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Title

Supporting Bilingualism at Indonesia Language for Foreigner Program

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Abstract

In PP No. 57/2014 has four programs, namely: (1) usage of Indonesia at international forums; (2) development of Indonesia teaching program for foreigner; (3) improvement of linguistic and literary cooperation with foreign institutions; (4) development and empowerment of Indonesia learning centers; (5) other measures in accordance with the provisions of legislation. Language Center has planned “Indonesian Language for Foreigner Program” (ILFP). As organizers of ILFP, Office of International Affairs and Partnerships (OIAP) Yogyakarta State University (YSU) has developed very rapidly. OIAP held four short courses, namely: 1) ILFP for Regular; 2) ILFP for Darmasiswa; 3) ILFP for Transfer Credit; 4) ILFP for Tailor-Made.

This research is case study. The subjects are: ON and DSN (Burundi), ARR (Madagascar), AST (Myanmar), AF (Mali), SY and ASI (Thailand), and HO (Nigeria). Diversity will certainly affect the process of acquiring Indonesia language, so bilingual teaching is a rational choice. UNESCO itself supports bilingualism or multilingualism and essential component of intercultural at all levels of education. An article examines the practice of bilingual teaching at ILFP organized by OIAP YSU, such as language ecology.

Keywords: *ILFP, bilingualism, language policy*

Introduction

ILFP was very strategies in socialization of Indonesia. It is very helpful for students or foreign worker to plan in studying and working in Indonesia (Iskandarwassid & Sunendar, 2013; Firdaus, 2013). Indeed, cultural diplomacy had ever held by various countries, such as: England, France, Finland, United States, Chinese, India, Singapore, Philippines, Japan, Mozambique, Peru, and so on.

ILFP also had role as medium of cultural diplomacy at global (PP No. 57/2014; UU No. 24/2009; UUD/1945). It had organized by any institutions abroad, language centers and boards, universities, and schools. There are more than 500 of ILFP institutions are organizing ILFP oversea.

In 2050, Indonesia language will be used as regional language of ASEAN (Maurais, 2003: 17). Recently, foreign workers are about 70.000, while international students are 10.000 (<http://m.news.viva.co.id/>). It is necessity that teaching Indonesian language is really urgent, looked from side of economic, politic, culture, education, and demographic (population). Some universities had conducted ILFP, like OIAP of YSU. It was purposes to know how bilingualism is taught. UNESCO, AEC, and ASCC was very supports bilingualism.

Literature Review

Brown (2007: 6) said that the understanding of language such as: 1) language is systematic; 2) language is a set of arbitrary symbols; 3) those symbols are primarily vocal, but may also be visual; 4) the symbols have conventionalized meanings to which they refer; 5) language is used for communication; 6) language operates in a speech community or culture; 7) language is essentially human, although it can be unlimited for human; 8) language is acquired by all people at the same ways, language learning had universal characteristic. Halliday (Brown, 2007: 246) states that there are eight function of language such as: 1) instrumental; 2) regulatory; 3) representational; 4) interaction; 5) personal; 6) heuristic; 7) imagination.

As the official language, Indonesian has multifunctional, those are namely: (1) public administration; (2) education and teaching; (3) national development; (4) the development of national literature; (5) improving the quality of mass media (newspapers, magazines, radio, television); and (6) the writing of textbooks and books of science (original and translation).

As the national language, Indonesian has a function, such as: (1) the symbol of national pride; (2) symbol of national identity; (3) means the unification of the various peoples of different language backgrounds and socio-cultural life into the unity of the pride of Indonesia, and intercultural and inter-regional transportation facilities (Badudu, 1985: 4-34).

In the context of a state language, Rifa'I (2014: 210) argues that the Indonesian functions, among others: (1) in the implementation of public administration; (2) in education and teaching both run by the government or by the private sector; (3) in national development; (4) in the development of national literature; (5) improving the quality of mass media (newspapers, magazines, radio, television); and (6) in the study textbooks and books of science.

Meanwhile, as the national language, Slametmuljana (1959: 8-9) explains that the Indonesian can serve as: (1) the tools to run the state administration; (2) the tools to close the various tribes into one nation; and (3) the tools to accommodate new culture of national-faceted aspects concerning science and international culture. Similarly, J. S. Badudu (1985: 34) also said that the Indonesian serves as: (1) the symbol of national pride; (2) symbol of national identity; and (3) a means of unification of the various peoples of different language backgrounds and socio-cultural life into the unity of the pride of Indonesia, and intercultural and inter-regional transportation facilities. Furthermore, Maman (2012: 4) argues that language plays a central role in the development of the intellectual, social and emotional learning and is supporting the success in studying all fields of study. In addition, language has a central role in the development of intellectual, social, and emotional of student and is supporting the success in studying all fields of study.

Methodology

This research is case studies (Daymon & Holloway, 2002: 105; Creswell, 2008: 431-529). The subject of this studies is: ON and DSN (Burundi), ARR (Madagascar), AST (Myanmar), AF (Mali), SY and ASI (Thailand), and HO (Nigeria). Seven is men, while one is woman.

Finding and Discussion

ILFP of YSU

ILFP held by Office of International Affairs and Partnerships (OIAP) Yogyakarta State University (YSU). The Vision and mission those are: 1) to have a role active in agenda of international as facilitator, planner, and implementer; 2) to do university promotion in

country or abroad; 3) to organize attendance for foreign students and academic guest who studying at YSU very well and quality.

Around on 1990s, this program called *Indonesian Language Learning for Foreigner* (ILLF). It is conducted by Department of Language and Literature. ILLF students are most from Australia. On 2012, ILFP organized by OIAP. This office ever changed from *Office of Cooperation and Protocol*, then changing became *International Office*. On January 2012, it was to be two elements such as: 1) *International Office*; 2) *Office of Cooperation, Promotion, and Protocol*. Now is international and partnership.

ILFP consists of: (1) ILFP for Regular; (2) ILFP for Darmasiswa; (3) ILFP for Credit Transfer; (4) ILFP for Tailor-Made. ILFP for Regular is 3, such as: (1) to introduces basic Indonesian language for students; (2) to understand the simple practice in daily life and give the respond; (3) to understand using structure of basic Indonesian language. The participants of this program also following some courses.

ILFP for Darmasiswa organize with postgraduate students at YSU. The aims of it those are: (1) to prepare the students for follow the guest lecture; (2) to establish student to oral and write in Indonesia. Finally, ILFP for Tailor-Made (have get cooperation with YSU). This program planned for private necessary, such as: diplomate, economist, anthropologist, lawyer, and etc.

Bilingualism in ILFP

Being culture and Indonesian language knowledge is various and become obstacle for lecturer or tutor. Some students may be live in home environments where the language of the extended family reveals an ethnic, cultural, or national background that is different from that of the community. They may get difficult when learning. This following is interview result:

Very difficult, primary university lecture. I often find the lecturer who switch code in learning process, example: using Indonesian and Java language. Beside that I had difficulty to understand the meaning and explanation of lecturer who can speak quickly. At that time, I had been submitting query and suggesting a perception (DSN).

DSN often had hard experience if the lecturer explained the material in Indonesian language quickly. Beside that the lecturers also often to combine two language codes, example: Indonesia and Java language. That thing will be more to be adding embarrassment of DSN. It make difficult and challenge for him. The same thing also kept by SY and ASI.

What has to learn during ILFP, it can be different in practicality, example: in learning process. If there is a lecturer who teaching by using mix code, speak quickly, and low in voice, I certainly have difficulty for understand what the lecturer's says (SY).

Hard enough because all of related with academic in generally using Indonesian language. The mean is, learning Indonesian language is important for supporting teaching process and make socialization with the other people (ASI).

SY still have difficult experience when the lecturers mix two language code, and also speak quickly and low voice. He had been many times to sit in. During sit in, he often found problems. Meanwhile ASI realizes that learn with Indonesian language is necessity. He cannot image the difficulties what will be deal if Indonesian language is not good. ASI said that the language is very supports in education. If do not have good communication, it brings relation with academic or non-academic.

Now, I have been to adapt myself. If the master of Indonesian language is not good of course it to be constraint (ON).

I never do anything if I cannot speak Indonesian language. According to me, having writing skill is difficult then speaking (ARR).

Companion in university lecture will use Indonesian language. For me, Indonesian language clearly is important. You will be imagining how difficult if somebody cannot mastering it. As a learner, I must to know of language and culture anywhere. (AST).

Hard enough to understand the explanation of the lecturer who always mix two language codes, example by using two languages like: Indonesian and Java language together (AF).

I still have difficult if the lecturer speak quickly. I gave a duty for working paper, I will try for attempt and do it (Ho).

ON, ARR, AST, AF, and HO recognize very important to master of Indonesian language very well. In contrary, it will be complicate yourself, especially for academic. They often remembered by the educators for increasing their language skill.

AF also have difficult with his roommate is still hard to understand what the lecturer say and explain. In addition, the lectures explain by using two language codes. HO also is feeling hard to understand the points what the lecturer says, especially for speaking quickly.

The students international get difficult when join lecturing. There are few factors, such as: (1) lecturer often used switch code (more than two languages), especially for Indonesian and Java language; (2) he/she speak too fast; and (3) he/she also speak too slow.

From those factors, bilingualism aims to use Indonesian and English language. The students feel pleasure and good because far from family. Besides that, adults can be master more three languages (Adam, 2004: 3-4; Bialystok, 2003: 2-4). Choosing English is to make comfortable.

Conclusion

ILFP still not involve the student need in choosing material learning, model and method of teaching. Because they have social, culture, experience, and knowledge in diversity. In this case, bilingual learning (use more the one language: Indonesian and English) is really suggested. It also supported by UNESCO and ASEAN Socio-Cultural Community.

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