

Language Usage of Foreign Students in Teaching Indonesian to Speakers of Other Languages (TISOL): Sociolinguistic Studies Based on Local Culture in Indonesia

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Abstract: Indonesian language become popular in other country. Many TISOL held in the Indonesia and the other country. In practice of TISOL learning process find many phenomenon of language usage from foreign student in Indonesia. This research has aims to analysis the language usage of foreign student of TISOL program in Indonesia. Method of this research is qualitative descriptive using language sociological approach. Data collected using paid attention method also using deep interview. Analysis of sociological language considered in social context of components said. Result of this research showed that Indonesian language dominant using in conversation activity because the language which use in TISOL learning is Indonesian language. English language using as language mediation between the lecture and student when there are find quite difficult in learning process. The other language which find on learning process is local language because it related with lingua franca in each city using local language. When giving material about Indonesian language better also integrated the cultural aspect because in society there are formal and communication language. Both formal and communication language must be understood by foreign student so that not occurred miscommunication in language usage.

1 INTRODUCTION

Teaching Indonesian to Speakers of Other Languages (TISOL) Program is massively being held both in Indonesia and abroad. The number of foreigners studying Indonesian and culture should be matched with the implementation of more professional BIPA programs. Foreign students learning Indonesian as the second language in Indonesia should be able to communicate well. By mastering Indonesian, foreign students will be easier to communicate verbally or write primarily used in the learning process.

Foreign students who follow the TISOL program in a particular area in Indonesia will directly attach to the language and culture of the area. For example, students who follow the TISOL program in Yogyakarta and Surakarta will be tagged by Javanese culture. Thus, foreign students who follow the TISOL program need to be trained on the local language to facilitate communication with the learning environment (Erler and Macaro, 2011). This also occurs in the phenomenon of local language in

education in various countries (Hult and Källkvist, 2016; Phyak, 2013; Saddhono and Rohmadi, 2014).

In order to provide maximum TISOL learning to the TISOL program, especially universities in Java, for example, Central Java, East Java, and Yogyakarta foreign students are also required to learn Javanese as a regional language for communication. The institution that houses students learning Javanese as a second language at various universities is integrated into TISOL institutions. The teaching materials used in various teaching institutions of Java as the second language mostly uses different teaching materials. (Saddhono, 2016). It is not infrequent they make their own teaching materials or modules, such as the TISOL institutions found at the State University of Yogyakarta and Sebelas Maret University.

The integration of local or Javanese culture into TISOL learning can also be used to bridge the need for cultural identification and improve communication skills for foreign students in TISOL programs at universities based on Javanese culture and language (Saddhono, 2015). The systematic and

planned Javanese language learning makes foreign students more readily available and able to accept the lectures well. Instructional materials used in TISOL learning accompanied by recording some Javanese cultural events to provide early knowledge to foreign students. In addition, in the learning process also comes with handbooks for TISOL students and handbooks for teachers.

The domination of Javanese culture and language in foreign students either directly or indirectly will affect everyday language behavior. By studying Javanese culture, it is expected that it will enable students to adapt and socialize with the community easily. By studying Javanese culture then they will get a new cultural orientation that is different from their original culture. This new cultural orientation can indirectly change the way they socialize because they have been affected by their new cultural knowledge (Rui and Wang, 2015). Each culture certainly has a characteristic that forms the social pattern and character of an individual. Moving places or domiciles to places with different cultural backgrounds make the process of cultural mixing. On the other hand, the individual retains the old culture that has shaped one personality and character (Greenfield, 2016). However, on the other hand they have to learn and follow new cultural patterns to easily socialize in new environments. This will be the focus of the study which is about the cultural and social change of the use of TISOL language students in Indonesian universities based on local culture in the sociological perspective of language.

2 METHODS

The study involved the use of foreign language students in a local culture-based TISOL program in Indonesia including case studies for trying to find scientific truths by examining the underlying study object to obtain comprehensive results. This type of research is descriptive qualitative with setting as it is. Research was conducted in universities in Central Java, East Java, and Yogyakarta. The universities were Sebelas Maret University, Semarang State University, Gadjah Mada University, Yogyakarta State University, Malang State University, and Surabaya State University. Data was taken from the use of foreign students in the naturally occurring TISOL program that had specific characteristics in accordance with the purpose. It naturally meant that the use of language or language events took place fairly in the classroom in TISOL learning activities. Method of data collection used was listening and

speaking methods (Sudaryanto, 2015) which later used the technique of listening speaking, recording techniques, and writing technique. Data collection also used to in-depth-interview techniques. This study used selective sampling techniques by using judgments based on the theoretical concepts used, the personal curiosity of the authors, empirical characteristics and others. Therefore, the sample used in this study was more likely purposive sampling or more accurately referred to as a sample with criterion-based selection (Goetz and LeCompte in Sutopo, 1996).

This study included sociolinguistics research which examined the relationship between the language and the speakers'. Saddhono (2014) states that sociolinguistics research is basically contextual research. Contextual research is a study of the form of speech (language) by paying attention to the social context that accompanies the occurrence of a speech. In the analysis of the data would be taken into account the social texts in the form of speech components, namely (1) speakers, (2) speech partners or opponents, (3) speaking or speech occasion, (4) speaking purposes, and (5) purpose of speaking (Sudaryanto, 2016). The five components of the speech were chosen with the consideration that the five components of the speech were closely related to the use of foreign students in TISOL learning in Indonesia.

3 RESULTS AND DISCUSSION

The result of this study showed that the choice of language by foreign students in the TISOL program in Indonesia varied widely. The most dominant language was Indonesian (IN) because in TISOL learning it was required to use Indonesian as the medium of instruction. This was aligning with the results of research in several TISOL programs in Indonesia (Indrariansi, 2016). However, the use of English (IG) was also available. This was due to inadequate skill of speaking in Indonesian. Most of the foreign students in TISOL classes were first to come and live in Indonesia. Generally, these foreign students had mastered the IG although some had mastered the passive level but were very helpful in the learning process.

Language usage phenomenon in TISOL learning at UNS shows the presence of code mix (CM), code transfer (CT), interference, and integration that are the things that exist in sociolinguistics. A speech event that indicates it appears in the following data in table 1.

Table 1: illustrates CM and CT phenomena uttered by foreign students.

(1)	Lecturer	:	<i>Anda tadi ke kampus naik apa? (How did you come?)</i>
(2)	Student 1	:	<i>Saya is walking (I is walking)</i>
(4)	Student 2	:	<i>Saya juga jalan-jalan (Me too)</i>
(5)	Lecturer	:	<i>No. Bukan. Kamu harus menggunakan bahasa Indonesia ya. (No, You have to use Indonesian)</i>
(6)	Student 1	:	<i>Oh ok saya jalan kaki ke kampus. Right? (Oh ok I came by walking to campus)</i>
(7)	Lecturer	:	<i>Baik. Jadi jalan kaki ya dan bukan jalan-jalan. Ini berbeda antara jalan dan jalan-jalan. (Ok, by walking not strolling. Those are different)</i>
(8)	Student 1	:	<i>Berbeda. How? (Different. How?)</i>
(9)	Lecturer	:	<i>Ayo bahasa Indonesia (Come on, use Indonesian)</i>
(10)	Student 1	:	<i>Oh im sorry eh maaf (Oh I'm sorry)</i>

Data in table 1, illustrates a very interesting phenomenon in sociolinguistics, such as CM and CT. At given event, foreign students were still accustomed to using IG often, with CM and C. Many speakers CT and CM in speech events in table 1 above. In table 1, there were a lot of CM and CT phenomena uttered by foreign students coming from several countries. As in point 2, 6, 8 and 10 speeches were uttered by students of Polish origin. This student did CT and CM in event, namely walking, right, how, and I'm sorry. The CM and CT events were spoken because the speaker did not know to express those words in the IN. And it became a habit of students using IG.

On the table 1 point 5, it is also seen by the speakers (lecturer) to perform the CT that arouse because to offset the spoken partner i.e. foreign students who used IG in event. There was 'no' word. Thus, it was clear that the use of the language spoken by the lecturer to offset the spoken partner's speech, foreign student, in order to make foreign students more clear with what the lecturer displayed. The IG spelling was then reinforced by the speaker with the word "no".

The most interesting thing to do with the use of Indonesian by foreign students in TISOL is the word greeting. There were many greetings used by foreign students. The use of the word greeting based on the structure of the sentence was correct but it was wrong when studied in relation to its meaning. Therefore,

sociolinguistic teaching is very important given to foreign students so that the use of language in society can go well and true. This is because the language and society have a very close relationship. Body language develops with the user community. So, sociolinguistics places its focus on language and society (Sunahrowi, 2007).

The phenomenon of pronoun use has also been studied Saddhono (2006) which dealt with the usage of Madura language in Surakarta. The use 'aku' and 'saya' can be compared to the use of the 'kaula' in Madura or Javanese language equivalent to the word 'saya'. In Javanese the word 'kaula' means people, ordinary people, person, and opposes of 'gusti' which means master. The Javanese and Madura people use the word 'kaula' (Javanese is read 'kaulo' or 'kulo', Madura language is read 'kauleh' or 'kuleh') to indicate the lower status of its partners. This usage is similar to the use of the word 'saya' in Malay whose usage is different from the word 'aku'. Related to the word 'aku' was also reviewed by Yustanto (2009)

The same circumstance is contented in data which is the word 'kamu'. The word 'kamu' should also be used for people whose social status is under the speaker or equivalent. If a partner has a higher social status, then the pronoun used is 'Anda'. The word 'kamu' was used by foreign students to lecturer including mistakes for not paying attention to the context in the event. This is because the foreign students were not aware of the context and meaning of each spoken vocabulary. This is where the importance of sociolinguistic study is to analyze a speech that occurs in society. When researchers asked the difference between 'kamu' and 'anda' in everyday language use, foreign students following TISOL in Yogyakarta could not explain the difference.

The use of language of foreign language students in TISOL was also influenced by Javanese as a local language. This was due to everyday relationship they interacted with students and communities in Central Java, East Java, and Yogyakarta using Javanese in communicating. Either directly or indirectly foreign students were certainly affected by the language used by local people and students living together in a boarding house or home. Even the ability of Indonesian of foreign students was influenced by daily social interactions with students or local communities. This situation caused Javanese to be influential in the development of Indonesian of foreign students. The Javanese phenomenon is illustrated in the following table 2.

Table 2: The Javanese Phenomenon.

(1)	Lecturer	:	<i>Selamat Sore</i> (Good evening)
(2)	Student 1	:	<i>Selamat Sore, Pak.</i> [serentak] (Good evening, sir)
(4)	Student 2	:	<i>Sugeng Sonten, Mas. Betul, Pak.</i> (Good evening (Javanese). Isn't, sir?)
(5)	Lecturer	:	<i>Betul. Kamu bisa bahasa Jawa?</i> (Yes, you can speak Javanese?)
(6)	Student 2	:	<i>Ya, belajar dari teman kost,</i> Pak. (Yes, I learned from my house mate)
(7)	Lecturer	:	<i>Oh. Bagus tapi bahasa Jawa lebih sulit daripada bahasa Indonesia</i> (Great, but Javanese is harder than Indonesian)
(8)	Student 2	:	<i>Kula saged <u>bahasa</u> Jawa.</i> (I can speak Javanese)
(9)	Student 3	:	<i>Apa itu artinya.</i> (what does it mean?)
(10)	Lecturer	:	<i>Saya dapat berbahasa Jawa</i> (I can speak Javanese)
(11)	Student 3	:	<i>Oh.</i>

On table 2 foreign students at UNS besides studying IN also learned Java (JW). JW was learned by foreign students from friends in their boarding house or residence. Foreign students at UNS generally lived with other Indonesian students around the campus. In everyday life, they always heard friends from Indonesia always use JW in communicating so that they were directly or indirectly affected. Therefore, sometimes they also learned JW as a means of communicating in their home environment. As with data in table 2 that foreign students 1 from Australia greeted the lecturer using JW 'Sugeng Sonten, Mas. That's right, sir'. On this event, foreign students tried to greet the lecturer with JW although the speaker seemed to be still in doubt about saying the sentence. Therefore, the speaker asked the lecturer whether the speech using the JW was correct or not. Basically the greetings given by the students were correct as a greeting in the afternoon that is *Sugeng sonten* 'good afternoon'. The language used was the JW variety of *krama* (polite) and the speech was precisely because it was intended for speech partners who were considered to have a higher social status, namely lecturer as speech partners and students as speakers. However, there was an error in the word greeting used 'Mas'. The word

'Mas' is used as a call to older brothers or sisters, older people calls, calls to respectable people regardless of age, and calls with positive nuances for the newly known Javanese. Obviously, in the speech event the word 'Mas' was addressed inappropriate because the speaking occasion was formal where at that time the speech took place in class learning. The word 'Mas' over the saying should be 'Pak'. The phenomenon of using JW by foreign students is also contained in the table 2 point 8 that is 'Kula saged bahasa Jawa.' which means 'I can speak Javanese' in the form of *krama*. There was a CM that occurred in the speech that was the word 'bahasa' which should be 'basa'. This CM appeared to be related to the habit of speaker who often used the term 'bahasa' in their daily speech. The choice of JW *krama* was also pronounced without being based on the 'taste' of the speakers because the student's intuition of JW is still lack. The conversation arose because the student had learned the matter with his friend and the information obtained by foreign students that the speech was a 'smooth' speech delivered to a respected person because JW had a level of speech.

Foreign students studying in Indonesia, especially Central Java, Yogyakarta, and East Java generally have a strong desire to study IN. But sometimes they are confused by the IN they learn because there are often differences between what is being learned in the classroom and those in everyday conversation (Widodo, 2013). This is what needs to be explained to them that IN has a lot of variety, such as the raw variety they are learning in the classroom and the variety of non-standardized that they often encounter in public speaking. This is where the role of sociolinguistic science in explaining the phenomena experienced by foreign students when studying IN.

The 'Javanese' nuance is also often found in foreign language students daily in Central Java, Yogyakarta, and East Java. This is because they interact daily with people who use JW and Surakarta and Yogyakarta are one of the centers of Javanese culture in Indonesia. Therefore, the culture of Java either directly or indirectly will affect the attitude of foreign students in Indonesia. Most foreign students want to study in Central Java, Yogyakarta, and East Java located on Java Island as well because they have Javanese culture that is unique and interesting from various aspects, such as language, art, culinary, and others. So, when foreign students studying IN is expected to also know the context of the existing speech so that the understanding they get is good and true including the influence of Javanese culture in Central Java, Yogyakarta, and East Java.

4 CONCLUSIONS

Foreign students who follow the TISOL program in Central Java, Yogyakarta, and East Java have uniqueness in using language in communication. In everyday conversation is still hugely influenced by IG because of language mediation tools that are most likely for foreign students and lecturers. But because of the demands in order to use the IN they try to use it although there are still many non-contextual speeches although linguistically appropriate. Mother tongues or native language foreign students sometimes still influence in their speaking, especially in phonological fields. Because Java, Yogyakarta, and East Java are located in Java Island with JW introductory language, many of the foreign students are influenced by JW.

Based on the above study, it can be concluded that sociolinguistics has a dominant role in learning TISOL. Due to the wide variety of Indonesian language, TISOL teachers should also teach Indonesian language based on occasion and social context in addition to the Indonesian standard. Thus, foreign students will not have much trouble when communicating in daily society. Preferably in the teaching of Indonesian to foreigners is also adapted to its social context rather than formal Indonesian language.

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