

Applicability of Indonesian Language Learning Centre (ILLC) and Learners' Problems

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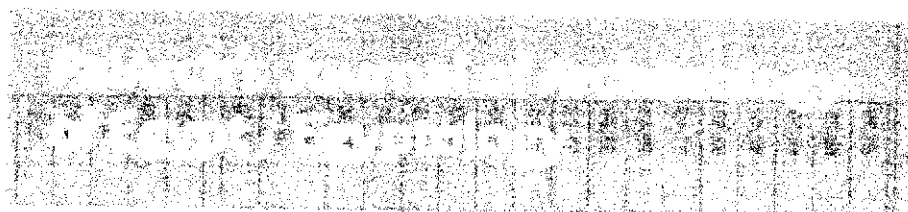


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APPLICABILITY OF INDONESIAN LANGUAGE LEARNING CENTRE (ILLC) AND LEARNERS' PROBLEMS

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ABSTRACT

In spite of some instructional development using SDL, SRL, or autonomous learning model for English language and or those particularly implemented for Indonesian language teaching, none was intended for teaching grammar of Indonesian language exclusively. This research is aimed at investigating the applicability of SDL in Indonesian language learning center (ILLC) and learners' obstacles. Ninety foreign learners of Indonesian studying the language in five universities in Bali, Indonesia were involved as research participants. The data of strength and weakness of ILLC program obtained through questionnaire, observation, and focused group discussion were analyzed qualitatively. Result of analysis revealed that there were some strength ILLC program offered, such as effectiveness, meaningfulness, confidence, and process-goal achieving. In addition, some problems faced by learners were proposed as issues to be further considered. The research practically implied that learners' concept mastery is one of the aspect to be considered in pedagogical intervention activity, for instance by providing learners' inputs graded from the most comprehensible to those which train their higher order thinking skills.

INTRODUCTION

Indonesian language has been widely taught to foreign learners who wish to know and to be competent at the language. Their endeavor of knowing the language is stemmed from their various needs, such as to support their affairs or relation with Indonesian, such as to be joint ventures, to spend holiday, to apply for Indonesian citizen, to explore Indonesian culture, tradition, and other related information. The situation is welcome by the government of Indonesia as they have been attempting to expose the richness of the country to the world, one of which is by introducing the language. Thus a lot attempts to internationalize the language were undertaken, such as by intensively developing the language learning method, developing learning materials and inviting foreign learners to learn the language in Indonesia through scholarship program.

In spite of some instructional development using SDL, SRL, or autonomous learning model, they were much implemented for learning English language and obtaining knowledge (Hiemstra, 2006), for building personality (Scott, 2008; Stockdale, 2003; and Garrison, 1997). Although some other studies were focused on the Indonesian language teaching and learning improvement, such as developing a new model a part from SDL (Read, 2002), effectiveness of SDL when being supported with self-conviction (Chiakrawati, 2010); self-efficacy and modelling (Wolters (1998); using ITC (Siroj, 2015); tandem a student- a teacher Widodo (1994), and developing SDL-based materials, none of them was focused on teaching grammar or the Indonesian language forms using SDL. Specifically, none of the studies was in an attempt to use SDL for a real autonomous learning, for instance in Indonesian language learning center (ILLC) (Widanta, 2019a; 2019b). This study deals with the use of SDL in learning grammar in ILLC.

One of very basic complaints the foreign learners face during the learning Indonesian is grammar. The language aspect frequently makes learners inconvenient and confident to practice using the language both written and spoken version. Thus focus on grammar or form needs to be given the most attention apart from language skills, like listening, reading, speaking, and writing. For this respect, Indonesian language learning center (ILLC) for grammar of Indonesian language learning has been developed. ILLC was developed and provided for the learning of Indonesian language for Darmasiswa students, foreign learners of Indonesian who had learned the language in Bali for a year. ILLC is a site where students could learn grammar intensively using self-directed learning (SDL). Students were given much opportunity to explore knowledge of grammar or form in this site by learning and doing exercises. To do so, modules for the learning were provided. ILLC has been used for center of autonomous learning for one year. Within the period of time learners have been experiencing the learning site. Although not specifically expressed, there should have been some strength and weakness of the site. This study is in an attempt to present applicability of the program and problems the learners face during they were involved in it.

SOME RELATED STUDIES

Study in self-directed learning (SDL), autonomous learning (AL), or self-regulated learning (SRL) have been much undertaken in the last two decades. Those investigations contributed to ideas based on which program of ILLC was established, considering that Darmasiswa students need a site to learn grammar exclusively. SDL had been tried for learners in America (Hiemstra, 2006). The internet-based SDL was applied to support the learning. The study was proving that the model was beneficial to learners' endeavor in gaining much information used as input to widen their knowledge. In line with it, Mok & Lung's (2005) and Scott's (2008) work on autonomous learning also evidenced that SDL was very visible to improve learners' language competence apart from their general knowledge.

Function of SDL toward learners' character was investigated by some other scholar. Scott (2008) viewed that such model was effective to build and encourage learners' self-confidence, as the basic capital to develop their potency. Other idea proposing that SDL take a big deal in developing learner personality was carried out by Garrison (1997). Focusing on adults as research subject Garrison (1997) found that SDL could build learners' motivation, self-management, and self-monitoring. Thus, SDL is viewed to be visible for two aspects, knowledge of language and competence and personality development. This view was consistent with Candys' (1991) report that SDL trained learners to build their characters, such as self-willingness, self-controlling, as well as self-directed learning in a natural situation. In addition to it, SDL was seen visible to trigger learners' critical thinking to construct meaning (Stockdale, 2003).

Implementation of SDL in teaching Indonesian grammar for foreigner exclusively has not been found in corners of the world, however it was restrictedly undertaken in Indonesia. Read (2002) started to investigate what model was simply visible and effective for the teaching of Indonesian language for foreigner in an Indonesian language course in Australia. Read's (2002) study successfully found that task-based learning (TBL) is the most effectively applied model for the course as it relied on communicative language teaching (CLT) (Nunan, 1993; Richards & Rodger, 1986). TBL was found very effective as the learning goal was for students to be able to use the Indonesian language in verbal communication. Chiakrawati (2010) had implemented self-regulated learning (SRL) for Indonesian language instruction and recognized that SRL was supportive to the Indonesian language pedagogy. The basic assumption drawn from the research was that the model is going to be more effective if it is supported with learners' self-conviction and their ability to empower their potency (Bandura, 1997; Schunk, 1996; and Zimmerman, 1989). In line with it, Wolters (1998) claimed that SRL will be more effective if it is supported by learners who believe to utilize self-efficacy and volition.

Indonesian language instruction had also been carried out by other scholars. Widodo (1994) tried to use student-tutor tandem model to teach Indonesian language. A pair of students was put in a tandem with one tutor. This model was effective as the tutor could start with doing needs analysis to know students' needs and in what level they are in. The help of ITC was also made use to support an Indonesian instruction (Siroj, 2015). ICT application containing exercises, listening and evaluation system was used to affix the learning activity. The teaching aid was found effective to improve learners' language competence. An effort to design Indonesian learning materials comprising dialog, listening, reading, writing, and analysis of sentences was done by Suyamo (2007). It was found effective as it was combined with immersion program.

This present research is focused on tracing applicability of ILLC designed in the former study (Widanta, 2019a; 2019b). The designing and developing using model of research and development design (Dick and Carey, 1990) successfully realized ILLC, a site where Darmasiswa students were able to learn grammar of the language exclusively and intensively.

SOME CONCEPTS

The concept of SDL was issued as there was the needs on meeting learning strategy for adult learners. Adult learners were considered to be able to handle some activities at the same time, for instance studying or learning while being on other activities or situation (Caffarella, 1992; Knowles, 1975; Knowles, Holton & Swanson, 2005; Meriam, 2001; Maria & Caffarell, 1999; Khiat, 2015; Doyle, 2008). Those who are above 24 years old are considered adult who have multiple-tasking talent, such as to be farther, worker, or others (Knox, 1985) and focus on many duties at once, such as studying or learning while working part time or doing household chores. Thus, they have to develop other skills or talents, such as finding and evaluating information, identifying information, organizing information, writing report and paper, managing time, remembering what they have

learned, using problem solving system, and monitoring one's own learning or meta-cognition (Jossberger, et.al, 2010). Candy (1991) and Knox (1985) recommended that learners have to do a group-based collaboration. They propose some strategies to support one's goal as successful SDL learners, such as internship, online discussion, group learning. Others suggest that SDL can be successfully realized by implementing self-regulated learning (SRL) (Jossberger et. Al., 2010).

Some opinions on how SDL, SRL, or autonomous learning can be realized and achieved were proposed by scholars. Jossberger et al., (2020) claimed that these learning models can be achieved with a learning strategy called meta-cognitive model with some cyclical phases including assessment, evaluate, plan, apply, and reflect. Zimmerman (2004) and Knowles (2004) proposed that there are three stages to reach the remarkable end of SRL, such as forethought & planning, performance-monitoring, performance-reflecting. These model of learning with their strategies will keep maintained and sustained pursuant to learners' motivation (Pintrich (2004) and Wang & Holcombe (2010). As these models were considered to suit that in higher education particularly vocational college, Jossberger, et al (2010) recommend students at vocational college have to acquire skills of SDL and SRL as they have to prepare themselves before they go to workplaces.

Does literature have a right and is allowed to write about evil?

Does literature have a right and is allowed to write about evil? Is literature written about evil supports evil? Is literature about evil guilty or innocent? These are also basic questions to ask when discussing literature and evil. In specific aspects and situations, in my opinion, Nietzsche's view is somewhat extreme when it comes to conclude that suffering and tragedy as intrinsic to life. However, in that situation, he is exactly right when he asserted that one of the purposes of myth, art and religion is to interpret suffering, to make it meaningful, so that people can endure suffering. This view has been confirmed by many writers. For example, when being asked "Why do you always write about tragedy?", Alexievich (2015) answered "Because that's how we live" (p.15). As an art form, literature has contributed an important part in the journey to find the meaning of/in suffering, helping people to have more motivation to step up from the abyss of life.

If evil is an indispensable part of life, and if "man always carries with him two needs at once, one towards God, one towards Satan" (Charles Pierre Baudelaire, French poet) and if this life is a strange "marriage" between "heaven and hell" (the poet "The Marriage of Heaven and Hell" by William Blake, English poet), literature cannot fail to mention the Evil in the discoveries of human nature. Literature is like a "mirror moving along the path of life" (Stendhal, French writer). From the raw material of reality, literature can create "a more wonderful, more durable and more realistic new world than the one existing in the eyes of a person" (Todorov, 2010, p.58). Semiotics Eco, U. (2004) confirms: "The world of literature inspires the certainty that there are some unquestionable assumptions, and that literature therefore offers us a model, however fictitious of truth" (p.7); and "one of the principle functions of literature lies in these lessons about fate and death" (p.15). With the mission of saving mankind and their souls, literature cannot just be a cloud of five colors wandering in the air. To have a meaning and a place in life, literature must engage in the human realm, radiate into the soul and the body in order to see both the "sacred and the mundane" in human in order to help human save, free themselves and love towards Truth - Good - Beauty. French writer André Gide (awarded the 1947 Nobel Prize in Literature) makes a very good statement when he proclaims: The great mistake is to find a way to put life outside the work. Writers always desire to write about good things, but obscure truths, evil while the suffering of people is really a strong motivation for them to write. While declaring the relationship between "Art, Truth & Politics", Printer (2005) admitted: "A writer's life is a highly vulnerable, almost naked activity". "find no shelter, no protection - unless you lie" (p.11). But the writer chose that mission, the mission "to

define the real truth of our lives and our societies" to "restoring what is so nearly lost to us - the dignity of man" (p.12).

Thus, literature on evil is also about an intrinsic to life aspect, about a part of human hidden in darkness. Descriptions, projections of evil in literature help us to be aware of ourselves, or about hidden corners that we have not seen ourselves. Literature written about evil does not mean literature on the side of evil. In "Literature and the Evil". Bataille (2012) defines the boundary to identify literature about evil, that is when the writer writes about things outside the framework of the rational world of "taboo". The evil rises above the conventional ethical notion while belonging to another frame of reference, as Emily Brontë says by experiencing the abyss of evil with courage, she can "understand the evil to the end" from which "to maintain moral purity" (Bataille, 2012, p.25).

Of course, like the violent media and games, the literature on evil is not "innocent". In a certain sense, "literature is like breaking the moral line, it is even dangerous" (Bataille, 2012, p.40). This is because the description of how to do evil in a literary work is at risk of "drawing the path for the deer to run". However, the important issue does not come from the writers and the text, but from the readers and the actions. Therefore, in my opinion, the great task of Language Arts teachers is to teach students how to read, how to respond; guide students to make meanings and "using"/"apply" literature into their real life situations so that literature about evil becomes an educational tool for the fear of evil and the impulse of good directions for students.

EXPERIMENT TO INVESTIGATE LEARNERS' OPINION ON AND LEARNERS' PROBLEMS ABOUT ILLC

Research Design and context

This is a qualitative research aiming at finding out to what extent ILLC was applicable for Darmasiswa students' learning of grammar. The participants were given opportunity to study Indonesian language grammar exclusively. The participants were given chance to join the program any time during office hours so that it did not disturb their learning time at their campus.

PARTICIPANTS AND RESEARCH SITE

The research participants were Darmasiswa students, foreign learners of Indonesian who, based on their a-year scholarship, were studying in five universities in Bali. The students whose ages ranges between 20-50 years old are from some countries such as Eastern Europe, Germany, some African countries, and American and Asian countries. They had been studying Indonesian language in universities in Bali who administered the program of Darmasiswa. The universities are Bali State Polytechnic, Saraswati Teacher Training Institute at Tabanan-Bali, Saraswati Institute of Foreign Language at Denpasar-Bali, Udayana University, and Indonesia Art Institute Denpasar-Bali. The participants were invited to ILLC at Bali state polytechnic to join SDL-based Indonesian grammar learning. The five group of Darmasiswa students joined the ILLC program in turn. Some of them could join it regularly, some others were able to participate less frequently. The site was chosen as Bali State Polytechnic was the only Darmasiswa-administering institution who has ILCC program.

DATA, INSTRUMENT, AND DATA ANALYSIS

The research data were applicability of ILLC program and problems learners faced during the learning. Applicability includes some aspects, such as convenience, goal-achievement, and process achievement. Problem comprised obstacles learners faced during the learning at ILLC. To obtain the data, questionnaires containing some questions asking for learners' opinion regarding the goodness and badness of the program. The questions were made in form of opinion-obtaining questions. Data were analyzed

descriptively by comparing with related theory or proposition to see if they are in line with the theory or reveal different situation. The different situation was then clarified to find its specification so that it could be stated new finding.

PROCEDURE

There were a number of stages done in the ILLC implementation. The first activity was administering SDL which included some stages. At this session, instructor did some stages, such as giving participants modules they wished to do, instructing them, checking their work, scoring their work and giving them mark, helping them for a consultation, or helping them retake the exercise as they failed to gain baseline score. Upon their achieving enough score, instructor input their score in credit point card. The second activity was giving participants questionnaire containing a number of questions to obtain their opinion about strength and weakness of ILLC. In this case, instructor and research team deliver questionnaire to each participant. There were some sessions undertaken to deliver questionnaire because participants joined the program in different time. Thus instructor and research team had to be ready anytime ILLC site. Result of participants' work and questionnaire were collected. Participants' opinion on weakness and strength of the program were analyzed qualitatively. Participants' work was used to cross check participants' validity of opinion and response in the questionnaire.

RESULT AND DISCUSSION

Learners' Positive opinion on ILLC

Result of questionnaire of participants indicated that ILLC is applicable and visible to affix participants' learning grammar. Some aspects shot to be positive sides of the program, including: (a) effectiveness; (b) meaningfulness; (c) convenience; (d) process-achieving and goal-achieving.

Effectiveness

One of participants' positive view on ILLC is effectiveness. The effectiveness of the model contributed to high learning achievement of the participants. There were two parameter based on which learners' achievement was considered significantly achieved. First, it could be viewed from learners' achievement during doing exercise in ILLC. Explicitly, learners could obtain high scores more frequently than low scores. Of 65 meetings in ILLC, learners obtaining score 100 reached 55.3% while those obtaining score 70 and 80 were 3.7% and 4.6% respectively. And, score 11 and 13 were achieved 16.9% and 20% respectively.

Other proof fostering the effectiveness of the learning model was increase in learners' scores of first test (T1) and last test (T2). The test score explained globally how learners could improve their grammar competence through ILLC program. The learners obtained score 68.51 in T1 and could increase to 95.78 in T2. Their score increase reached 27.27 or around 39.80%.

Apart from authentic numerical data, effectiveness could also be drawn from learners' opinion. Result of questionnaire provoked that learners or participants of the study were tranquilized by effectiveness of the model. Learning grammar were found a lot easier using the model than that of conventional model. As grammar taught exclusively, learners felt that the learning could help them understand the lesson quickly. The students were much helped by the form or language that they could comprehend them very well.

Meaningfulness

Learners' experience in practicing doing exercises in the modules of ILLC excited them. The grammar learning which was thought to be difficult and demanding was found

interesting. At the beginning of the SDL activity, they were demanded that being individual learners made them hopeless. The exercises were found hard and boring as they could not carry out mutual work or discussion.

However, when the learners started to follow the regulation that when they obtained low or insufficient score, it would not be recorded in the credit point card, they started finding a special message behind the regulation. As each participant of ILLC was forced to do each exercise carefully, reading the theory or knowledge about the topic prior to doing exercise was a must by the learners. And reading the theory more than one time prior to the exercise submission become popular for them. They also rewind to read the theory after getting insufficient score or that lower than the base line score. Reading the theory many times to find the answer made their learning meaningful as they found the answer on their own.

Convenience

The applicability of the learning model was supported with learners' convenient feeling. It is an aspect which plays a crucial role in SDL activity. Convenience would result in good learning activity to reach learning goal. The questionnaire passed to learners concluded that learners felt convenient to study using SDL in ILLC program. Even though learners felt hard to carry out SDL firstly, they started to feel convenient after experiencing the learning for few sessions. Convenience started after learners underwent learning for some meetings.

Convenience was a hard thing to gain. A part from gaining it for long time before it was realized, learners should have to get used to have it. Learners' responses to the questionnaire indicated that they felt convenient with the learning model although started gradually. It occurred as they spent quite much time to get used to do the learning. As the learning was demanding, i.e. doing SDL in ILLC, each learner or participant tried very hard to do it. Learners had to get used to find answer on their own, read a lot of theories, such as sentence patterns, structures, or other grammar parts prior to doing the exercises. Their hard exercises resulted in feeling of convenient as they were used to doing it afterward. Apart from being accustomed to it, the feeling of convenience was also obtained as they found the SDL in ILLC program was meaningful.

PROCESS ACHIEVING AND GOAL ACHIEVING

ILLC program was a type of learning activity which is process and goal achieving. The program introduced learners SDL model of learning to promote learners' goal. SDL has been applied in many learning styles. In ILLC program SDL was practiced and applied almost totally. ILLC which is a site to focus on Indonesian grammar learning provided learning modules and other supporting equipment for learners to do self-directed learning, self-regulated learning, or autonomous learning. The learning can be carried out autonomously starting from the beginning until the end. Even though there was an assistance of instruction, SDL was implemented successfully almost in the entire learning. Learners did their endeavor to read through the module to comprehend topic, sub-topics, theories introduced, and finally exercises. Although the activity of checking learners work was done by the instructor as he/she could mark learners' answer which were not appropriate, SDL was still dominantly carried out. Marking the learners' mistakes on their work functioned to build their knowledge and awareness on their mistakes. The awareness was essential to help them find the theory and explanation in the module easily. The strategy resulted in realization of process-achieving and goal-achieving. The process of SDL implementation was realized well and the learning goal of each unit was achieved.

PROBLEMS FACED

Inadequate Learning Materials

Materials provided for the ILLC program were used to undertake some sessions of learning at the site. As each student of Darmasiswa had one year-period of course in Bali (and also for the next-year periods of course) ILLC would needs more number of materials to facilitate and accommodate learners' needs of learning. As they will be awarded scholarship for two semesters, the learners would be able to participate in ILLC program for 8 months. Thus, there should be four modules or 40 sub-modules provided for the program. For this reasons, three more modules (module 2, 3, and 4), should be developed. The materials shall be provided as complete as possible as participants or learners would join ILLC program anytime they are able without considering the office learning hour. It is in accordance with the plan that the laboratory unit where ILLC is placed plans to open afternoon to evening language courses. Prior to their use, the materials would be edited, checked, and validated by expert judges to be standard materials.

In line with learning grammar of Indonesian language, materials of grammar can be developed for students of advanced level by focusing on their 'pragma-linguistic' competence, i.e. the ability to use form or grammar functionally. As result of previous research on Darmasiswa students' pragmatic competence indicated that students' pragma-linguistic competence fostered lower ability than their socio-pragmatic competence (Widanta, *et al.*, 2020). To expose students with pragma-linguistic type of materials, ILLC materials can be designed in form of task following 'task-based language learning' (Somawati, *et al.* 2018; Somawati, *et al.* 2019), or role-play card which triggers their learning grammar or form through writing narration (Widanta, *et al.* 2018). The narration can also be presented in form of oral presentation.

The Use English Translation in Materials

Learners joining ILLC program had proved that the use of translation for some difficult phrases in the modules was very effective. This was very helpful as they were in basic or survival level of Indonesian language. As the students who have been learning the language for a period of two months and have very limited knowledge of vocabulary, phases, idiom, and patterns of Indonesian, translation into the English language is very required. The fact indicated that slight translation affixed in the learning modules could assist the learners to work out the exercises better and more easily. Thus, translation to each part of material in each sub-module would be much appreciated, such as the title, all instructions, learning outcome, learning activity, explanation of theories, except the exercise. By doing so, learners would be able to learn the materials and work out the exercise more easily.

Inadequate Learning hours

The learning hours at ILLC was undertaken restrictedly as the result of pandemic covid-19. Although it was designed for a period of half a semester, and was administered smoothly at the beginning time, the pandemic covid-19 seemed to hinder its implementation. In order to recognize how effective the ILLC is, ILLC should have been implemented in an adequate period of time so that learners could experience the learning more completely and evaluation process both pre-test and post-test could be undertaken adequately. In order to achieve the goal, redesigning SDL-based ILLC activity with adequate learning hour have to be carried out in the future. In addition to it, designing an

on-line learning model (consisting of learning module, learning syntax, and learning assessment) will be of much importance for the in-pandemic period of learning.

Learners' Concept Mastery

One of aspects to succeed learners' pedagogical intervening activity is how quick they can take the gist of learning materials. In order to achieve the goal, learners have to master the concept of materials taught as quick and soon as possible. This can positively guarantee their immediate success in working out exercises. During the learning at ILLC learners' concept mastery was energized by comprehending the theories in the module. How quick they could master the gist of topic varied, it depended on some aspects, such learners' basic language competence, learners' learning motivation, and the comprehensible input, one of which is 'the English translation version'. Thus, translation into English version is highly recommended in order to provide comprehensible input.

IMPLICATION FOR TEACHING

Result of the study implied that pedagogical intervention has to be designed in such a way that it can prioritize learners' concept mastery. In order to achieve this goal, learning should be energized by giving learners input which is very comprehensible, for instance by giving translation in version of learners' L1 language (especially for beginner level). Such endeavor of giving comprehensible inputs will contribute to learner' mastery of concept. In addition to this, learning hour should be set in order for it to be adequate for learners. The endeavor will consequently embody the learning more effective, meaningful, and result in learners' self-confidence.

CONCLUSION AND SUGGESTION FOR FURTHER RESEARCH

The implementation of SDL in Indonesian language for foreigner has not been much undertaken. Most of Specifically, its implementation in the teaching of Indonesian grammar for foreigners in a special program like ILLC had not been undertaken (Widodo, 1994; Read, 2002; Suyatno, 2007; Chiakrawati, 2010). Implementation of SDL-based ILLC had resulted in some positive impacts, such as effectiveness, meaningfulness, learners' self-confidence, and process and goal- achieving. However, it also contributed to some corrective feedback, such as inadequate learning materials, inadequate learning hour, implementation of into-learners' L1 translation, and enhancement of learners' concept mastery.

For further research, materials of ILLC can be developed by inserting speaking and writing version. The materials for writing exercises can be drawn in form of tasks (using 'task-based learning model) (Sowawati, *et al.*, 2018). The scenarios may be designed in form of a task containing directory instructing students to write a narration of a certain topic. In addition, it can also be in form of role-play card (Widanta, *et al.*, 2018) requiring students to make written paragraphs to be presented orally.

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