



Revitalizing Regional Languages through Storytelling and Read-Aloud Activities at Elementary School Level in Bangka

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ABSTRACT

This study aims to describe and explain the process of revitalizing regional languages and analyze the results of implementing these activities through read-aloud activities, especially at the elementary school level in Bangka. This research is motivated by the phenomenon of the threat of regional language extinction in daily activities. Regional languages are one of the cultural identities that are characteristic of a region. The active role of a community's culture is directly proportional to the enthusiasm and pride of the community in using their regional language. The method used in this study is descriptive qualitative conducted naturally on natural objects. Data were collected through participatory observation, in-depth interviews with teachers, questionnaires with students, and documentation of classroom activities. This study obtained findings in the form of an overview and process of implementing storytelling through the read-aloud method using children's storybooks in the Bangka regional language. Data analysis shows that the read-aloud method functions as an introduction in the cognitive process that makes it easier for students to understand regional languages. Based on this explanation, it can be concluded that revitalizing regional languages through read-aloud storytelling activities is effective in rekindling interest in the habit of daily conversation in formal and non-formal settings using regional languages. Furthermore, it is recommended that schools integrate this research method into the local content curriculum which will have an impact as a solution so that regional languages in formal and non-formal environments do not experience the phenomenon of extinction.

Keywords: language revitalization, regional languages, storytelling activities, reading aloud

Revitalisasi Bahasa Daerah melalui Kegiatan Berkisah dengan Membaca Nyaring pada Jenjang SD di Bangka

ABSTRAK

Penelitian ini bertujuan untuk menggambarkan dan menjelaskan proses revitalisasi bahasa daerah serta menganalisis hasil penerapan kegiatan tersebut melalui aktivitas membacakan nyaring terutama pada tingkat SD di Bangka. Penelitian ini dilatarbelakangi oleh fenomena terancam punahnya bahasa daerah dalam kegiatan keseharian. Bahasa daerah menjadi salah satu identitas budaya yang merupakan ciri khas suatu daerah. Peranan aktif budaya suatu masyarakat berbanding lurus pada antusias dan bangganya masyarakat dalam menggunakan bahasa daerahnya. Metode yang digunakan dalam penelitian ini adalah kualitatif deskriptif yang dilakukan secara naturalistik pada objek yang alamiah. Data dikumpulkan melalui observasi partisipatif, wawancara mendalam dengan guru, kuesioner dengan siswa, serta dokumentasi aktivitas kelas. Penelitian ini mendapatkan hasil temuan berupa gambaran dan proses penerapan berkisah melalui metode membacakan nyaring dengan menggunakan media buku cerita anak berbahasa daerah Bangka. Analisis data menunjukkan bahwa metode membacakan nyaring berfungsi sebagai pengantar dalam proses kognitif yang memudahkan peserta didik dalam memahami bahasa daerah. Berdasarkan penjelasan tersebut dapat disimpulkan bahwa revitalisasi bahasa daerah melalui kegiatan berkisah membacakan nyaring (*read aloud*) efektif untuk menumbuhkan kembali minat pembiasaan percakapan sehari-hari dalam ruang lingkup formal maupun nonformal menggunakan bahasa daerah. Selanjutnya disarankan kepada pihak sekolah untuk mengintegrasikan metode penelitian ini dalam kurikulum muatan lokal yang berdampak sebagai salah satu solusi agar bahasa daerah di lingkungan formal maupun nonformal tidak mengalami fenomena kepunahan.

Kata kunci: revitalisasi bahasa, bahasa daerah, kegiatan berkisah, membacakan nyaring

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INTRODUCTION

The threat of regional language extinction is increasingly apparent in today's era, and this is also true in Indonesia, which has a diverse range of languages in each region. This is evident in the many parents who are more motivated to introduce foreign languages and Indonesian to their children in daily activities. Furthermore, many urban communities use regional languages as a second language (Munirah Muin & Sulfasyah, 2018). Furthermore, it is a mistake for parents who feel embarrassed to make the use of regional languages ingrained because they consider regional languages less dignified and prioritize other, more prestigious languages such as foreign languages and other languages (Masfufah, 2024). This factor is one of the reasons why regional languages are increasingly used and are threatened with extinction. This statement is in line with UNESCO's statement in the 2020 International Mother Language Day commemoration that 40% of the world's population generally does not have the ability to communicate in their mother tongue (Ministry of Education and Culture of the Republic of Indonesia, 2022).

The threat of global erosion of regional languages also occurs in the Bangka Belitung region. This is consistent with a 2022 study by the Bangka Belitung Islands Province Statistics Agency (BPS), which stated that the use of regional languages is declining (Munaf, 2023). Therefore, based on this phenomenon, regional language preservation is necessary, especially in the Bangka Belitung region. This language revitalization also aligns with what Minister of Education, Culture, Research, and Technology Nadiem Makarim stated, as part of the implementation of the independent learning curriculum, episode 17, because regional languages can preserve local culture and traditions (Hendriyanto, 2022).

Regional languages are a cultural identity that is a distinctive feature of a region. The active role of a society's culture is directly proportional to the enthusiasm and pride with which they use their regional language. The use of regional

languages in a society is considered an effort to preserve national culture because regional languages reflect a symbol of a community's identity and character (Asrif, 2019; Wirajayadi et al., 2021). The more pride a community feels in using their regional language, the more rhythmic its use will be. This statement concludes that regional languages are the primary identity, a distinguishing symbol for each region, and a unique characteristic. Pride in using regional languages is the primary reason for preventing regional languages from becoming endangered. Furthermore, this attitude toward using regional languages aligns with the Language Office's motto as a form of regional language preservation: "prioritize Indonesian, preserve regional languages, and master foreign languages."

Language revitalization in each region has its own unique culture. Each language holds local wisdom that is a tangible manifestation of the values and behavioral patterns of society that have accumulated over centuries. The extinction of a language from civilization is a consequence of the lack of preservation efforts, a process that also eliminates the noble heritage of its owner society. According to Robinson, Executive Director of the First People's Cultural Foundation, Sugiyono estimates that approximately 90% of the world's languages will become extinct by the end of the 21st century. Sugiyono further stated that if the rate of language extinction predicted by Robinson also applies to languages in Indonesia, it is possible that by 2099 only 74 languages will remain in Indonesia.

The revitalization of regional languages will be implemented in schools through storytelling activities using the read-aloud method. The read-aloud storytelling activity is interspersed with discussion patterns to stimulate and provide feedback on understanding of the content of the story being read. The teacher, as the storyteller, will first study the book's contents to understand the storyline. In accordance with the criteria for read-aloud, the stages before reading are carried out by the reader to tell the story. Furthermore,



during the reading process, the first stage is introducing the book to students, the second is reading the book with a discussion trigger based on illustrations and inserting vocabulary, and the third is a book discussion using key phrases, such as “why” and other questions to encourage children’s thinking in providing answers (Meutia Mega Syahputri & Dewi Retno Suminar, 2021). The read-aloud storytelling activity, which emphasizes discussion as a trigger during the storytelling activity, is expected to create an interesting impression on children when the story is told.

The aim of this study is to determine the process and results of implementing regional language revitalization through storytelling activities by reading aloud at the elementary school level in Bangka. This study is expected to provide an overview of the language revitalization process and the results of its implementation after being implemented through storytelling activities with read aloud, especially at the elementary school level in Bangka and can be used as one of the reference materials so that the implementation of regional language revitalization becomes a curriculum in the learning process, especially in the Bangka region.

The issue of language extinction is a topic for which solutions must be found. This is also recognized by the Language Agency of the Ministry of Education and Culture. One such effort is through language revitalization. According to (Kemendikbud, 2023), revitalization is the process or act of reviving or reactivating a language. When combined with the word “language,” it can be defined as the process or act of reviving or reactivating a regional language from the threat of extinction or loss. This is in line with the opinion (Harimansyah, 2017), who stated that revitalization is an effort or endeavor to increase the vitality of a language through activities that include the process of developing, protecting, and fostering language speakers so that the use of that language increases and expands.

The Minister of Education stated that the ultimate goal of regional language revitalization is, first, to enable young speakers to become active speakers of regional languages and learn them joyfully through their preferred media. Second, to safeguard the viability of regional languages and literature. Third, to create a space for creativity and independence for regional language speakers to preserve their languages. Fourth, to find a new function and home for regional languages and literature (Kemendikbudristek, 2022).

In the meaning of the word storytelling activity, it is necessary to clarify its understanding in this study, so that it has the same understanding and can be understood easily. According to (Ministry of Education and Culture, 2023) the word activity comes from the word *giat* which means activity, effort, or work. Etymologically, the word *tell a story* comes from the English words “story,” “narrative,” “tale,” and “story.” In Indonesian, it can be translated as “a story about events in someone’s life” and uses the prefix “ber-” to tell a story, meaning to tell a story or narrative to others. (Ministry of Education and Culture, 2023).

Based on its definition, storytelling can be said to be similar to *storytelling*, a learning technique that relates an event, incident, or story, whether in fiction or non-fiction. This aligns with Subur’s (2015) opinion that *storytelling* is a process carried out by narrating a sequential account of an event or incident, the actions and experiences of others, whether actual or fictional. Furthermore, more specifically, the *storytelling* method is defined as a technique for conveying material through a systematic narrative of a series of events. This method presents the chronology of an event, whether a real or fictional experience, including the actions and life journeys of the characters within it.

According to (Zaini, 2008), *reading aloud* is a strategy that can help students concentrate, discuss, and ask questions. According to (Tarigan, 2008), *reading aloud* is a tool for teachers, students, or readers in a collaborative activity with others as listeners to capture or understand the author’s

information, thoughts, and feelings. The person reading aloud must understand the meaning contained in the reading material being narrated. The process of reading aloud not only provides information about the material being narrated but also contributes to vocabulary building, conditioning the child's brain to associate reading with happiness, creating background information, providing role models for reading, and naming the love of reading (Trelease, 2022). However, what is different about the process of reading aloud, and this is a characteristic of this activity, is the conversation or discussion about the reading material being narrated during the storytelling process.

This method of reading aloud, apart from attracting children's interest in listening because it uses intonation in conveying the story, also has several benefits. The benefits of this read-aloud method include being very effective in improving children's reading comprehension. This is because the reading aloud method can hone imagination, skills of listening, and provide inner satisfaction for students. Furthermore, it also serves as a means of sparking ideas during ongoing discussions to increase focus and motivation for active, collaborative learning (Rahman, 2023). In the family setting, read-aloud can strengthen the bond between children and parents who read the story because of the discussion process between the reader and listener.

There are quite a lot of studies discussing the revitalization of regional languages, including research conducted by Rabiah and Masfufah (Rabiah, 2013; Masfufah, 2024). Their research is also linked to the learning aspects carried out by teachers with students, similar to the research conducted by the researcher. However, in this case, Rabiah focuses more on the revitalization of regional languages with local content based on the curriculum implemented in the Makassar area. Then, research conducted by Wibawa, who examined the revitalization of Balinese regional languages but at the high school level (Wibawa, 2017). Wibawa focuses on the same dependent

variable as the researcher, namely regarding language revitalization, but differs in terms of the independent variable. Meanwhile, research conducted by I Wayan Sugita and I Tilem Pastika (Sugita & Pastika, 2022). This research is motivated by efforts to maintain the existence of Balinese culture by revitalizing the Balinese language through the Gong Drama Performing Arts. This revitalization effort is also being carried out using digital transmission media tailored to the younger generation to ensure the survival of the Balinese language. Furthermore, research conducted by Utama (Utama, 2020) focuses on case studies of language revitalization in terms of the use of regional languages for early childhood.

METHOD

Researchers examine social issues using natural objects. Accordingly, this study employs qualitative research, a naturalistic research method, as it is conducted in natural conditions and with natural objects, and the collected data will be analyzed more qualitatively (Sugiyono, 2020; Abubakar, 2021; Razak, 2017). The natural objects used by the researchers included field studies, enabling investigations. Furthermore, they interacted directly with informants to obtain comprehensive information regarding the revitalization process of Bangka regional languages at the elementary school level. The researchers then conducted a story-telling and read-aloud activity at elementary schools in Bangka to obtain the results of the implementation of regional language revitalization.

This research is a descriptive qualitative study that will provide a social overview of the realities and phenomena of the regional language revitalization process, as well as the results of the implementation of regional language revitalization through story-telling and read-aloud activities at the elementary school level in Bangka.

This research was conducted at SD Negeri 3 Pangkalpinang, Pangkalpinang City, Bangka Belitung Islands. This storytelling activity will serve as a depiction of the revitalization of the Bangka regional language, supporting students'



habituation to using the regional language in formal settings, ultimately leading to its use in non-formal settings. The subjects of this study included school principals, classroom teachers, and students involved in the Bangka regional language storytelling and read-aloud activities. Informants were selected using purposive sampling, a data source sampling technique with specific considerations (Sugiyono, 2020). In this case, the informants in this study were considered to meet the research criteria, understand the needs, be directly involved in the research process, and have theoretical and practical experience in read-alouds. The selection of informants also aligned with the data collection process, ensuring that the data obtained was relevant and accurate, in line with the research focus.

The data collection technique in this study employed field studies using several methods: observation, interviews, literature review, and document study. Observations were conducted through direct observation of the use of regional languages in daily communication activities at school, both during the learning process and interactions outside of the learning process. Observations were also conducted during the story-telling activity, which involved reading aloud. These observations focused on the interaction between students and the storyteller. The story was read by one teacher, with 18 students listening. Then, in-depth semi-structured interviews were conducted with informants familiar with the school's situation regarding the regional language revitalization process, and other supporting factors related to the use of regional languages in the school environment were discussed. Interviews were also conducted with several students regarding their regional language habits and their opinions after implementing the Bangka regional language read-aloud storytelling activity. Literature review was conducted by gathering data from several literary sources relevant to the focus of this research (Sugita & Pastika, 2022). Documentation in this study included activity photos and other supporting documents to strengthen and support the observation and inter-

view data from the regional language revitalization process at the elementary school level in Bangka.

The data analysis technique used in this study was the Miles and Huberman model (Sugiyono, 2020). The qualitative data analysis was carried out interactively and continuously until completion. This involved data reduction from observations, interviews, and documentation. The data was addressed to the principal for general information and to the homeroom teacher for specific and detailed information and clarification of the required data. Then the data presentation is in accordance with the results of data reduction and completion in the form of conclusions or verification that are in accordance with the research objectives.

RESULT

This study provides an overview of the process of regional language revitalization at the elementary school level in Bangka. It then describes the results of implementing regional language revitalization through storytelling activities with read-alouds, specifically at the elementary school level in Bangka. The description of the regional language revitalization process at the elementary school level in Bangka draws on observations made during the researcher's participation in observations and interviews with informants. The description of the results of implementing regional language revitalization through storytelling activities with read-alouds, specifically at the elementary school level in Bangka, will be illustrated during the storytelling activities at each school.

Regional language revitalization can be implemented within an institutional setting, namely schools, communities (i.e., community-based), and families (Ministry of Education and Culture of the Republic of Indonesia, 2022). Activities undertaken in revitalization efforts vary widely depending on the implementation within the institution. The concept of school-based regional language revitalization, as described in this study, aims to increase regional language mastery through education, both as local content and extracurricular

activities. Participants in this revitalization model are school students. In this case, language inheritance can be carried out in a structured manner through school-based learning if the language's spoken area is adequate.

1. Language Revitalization Process at the Elementary School Level in Bangka

Based on the location of this research, namely SD Negeri 3 Pangkalpinang, an elementary school in Bangka, data obtained through observation, interviews, and documentation describe the process of regional language revitalization at the elementary school level in Bangka. In terms of language inheritance, there has been a shift in the habit of using regional languages ??in everyday communication. Furthermore, in the learning process, language revitalization has not yet become a program in the school curriculum, either as a local content activity or extracurricular activity. The language revitalization process, within the program of the related institution, the Babel Language Office, has implemented several activities to preserve Bangka's regional languages. Overall, the research findings in describing the process of regional language revitalization at the elementary school level in Bangka focus on three concepts: (a) language inheritance, (b) classroom learning processes, and (c) institutional programs.

1.1 Language Inheritance

Research results indicate a shift in the revitalization process of language inheritance. This means that most students do not experience the process of language inheritance. This phenomenon occurs within the family and surrounding environment due to the lack of familiarity with using the local language in both settings. Several factors contribute to this lack of language inheritance, including the fact that most of the students' parents, one or both of whom are not from the local area, lead to cultural assimilation. The phenomenon of cultural assimilation not only impacts cultural melting but also contributes to the loss of the local language (Sundry & Fauzah, 2024). Another factor

is the surrounding environment, which is also no longer accustomed to using the local language. Social environments that no longer use the local language in daily conversation, due to the majority being immigrants, are considered to be a barrier to language inheritance. Communication responses using the local language are also hampered because the interlocutor does not understand the language being used.

Based on the statement above, this indicates that language inheritance is indeed strongly influenced by familiarity within the family and social environment. Thus, based on data gathered through interviews with principals and teachers, and observations consistent with the concept of revitalization in terms of inheritance, the transfer of language skills among elementary school students at the research site has experienced a language shift, as students predominantly use Indonesian in informal settings when communicating with each other.

1.2 Classroom Learning Process

Based on interviews with informants regarding the regional language learning process, it was found that such activities were not yet part of the learning process. This aligns with the class teacher's statement that there has been no policy or outreach from the authorized institution regarding regional language learning to include or insert it into the curriculum, either in extracurricular activities or in local content subjects. However, discussion of this local content material only reached the stage of outreach to teachers. In this regard, the school has implemented a strategy: if there are activities with a regional language theme, periodic practice is only conducted before the activity.

Teachers, as educators in the school environment, have rules requiring communication in Indonesian during classroom learning. However, the school does not restrict the use of regional languages among students. However, observations have shown that most children also use Indonesian in their daily lives. In line with several statements, which align with the concept of revitaliza-

tion in classroom learning, data generated through teacher interviews and observations indicate that structured, school-based regional language learning already exists in the form of outreach from certain institutions to teachers, but has not yet been incorporated into the curriculum.

1.3 Institutional Programs

According to interviews with informants regarding the programs of institutions authorized to revitalize regional languages ??under the umbrella of the Bangka Belitung Provincial Language Office, it was found that the relevant institutions highly appreciate programs related to the regional language revitalization process. Several revitalization programs have been implemented involving elementary school students in Bangka. These include various competitions and festivals, including storytelling competitions in regional languages, children's story writing competitions, teacher training as primary educators, which has resulted in good practices for applying training outcomes to classroom learning and developing teaching materials, mother tongue festivals, and the involvement of literacy communities as community partners.

In accordance with the statement above, interviews with the head of the Bangka Belitung Language Office, teachers, and further observations indicate that the authorized institution has implemented several activities in this language revitalization program. However, policy regarding the implementation of learning within each school remains with the school concerned, within programs linked to regional language revitalization.

2. Implementation of Regional Language Revitalization Through Storytelling and Read-Aloud Activities, Especially at the Elementary Level in Bangka

This storytelling and read-aloud activity was implemented in the third grade of SD Negeri 3 Pangkalpinang, Bangka Belitung Islands, with 18 students. As for the description of the results of the application of regional language revitalization

through storytelling activities by reading aloud (read aloud), this is based on the results of observations in the implementation process of the activity, which was carried out in several stages, namely (a) the reading selection stage, (b) the pre-reading stage, (c) the stage of reading the story from beginning to end, and (4) post-reading.

2.1 Reading Selection Stage

In terms of language, the reading material selection stage found that the data met the criteria for revitalizing the Bangka regional language because the reading material used in the story is in the local vernacular. Furthermore, in terms of readability, this storybook meets the book grading guidelines set by the Center for Books, Curriculum Standards and Education Assessment Agency, namely level B3, for early readers aged 8-10 years. It uses simple language, paragraphs, and complex sentences, and is complemented by colorful illustrations.



Figure 1
Read-Aloud Storytelling Material
Source: Bangka Belitung Provincial Language Office

The reading material selected for this read-aloud storytelling activity is a storybook titled "Segarnya Jus Jeruk Kunci". It contains 310 regional vocabulary words. The storybook, which also features color illustrations with a minimum proportion of 40%, was written by Abghiya Fadhilah Rahim, a writer from Pangkalpinang who was then a student at SMK Negeri 1

Pangkalpinang. This book was chosen because it is age-appropriate and includes a regional characteristic, a typical Bangka drink, and includes a self-development strategy for elementary school-aged children.

The storybook is written in two languages: Indonesian alongside Bangka Malay. The bilingual story tells the story of a thirsty child named Mia who has the idea to make iced Jeruk Kunci. It has a forward-looking plot, set during the day and at home. The moral of the story is to not be afraid to experiment with the ingredients available. If you fail, try again, and you will ultimately achieve maximum results.

2.2 Pre-reading Stage

In the pre-reading stage, the teacher, as the story reader, begins by asking questions based on the illustrations in the book before reading the story. These questions typically originate from the cover of the book being read. In this case, the researcher has prepared questions tailored to the illustrations on the cover, which the teacher, as the story reader, will then adapt to the context of the activity. The topics of the questions are derived from both the context within the book and outside the book. Within the book, questions typically include the names of objects in the story, characters, or actions the characters do. Outside the book, questions can relate to the students' early experiences and daily habits related to the content of the story being read. The questions are aimed at assessing the students' abilities and skills in mastering regional languages. To achieve this, the researcher has prepared five oral questions for this stage, which will then be developed according to the context of the event and the timeframe. The questions are:

- 1) *Cube liet di sampul buku ni, ade ape bai di sini?*
Take a look at the cover of this book, what's in there?
- 2) *Kire-kire tengah ape die ni?*
What do you think he's doing?

- 3) *Ape la ok name minuman yang diminum die ni?*
What's the name of the drink this person is drinking?
- 4) *Siapa yang la sua minum e? Cemane rase e?*
Who is drinking this? What's the flavor?
- 5) *Ade yang la sua muat e lum?*
What's in this?

They show different results for each student when answering questions that are recommended to be answered using Bangka Malay. The researcher created two assessment categories to measure student ability. The first assessment category is "good," meaning students are able to answer questions fluently and appropriately to the context of the question. The second assessment category is "poor," meaning students are unable to answer questions fluently and inappropriately to the context of the question. Assessments are based on students' language use when answering discussion-provoking questions during the pre-reading stage from the teacher as the story reader. A person's ability to use language effectively is defined as their ability to use it effectively in communication (Arnold & Reed, 2019; Yamin et al., 2020). This statement indicates that a student can be said to have mastered the Bangka Malay regional language if they are able to use fluent, context-appropriate language when communicating with others. The following are the results of an oral test administered by a teacher to 18 third-grade students at SD Negeri 3 Pangkalpinang. As many as 7 out of 18 students (38,89 percent) received the good category in using Bangka Malay words. As many as 7 out of 11 students (61,11 percent) received the poor category in using Bangka Malay words. It mean, the test results indicate that more than half of the students had insufficient language skills in Bangka Malay. Most of these students were unable to use Bangka Malay, resulting in only seven students being able to answer questions in the pre-reading stage.

2.3 Story Reading Stage from Beginning to End

During the story reading stage, the teacher, as the story reader, uses regional language, occasionally interspersed with Indonesian to explain the meaning of words unfamiliar to the students. If any vocabulary in the storybook seems unfamiliar or unfamiliar to the students, new vocabulary is added in the regional language. Each page read is interspersed with prompt questions to encourage children to respond more fully to the story being read. This also serves as an indicator for observers that the children understand the story being read.



Figure 2
Contents Page of Read-Aloud Story Reading
Material
Source: Bangka Belitung Provincial Language
Office

Figure 2 shows an example of one of the pages of content that will be read aloud during the core stage of reading aloud, which involves reading a story from beginning to end. The reading material contains 23 pages, juxtaposing Bangka Malay vocabulary with Indonesian. Observations during this stage revealed that some students understood regional language vocabulary that had similar meanings to Indonesian. Examples of these words are shown below:

aik (water)
ni (this is)
dalem (in)
pegi (go)
tige (three)
rase (taste)

nyube (try)
jerok (juice)
laen (other)
asam (sour)
seger (fresh)
panes (hot)
ari (day)
mukak (open)
sikok (one)
same (same)
dak (not)
jadi e (so)
kek (with)
maka (than)
anye (only)
ape (what)
ok (yes)
makan (eat)
aik anget
nue (fun)
care (way)
due (two)
sude tu (after that)
diadok (stirred)
ade (available)
nyiapin (prepare)
agik (still)
lah (already)
ape agik (especially)
sindok (spoon)
banyek (many)
narok (add)
lime (five)
pacak (can)
cemane (how)
langsong (direct)
berasel (success)
tadik (earlier)
maen (play)
basik (stale)
kawan-kawan (friends)
nyamen (nice)
lupak (forget)
gule paser (sugar)

kire-kire (around)
menggambil (take)
penyaring teh (strain the tea)

Based on the data above, observations during communication during the story-telling and read-aloud activities indicate that the students mastered 52 vocabulary words. The vocabulary was compiled from reading materials or storybooks read by the teacher, and several words were repeated in the script. In detail, the students clearly mastered eight nouns, three pronouns, eleven verbs, one adjective, twenty-two adverbs, four numerals, one conjunction, and two interrogatives. Overall, the Bangka Malay vocabulary understood by the students was not significantly different from Indonesian.

However, which examines the students' Bangka Malay language skills, reveals that out of 18 students, only seven had a good grasp of the vocabulary. This is consistent with the presence of several words that were not yet mastered or sounded unfamiliar to the students. Some of these words were old and rarely used in everyday conversation, and during the story reading, students were clearly unfamiliar with them when asked probing questions about them. This is based on the researcher's observations during oral communication during the read-aloud activity. Examples of these words are shown in below.

keradang (thirsty)
dapuk (kitchen)
kulkas (refrigerator)
muke (face)
ingen (want)
lum sua (haven't met yet)
ngucek (erase)
ketak (only)
buet (do)
igak (too)
mikin (make)
biak (in order)
gurak (like)
renyek (want)
merik (give)

bedengkang (hot weather)
lihay (clever)

Based on the data above, the data shows that during the story-telling activity, there were 19 vocabulary words that the students had not yet mastered or that sounded unfamiliar to them. This vocabulary was also collected from reading materials or storybooks read by the teacher in the story script. In detail, it is clear that the students had not yet mastered three nouns, six verbs, one adjective, and nine adverbs. Overall, the Bangka Malay vocabulary that the students did not understand was vocabulary that is rarely used in everyday life and has a very different meaning when written in Indonesian.

2.4 Post-reading

Fourth, post-reading, which is the final stage of the read-aloud process. This process includes a casual discussion that still uses regional languages to ask questions. The questions are about explaining the moral message that can be taken from the story being read. After re-explaining the meaning of new words, there was an increase in students' understanding of the vocabulary used in responding to the final discussion. Although the initial and core read-aloud activities revealed several words in the Bangka Malay regional language that most students did not yet understand, in the final stage, the students attempted to communicate using their newly discovered vocabulary.

DISCUSSION

Based on the research data processing, the first discussion to be explained is an overview of the regional language revitalization process at the elementary school level in Bangka, referring to the concept of revitalization, which focuses on three concepts: (a) language inheritance, (b) classroom learning processes, and (c) institutional programs. The concept of language inheritance explains that the Bangka regional language has undergone a stage of language shift due to its reduced use in the daily lives of elementary school students in



Bangka, both within the family and surrounding environment. This family environmental factor can be caused by the mixing of the parents' regions of origin, resulting in the loss of the regional language inheritance process, which can be described as language assimilation. Similarly, environmental factors are caused by the large number of newcomers who are not from the local area. Furthermore, regarding the concept of classroom learning, language revitalization, especially at the elementary school level in Bangka, has not been included in the school curriculum program. However, within the program concept, the authorized institution has already undertaken several activities to revitalize the Bangka Malay regional language, involving elementary school students in Bangka. These activities include various competitions and festivals, including storytelling competitions in the regional language, children's story writing competitions, teacher training as primary educators, which has resulted in good practices for applying training outcomes to classroom learning and developing teaching materials, mother tongue festivals, and the involvement of literacy communities as community partners.

Based on the statement above, the concept of classroom learning and institutional programs primarily focuses on educators or teachers, specifically teacher training that integrates regional language teaching materials with literature. It is hoped that in the future, local authorized institutions will incorporate this language revitalization program into the local content curriculum or extracurricular activities to address the threat of regional language extinction. The knowledge gained by teachers as primary educators is not limited to educators but can have a greater impact on the creation of teaching materials and good practices by disseminating the acquired material to colleagues at school.

The second section describes the results of implementing language revitalization through storytelling activities with read-alouds, conducted at SD Negeri 3 Pangkalpinang with 18 students. The implementation process consisted of four stages:

book selection, pre-reading, reading the story, and post-reading. Overall, the read-aloud aspect received a positive response from the students, not only due to the engaging reading material and illustrations, but also the story reading, which began with discussion-provoking questions to pique students' interest. The storytelling also utilized intonation according to read-aloud procedures.

Although, in terms of reading comprehension, during the initial discussion, the students' abilities were largely lacking in regional language vocabulary; of the eighteen students, only seven had good regional language proficiency, resulting in a lack of comprehension of stories read in Bangka Malay. Most students only had language skills that have spellings and meanings similar to Indonesian. However, in terms of social interaction, students gain new insights, including the addition of unfamiliar vocabulary, which significantly impacts four aspects of reading aloud: linguistic, cognitive, psychological, and interest (Setiawan, R., 2022). This activity does not test students, but rather provides entertainment in the learning process, as it is packaged with several engaging games. The story read at the end also provides an opportunity for students to express the moral message learned from the story. This encourages students to enrich their vocabulary to understand the moral message derived from the story. The teacher also provides an opportunity for students to convey the moral message by speaking in the Bangka Malay regional language.

Overall, this research suggests that school policymakers should take a role in implementing the Bangka Malay regional language revitalization program into the school curriculum as part of the local content learning process, as students' regional language proficiency is declining. Furthermore, this research requires further research to expand the scope of mastery, not only for students in schools but also for communities in the community, so that the importance of implementing this regional language revitalization program increases across all areas of the Bangka region.

CONCLUSION

Based on the research results and discussion above, it can be concluded that the regional language revitalization process at the elementary school level in Bangka, with the concept of language revitalization based on the first indicator, language inheritance, aligns with the current phenomenon of Bangka Malay regional language no longer being inherited or experiencing language shift in everyday conversation. This was also evident during the initial pre-reading discussion during the read-aloud activity. Students demonstrated a lack of direct discussion skills. This also resulted in a lack of understanding of the discussion starter questions and the flow of the story read by the teacher as the storyteller. The learning process is also relevant to the current phenomenon of the lack of a language revitalization process leading to classroom implementation. However, institutional programs have been very active in promoting activities that promote language revitalization and local wisdom. The institution's initial planning focused on teacher training as an educational tool, and in the future, it implemented good practices, which served as the starting point for the revitalization program's impact at the school level.

Furthermore, the process of revitalizing regional languages through read-aloud activities at the elementary school level in Bangka does not make students feel uncomfortable but rather serves as a fun addition to the learning process, interspersed with several engaging games. In the final stage of the read-aloud activity, after reading, the storyteller provides an opportunity for students to express the moral message learned from the story. This encourages students to strive to enrich their vocabulary to understand the moral message derived from the story. Teachers also provide opportunities for students to try to convey the moral message by speaking in Bangka Malay.

Overall, in accordance with the explanation above, the revitalization of regional languages through storytelling activities and reading aloud is effective in rekindling interest in the habit of daily conversation using regional languages in both

formal and non-formal settings. Additional activities like this need to be implemented again and it is recommended that schools integrate this research method into the local content curriculum which has an impact as one of the solutions so that regional languages do not experience the phenomenon of extinction and continue to be used by students in communicating in the school environment and in the community.

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