palembang Alus or *bebaso* are now almost extinct For that according Syarifuddin (2008: 3), the need for preserving and documenting as a manifestation of our concern, including by holding a course or publish a book dictionary, and more importantly, is implementing and developing teaching Baso Alus Palembang as a form of teaching supplements.

Learning local content like this is part of the advocacy for language learning areas that should exist, but are not presented in the curriculum in schools. One of them, Musi Language Fine or *bebaso*, which is the original language of Palembang people who are now threatened with extinction in the midst of the use

of language that tends to Palembang Market rough as regional languages besides Bahasa Indonesia. The indication of Musi Language learning plans in schools has been submitted and has diupayaakan by many parties, among them is of the Balai Bahasa Palembang (Sriwijaya Post, Sunday, February 8, 2015).

Another important thing which should be wary of is based on a survey of some schools in the city of Palembang, both public and private, none of the existing schools put bebaso as the choice of subjects in mulok capacity. That is why, as a form of encouragement, then the modeling of this study as stated by Sudaryat (2010: 32), development should be managed based on a systematic approach or model life cycle, which has a five-step hierarchy, namely (1) the analysis of needs, (2) designing the model, (3) development of program activities, (4) the implementation of program activities, and (5) evaluation of the process and results or self-test (self-assessment). The five steps are influenced environment and objectives, curriculum, the activities, customizations, and system evaluation.

Associated with curriculum development in language, according to Brown (2007: 42), the development of learning can be done through five stages, namely (1) the analysis of needs, (2) objectives, (3) test, (4) teaching materials, and (5) teaching. The fifth component is in line with the activity of teaching (approach, syllabi, techniques, and exercises).

To view the successful development of learning needs to be as an evolution. As you go through five stages, language learning activities, in particular regional languages should be equipped with dictionary learning as a tool to achieve the optimization of the learning outcomes. Having regard to the degree of importance where the dictionary, so in this study will be conducted dictionary development efforts, especially learning English Dictionary Fine Palembang area. Based on observations of the distribution of publications Dictionary Palembang Fine, currently only found Dictionary Palembang that do not meet the standards of language teaching Palembang, Palembang particularly delicate language. Cargo lexicon in the mostly English dictionary Palembang Malay (Bahasa Palembang

market/ daily), which is not prepared to be taught as local content in formal educational institutions.

2. Theoretical Background

A local language dictionary vocabulary repertoire and a local term that describes the level of civilization of their owners. Because the dictionary function to record the development and progress of civilization and culture of an area, including the development and progress of science. While this vocabulary and terms continue to grow and develop in accordance with the development of civilization and science. This in turn will affect the completeness and the ability of Indonesian as a means of communication in many areas of life and science. In the field of science dictionary learning should take a look at the primary position as recorder of the ideas and views of children of this nation in regional languages that contain long historical value. Bebaso born of a long series of royal history Sriwijaya directly related to the kings of Java. This means that the learning dictionary can describe the extent of a particular field of study as well as a touchstone of local language skills to accommodate the various terms of Indonesian and even foreign languages.

Language or Baso Palembang by Syarifuddin (2008), has two levels, namely Baso Palembang Alus (Bahasa Palembang Fine) or Bebaso and Baso Palembang Sari-sari (Palembang everyday language / market / Malay). Baso Palembang Alus used in conversations with community leaders, older people, or people who are respected, particularly in traditional ceremonies. This language, according to Arif (1981), rooted in the Java language for Palembang kings came from the kingdom of Majapahit, Demak Kingdom and the Kingdom Pajang. That is why the vocabulary Baso Palembang Alus much in common with the vocabulary in the Java language.

Meanwhile, Baso everyday use by wong Palembang and rooted in the Malay language. According to Ikram (2004: 5), in practice everyday, people

usually mix Palembang and Indonesian language, choice of words based on the conditions and coherence, so that the use of language Palembang become an art in itself. Palembang language has similarities with the language of the province in the vicinity, such as Jambi, Bengkulu even Java, with a different intonation. In Jambi and Bengkulu, the suffix *lal* the Indonesian vocabulary converted into *lol* are found.

Baso Palembang Alus almost like the Java language, so many people assume that the language came from Java Palembang. But basically it is not so, on the contrary, Identity Palembang as the collaboration of two Malay-Javanese culture apart from Palembang history itself. According to sources of local history, the Palembang Sultanate emerged through a long process and is closely related to the kingdoms in Java, such as the kingdom of Majapahit, Demak, Pajang, and Mataram. Sriwijaya Palembang Malay past, the past is the forerunner to the establishment of kingdoms in Java.

According to Dumas (2008: 1-10), Palembang language derived from Old Malay language that blend with the Java language and accent and dialect spoken by people of Palembang. Onwards language that has become the property of Palembang is enriched by the languages of Arabic, Urdhu, Persian, Chinese, Portuguese, English and Dutch. While the script Malay Palembang, using Arabic script, the combined Arab and Malay or Malay Arabic script called Arab Bald or Pegon. Palembang regional language may be said language that is easy, compared to other regional languages. For everyday language or the market, only the style are somewhat different from the Indonesian, and some just different words or terms, most of the letter A at the end is replaced with the letter O. Like What becomes Apo, the name became namo and so on, therefore the -the arrival in Palembang is easy to learn and use everyday language as a language or communication link to all regions in Sumbagsel. But even so everyday vernacular that there is a unique style that is sometimes evident for everyone to wear it contained irregularities. While bebaso is somewhat more difficult and quite different from the term to everyday language (*kromo inggil*).

Now, according Syarifuddin (2008: 4-8), there were not many more people who are good “Palembang bebaso”, because it is rarely heard. Younger children may say a lot that cannot be, so are the adults. So it seems now bebaso was almost gone. Therefore this bebaso must be familiar in daily life to anyone because inside there are norms, etiquette and manners, so when would be a good habit and likely avoid misunderstanding, hurt, bickering, and so forth. Bebaso also pleasing to the ear and the eye, because delivery is polite and refined, her voice is not high, slow, and with modesty. In order to realize the preservation bebaso, especially among students, teaching materials that have been prepared very need support in the form of a dictionary adequate to be used by the students in understanding the language being taught Fine Palembang. Ownership of the dictionary determines the achievement of learning outcomes adequate regional languages.

Language Learning Palembang fine in formal educational institutions in the city of Palembang is currently being sought be applied at all levels of education. Approaches to the local governments have been intensified. Balai Bahasa Palembang also working to realize the plan. Lesson preparation of materials have been attempted manufacture. In particular for upper secondary school level, ajarpun material has been prepared by the researcher. Yet another problem arise when testing is done in some schools, the charge material Musi Language smooth experience problems in terms of understanding of the basic unit of language, the word is sometimes still unfamiliar to students. So, learn languages Palembang smooth like learning a foreign language for students. To the researchers are working to develop language learning dictionary Palembang fine is expected to be a learning tool Musi Language smooth.

While it will be done for the future is to prepare a draft drafting language learning dictionary Palembang Fine in order to provide load balancing content of learning resources. The balance in question is an attempt to put the role of the dictionary as a major part in product research that will be published dictionary language learning Palembang Fine adequate and representative in supporting language learning PalembangFine.

Local Language Extinction

A language may be extinct due, the language can not compete with other languages, the prestige competition among varieties in one language, and finally the language is no longer used. Kloss also in Sumarsono and Partana explained that there are three main types of language extinction is the extinction of a language without the ongoing shift in the language or the extinction of a language because language shift, because of a conflict of intrinsic infrastructure of modern culture that is based on technology, the language is not able to compete with other languages and the extinction of languages Face through a process of metamorphosis.

There are several regional languages in Indonesia are already extinct. The use of Indonesian as the national language can actually lead to the extinction of the local language. Examples such as those derived from Palembang membawwa whole family migrated To Jakarta. At first they are still loyal to their local language, but because of its use Indonesian more dominant in Jakarta, so the local language just stop at just one generation and another generation only use Indonesian, without the local language.

Language Preservation

Retention of local language is a language of business in order to remain relevant through the use of teaching, mass media and so on. According Sumarsono, the actual language shift and language preservation is like the same thing. Shifting the language associated with the language displaced by another language. While the language preservation refers to the language that is not displaced other languages invitation. Holmes explained that there are three main factors that can give you success in language preservation. 1) The number of people who recognize a language is their native language, 2) Number of media that supports the language (schools, publications, radio, etc.), 3) The number of people admitted to the total ratio of media support

Language preservation in principle the positive efforts of the public speakers of all languages using the language and have pride in the language and culture in their environment, terutama in minority neighborhoods. The influence of other languages and cultures go into minority neighborhoods that is the problem for the survival of a language and culture. As is the case in the State of Indonesia, the government strongly supports minority languages in the archipelago, because cultures and languages that constitute the cultural wealth of the nation, so that these languages be protected, appreciated and respected.

3. Method

The method used in this research is the development of research methods (Research and Development), which contains three main components: (1) development model, (2) procedure development, (3) the trial product. Research development in this regard is the development of Language Learning Dictionary Palembang Fine.

Data as a candidate entries and sub-entries, diachronic would be gained by examining the manuscripts or documents in museums, such as the museum of the Sultanate of Palembang, as well as in museums Balaputra Dewa Palembang, agencies or institutions that store documents -dokumen or texts to use or wear Fine Palembang language at that time.

In synchronous acquisition of data starting from the time of independence until now. Data can be obtained from newspapers, magazines, textbooks in formal education, radio broadcasting, television, and the language used in Palembang Smooth limited community harmony Palembang people in everyday communication. Then coupled also with the data Musi Language Fine frequently used in the art, for example in Wayang Palembang. By starting from the initial concept that this research is a research development, then that will be developed is shaped product Palembang Fine dictionary language learning. Research development according Waldopo (2007: 91) is a research-oriented type of product, as a model of development, this research is descriptive procedural. on models This development methodologically, the procedural question is in

developing language learning products Palembang Fine dictionary. The steps that must be taken in the development process is judicial review and test the product. Developing more away then performed with field tests, the use of this dictionary directly in the study. To develop products of this dictionary, it should be done through an approach to research that is intended so that the product is suitable to be used as needed.

In the evaluation, the process and the model of development, which is also modified by the researchers will do two test ie for one-one validation (test one-on-one) and field validation group (field trial). At one-one validation (test one-on-one) is a validation that includes payload design and a dictionary entry. Validation will be conducted by two experts, namely material experts and design experts. As for the development of language learning dictionary Palembang this Fine, good design, content and the substance of its feasibility was tested on two experts. On the field group validation (field trial) that validation is not intended for the assessment of product development, ie seek and obtain input from students, but field trials have been more of test validation directly on the effect the product has on language teaching Palembang Fine, especially their understanding and knowledge about Musi Language Smooth as well as to establish and create understanding of the diversity of the students' ethnicity. Therefore, it is more on a quasi ie will try to test the extent of the effect of these supplements on their understanding of ethnic diversity to create social harmony. Rate this quasi obtained by direct observation and tests of learning outcomes, both pre-test and post-test, and the questioner. Population in development research was all students in high school (SMA) in Palembang. While the samples were taken by using purposive sampling (samples aiming / consideration), namely by taking a sample of students of class X consists of three schools, High School (SMA) the country and High School (SMA) private. In this study, data collection techniques, namely: the first for the data collection instruments in the form of input from experts in exploring data about the truth of the concept, the researchers conducted a discussion and delivery of products made with the evaluation sheet that direviu experts and they were asked to comment on the resulting product , As for the

feasibility of digging element sheet products based on the Review of the subject matter experts and media experts. Whereas, in digging element product usability by conducting field trials conducted against the students of these schools in the form of quasi experiments with engineering documentation, observations, and tests.

Data analysis techniques in the development of this product will be used descriptive analysis quantitative analysis of the variables on the quality of the product consists of two aspects, namely the aspects of product quality and quality aspects of the presentation. As for the analysis of field trials on the effect of this supplement to the knowledge and understanding of the students in the form of quasi-F test was used. So in answer to the problems in the research development, especially validation of field trials used a combination of the analytical techniques of observation and testing techniques are analyzed using variance through Frasio. Dictionary developed quality criteria, refer to the criteria stated Nieveen (1999: 22), the validity, praktikabilitas, and effectiveness.

4. Results and Discussion

A. Research Result

In this section we describe the results of the study in accordance with the stages of research and development of Borg And Galls simplified include: Phase surveys (initial research as a basis for planning the product to be developed), Stage Plan (design model), Do (to make the product), validation (validate), test (test product), dissemination (distributing or publishing the results). (Borg R., & Galls, S. K., 2007: 204-210). The research method requires Educational Research and Development conducted a preliminary study prior to a learning model was developed.

Preliminary study is important as a first step to get data from sources that have been specified in the study design. In addition, the preliminary study is a conceptual basis derived from the theories and research results relevant past and an assessment of actual field conditions to develop a model. In this study, with the support of the preliminary study obtained dictionaries effective models and can be

adapted to the needs of high school students as well as to environmental conditions available. To obtain the actual condition of the field, there are two sources of data used in preliminary studies, namely: high school students and high school teachers who teach in the city of Palembang.

The school is located in the city of Palembang and the past is any guide-shaped observation rating scale coupled with the necessary records, interview, and documentation. Respondents who is the source of the data is in the form of samples was determined by sample techniques aiming (purposive sampling). In addition to the condition of these schools also note the identity of the teacher, it is necessary to know the background of teaching experience.

From observations made can be seen that all teachers educational background of undergraduate and even graduate field of linguistics. But teachers who can speak well Palembang Alus no. This means the teacher is actually considered not feasible to teach formally. Nevertheless with the help of informal labor, which is the master Bebaso, then this bit can be overcome.

In a preliminary study, obtained the condition of language learning in high school Palembang performed through documentation study, classroom observation, and interviews. Documentation and observation of the study data showed that learning English Palembang Alus (bebaso) has not been taught in all schools in the city of Palembang, including in the upper secondary school level. Local governments are not included lessons that explore local culture in this case is bebaso which is now endangered. In this study selected two schools were used as a model for language learning Palembang Alus.

1. The condition of learning in high school studied.

Lesson Plan Objectives and five teachers who were respondents in this study is divided into two groups in view and treat objectives and lesson plans. Three people who prepare lesson plans (77.07%), two others (22.93%) to teach without a written plan or just follow the flow of activities in a resource book with slight modifications to the order according to the needs of students.

The first group considers it necessary to make a special note (lesson plans) which can be used as a guide to provide a learning experience to students through the formulation of basic competencies, objectives, and indicators of achievement of the basic competencies. It was intended that they are not out of the plan of the learning experience that has been set on the consideration tugasdan realistic language training and pedagogical. It is clearly visible from the opinion of teachers is very high willingness to be developed further in order to facilitate and guide the students to learn.

The second group is more dependent on resource book with just a little attention to the suitability of teaching materials and tasks as well as training provided. The group looked at the book as a primary reference source any bebaso learning activities that tend to follow the methods suggested in the order of submission of the author, and how to do the work and training, regardless of the amount of the corresponding time based objectives related competence development. As a result, learning tends to be rigid and monotonous as dictated by the authors are far from understanding the class condition where it was used. Here are some things that can be put forward from both groups above: Because it does not have a local curriculum syllabus, teachers tend not to formulate basic competencies, objectives, and indicators. The formulation of the basic competencies are generally adapted from Curriculum 2006 or book resources without regard emphasis learning experience into focus. Basic competencies and indicators are generally not in accordance with the duties and exercises provided. The tasks and exercises there are less meaningful and relevant to students' progress, especially with regard to the processing capacity factor (processing capacity) language.

2. Instructional Materials / Methods of Submission

a. Teaching materials

Most teachers glued to the material, assignments and exercises in the book regardless of the particular source language processing capacity factor of students in completing tasks and exercises. They have not adapted material, assignments

and exercises with ability siswa. Variasi material, assignments and exercises more dependent on the teacher reference books. Most teachers just follow the beat writers who poured material, assignments and exercises based on the variability that do not take into account the real needs of specific students. Therefore learning tend to stick to the award-language experience that is less communicative with the dominant pedagogical tasks and exercises with right or wrong answer format. All teachers have been given a new experience for the students, although less attention to the reality of where, when, and to whom an appropriate use of speech. In addition, they also have not been able to distinguish the complexity of the cognitive demands contained by the task and the exercise so that the sequence often do not follow the principle of easy to difficult or from the concrete to the abstract. Teachers still do not understand how to: facilitate students to be able to express themselves through communicative activities, presenting vocabulary and speech-new appropriate level of student progress, engage students to be able to use spoken language or write meaningful and flow naturally by topic and interpersonal relationships between users language, and presents a significant language in the cultural context of native speakers.

b. Submission methods

Most teachers do not understand the importance of preliminary activities to usher students into the new experience. They opened the lesson by asking questions about what students are learning in advance. If a question is not answered correctly, the teacher explains the material in question. Then gave an explanation of what will be learned then.

For the core activities of teachers has facilitated the reconstruction of a new experience, but limited only to tasks / exercises in textbooks while playing according to the needs of high school students. Before the students do the work / training, teachers must first give an example. Then he gave time to the students to memorize the language either individually or in groups. After the students finished, the teacher then check the answers and explain again the wrong answer. Teacher has helped both classically and individually if students find difficulty.

One fundamental thing that has not done is to provide guidance and directs students gradually discover by yourself the facts, knowledge and skills into learning objectives. It turned out that all teachers do not perform feedback through targeted questions.

Students are not given the opportunity to realize a new experience gained in order to compare it with previous knowledge and skills. However, they give positive reinforcement in the form of praise for the students who have successfully answered correctly. It is different is the frequency of praise. There is a compliment too often tends to be interpreted as an expression of ordinary teachers do, that means not giving meaning anything that can motivate learning.

The learning activities did not facilitate the application of facts, knowledge and newly acquired skills in solving problems katau authentic pedagogy. Tasks and exercises provided by the teacher fixated on core activities, in which students are confronted more stout on solving the problems of the pedagogic resource book. The use of media is not to facilitate students understand the concept of the concept of language because it is not accompanied by a clear context.

Teachers are also not using the environment as a learning resource. For example the use of myself and my surroundings introduce students to new vocabulary and communicative activities such as writing or speaking about a topic. All the teachers have not presenting significant drill (meaningful drill). They present a mechanical drill, students repeat the spoken speech teacher with an emphasis on the sounds of language and intonation are deemed appropriate. The procedure adopted ranging from classical repetition, half the class, and finally individually. Continue until the student is able to pronounce the sounds of language and intonation of sentences are acceptable. Teachers always correcting students' mistakes. However, not all teachers are able to implement error correction students with a more polite manner. For example through paraphrase or repeat the same sentence in the form and correct pronunciation while giving the impression through the eyes or with a certain tone and expression.

3. Process / Learning Interactions

a. Learning process

The teacher presents the material quite well because it has been studied before class even any of them bring a little note to set the order of presentation with a slight modification of the source book. Modification of the order of presentation is based on a logical sequence that estimated in accordance with the material relevant to a particular topic. However, the timing of activities is often overlooked that the completion of tasks and exercises are often determined by the fast-slow students. It happens because they do not have the knowledge of how time is right for a child to complete tasks and exercises according cognitive demands inherent in the task.

Teacher's explanation on every execution of tasks varies greatly. There are explained after making sure students are ready to accept the explanation. Partly explain regardless of whether all students are ready or not. Others give an explanation, checking students' understanding through questions or send one back explaining how to do the work and training are only partially monitored learning activities show that students tend to be more active than teachers in completing tasks and exercises.

In this case, the students ask questions when it encounters a problem that can not be solved alone. How teachers to answer student questions varied. No one answered she wrote on the blackboard. Most replied, asking the students to pay attention to the book source then explained at length. The other replied after making sure no other students who can help. In general, teachers provide assistance as needed, which is different caranya- Most around the classroom, watching the students about work and training while giving a brief explanation when it finds students in trouble, others are just waiting for questions from students while watching the action from the front of the class, help is usually given in the form of explanation to all classes.

Teachers have the seriousness present lessons. This was evidenced by a loud sound was quite audible to the whole class, gestures that reveal the seriousness and face beaming, as well as the treatment of a good student. All

teachers establish good relationship (rapport) with students who facilitates learning that is not gripping (non-threatening atmosphere). Teachers and students understand the roles and duties of each so there is no miscommunication when performing tasks and roles. In terms of using bebaso, all teachers still require increased smoothness (fluency) and accuracy (acuracy) better, both regarding grammar and diction and pronunciation and accent right (register) to express ideas and concepts. This is understandable considering the teacher in everyday life tend to use Malay Palembang; Language is not a smooth Palembang (bebaso).

Teachers also less creative in organizing the classroom, the learning process tend to be monotonous. They organize students to work individually, in pairs occasionally talking into practice by reading the dialogue from the book source. Likewise in the activities provide guidance and completing tasks and exercises, as well as determining a learning tool. Most teachers just use tools to exploit the images in the source book, others make themselves according to the needs of learning topics. Initiatives teacher looks of how often and variatifnya encourage the students to study harder when you find students who need help completing tasks and exercises. Not all teachers are able to initiate appropriate to stimulate (motivate) students to complete tasks and exercises properly.

b. Learning interaction.

In general, teachers have not been optimally encourage all students to actively participate in every activity. Students have not fully given the opportunity to take part in completing tasks through discussion groups and draw conclusions. Only a small proportion of students (impress the same people), which dominates and is actively involved in the debriefing. This factor is more prominent because of the interest in the subject bebaso is still lacking.

Students are not getting many opportunities to ask and argue. Teacher limit the time to ask, more than happy to explain while the students listen to the orderly. In general, teachers have not been able to create an atmosphere that encourages language students ask questions and express opinions Not all students

attentive and involved in every activity. This situation is quite common when the lesson.

They tend to be passive and wait until the teacher stepped in to help. Approximately 25% -35% others tend to pay more attention, more active and initiative to involve themselves in any activity. Classroom atmosphere conducive enough. Students do not feel anxious except learning 'grammar' when students are confronted with right or wrong answers. Bebaso learning for students more appropriately paired with learning foreign language for them. Therefore, teachers should also look towards there.

c. Evaluation

All teachers have not done an evaluation process, let alone use evaluation tools such as check lists, performance assessment, and assessment of students' progress more. Teachers have not done formally formative evaluation for some reason was not enough time. To determine the success of students, teachers check in the classical work by asking the "right" or "wrong" on each item on. Teachers then estimate what percent of students answered correctly and incorrectly. They do not understand that the evaluation process is important to monitor the students' progress so as not to prepare from scratch.

Teacher evaluation of learning outcomes do not prepare well, have not made a grating test. Test items do not represent four language skills and language elements, and even tend to focus on testing the language areas only. Most teachers just picking back issues of the tasks and exercises from the book sources that have been completed before the student. Through the analysis of documents, found approximately 84.34% of the 30 items tested the ability of students to the vocabulary and grammar. The rest 15.66% test reading comprehension.

d. Motivation and attitude of students towards learning multiple languages

To know about the motivations and attitudes of high school students to study Multi language, given the open questions with a question: "How did your experience in learning the language for this? By means of interviews on students

(respondents) to approach the children, with the intent to dig deeper much information about the opinion of high school students. However, due to special learning bebaso they have never experienced, the question is limited to the knowledge of their bebaso and possible keberminatan to the lesson.

B. Development of Preliminary Draft Curriculum

The development of preliminary draft curriculum subjects of regional languages in the education system in Indonesia, especially for primary and secondary education adopted the model of communicative competence, and models of language as social semiotic system. Both of these models have implications on the need for multi-language learning model is appropriate and can accommodate the characteristics of the local language lessons. For example, a model of communicative competence implies mastery of competencies discourse supported by -kompetensi another to someone capable of using language as a tool to express the meaning of an interaction. Similarly, in the model of language as social semiotic system, learning is packaged in three important aspects that can not be separated from the context of meaning, the text and the language system.

Meaningful learning model accommodates both the above model to meet the needs of local language learning for high school students in particular. Model bebaso dictionary is considering the suitability of the characteristics of students as learners regional languages in the education system in Indonesia. It has been mentioned in the introduction to the theory, that the student has a typical (characteristic) of its own in many respects different from language learners. Students have the cognitive experience as an entry behavior, from diverse socio-cultural environment, communicate in several languages before learning the local language and culture within a culture native to the students themselves, as well as linguistic distance between languages.

These things into consideration so that the model considered most suitable means. Models display multi language dictionary meaningful believes that the

essence of language learning objectives at the local high school is that the students want and appreciate (appreciate) one of the local wealth, the language. Therefore, it is: (1) material, sources and media adapted to real-world learning and social environment of students. (2) the complexity of the task of training language and the language adjusted to the level of intellectual development of students (concrete operation), (3) assignment / exercise would be meaningful for students when multiple languages are presented in the form of a whole and in the context of the real world, (4) talks about grammar abstract done by a wise, (5) optimizes the senses of students in the play while learning the language, and (6) help students grow and gain meaningful experience, and (7) take advantage of optimal age in acquiring language.

C. The contents of Model Validation Test Developed

The development goals dictionary bebaso here adapted the efforts of researchers and teachers in the achievement of educational goals develop a regional language is almost extinct, both in the activities of listening, speaking / storytelling / writing, or in writing, as well as various types of knowledge that others such as understanding the culture of Palembang past.

This stage is the stage of validation and multi-language dictionary revision by experts in material and media experts, the analysis of the validation conducted by experts for consideration to revise the local language dictionary that is being developed. If the dictionary bebaso developed already meet the eligibility criteria, then this dictionary is ready to be tested on a small scale implementations. Design validation results displayed include the material aspects and media aspects of the multi language dictionary that is being developed. design validation phase will be outlined as follows.

Assessment Specialist Media Dictionary Bebaso judged by media experts. Results of the first assessment, a media expert advises for asking revised dictionary, aspects of design and text. The following revisions made to see: Feedback from media experts analyzed by researchers to conduct repairs on

bebaso dictionary developed. Results of improvements dictionary bebaso given back to the specialist media for the second assessment and validation process. The second assessment is the assessment of the latter, because they get a decent dictionary format according to media experts. Results of the assessment of media experts 78.08%.

Based on the results of the assessment of media experts, Dictionary bebaso developed ready for use in small-scale trials. Based on the criteria established in the research methods. the dictionary bebaso developed included in the criteria for "eligible".

D. Trial Use Multi Language Dictionary (Test Execution Field).

After testing Dictionary bebaso stages 1 and revision of the product, followed by testing the product in the field with the number of students more. Product trials conducted to obtain data on the effectiveness of the product bebaso dictionary developed to support students' learning outcomes. In addition to trials of these products also do data capture student responses to the use of the product bebaso dictionary. The pilot phase of the product using the product dictionary bebaso revised based on suggestions for improvements which were acquired during previous trials bebaso dictionary.

5. Conclusion and Remark

Based on the results obtained the following conclusions: 1) Dictionary bebaso have been developed with a very decent categories based media expert assessment reaches 78.08% and 84.25% of matter expert. 2) Dictionaries bebaso effective development outcomes applied in SMA PHRI 2 Palembang to enhance students' understanding of the phenomenon of language. The positive response guardians of students against the use of dictionaries bebaso result of development reached 79.01%.

To be able to apply the dictionary bebaso teachers should have poured his creativity into the plot before it happened in the dictionary bebaso.

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