Jurnal Pembelajaran Bahasa dan Sastra
Volume 5, Nomor 6, November 2026
DOI: https://doi.org/10.55909/jpbs.v5i6.1955

https://pembahas.dialeks.id/index.php/jp
p-ISSN : 2809-5367
e-ISSN : 2809-6355

Revitalizing the Siak Dialect of Riau Malay Vocabulary Through Innovative Techniques in Specialized Teaching Materials

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ABSTRACT
Proficiency in the Siak dialect of the Riau Malay language is believed to be declining among its speakers, including elementary school students. This is attributed to the influence of other languages and dialects brought by transmigrants—specifically Javanese and Minangkabau speakers—who have settled in the Siak Regency, creating a linguistic enclave. Furthermore, media such as television and mobile phones have also negatively impacted the mastery of the Siak dialect of Riau Malay among elementary students. This study aims to describe: 1) the process of revitalizing the Siak dialect of Riau Malay through instruction that utilizes multiple-choice tests within specialized teaching materials designed for fourth-grade elementary students; and 2) the outcomes of this revitalization effort. The study employs a descriptive method and was conducted during the even semester of the 2025/2026 academic year. The population consists of all 26 fourth-grade students at SD Negeri 02 Sungai Mempura, all of whom were included in the sample. The revitalization process utilized observation guidelines and multiple-choice tests, with the latter presented through specialized teaching materials printed on A4 paper. Data regarding the revitalization of the Siak dialect of Riau Malay among the fourth-grade students were analyzed quantitatively using a scoring technique. The revitalization is considered successful if students correctly answer at least 75.00 percent of the multiple-choice questions. The study findings indicate that: 1) the revitalization procedure encompasses planning, implementation, and evaluation phases; and 2) the mean percentage score on the multiple-choice vocabulary test for the Siak dialect of Riau Malay was 82,69. These results demonstrate that the use of multiple-choice tests within specialized teaching materials is effective in enhancing proficiency in the Siak dialect of Riau Malay.

Keywords: vocabulary revitalization, Riau Malay, Siak dialect, multiple-choice test, specialized teaching materials

Revitalisasi Kosakata Bahasa Melayu Riau Dialek Siak Menggunakan Teknik Inovatif dalam Bahan Ajar Khusus

ABSTRAK
Penguasaan kosakata bahasa Melayu Riau dialek Siak diyakini semakin berkurang bagi penuturnya termasuk di kalangan siswa SD. Hal ini disebabkan oleh pengaruh bahasa dan dialek lain yang merupakan transmigran dari Pulauan Jawa penutur bahasa Jawa dan bahasa Minang di wilayah Kabupaten Siak sebagai wilayah kantong bahasa. Selain itu, faktor media sosial seperti televisi dan hanfphone juga ikut memberikan pengaruh negatif penguasaan kosakata bahasa Melayu Riau dialek Siak di kalangan siswa SD. Penelitian ini bertujuan untuk mendeskripsikan: 1) proses merevitalisasi kosakata bahasa Melayu Riau dialek Siak berbasis pembelajaran menggunakan teknik inovatif dalam bahan ajar khusus untuk siswa kelas 4 SD; 2) hasil revitalisasi kosakata bahasa Melayu Riau dialek Siak. Penelitian ini menggunakan metode deskriptif yang berlangsung pada semester genap tahun ajaran 2025/2026. Populasi penelitian ini adalah seluruh siswa kelas 4 SD Negeri 02 Sungai Mempura yang berjumlah 26 siswa. Seluruh anggota populasi dijadikan anggota sampel. Revitalisasi kosakata bahasa Melayu Riau dialek Siak menggunakan instrumen pedoman observasi dan instrumen tes pilihan ganda. Media tes menggunakan bahan ajar khusus pada kertas HVS A4. Data revitalisasi kosakata bahasa Melayu Riau dialek Siak terhadap siswa kelas kelas 4 dianalisis secara kuantitatif dengan teknik penskoran. Revitalisasi kosakata bahasa Melayu Riau dialek Siak dinyatakan berhasil jika siswa dapat mengisi minimal 75,00 persen dari setiap soal pilihan ganda. Hasil penelitian: 1) prosedur revitalisasi melibatkan kegiatan perencanaan, pelaksanaan, dan evaluasi; 2) skor mean baku persen tes kosakata bahasa Melayu Riau dialek Siak sebesar 82,69. Hasil ini membuktikan bahwa teknik tes pilihan ganda dalam bahan ajar khusus mampu meningkatkan penguasaan kosakata bahasa Melayu Riau dialek Siak.

Kata kunci: revitalisasi kosakata, bahasa Melayu, dialek Siak, tes pilihan ganda, bahan ajar khusus

Submitted	Accepted	Published
06/11/2026	17/11/2026	24/11/2026

Citation	Hidayat, R., Dwiyanti, E., & Putra, A. R. S. (2026). Revitalization Vocabulary of Riau Malay of Siak Dialect Using Multiple Choice Test Techniques in Special Teaching Materials. *Jurnal Pembelajaran Bahasa dan Sastra, Volume 5, Nomor 6, November 2026, 5371-5378*. DOI: https://doi.org/10.55909/jpbs.v5i6.1938

Publisher
Raja Zulkarnain Education Foundation

https://pembahas.dialeks.id/index.php/jp
p-ISSN : 2809-5367
e-ISSN : 2809-6355
Jurnal Pembelajaran Bahasa dan Sastra
Volume 5, Nomor 6, November 2026
DOI: https://doi.org/10.55909/jpbs.v5i6.1955

INTRODUCTION

Mastery of the Riau Malay vocabulary of the Siak dialect is believed to be decreasing among its speakers, including among elementary school students. This is caused by the influence of other languages and dialects which are the languages of transmigration residents, especially the Javanese-speaking transmigrant community in the Siak Regency area as a language enclave. It is believed that speakers of Minangkabau and other regional languages strongly influence their speakers' mastery of the Siak dialect of Riau Malay vocabulary. Of the total population of Siak Regency of 495,760 people (BPS Siak Regency, 2024), ethnic Javanese are estimated at 34.29 percent, ethnic Malays only 26.81%, ethnic Minangkabau 13.78%, ethnic Batak 11.46%.

Apart from that, social media factors such as television and cellphones also have a negative influence on the mastery of Riau Malay vocabulary in the Siak dialect among elementary school students. It is believed that this communication media also influences the mastery of Riau Malay vocabulary in the Siak dialect.

Based on the description above, vocabulary mastery for speakers of the Siak dialect of Riau Malay has the potential to be influenced by Javanese vocabulary, Minangkau vocabulary, and including Indonesian slang vocabulary. That is why it is urgent to revitalize the Riau Malay vocabulary in the Siak dialect at the elementary school level (on this occasion SD Negeri 02 Sungai Mempura was chosen). This revitalization is carried out in teaching and learning activities that use multiple choice test techniques and special teaching materials. The vocabulary test is based on Indonesian. This means that each question item is provided with Indonesian vocabulary to determine its equivalent to the Siak dialect of Riau Malay. The teaching materials contain a kind of small dictionary of Riau Malay vocabulary, Siak dialect and Indonesian. This material is contained in the middle page of teaching materials. The initial part of the teaching material is a Riau Malay vocabulary test in the Siak dialect as a learning technique and at the end it also contains the same test which functions as a test instrument.

This article contains two problem formulations. First, what is the process of revitalizing the Riau Malay vocabulary in the Siak dialect in class 4 at SD Negeri 02 Sungai Mempura? Second, what are the results of the revitalization of Riau Malay vocabulary in the Siak dialect in class 4 of SD Negeri 02 Sungai Mempura?

This article involves two research objectives that are in line with the problem formulation, namely to describe:

1) the process of revitalizing the Riau Malay vocabulary of the Siak dialect in class 4 of SD Negeri 02 Sungai Mempura;
2) the results of the revitalization of the Riau Malay vocabulary of the Siak dialect in class 4 of SD Negeri 02 Sungai Mempura.

Relevant articles were found in several online journal scientific articles. Online journal scientific articles are described below.

Arka (2011) wrote an article entitled Revitalizing Minority Languages ??in Indonesia: Experience of the Rongga Documentation Project, Flores. This paper discusses complexities faced by the minority Rongga people in the context of language maintenance and revitalization, based on field experience in documenting the Rongga language. Issues in language maintenance and revitalization are discussed from a range of macro-variables such as historical, socio-political, cultural, economic and sociolinguistic factors. It is demonstrated that the Rongga case is a typical complex situation faced by minority ethnic groups in Indonesia who have been increasingly marginalized in almost every aspect. The low capacity of maintaining their language/culture is a result of a long and complex process which the people of Rongga have experienced. The effect is that internal and external support has always been weak or absent. Internally, pride of own language/ culture is always low; the function of traditional custom (adat) laws is significantly reduced; poverty is widespread, and there are problems with local human resources. Externally, the Rongga people have been dominated by outsiders at all

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p-ISSN : 2809-5367
e-ISSN : 2809-6355

levels, including at the local level. The introduction of the new Javanese-style village structure has negatively affected the vitality of the Rongga people. In addition, Rongga language is also under pressure from the national/regional language policy in Indonesia. The paper discusses the prospects and challenges ahead, and reports the activities undertaken in the field work.

Rahadini and Niswah (2020) authored an article entitled "Revitalization of Minority Languages in Indonesia." Indonesia possesses a rich ethnic diversity, which has resulted in a wide array of languages corresponding to these various ethnic groups. The languagesspoken by these groups are commonly referred to as regional languages. The status and situation of these regional languages varies; some are dominant (majority), while others are minority languages. A challenge faced by minority languages ??is that they have relatively few speakers, which—if left unaddressed—can lead to language shift. Conversely, there remain numerous opportunities to preserve these minority languages, one of which is through language revitalization. Approaches to revitalization can vary and be tailored to specific existing conditions. This overview is derived from eight articles reviewed in this paper using a systematic literature review methodology.

METHOD

This study employs a descriptive method. According to Abubakar (2021) and Fraenkel et al. (2012), the qualitative descriptive method is commonly used in social science research, including the field of linguistics.

The study was conducted at SD Negeri 02 Sungai Mempura (Elementary School 02 Sungai Mempura). The school, which holds the National School Principal Number (NPSN) 10403546, is located in Sungai Mempura Village, Mempura District, Siak Regency, Riau Province.

The research took place during the even semester of the 2025/2026 academic year, spanning a period of three months. This duration encompasses preparation, field data collection, and reporting activities.

The study population consists of all 4th-grade students at SD Negeri 02 Sungai Mempura who participated in lessons on the Siak dialect of the Riau Malay language. There are 26 students in total, distributed across two parallel classes. The entire population was included in the sample.

An observation guide was used to collect data on the revitalization process. The observation encompasses the planning phase (preparation of vocabulary, teaching materials, and instructional techniques), the implementation phase, and the data analysis phase.

The revitalization activity utilizes specialized teaching materials. The cover page includes a title, student identification details, and the name of the school. The title—"Revitalization of Riau Malay Vocabulary: Siak Dialect"—appears at the top. Student identification details (name and class) are located in the middle, while the school name—SD Negeri 02 Sungai Mempura, Sungai Mempura District, Siak Regency, Riau Province—is positioned at the bottom.

The content of the teaching materials is structured into four components. First, there is a multiple-choice vocabulary test (with four options) serving as a revitalization technique. Second, the words of the Riau Malay (Siak dialect) vocabulary are presented in a dictionary-style format, with the headword on the left and its definition on the right. Third, there are transcription exercises, providing blank spaces for students to rewrite the Riau Malay (Siak dialect) vocabulary; the purpose of this is to ensure that students truly read the material they are transcribing (Razak, 2019). Fourth, a multiple-choice vocabulary test (with four options) serves as an instrument to measure the success of the revitalization for each individual participant.

The test serves a dual purpose: it functions both as an instructional technique and as a tool to measure proficiency in Riau Malay (Siak dialect) vocabulary. To ensure the validity of the vocabulary proficiency test, the following procedures were followed:

First, the specific language aspect to be assessed—in this case, reading skills—was determined.

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p-ISSN : 2809-5367
e-ISSN : 2809-6355
Jurnal Pembelajaran Bahasa dan Sastra
Volume 5, Nomor 6, November 2026
DOI: https://doi.org/10.55909/jpbs.v5i6.1955

Second, the number of vocabulary items to be revitalized was established; this study focuses on 40 basic vocabulary terms.

Third, the format for the Riau Malay (Siak dialect) vocabulary proficiency test was selected: a multiple-choice test.

Fourth, specifications for the Riau Malay (Siak dialect) vocabulary proficiency test were developed to serve as the foundation for constructing the test items.

Data regarding the revitalization process of the Siak dialect of the Riau Malay language among 4th-grade students were analyzed thematically. The results of the revitalization were analyzed using descriptive statistics, specifically the mean and percentage.

A revitalization procedure based on instruction is considered valid if it follows objective and systematic steps. An objective procedure involves revising vocabulary deemed unfamiliar to students, employing strategies aligned with the intended goals, and incorporating instructional materials. The revitalization of the Siak dialect of the Riau Malay language is considered successful based on two criteria: first, a class mean score of at least 85.00; and second, an individual mean score of 75.00.

RESULTS

1. Vocabulary Revitalization Procedure

1.1 Planning Procedure

First, instructional materials for the revitalization of the Siak dialect of the Riau Malay language were prepared using innovative techniques, namely testing and transcription (copying) tasks. This preparation process utilized time triangulation to ensure that the instructional materials were aligned with the learning objectives for vocabulary revitalization.

Second, a lesson plan was developed in accordance with the learning objectives. The time allocation consisted of 2 x 35 minutes for regular sessions and 2 x 35 minutes for review (repetition) sessions. 1.2 Implementation Procedure

First, the implementation of the revitalization of the Siak dialect of the Riau Malay language—conducted through a learning-based approach during the first session for the 4th-grade class at SD Negeri 02 Sungai Mempura—consists of four general activities:

1) each student receives the teaching materials for the revitalization of the Siak dialect of the Riau Malay language;
2) the teacher assists students in writing their names and class on the cover of the teaching materials;
3) the teacher guides students in completing a multiple-choice vocabulary test contained within the teaching materials;
4) the teacher instructs students to copy the definitions of 40 vocabulary terms from the teaching materials into the provided blank spaces, to be completed at home for the following session.

Second, the implementation of the revitalization of the Siak dialect of the Riau Malay language—conducted through a learning-based approach during the second session for the 4th-grade class at SD Negeri 02 Sungai Mempura—consists of six general activities:

1) the teacher instructs students to open the teaching materials for the revitalization of the Siak dialect of the Riau Malay language;
2) students and the teacher reflect on the copied material for the first 10 vocabulary terms;
3) students and the teacher reflect on the copied material for the second 10 vocabulary terms;
4) students and the teacher reflect on the copied material for the third 10 vocabulary terms;
5) students and the teacher reflect on the copied material for the fourth 10 vocabulary terms;
6) the teacher instructs students to complete a vocabulary test on the Siak dialect of the Riau Malay language provided in the teaching materials.

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p-ISSN : 2809-5367
e-ISSN : 2809-6355

1.3 Procedure for Analyzing Vocabulary Revitalization

The success of the revitalization of the Siak dialect of the Riau Malay language is measured from two perspectives: the students' level of engagement during the revitalization learning process, and their learning outcomes regarding the mastery of the Siak dialect of the Riau Malay language.

First, the success of the vocabulary revitalization is indicated by the students' active participation in the learning process. Student learning engagement is measured by the quantity of vocabulary terms copied into the blank spaces provided in the teaching materials. The categories for copying engagement are as follows:

1) very inactive: fewer than 11 vocabulary terms copied
2) inactive: 11–20 vocabulary terms copied
3) active: 21–30 vocabulary terms copied
4) very active: more than 30 vocabulary terms copied

Furthermore, this procedure is carried out to obtain data on the results of vocabulary revitalization. The test results for each sample participant are analyzed using a scoring rubric. Each item answered correctly according to the answer key is assigned a score of 1 (one), while an incorrect answer is assigned a score of 0 (zero). Consequently, the total possible score is 40, based on 40 test items. Subsequently, a standardized percentage score is calculated using the following formula: the score achieved is divided by the total score and then multiplied by 100.

The final step involves categorizing the test results based on standardized percentage scores. This article employs a four-category classification system (Razak, 2000):

1) very low : <60.00
2) low : 60.00 – 75.00
3) high : 75.00 – 85.00
4) very high : => 85.00

2. Results of the Revitalization of the Siak Dialect of the Riau Malay Language

2.1 Level of Engagement in Vocabulary Transcription

The level of engagement in transcribing vocabulary from the Siak dialect of Riau Malay among the sample group was found to be "very active." Out of 26 participants—all of whom are 4th-grade students at SD Negeri 02 Sungai Mempura—21 (80.77%) were categorized as "very active," while 5 (19.23%) were categorized as "active." None of the students in the sample group fell into the "inactive" or "very inactive" categories.

Table 1
Level of Engagement in the Quantity of Vocabulary Transcription: Revitalized Learning Based on Innovative Techniques within Specialized Teaching Materials

Sample Code	Very Inactive	Inactive	Active	Very Active
4101				√
4102				√
4103				√
4104				√
4105				√
4106			√	√
4107				√
4108				√
4109				√
4110				√
4111				√
4112			√	√
4113				√
4114				√
4215			√	√
4216				√
4217				√
4218			√	√
4219				√
4220				√
4221				√

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p-ISSN : 2809-5367
e-ISSN : 2809-6355

Jurnal Pembelajaran Bahasa dan Sastra
Volume 5, Nomor 6, November 2026
DOI: https://doi.org/10.55909/jpbs.v5i6.1955

4222			√	√
4223				√
4224				√
4225				√
4226				√
Total	0	0	5	21
Percentage	0	0	19,23	80,77

2.2 Hasil Tes Penguasaan Kosakata

Hasil tes penguasaan kosakata bahasa Melayu Riau dialek Siak melalui kegiatan revitalisasi menghasilkan nilai statistik deskriptif tertentu. Mean sebesar 33,08 (82,69 persen); berkategori tinggi. Skor maksimum 37 (92,50 persen) hanya seorang (3,85 persen) anggota sampel sedangkan skor minimum 31 (77,50 persen) sebanyk 6 (23,08 persen) anggota sampel. Anggota sampel yang memperoleh kategori sangat tinggi sebanyak 9 (34,62 persen) sedangkan yang memperoleh kategori tinggi sebanyak 17 (65,38 persen) dari anggota sampel.

Table 2
Results of the Revitalization of Riau Malay Vocabulary (Siak Dialect) Using Innovative Techniques in Teaching Materials Specifically Designed for 4th-Grade Students at SD Negeri 02 Sungai Mempura

No.	Sample Code	Total Score	Score	Percentage	Category
1	4102	40	37	92,50	very high
2	4103	40	35	87,50	very high
3	4105	40	35	87,50	very high
4	4216	40	35	87,50	very high
5	4219	40	35	87,50	very high
6	4107	40	34	85,00	very high
7	4110	40	34	85,00	very high
8	4111	40	34	85,00	very high
9	4220	40	34	85,00	very high
10	4101	40	33	82,50	high
11	4104	40	33	82,50	high
12	4109	40	33	82,50	high
13	4113	40	33	82,50	high
14	4114	40	33	82,50	high
15	4221	40	33	82,50	high
16	4223	40	33	82,50	high
17	4224	40	33	82,50	high
18	4225	40	33	82,50	high
19	4108	40	32	80,00	high
20	4226	40	32	80,00	high
21	4106	40	31	77,50	high
22	4112	40	31	77,50	high
23	4215	40	31	77,50	high
24	4217	40	31	77,50	high
25	4218	40	31	77,50	high
26	4222	40	31	77,50	high
	Mean		33,08	82,69	high

DISCUSSION

The Nature of Vocabulary Revitalization

Students who engage in activities—such as listening, writing, speaking, or reading—centered on the objects of revitalization can, in effect, be considered the outcomes of that revitalization process (Kurniawan, 2024; Hinton et al., 2018; Cohen & Allen, 2012). Consequently, the participants who read the instructional materials designed for the revitalization of the Siak dialect of Riau Malay can be viewed as the realization of the revitalization effort itself. In other words, the success of revitalizing these 40 vocabulary items from the Siak dialect of Riau Malay is no longer measured solely through tests of vocabulary mastery.

The students' active participation in the revitalization-focused instruction is attributed to the use of teaching materials that incorporate innovative techniques—specifically, testing and transcription (copying) tasks. Students remain actively engaged by completing exercises, which are framed as "tests." The use of testing as an instructional technique is also documented in various online scholarly articles (e.g., Rofifah et al., 2024; Sabariah & Norisah, 2023; Aryani & Achmad, 2022; Rusdewanti et al., 2026).

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p-ISSN : 2809-5367
e-ISSN : 2809-6355

Furthermore, the inclusion of transcription tasks in the instructional materials reinforces both student engagement and the mastery of the Siak dialect of Riau Malay. The content to be transcribed consists of the vocabulary items provided within the materials themselves. When tasked with copying, students are compelled to read the source material—namely, the lexical entries and their accompanying definitions. In essence, the purpose of the transcription task is to ensure that students read the vocabulary items that form the core of the learning material. The use of transcription tasks is also discussed in several online scholarly articles (Marni & Elfitra, 2026; Muhammad & Wulantary, 2025; Hariyati et al., 2024; Yulaeha & Handayani, 2024; Kasrizal et al., 2025).

CONCLUSION

The revitalization of the Riau Malay language (Siak dialect) vocabulary for fourth-grade students at SD Negeri 02 Sungai Mempura was carried out through three procedures: planning, implementation, and data analysis/reporting. The planning phase involved preparing: 1) instructional materials for the revitalization of the Riau Malay (Siak dialect) vocabulary, utilizing innovative techniques—specifically, testing and transcription (copying) exercises. This preparation employed time triangulation to ensure the instructional materials aligned with the learning objectives for vocabulary revitalization; and 2) the development of a lesson plan. The implementation phase consisted of two sessions, each lasting 2 x 35 minutes. The first session comprised four activities, while the second session—held one day later—included six activities. The data analysis and reporting phase involved evaluating student engagement during the lessons and assessing vocabulary mastery based on test results.

The outcomes of the Riau Malay (Siak dialect) vocabulary revitalization initiative—conducted through instruction using innovative techniques for fourth-grade students at SD Negeri 02 Sungai Mempura—are categorized into two aspects: student engagement and vocabulary mastery. First, the students demonstrated high levels of engagement, evidenced by their completion of the designated spaces in the instructional materials, where they transcribed vocabulary terms and provided their corresponding meanings in Indonesian. Second, the students' mastery of the Riau Malay (Siak dialect) vocabulary was classified as high.

STATEMENT REGARDING GENERATIVE AI AND AI-ASSISTED TECHNOLOGIES

AI technology is used as an aid for language editing and manuscript formatting. The authors remain responsible for the accuracy of the data, the interpretation, the scientific content, and the final version of the article.

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