The 2nd International Conference on Language Education (ICOLE 2)

Learning Languages Across Cultures

Makassar, December 3-4, 2010

Editor: Hj. Murni Mahmud, Ph.D
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TASK-BASED INTEGRATED COMMUNICATIVE COMPETENCE IN THE
TEACHING OF SURVIVAL INDONESIAN FOR OVERSEAS STUDENTS

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Abstract
This paper discusses the good practices in the teaching and learning of survival Indonesian for overseas students who have immediate needs to express themselves in some limited topics of their fields of interest in Indonesian. The good practices as discussed in this paper are based on the underlying concepts of teaching activities that give more freedom to students in the attainment of the instructional objectives. What the teacher does more is to become as a facilitator for the smooth running of the pedagogical tasks in the classroom that will assist the students to attain the communicative skills in the real world. The immediate need of the classroom situations. So such classes are also recognized to have the "high structure teaching" on account of the teacher's great power and control in the classroom activities that relate to the real world.

SURVIVAL INDONESIAN AS PART OF TISOL

Survival Indonesian as used in this paper means as a minimalist language instruction in Indonesian for overseas students joining exchange programs in an Indonesian college. Such programs normally runs for a period of up to two semesters, during which time students from any partner colleges will stay in Indonesia to take some courses to be transferred toward their degree program in their respective colleges in their home countries. It has been my suggestion that any universities involving in such exchange programs to require the incoming overseas students to study Indonesian specially prepared to cater their needs. Unlike Indonesian students in an exchange program in any English-speaking colleges overseas and before they are required to attain some level of English proficiency prior to admission to such a program, incoming overseas exchange students joining any Indonesian college may have various backgrounds pertaining to Indonesian. Some may have sufficient working knowledge of Indonesian to attend classes taught in Indonesian as a medium of instruction, whereas some others may not have prior language skill at all in Indonesian. Those of the students who have no prior skill in Indonesian are usually directed to attend classes offered in English. Therefore their proficiency in English is also necessary. Those students who have prior proficiency in Indonesian have access to join regular classes taught in Indonesian with minimal aids to improve their Indonesian at the same time. The term "survival Indonesian is appropriate to refer to the type of students who have no prior knowledge in Indonesian at all, but they have been admitted to attend their choice taught in English.

The good thing that any instructor may enjoy in an ISOL class teaching Indonesian is that the students usually have great motivation to learn language and culture being taught. Surely their sheer motivation to be able to attain a certain level of proficiency in Indonesian to enable them to participate in limited circles may provide impetus for the class progress.

INTRODUCTION

With the ever-increasing development of colleges in Indonesia, it comes as no surprise that the demand for admission to any study program as a requirement for overseas students also shows a tendency to be in line with the rise. On one hand, overseas students feel like gaining some international experience from their exposure in any study program in Indonesia as part of their degree program they are pursuing in their respective countries; on the other hand, colleges in Indonesia have become more aware of their need to open their market that will at the same time help place them on an international map of colleges. Some colleges have been more serious about their international students by offering courses taught by instructors from overseas to provide the special needs of such international students. This paper seeks to elaborate some scientific consideration that resulted in the good practices in my own instructional activities, in my capacity both as an instructor and course designer pertaining to the teaching of speakers of other languages (henceforth, TISOL and ISOL) that may include the teaching of survival Indonesian in particular for overseas exchange students as a special focus. This paper is prepared as part of a "series from the classroom" (cf. Nunan, 1995) for sharing my own experience with some colleagues in dealing with ISOL classes that fall under the category of "low-structure teaching" (Nunan, 1990, pp. 74-75), i.e., instructional activities that give more freedom to students in the attainment of the instructional objectives.
TASK-BASED COMMUNICATIVE COMPETENCE TEACHING

Catering for the special needs of incoming overseas exchange students who have no prior knowledge of Indonesian is not an easy job to do, but if this is carried with a loving spirit of the instructor, this will give particular satisfaction in itself. It stands to reason that a successful dedicated instructor who has done a good job on this may have assisted the overseas students to be able to communicate in Indonesian, which is quite relevant for their immediate needs within a short span of time. So to me the great job of an instructor in ISOL teaching survival Indonesian is to address the question of the optimal ways to prepare and carry out instructional activities for those overseas students majoring in many different fields to enable them to communicate in limited settings within a short span of time.

Instructional activities of TISOL classes teaching survival Indonesian applying the principles of task-based teaching must be appropriately understood by the instructor that in such classes the students must be directed to get involved in some activities that may provide them with a link between what they do in the classroom and their immediate needs in the real world outside the classroom. Following Nunan (2003, p. 25), TISOL teaching survival Indonesian with an emphasis on the task-based language teaching is undertaken on the following theoretical underpinning:

Real world task/target task

Pedagogical task

Exercise task

Exercise activity

Communication

Activation task

Language activity

Figure: Framework for task-based teaching

The activities are in the forms of (a) Classroom instructional activities: pedagogical task, consisting of exercise task and activation task; and (b) Classroom teaching and learning as simulation of the so-called real-world task/target task. In short, the classroom teaching and learning must be capable of producing the learning outcome in the forms of a number of communicative skills required in the real world. The pedagogical task may only be successfully undertaken if the instructional activities are directed toward the goal of creating language skills that are interlinked with the communicative skills.

CLASSROOM INSTRUCTIONAL ACTIVITIES (PEDAGOGICAL TASKS)

Incoming overseas exchange students are signed up to learn survival Indonesian that is normally listed under the form of BIPA 1 (Bahasa Indonesia bagi Pemuda Asing 1/ISOL 1) having 4 credit hours. This means that the students will be attending 26 - 28 classroom activities with a duration of 1 hour each for each class in one whole semester. In relation to such classes, it is necessary to consider some of Rias's assertion (2007, p. 75) regarding the design of the learning activities (rather than instruction as less understood) (b) Unprogrammed, one-way, and autonomous teaching technique

In line with Rias's assertion above, I would say that ISOL classes teaching survival Indonesian should be in the hands of experienced professional instructors who are fully aware that his/her main duty is to plan and carry out classroom meaningful learning activities.

As stated by Nunan (1989 in Nunan 1999, p. 25) that in a foreign language classroom, a language learner is demanded to understand manipulate, produce expressions, or interact in the language being learned and at the same time their attention is focused on mastering the meaning, not on the meaning of the forms or structure.

THE SEVEN PRINCIPLES OF TASK-BASED TEACHING

The following is an example of a series of learning activities done by two learners of Dutch-speaking background and three ISOL learners of native speaking background who were preparing themselves to do a field trip that was scheduled to visit the temple of Prambanan and that of Borobudur. The learning was carried out in accordance with the principles of task-based teaching, namely, scaffolding, new task relates to previous task, active learning, integration, reproductive to creative, and reflection.

Principle 1 Scaffolding

The teacher prepared a text on the temple of Prambanan that was used as a guideline for the students and the teacher.

Principle 2 New task relates to previous task

The students were given the task of preparing an essay on the temple of Prambanan that they had visited.

Principle 3 Active learning

The students were actively involved in the learning process by participating in all aspects of the activities.

Principle 4 Integration

The students were encouraged to integrate the language elements they had learned in the learning activities.

Principle 5 Reproductive to creative

The students were encouraged to reproduce what they had learned and to create new ideas based on their own experiences.

Principle 6 Systematic approach

The learning activities were planned and organized in a systematic way that was consistent with the needs of the learners.

Principle 7 Repetition

The learning activities were repeated as needed to ensure that the learners had enough practice to master the skills.

This learning activity is an example of how task-based learning can be implemented in a foreign language classroom.
The text as exemplified above provided information that supposedly represented the real world that was going to be explored by the learners when they were expected to do their best to gather more information from tourism brochures or other similar written sources.

**Principle 2:** New task relates to previous task

New task to do must be built up upon previously accomplished task. The task that learners have to do is not something completely new. The new task must be based on the previous tasks that the students have successfully accomplished.

**Principle 3:** Recycle

Recycling the language to maximize opportunities for learning and to activate the elements of learning principles.

Having gone through the previous principles, the learners have already been familiar with the text on Prambanan and have been familiar with the language structures and the vocabulary of that text. Recycling may be applied, for instance, by directing the students to practice conversation in pairs focusing on the same topic. The following is an example of the conversation that the students have produced:

![Conversation Example]

**Principle 4:** Active learning

The learning will give the greatest advantage if it is directed to use actively the language being studied.

The instructor facilitated the students to use the language being learned actively. Many different activities were done for this such as:

- The learners practiced in pair of the dialog as in principle 3 above.
- The learner took turn to do a role play to simulate the real world.

**Principle 5:** Integration

Learner should be taught to understand and get the feel of the relationship between language forms, communicative functions, and semantic meaning.

The learners had been able to master the communicative function to ask and to give information. For that purpose, the learners had to practice that the language forms to express the communicative functions to ask and to give information could be short or long. The short forms were often more contextual.

**Principle 6:** Reproductive to creative

Learner should be encouraged to move from reproductive to creative language use.

Learners were directed to work in pairs to create their own variation of the dialog. This activity prepared the learners to face the real world of language use. The learners, for instance, (if possible with minimal help of the teachers) could create their own dialog like the following:

![Creative Dialog Example]

**Principle 7:** Reflection

The learners should be allotted with the opportunity to do a reflection (think, sort, digest, etc.) of what they have learned and evaluate how far they have made progress.

Some practices that were done on this stage, for instance, reading by self (quickly) - looking up - and saying it, i.e. they glanced at their note very quickly then they looked up to express the part of the conversation they were asked to say. If the learners were able to do such activities easily, they should be given another opportunity to do the role play of some variation of the same dialog.

**MOOD OF INTEGRATED COMMUNICATIVE COMPETENCE TEACHING**
In a language classroom that applies the method of integrated communicative competence teaching, the teaching and learning activities must be capable of giving the opportunity to the learners to develop the four major language skills: listening, speaking, reading, and writing. I am of the opinion that they must be taught in that order, but they must not be treated separately; the four must be integrated. However, the decision whether one particular skill must be given more time at one time should be properly handled so as to allow balanced distribution of time for each skill in the teaching and learning activities as a whole. The following is an example of the teaching-learning activity in an ISOL class teaching survival Indonesian that attempts to recycle the four language skills integrally.

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The learner, first of all, listened to the short conversation above, and after that they were asked to manipulate the language sounds by reading the text part by part in accordance with the example given by the teacher (LISTENING and READING). They were invited to understand the conversation that was close to their “current real world” as exchange students studying in a college in Indonesia. The teaching-and-learning activities become more interesting and meaningful as they were close to the “current real world” of the learners. In other words, such a conversation became more beneficial to the real world of the students, that was to say that such a conversation would directly help the learners to communicate in a similar world as reflected in the teaching material in the classroom activity (pedagogical task).

There is nothing wrong with the so-called eclectic approach, something understood as pick and choose a particular thing that is deemed to be better or more useful at one time, this is to say that one thing may be chosen and given a priority on ground of its usefulness to back up...
Having completed the above exercise, the learners were invited to have a say following the framework of the reading text as found in the exercise on READING competence as exemplified below. The learners were encouraged to share their completed assignment in the next class.

**Motivasi**

**Besok di surabaya**

Saya ingin menepis perkenalan diri saya

Nama saya Yumi Nakamura.

Berasal dari Jepang.

Amerika Serikat dan Korea.

**Pemahaman bacaan dengan jawaban benar (B) salah (S)**

1. Yumi Nakamura sudah lama tinggal di Surabaya (B / S)
2. Yumi Nakamura lahir di Surabaya sebaga kota tuan (B / S)
3. Yumi tinggal di Korea (B / S)
4. Yumi bekerja di sebuah perusahaan Jepang di Surabaya (B / S)
5. Yumi ingin mempraktikkan Bahasa Indonesia dengan banyak orang (B / S)

**MINIMIZING THE EXPOSURE TO THE REAL-WORLD TASKS FOR THE ACQUISITION OF THE COMMUNICATIVE COMPETENCE**

Both structured and unstructured teaching and learning in the real world the learners had to be motivated in order to optimize the usefulness of the information to the surroundings / social contexts for successful attainment of the mastery survival competency to be able to communicate in the designated situations. Considering that the limited allotment of the time for ISOL classes makes it difficult to communicate in the designated situations. The role of competent instructor is to ensure that the learners are capable of picking and choosing the ISOL current real-world to provide good trials of communication for learning their communicative competence. In my own teaching situation, I try to make sure that some kind of learning has taken place outside the classroom format. The role of the learners is to become familiar with the current real-world communicative tasks derived from their communicative competences in meaningful learning without neglecting the pre-existing syllabus. A competent ISOL instructor who is really familiar with the current real-world communicative tasks derived from their communicative competences in meaningful learning without neglecting the pre-existing syllabus. A competent ISOL instructor who is really familiar with the current real-world communicative tasks derived from their communicative competences in meaningful learning without neglecting the pre-existing syllabus. A competent ISOL instructor who is really familiar with the current real-world communicative tasks derived from their communicative competences in meaningful learning without neglecting the pre-existing syllabus.
The ISOL learners must have interacted with their Indonesian classmates. They might have taken some pictures of the excursion events. If pictures - be they hardcopy or softcopy - are available, therefore the pictures of the real world that the learners have been very familiar with can provide classroon activities that are both interesting and meaningful for them. Those of the students shown in the pictures are invited to share their stories in the forms of Indonesian they have mastered. Without any assistance or just a little if any from the instructor or the classmates, a learner may do his or her best to retell a real story of his/her own. The result could surprise us as they may prove to have benefited the real world exposure to the utmost of improving their communicative competence. Not surprising that the learner may have picked up and mastered some practical forms of conversation from their immediate surroundings. The following is an illustration of my conversation with overseas exchange students from Japan - real beginners who have just learned Indonesian in my class for 2 months, and they have just completed an excursion study including a visit to Borobudur temple:

(watching pictures of some activities of the excursion study that included a visit to Borobudur Temple)

Guru: Berapa lama studi wisata ?
Mai: Delapan hari.
Guru: Senang semua studi wisata ?
Kojio: Senang, saya melihat-lihat objek wisata
Guru: Apa tidak capai ?
Mai: Yuh, capai ... tapi ... tepi senang.
Guru: Sempat naik sampai ke pancak Candri Borobudur ?
Kojio: Sayang tidak.
Guru: Mengapa tidak naik sampai ke stupa yang bagian atas ?
Mai: Ya, sebabnya ingin ... tapi sayang tiba-tiba hujan. Kami hanya kembali ke bus.
Kojio: Kalau naik ke atas bisa kena hujan dan basah ... dan nanti sakit.

The dialog on the learners' current real-world above can be reduced to writing to become a model of conversation. Thus it becomes one of the pedagogical tasks that really reflects the real world. Then the dialog may be used for a role play involving the same learners by switching to different roles.

CONCLUSION

Having discussed the topic raised in this paper, some important points regarding TISOL classes teaching survival Indonesian may summed up as follows:

1) TISOL classes teaching survival Indonesian runs within a short span of time. Yet it has to contribute to provide the learners with the communicative competence to be able to communicate in limited circles in Indonesian.

2) The teaching materials (pedagogical tasks) used in TISOL classes must be selectively chosen in the forms of topics related as close as possible to the current real world of the learners. As such pedagogical tasks may become more interesting, meaningful and useful as they cater for the learners' immediate needs.

3) A competent, knowledgeable ISOL instructor must have a keen interest in what is going on in the learners' current real world and motivate them for the smooth learning of Indonesian from their surroundings to make up the limited allotment of the time for TISOL classes.

4) A competent, knowledgeable ISOL instructor could benefit the learners' current real world, bring it to the classroom in the forms of teaching materials/exercises/leamnment or strengthening materials to enhance the learners' integrated communicative competence in Indonesian.

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DI KBRI PHNOM PENH DI KAMBOJA

Esra Nolvi Manurut Slamian
Pusat Bahasa
Kementerian Pendidikan Nasional

Abstrak

Kegiatan Kamboja adalah sebuah negara berbentuk monarki, konsitisional di Asia Tenggara. Negara ini merupakan bagian dari Kesultanan Kmer yang pemah
masa seluruh Semenanjung Indonesia antara abad ke-11 dan 14. Negara ini

Pembukaan Pusdubi "Nusantara" yang diresmikan pada tanggal 18 Desember 2007 di

Pusdubi mempunyai permasalahan permasalahan yang dihadapi

Pembukaan Pusdubi dalam mengelola pengajaran bahasa Indonesia sebagai bahasa

Latar Belakang

Kegiatan Kamboja adalah sebuah negara berbentuk monarki, konsitisional di Asia Tenggara. Negara ini berbatasan langsung dengan Vietnam, Laos, dan Thi

Bahasa resmi yang digunakan

Fungsi Kamboja adalah Phnom Penh. Bahasa resmi yang digunakan

Bahasa Perancis dan Inggris hanya dapat digunakan

Dolar dapat digunakan di mana saja, layaknya mata uang lokal. Andalan utama kehidupan

masyarakat terutama masyarakat desa adalah pertanian. Selain

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