

Implementation of Thematic Instructional Materials in Teaching Indonesia to Speakers of Other Languages (TISOL)

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Abstract: One of important things in learning process is instructional materials or learning materials. Instructional materials must be adjusted to psychiatric and environment condition of students. TISOL learning will be more effective if using the thematic instructional materials that refers to certain themes. It will make TISOL student easier to understand the materials in TISOL learning. Aims of this research are to describe and explain about the implementation of thematic instructional materials in Teaching Indonesia to Speakers of Other Language (TISOL) learning process. Data resources in this research take from several TISOL learning which organized in 10 province in Indonesia. Data collected technique using take and note technique plus in-depth interview with some teacher and student of TISOL learning. Interview with learner about teaching techniques and teaching materials used in TISOL learning. Interview with student of TISOL about more related with how interest and they would feel after teach by use of thematic instructional materials in TISOL learning. Data analysis technique using interactive data analysis. Data validity test using triangulation, that are triangulation of data source and triangulation of methods. Result of this research, TISOL students which teach by using thematic instructional materials, their learning interest is increasing. They more easily to understanding the subject matter and the TISOL learning more interactive also communicative. The learning process become more effective, doesn't monotonic, and there are positive interaction between teachers and students in TISOL program. Need renewal of thematic instructional materials every year in order to have a novelty value and effectiveness when using in TISOL learning process.

1 INTRODUCTION

Indonesian language become increasingly known around the world. It is reflected by determining Indonesian language as a subject of education in many countries like Australia, Japan, Netherland, Vietnam, etc. Moreover, Indonesian language become 10 most popular languages in the world and is learned by more than 45 countries. Based on Ministry of Education and Culture, there are 650 candidates from 90 countries who attend Darmasiswa Program (a scholarship program offered to all foreign students to study Indonesian language, art and culture) in 2017 (www.darmasiswa.kemdikbud.go.id). It indicates that Indonesian language as well as Indonesian culture become more popular.

Darmasiswa program is a program contributing some countries by sending their students to enter education program in Indonesia. This program is

required students to join special program of studying Indonesian language, which is known as Teaching Indonesia to Speaker of Other Language (TISOL) (Saddhono, 2016). TISOL program is conducted by some institution not only higher education institution but also government institution, like language institution in some areas in Indonesia. TISOL Program can accommodate foreign students to learn Indonesian language which is used as a means of communication during studying in Indonesia (Kobayashi, 20103).

In TISOL program, foreign students are trained to speak Indonesian in a good and right way, especially for communication (Sandel, 2014). TISOL students are encouraged to be active in learning process, so the output of TISOL learning will be effective. There are many factors in determining the effective TISOL learning and produce compatible output with TISOL program stakeholder expectation, learning materials are one

of them (Zhao, Aiping, et. Al, 2013). Learning materials must be well-prepared to be used in learning process and to achieve learning goals containing in syllabus (Mazgon & Sefanc, 2012). Learning materials are one of medium to consider if TISOL students can achieve learning goal or not.

During this time, developing TISOL learning materials is still ineffective and conventional. This development is adapted TISOL learning goals, students' condition, local culture, and expectedly can increase TISOL students' motivation to study Indonesian language (Kramasch, 2000). Thematic learning is an integrated learning with interrelating some subjects in a theme, so learning process can give a meaningful experience to students (Howar, Jay, et. Al, 2014). Some theories applied in thematic learning include philosophical theory related to students' learning process and experience, psychological theory referring to student's psychological development and learning psychology, and juridical theory dealing with Law.

Thematic TISOL learning materials development integrates some themes in learning materials for TISOL students (Smith, Nancy, & Hefner, 2009). These materials tend to show culture and local wisdom. Local culture is used in TISOL learning because cultural aspects become one of 5 standards related to foreign language proficiency such as TISOL which also has those standards (Crawford-Lange & Dele, 2011). Those standards compulsorily fulfilled by foreign students, according to Levinson (2000), including (1) communication, (2) culture, (3) connection, (4) comparison and (5) community.

2 RESEARCH METHOD

The study was conducted in TISOL Program operated in Indonesian higher educations or institutions. The problems formulated are appropriate with research activity and aim of the study. The aim refers to integrating TISOL learning materials based Indonesia culture with thematic approach to improve learning materials implementation. Therefore, the study was categorized as development research (Borg & Gall, 1983). The stages of research and development include 10 stages. However, this study only conducted 4 stages, including (1) introductory study or exploration, (2) prototype development stage, (3) prototype assessment, and (4) product dissemination. The approach utilized was content analysis and qualitative. Content analysis employed to analyze TISOL learning materials based Indonesian culture

through thematic approach. Qualitative research was conducted to describe and to explain perception of students, lecturer and TISOL organizer (Moleong, 2014). Besides, Focus Group Discussion (FGD) was employed to develop prototype model. Moreover, the study also employed triangulation of theory and method, as well as informant review. Triangulation of theory utilized some different theoretical perspectives to investigate problem, so the study will formulate logic and acceptable; conclusion.

3 FINDINGS

The differences of TISOL students background describe variation in specific learning goals. However, the aim of learning Indonesian language for foreign speakers is generally to make students able in using Indonesian language communicatively and pragmatically (Saddhono, 2015). Consequently, determining learning materials considers learning goal in terms of general and specific. One of alternative way to determine a good learning materials for TISOL students is to involve Indonesian culture integration aspect.

By learning integrated culture, TISOL students will be more able to know and to love culture where they live. This situation resulted from TISOL students' experience, who are given chance to experience those cultures directly (Matsumoto & Okamoto, 2003). They will get happy and warm feeling, because they automatically become a part of culture. Besides, there is possibility that they will study from culture of their friend. Henceforth, culture is very important to teach, especially for TISOL students.

Formulating thematic instructional materials based Indonesian culture needs to encourage TISOL teacher to have an innovative idea in delivering learning materials in accordance to interrelation of materials and daily life with cultural oriented. Multicultural perspective in learning materials can condense cultural experience and students' perspective in mastering Indonesian language (Siegal & Okamoto, 2003). Thus, TISOL students can master Indonesian language which is appropriate with Indonesian culture context.

Hence, learning materials in intercultural context should be arranged with some considerations, including (1) learning materials containing direct instructions of target culture materials mastery; (2) learning materials used as a map which clearly focus on giving an overview about structured program in terms of linguistics and culture in which students

should master it in certain period of time; (3) learning materials becoming an adequate reference which contain many information and creativities for appropriately and beneficially communicative and cultural competences achievement; (4) learning materials utilized as a reference for students to teach and to give feedback one another, and (5) learning materials reflecting target cultural view and system as a reference for students or foreign speakers in understanding other culture (Coryazzo & Jin, 2010).

The followings are some description about Javanese culture which can be used as TISOL learning materials. *The first* is an art field. Some areas in Java Island have some unique local wisdom and can be used as learning materials for TISOL students. For example, there is *Tarian Rampak Bedug* from Banten, *Gambang Kromong* from Betawi (DKI Jakarta), *Tari Jaipong* from West Java, *Tari Gambyong* from Central Java, *Ludruk* play from East java and *Jathilan* from Yogyakarta. The second is cultural building. Banten has Mesjid Agung Kerajaan Banten Lama, DKI Jakarta has Kota Tua area, West Java has Keraton Cirebon and Keraton Purwakarta, Central Java has Keraton Surakarta and Lawang Sewu in Semarang, Keraton and Temples in Yogyakarta and building of kingdom archeological remains spread in East Java. The third is traditional food. Banten has some special food like Sate Bandeng, Sate Bebek, Rebeg Banten, made from beef with heavy stock. DKI Jakarta has Soto Betawi and Kerak Telor, West Java has Sundanese Urap and Ikan Bakar, Central Java has Bandreng Presto from Semarang or Sate Kere from Solo, East Java has Rawon and Pecel Madiun, and Yogyakarta has Gudeg Yogya.

Impelementation of multicultural and intercultural approach can be realized in some methods. Hudghes proposes some multicultural learning strategy alternative in learning language or second language, as follows (Hughes, 1986).

- a) *Comparison Method*. Learning begins with presenting one or more target cultural phenomenon which are different from students' culture. Then, discussion focuses on the reason of cultural differences which can give problem or cultural misunderstanding.
- b) *Culture Assimilator*. It refers to a brief description about *critical incident* (incidents which has potential resulted in misunderstanding) in intercultural interaction in which student will misunderstand. In this technique, teacher gives description from a critical incident with some alternative explanations and solutions. If

students' answer are wrong, they have to attempt to find out the right information by discussing it with other group.

- c) *Culture Capsule*. This strategy is almost similar to *culture assimilator*. Teacher gives presentation and explanation about basic differences between Indonesian culture (target) and foreign culture (students') through audio-visual media. This presentation is also accommodated with some questions which can give possibility for discussion among students.
- d) *Audiomotorunit or Total Physical Respon*. This method is usually formulated in learning for listening skill. Students are instructed to do what they hear or see. Thus, students directly experience certain cultural activity.
- e) *Newspaper*. Students are instructed to compare some cultural aspects between their culture and Indonesian culture as what they see in the newspaper. Some part of newspaper will show some cultural differences like headlines, advertisement, editorial and caricature.
- f) *Projected Media*. Film, documenter, slide and filmstrips contain cultural information which attract students to learn some Indonesian cultural aspects (target). The use of video produced by students while visiting some places will make learning more interactive (Rui and Wang, 2015).
- g) *The Cultural Island*, teacher and students altogether change class to a certain cultural setting by putting poster, picture, artefact or music. This makes students possible to experience certain culture.

Implementing those methods above can be done in various way by adapting goals and materials characteristic learnt by TISOL students which divide into four language skills, including listening, speaking, reading and writing (Saddhono, 2014).

4 CONCLUSIONS

TISOL Program is required to attend by some foreign students who take education program in Indonesia. TISOL program aims to train Indonesian language skill to foreign students for communication in society. TISOL learning materials development is adapted learning goals, students' condition, and local culture condition. Integrating materials about local cultural aspects can contribute language proficiency of TISOL students. Thematic instructional materials utilized in TISOL learning directly focus on certain themes. Theme can be

obtained from Javanese culture like art theme, cultural building and traditional food. Those themes are familiar cultural theme, so it can be more effective if it is used as TISOL learning materials. Implementation stage of thematic instructional materials in TISOL learning can be done by some methods, including *Comparison Method, Culture Assimilator, Culture Capsule, Audiomotorunit or Total Physical Respon, Newspaper, Projected Media, and The Cultural Island*. Those methods can vary in implementation, depending on class situation and condition as well as learning goals of TISOL program.

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