

November 26th – 27th, 2020 | Online via **ZOOM**

The 3rd International Seminar on **LANGUAGE AND INTERDISCIPLINARY RESEARCH ON LANGUAGE**

Language and its Prospect in the Future



PROCEEDING

Publisher:



**Pusat Studi Bahasa
Language Study Centre**

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THE 3RD INTERNATIONAL SEMINAR
ON LANGUAGE AND INTERDISCIPLINARY
RESEARCH ON LANGUAGE

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PREFACE

The 1st International Seminar on Language and Interdisciplinary Research was held in Language Department, Khon Kaen University Thailand and National University of Laos on November 15th -16th 2018. A cross-country seminar: Thailand-Laos. The 2nd International Seminar on Language and Interdisciplinary Research was organised by Language Study Centre, Pattimura University, Ambon, Indonesia and Language Department of Khon Kaen University, Thailand. That was a cross-island seminar: Ambon-Saparua-Pombo Island. This seminar is also an implementation program of the signed MoU between Pattimura University and Khon Kaen Thailand.

This year the seminar was carried out online due to the COVID-19 Pandemic. The theme of the seminar is “Language and its Prospect in the Future”. It is a breathtaking experience for committee to successfully conduct this international seminar where the participants are coming from different background and countries who are interested in Language and Interdisciplinary Research at all levels. Last but not least, the committee is fully indebted to all parties that have given a great support to make this international seminar valuable from professional exchange of knowledge, experience and skills related to research on language and Interdisciplinary Research.

The committee is fully aware that the publication of seminar proceeding is far from being perfect and may fall short of its objective. However, we still have faith that this book would still bring benefits to those who are interested in Research on Language and Interdisciplinary Research.

Ambon, November 26th – 27th, 2020

Maria Martha Nikijuluw
Head of Committee

REPORT

The honorable rector, Prof. Dr. M. J. Saptенno, SH., M.Hum., Excellency Prof. Dr. Prof. h. c. Susanne Günthner University of Münster Germany as the keynote speaker.

All invited speakers:

1. Prof. Dr. Jeroen van de Weijer (Shenzhen University, China)
2. Dr. A. Remijssen (University of Edinburgh, United Kingdom)
3. Asst. Prof. Wassamill Watcharakaweelip (Head of Western Language Department Khon Kaen University, Thailand)
4. Dr.phil. Lanskikh Julia (Tver State University, Russia)
5. Prof. Nawamin Prachanant (Buriram Rajabhat University, Thailand)
6. Dr. Karol Anaktototy, M.A. (Pattimura University, Indonesia)
7. Andi Nurhaina (Head of Indonesian Language Association/APPBIPA Germany, Lecturer in Konstanz University, Germany)
8. Komi Wola Ayissa (Education Ministry in Lomé, Togo, West Africa)
9. Dr. Calvin Karuna, M.Pd. (Pattimura University, Indonesia)
10. Dr. Romilda da Costa, M.Hum., Dr. Juliaans E. R. Marantika, M.Pd., F. Latupapua, S.Pd., M.A. (Research Team of Language Study Center, Pattimura University)
11. Head of Language and Art Department, Teacher Training and Educational Sciences, Pattimura University.
12. Head of Indonesian Language and Literature Education, Head of English Language Education Study Program, and Head of German Language Education Study Program, Pattimura University.

Distinguished Guests and all the Participants of the 3rd International Seminar on Language, and Interdisciplinary Research on Language, a very good afternoon to all of you, please allow me to deliver the report about this event on behalf of the Seminar committee.

The background of this seminar is based on the previous events that the 1st International Seminar on Language and Interdisciplinary Research was held in Language Department, Khon Kaen University, Thailand and National University of Laos on November 15th -16th, 2018. The 2nd International Seminar on Language and Interdisciplinary Research was organised by Language Study Centre, Pattimura University, Ambon, Indonesia and Language Department, Khon Kaen University, Thailand. That was a cross-island seminar: Ambon-Saparua-Pombo Island. The 3rd International seminar had actually been conducted in cooperation with KCU at KCU University in September 2020, but due the pandemic COVID-19 our colleagues at KCU had canceled it. Considering LSC visions, LSC tries to support the Pattimura University and the local governments programs through supporting and developing human resources by providing knowledge about language and research on language, sharing the research on language from other countries, besides implementing the signed MoU with our University's Partners. Due to this pandemic Covid, LSC accepts this as a great chance and a new spirit to equip and facilitate the academicians all over the world to share knowledge and experience they have done in their research.

The Keynote Speakers and invited speakers:

1. We have keynote speakers, they are from Germany, and from North Maluku-Indonesia;
2. The invited speakers from the United Kingdom, China, Thailand, Russia, and Germany.
3. We also have presenters, who sent their papers and accepted by committee. They are from TU Dresden, Germany, Togo, West Africa, and many institutions from different provinces in Indonesia: The language offices of Lampung, East Kalimantan, and North Maluku; Ambon State Christian Institute, and Pattimura University's lecturers and postgraduate students.

The invited participants are from

1. Students of Language Department (Indonesia, German and English Study Program)
2. Students and fellow lecturers from our invited keynote and speakers from overseas
3. Lecturers and teachers of languages
4. Language Offices
5. Public

Expected participants are 300-500 participants, thus the sessions will be linked to youtube.

Description of Program:

This seminar is conducted on 26th-27th of November 2020 and consisted of 4 main important programs;

- (1) The opening
- (2) The Keynote Session, which will be delivered by Prof. Dr. Prof. h.c. Susanne Günthner of Münster Germany and Prof. Dr. Gufran Ali Ibrahim (Khairun University)
- (3) The Panel Session by the invited speakers
- (4) Parallel Session, which will be delivered by the invited speakers and presenters.

So, this seminar combines the keynote session, panel and parallel sessions.

This seminar spent 30 Million Rupiah, which is allocated for operational cost (credits for internets, ZOOM account), speakers honorarium/or fee and meals for committee during the preparation and the seminar.

The special things of this seminar are: The virtual seminar is conducted online via ZOOM, we have more invited speakers and presenters from abroad and different provinces in Indonesia. Some of the invited speakers will have their presentation together with the presenters, whose papers are accepted in the parallel session. The research team of LCS will present their research about Ambon Malay. This seminar is conducted in 3 languages; English, German and Bahasa.

The participants are not only from Unpatti's academicians and students, but also from abroad. For instance, the Students from our partner; Univ. Konstanz Germany, who are learning Indonesian Language/BIPA have been invited to attend the parallel session in Indonesian Language. Besides, our distinguished invited speakers Prof. Dr. Jeroen van de Weijer has invited his students from his University of Shenzhen and Shanghai, China and Netherland to join this seminar.

The seminar committee, including some alumni, who always support, and give their valuable experience in organising this international seminar event.

Last but not least, those all about the seminar will also published by "HUMAS Unpatti" and University of Münster Germany. Thus, Pattimura University will be known widely through this seminar. Corona Virus gives the benefits also to bridge all of us to meet virtually.

Finally

We have to thank you Keynote speakers, invited speakers, presenters, moderators, participants and all of you, who have given your contribution. Special Thank to the seminar Committee, You all have worked so hard for this. Ibu Jeny, Pak James, Pak Hanafi, Ellia, June, Carol, Feren, Fanuel, Milka.

Distinguished Guests and all participants, May God surround yourselves with the happiness you deserve and thank you for making this Program successful.

On this occasion, on behalf of committee we are thankful also to rector and all university stakeholders for supporting us with budget, especially Rector of Pattimura University for the opening speech. Once again, thank you very much all....

WELCOME SPEECH

Excellencies Prof. Dr. Prof. h.c. Susanne Günthner University of Münster Germany and Prof. Dr. Gufran Ali Ibrahim (Khairun University) as the keynote speakers.

All invited speakers:

1. Prof. Dr. Jeroen van de Weijer (Shenzhen University, China)
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Distinguished Guests and all the Participants of the 3rd International Seminar on “Language, and Interdisciplinary Research on Language”, a very good afternoon to all of you. Thank you for accepting our invitation to come here at Pattimura University and especially for your willingness to participate in this virtual seminar via ZOOM. It gives me great pleasure to extend to you all a very warm welcome.

How grateful we are the Pattimura University that this is an exceptional afternoon today and a grateful chance for us to meet you in Ambon virtually via ZOOM.

We flash back to the history that the 1st International Seminar on Language and Interdisciplinary Research was held in Language Department, Khon Kaen University Thailand and National University of Laos on 15-16 November 2018. It was a cross-countries seminar, Thailand-Laos. The 2nd International Seminar on Language and Interdisciplinary Research was organized by Language Study Centre Pattimura University Ambon Indonesia and Language Department, Khon Kaen University Thailand That was a cross-island seminar: Ambon-Saparua-Pombo Island.

Due to the pandemic Covid 19, the 3rd International seminar is conducted virtually via ZOOM. We should accept that this pandemic situation also gives us many benefits. It bridges the academicians from different countries, connects all of us virtually and brings the academic knowledge to more people widely. We have keynote speakers that are from Germany, and from North Maluku-Indonesia; the invited speakers from the United Kingdom, China, Thailand, Russia, Germany. Besides that we also have presenters from TU Dresden-Germany, Togo, West Africa, and many institutions from different provinces in Indonesia: The language offices of Lampung, East Kalimantan, and North Maluku; Ambon State Christian Institute, and Pattimura University's lecturers and postgraduate students.

This seminar aims to bring together academics, policy makers, practitioners, and other parties who are interests on Language and Interdisciplinary Research at all levels from Indonesia and overseas. This is an implementation program of the signed MoU between Unpatti and Khon Kaen Thailand.

I do hope that we all will make important contributions to many of our own global language programs and contemporary and innovative researches through this "3rd international seminar".

We have to thank you the keynote speakers, all invited speakers, paper presenters, moderators and all of you, who have given your contribution. Last but not least, we thank you the research team of Language Study Centre of Pattimura University for

your research contribution. Special Thanks to the Seminar Committee, You all have worked so hard for this.

Distinguished Guests and all participants, May God surround yourselves with the happiness you deserve and thank you for making this Program successful.

So now, ladies and gentlemen, it gives me pleasure to declare that “The 3rd International Seminar on “Language and Interdisciplinary Research on Language” well and truly open officially. Thank you....

TABLE OF CONTENTS

PREFACE.....	iii
REPORT	iv
WELCOME SPEECH.....	viii
TABLE OF CONTENTS	xi
The Implementation of Blended Learning Strategy for English Teaching Learning Activity using Edmodo feature in SMA N 11 Kairatu during the Pandemic Covid-19.....	1
<i>Nurlaila Tuanany, Febby W. Pelupessy</i>	
Developing Reading Materials based on Toursim Spots for Junior High School Students....	15
<i>Fanuel R. Jr. Kailuhu, Salmon J. Hukom</i>	
The Potential of the Kenyah Language as a Cultural Disclosure in the Village of Culture in Pampang, Samarinda, Kalimantan Timur	35
<i>Nurul Masfufah, Aquari Mustikawati</i>	
Lanskap Bahasa pada Tempat Rekreasi di kota Bandarlampung	46
<i>Evi Maha Kastri, Kiki Zakiah Nur</i>	
The Similarity Sound and Word of English Language and Kei Language used by Students of SMP Negeri 2 Kei Kecil Class Nine in Southeast Maluku Regency.....	66
<i>Syamsia Tharob, Oktavina J. Paays, Titian Darmatasya</i>	
Student Self-Evaluation through German BLok Online Media in Teaching English for Tourism in Vocational High Schools.....	78
<i>Rita Fransina Maruanaya, Thomas Köhler</i>	
Incorporating Online Writing Assistant in Teaching Writing Skill for EFL Students	93
<i>Karolis Anaktototy</i>	
German for Negotiation: A Pilot-Study for Teaching German for Occupational Purposes at Khon Kaen University in Thailand.....	106
<i>Wassamill Watcharakaweesilp</i>	
Lernortkooperation und Unterrichtsfach „Deutsch für Tourismus“ in der beruflichen Ausbildung im Bereich Hotelmanagement	122
<i>Rita Fransina Maruanaya, Thomas Köhler</i>	
Sikap Pemertahanan Bahasa Sula dalam Ranah Media <i>Facebook</i> : Grup Belajar Bahasa Sula Sambil <i>Online</i>	141
<i>Nurhayati Fokaaya</i>	
Das Deutschlernen in Togo: Übersicht des Deutschlernens in Togo sprechen	154
<i>Komi Wola Ayissa</i>	

The Implementation of Blended Learning Strategy for English Teaching Learning Activity using Edmodo feature in SMA N 11 Kairatu during the Pandemic Covid-19

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Abstract

It cannot be denied that technology brings a huge impact in the society including in the education system. The development of technology forces us to combine the use of technology in our teaching and learning process. Our ability to apply technology in the classroom becomes very essential during the pandemic situation. During this difficult situation, teachers are asked to have online meeting rather than face to face meeting. This is important to stop the spread of pandemic without sacrificing the teaching and learning process. However, conducting online class is not an easy process. In order to solve this problem, many schools have applied blended learning strategy including SMA N 11 Kairatu. This paper aims to examine the implementation of blended learning strategy in English teaching process using edmodo application in order to improve the students' English Score. This study implemented qualitative data analysis. The data obtained through observation, documentation and interview. The participants of this research were an English teacher and ten students of the second grade of SMA N 11 Kairatu Seram Bagian Barat. This paper found out that blended learning strategy using edmodo application is effective to enhance students' participation in the classroom during this pandemic situation. It is also suggested that the next paper which would like to examine the same object and research can also measure how this strategy can be applied for the other level of education such as kindergarten or university level.

Keywords: blended learning strategy, Edmodo, pandemic

Introduction

The development of the technology runs quickly nowadays. In a glimpse of an eye we can see how technology has improved more compare to our childhood experience. Technology helps us to better our not only daily activity but also our jobs. During this

pandemic era, the use of technology becomes more essential. We all agree that pandemic has changed our form of social interaction including the interaction in the classroom. In order to stop the spread of corona virus the government advocates all of us to work from home. This policy then has changed our education system from face to face meeting to online meeting.

The government implements this policy to all level of education. The government; the minister of education and culture and three other ministers have designed the education process which needs to be followed during the pandemic era. The administration of education focuses more on the health and safety of the educators including the students. The government policy requires all teachers and students to conduct an online meeting since last march 2020.

Online and classical meeting both have their own advantages and disadvantages. Therefore it is crucial to apply a suitable learning strategy which combines both of them. The combination of both online and classical meeting is called as blended learning. Conceptually this strategy can be seen as the answer for teaching and learning process faced in the class during the pandemic which also forces us to adapt with the development of technology. It is strongly assumed that the teaching process which pays more focus on online administration will bring a psychological affect for both teacher and students and it also erase the collaborative aspect which always happens in class. On the other hand, focuses more on the classical meeting will decrease students' creativity and independency. It also affects how the students will use the technology during the class. Collaborative strategy in the teaching process during the pandemic gives a big chance for the implementation of blended learning.

Blended learning strategy makes use of all the technology aspects such as whatsapp, edmodo, instagram, zoom meeting, Google classroom and other learning platform (Brew, 2008). Moreover it can also use google scholar, e-library, e-book and other online sources as the learning sources. Besides for the classical meeting will be conducted by following the health protocol by wearing a mask, washing the hands and also keeping the distance with other students. Moreover, the schools that apply this strategy will also limit the amount of students in one class. Applying this strategy can be seen as the school responsibility to give a useful learning process in unpredictable situation during the pandemic.

SMA N 11 Kairatu is one of the schools that apply blended learning strategy. The implementation of blended learning is a way to adapt with the new normal situation. This implementation actually emerges some problems if the teaching sources cannot be picked selectively. It is important for the teachers to analyze the strength and the weakness from

each technology that will be used in the class. This analysis also puts more concern on the students' level of ability and how they can apply such application during the learning process including the effectiveness of teaching material and the implementation of such application.

Blended learning strategy is so relevant with the English learning process. By combining the online and classical meeting the students can get a useful and creative language learning experience. Based on the discussion with the English teacher in SMA N 11 Kairatu, it can be seen that the students' English scores decrease during the pandemic era compare to the regular meeting before the pandemic. It can be seen from the students' low motivation in finishing the assignments which are given by the teacher. As the result, the students' English scores decrease drastically. The teacher also explains that during the pandemic the learning process is always conducted using whatsapp. However, this application does not work well in improving students' motivation because it is too simple to be used in the learning process. If this does not solve quickly, it is possible that the students' score will always decrease drastically. Therefore, the solutions need to be found quickly.

Based on the reality that has been explained by the writers, it is urgent to find the concrete solution for this problem. One of the solutions is by introducing the more useful learning platform and edmodo can be one of the useful applications Edmodo provides more interesting features to support the learning process. Some of the features are facilitating learning goals, providing online classroom discussions, assessing student's progress, and many others. However it is important to study how this application is useful in supporting the learning process. In order to do so the writers then propose two research questions as follows: 1) How is the implementation of blended learning strategy in English teaching process during the pandemic in SMA N 11 Kairatu? 2) How is the teacher and student's perception in using Edmodo in teaching learning process in SMA N 11 Kairatu?

LITERATURE REVIEW

Researches which are related to the use of blended learning during the pandemic era in general shows three tendency. First many researches do not pay attention on the context where blended learning can be accepted or not. Secondly many researches put more concern on the concept of blended learning itself including the strength and the weakness of this strategy. The last, many researches focuses more on the implementation of online meeting during the pandemic.

A research conducted by Rovai and Jordan (2004: 9) shows that the blended learning produces a more real sense of community compare to the classical meeting which only use online platform. Another result done by Sjukur (2012: 368) also examines the impact of blended learning. The result shows that there is an improvement on students' score using blended learning strategy.

Moreover, there are some relevant researches which also measure the implementation of blended learning using Edmodo in the learning activity. The research by Donna Carolina in 2012 measured the implementation of active learning which is web based (blended learning) in creating an active learning activity and its impact on the students' learning result. This research shows that blended learning can produce an active learning process which is qualified enough to improve the students' learning result.

Another research done by Zamrotul Ainiyah in 2007 examines the use of Edmodo as an e-learning in *Otomatisasi* subject in SMK N 1 Surabaya. This research used qualitative method and applied descriptive analysis. The result proves that the use of Edmodo decreases the teachers' difficulty in give the assignment and also quizzes for the students since the teachers can give them without waiting for the classical schedule. The teachers can also give the sum up for each material which can be used by the students to learn by themselves.

The next research written by Reni Dwi Susanti and Mohammad Mahfud Effendi in 2020. They elaborate the use of Edmodo in math daily test. This research aims to elaborate the effectiveness of edmodo in math daily test. The teacher effectiveness can be measured from the implementation of the workshop while the students' effectiveness can be measured from the students' responds and the questionnaires. The result shows that the workshop runs well and the students respond also well.

However, those researches are different from the writers 'research which focuses on English subject. In addition this research also focuses on how the implementation of blended learning using Edmodo application in English class during the pandemic. This research is qualitative research. The subject is the students in SMA N 11 Kairatu. The data is collected through observation and interview. Some literary studies are also conducted in order to strength the findings.

THEORETICAL FRAMEWORK

1. Blended Learning

Brew (2008: 98) defines blended learning as a learning approach that combines online and face-to-face learning to produce a more effective learning experience. With a blended learning strategy, teachers can take advantage of online learning resources in face-to-face learning to attract students' attention and help them become active and effective learners. Badawi (2009: 15) provides a definition that is similar to Brew, that blended learning is a flexible learning approach that combines face-to-face (offline) learning activities with face-to-virtual (online) learning which allows students to exchange feedback and responses together and individually in four specific areas, namely learner feedback, learner strategies, alternative assessments either directly or indirectly. In implementing the blended learning strategy, there are six elements that must be fulfilled (Soler et al., 2017), namely:

- a. Face to face
- b. Learn to be independent
- c. Using the application
- d. Tutorial activities
- e. There is cooperation
- f. Evaluation.

2. Edmodo

Edmodo is a social media network that is used in online learning. This network is considered safe for use in online classroom learning. The use of online social media allows interactions to take place without time and space limits. Teachers, students, and parents can interact using Edmodo. Teachers can post assignments or exercises and quizzes. Students can post assignments, homework or exercises as well. Students, teachers, and parents can see grades. Edmodo is very useful in learning activities because it can encourage social interaction where students can express their ideas or opinions on Edmodo "walls" (Monalisa and Ardi, 2013).

According to Evvendy and Hamer (2016: 26), there are several steps in using Edmodo. These steps are:

- a. teacher signed up
- b. students register
- c. post base

- d. do the next post
- e. post a poll
- f. work with assignments
- g. make a quiz
- h. give assignments via quizzes
- i. take a quiz
- j. dividing the class
- k. create calendars and libraries
- l. give feedback.

According to Shelly (2011: 27), Edmodo has four advantages, including:

- a. Edmodo can help teachers create group news or give online tests.
- b. Edmodo allows students to submit articles and blogs relevant to the classroom curriculum according to the teacher's instructions.
- c. Teachers can use edmodo to develop discussion spaces where students can communicate with one another at the same time.
- d. Teachers can use edmodo to instruct, assign, and discuss with students online at the same time.

Besides the advantages, there are also disadvantages of Edmodo, namely:

- a. Do not have the option to send closed messages between fellow students,
- b. The absence of chat facilities such as those found in social networks (Facebook, Twitter and Skype) in general which implement areas for live chatting

3. E-Learning

E-learning is a form of learning model that is facilitated and supported by the use of information and communication technology. E-learning has characteristics, among others (Clark & Mayer 2008: 10):

- a. Have content that is relevant to learning objectives
- b. Using instructional methods, for example presenting examples and exercises to enhance learning
- c. Using media elements such as words and pictures to convey learning material
- d. Allows direct teacher-centered learning (synchronous e-learning) or is designed for independent learning (asynchronous e-learning)

- e. Build understanding and skills related to learning objectives either individually or to improve group learning performance.

Meanwhile, according to Rusman et al (2011: 264) e-learning has characteristics, including:

- a. Interactivity (interactivity)
- b. Independency (independence)
- c. Accessibility (accessibility)
- d. Enrichment (enrichment)

E-learning is also defined as a form of information technology applied in education in the form of cyberspace. The term e-learning is more appropriately intended as an effort to make a transformation of the learning process in schools or colleges into a digital form that is bridged by internet technology (Munir, 2009: 169).

4. Student's English Score

Sudjana provides a definition of learning outcomes is the ability that students have or have mastered after receiving their learning experience (2006: 31). Learning outcomes include cognitive abilities (intellectual), affective (attitudes), and psychomotor abilities (acting). There are two factors that affect learning outcomes, namely: a. Internal factors, including physical factors and psychological factors b. External factors, including family factors, school factors and community factors In language learning, there are receptive skills and productive skills.

Receptive skills include listening skills and reading skills, while productive skills include speaking and writing skills. Both receptive skills and productive skills need to be developed in the process of learning English. Listening skills are to familiarize students with listening to various accents of English pronunciation from various countries so that students are able to communicate in English with various accents used by the interlocutor. Reading skills focus on the student's ability to understand a text in English for all purposes. The ability to read English text can be done through skim and scan the text being read. Writing skills are measured by how students are able to structure sentences and text according to grammar and sentence structure. Speaking skills are assessed by the students' ability to communicate in English with correct pronunciation and intonation so that the interlocutor understands what is being said.

METHOD

This study implemented qualitative data analysis. The data obtained through observation, documentation and interview. The qualitative descriptive design offers deep insight to see the problems experienced by the participants (Maxwell, 1996). Therefore, the implementation of blended learning strategy using Edmodo application was explored deeply by using this method. Purposive sampling was conducted in selecting the participants. The researcher selected the students by the recommendation of the English teacher. The students are considered to give the best information in achieving the objective of the study (Creswell, 2009). The participants of this research were an English teacher and ten students of the second grade of SMA N 11 Kairatu Seram Bagian Barat.

Triangulation was obtained from observation, documentation, and interview. In this case, the observation was employed to observe the implementation of blended learning strategy using Edmodo application in English teaching learning activity. The next step was documentation. The researcher took some documentation in both face to face activity and screen capture of using Edmodo. The last step was an interview to the participants. It was applied to seek more information about the perception of teacher and students in applying blended learning strategy using Edmodo in teaching learning process as a learning solution during this pandemic. At the end, the data gathered were analyzed by using the three stages of qualitative analysis proposed by Miles and Huberman (1994), namely data reduction, data display, conclusion drawing and verification.

FINDING AND RESULT

Based on the data collected, there are some findings that the researcher obtained:

1. The English teacher applied blended learning strategy as the solution to maximize teaching learning process during the pandemic.

Based on the interview done by the writers, the English teacher finds the difficult in creating an effective meeting during the pandemic. During the pandemic the teacher needs to have a full online meeting with the students. However, the teacher can only use whatsapp as the teaching media because this application is the most familiar application for the students. On the other hand, the use of whatsapp does not really help the students in the class. Based on the interview, whatsapp application is seen to be a very simple and boring application for them to study. Therefore, the teacher then decides to use Edmodo to support the teaching activity.

Nevertheless, the implementation of the online class emerges another problem. An online class seems to be ineffective since the students do not have enough chance to consult with the teacher regarding to the material. Most of the students prefer to have a direct explanation from their teacher rather than have an explanation via online. Based on this experience then the school agrees to apply blended learning strategy which can combine both online and offline class. The English teacher also agrees that blended learning is suitable for her class since she still has chance to deliver the material face to face for the students.. The teacher stated that:

I think blended learning strategy is suitable to be applied during the pandemic. It helps me to better my students' understanding especially for the difficult material. My students enjoy an online class especially with edmodo application since online class gives a new learning experience for them. However, have an offline class really helps to me to check that my students can really comprehend the materials well.

This argument is in line with the theory proposed by Brew who explains that blended learning strategy enables teachers to take advantage of online learning resources in face-to-face learning to attract students' attention and help them become active and effective learners. The strength of blended learning is that it gives an equal chance for the students to experience both online and offline class. Furthermore, this strategy can also broaden the students' learning sources which usually come from the printed books only.

The data collection shows that the school has applied blended learning since this August 2020. Therefore the students will have online class that they can follow from their house but also offline class which enables them to have a face to face meeting in the class. For the English class the students will have twice a week meeting. The implementation of offline class also strictly follows the health protocol. The students will be divided into three small groups which consist of 10 members. They will have 2 hours meeting with the teachers. In addition the students need to keep the distance from one another, and they wear a mask when they need to communicate with others.

Furthermore, the teacher also explains that the students are asked to find any sources for learning material which they can find in the internet. As an example,

when deals with suggestion and offering material, the students are asked to find a short video on youtube related to the topic, they are also asked to express their opinion about suggestion and offering material. The teacher also finds the reading material not only from the printed books but also from the internet. Based on the observation, the writers find out that there is a strong combination between online and offline class when the teachers apply blended learning in the class. Before having an offline class the students are asked to study the related material that has been uploaded in the edmodo application. After that the teacher will remind them to bring the material to the class. This shows how the teacher implemented independent learning when the students are given the chance to study the material via application and then they will also have a discussion and feedback over a regular class meeting. This is similar to the theory that has been mentioned before related to six elements that need to be fulfilled in blended learning (Soler et al., 2017), which focuses on the strong corporation between teacher and students. The English teacher has combined the use of technology in her class not only that she also tries to fulfill the six elements in blended learning by giving the chance for her students to be independent, having a discussion and also direct feedback, and the most important one is there is a cooperation with the teacher and the students.

2. The perception of students and English teacher in using Edmodo

a. Edmodo is very useful application in teaching English during the pandemic

Edmodo is an application to help teachers in managing the online teaching learning process. It is easy to use not only by the teacher but also by the students. Turkmen (2012) found the usefulness of social networking sites as a meaningful learning environment that could support, enhance and strengthen the teaching learning process. Most students considered Edmodo as learning media, they can learn better than by using whiteboard as in classical learning process, as stated by student 1:

"Using Edmodo, it helps me a lot in understanding the material given by the teacher. I also can reread the material whenever I need it. I think it is better than using whiteboard in the classroom."

Student 3 said:

"I found that Edmodo helps me a lot. I don't feel bored of using the application. At first, it is a little bit confusing, but then I could use it appropriately."

b. Edmodo assists in controlling student's learning activity

In teaching English, the teacher does not only give instructions and provides learning materials for the students. He has to control and maintain his students' learning. By using Edmodo, teacher can easily control and maintain students' learning whether in the classroom (face-to-face) or in the distance. As stated by the teacher in:

"I observe them their activities during learning in the classroom. Besides, I can control their learning at home and create the sustainable learning even though from distance. So, I can make them learn continuously at home."

This may signify that the online class as a tool to teach English in form of blended learning. The teacher does not only use the virtual class for post English learning materials but also to control and maintain the classroom virtually. The result is in line with Thongmak (2013), in his study using Thailand case that attempted to study the acceptance of Edmodo as a classroom collaboration tool and to explore university students' views about it. His results, collected from questionnaires, reveal that Edmodo can be more beneficial than any other social networks for various areas of education. It can also be used to support both distance teaching and to fulfill physical classroom learning. The teacher can provide an interactive online forum discussion for the students to ask anything related to the materials, share their opinions, and also discuss about the materials. The teacher stands as the supervisor that can give positive response toward the activities on online forum discussion.

c. Edmodo provides auto grading system

This study found that Edmodo has an auto grading system. The teacher can grade their students' worksheets by using this site. There is Annotate feature that is provided by Edmodo. It helps the teacher to examine their students' work virtually. By using assessment feature in Edmodo, the teacher can assess the students' work like examining students' worksheet manually. The teacher can

give comments on the students' worksheet, thus the students know what should be revised or what should pay attention of. As stated by the teacher:

"I submit some exercises through Edmodo's evaluation feature"

What teacher said is in line with Robertson (2008), he believes that the implementation of such a technology can have a beneficial impact on EFL course organization, lesson implementation, coursework distribution, teacher and student's communication and assessment and it can also create a more student centered learning experience. To put it another way, it is beneficial for the teacher, not only help them in teaching but also assessing the students' work.

- d. Edmodo is very flexible to use because it can be accessed anytime and anywhere

From the interview given, student 5 said that he could access Edmodo application everywhere and every time using her mobile phone. Students and teacher are able to have online discussion effectively. Thus, even though students are not in the classroom, they can ask everything about learning materials through Edmodo. This is in line with Fujimoto (2012), he found that the free Edmodo application allows learners to access any recorded resources wherever and whenever they are.

Student 5 stated:

"We can access Edmodo whenever we want as long as we have mobile data. It is really flexible. We can learn and do consultation with teacher everytime."

Another student stated that by using Edmodo she could add some comments and improve other students' work. In classical learning activity, every student can interact merely when they are in the classroom. However, if they use Edmodo they could directly ask to be corrected by the teacher. According to Kara (2016), she agreed that through Edmodo, the teacher can give feedback for the students directly on that application, so the students do not need to see the teacher in the classroom.

CONCLUSION

Blended learning is a teaching learning strategy that aims to achieve learning objectives by integrating class-based learning/face-to-face with technology and information-based learning which is done online (online class). The innovation of teaching learning process will encourage the independence and self-confidence of students who have been trying to find and explore the source learning not only from the teacher. This assumption leads to blended learning as a choice when learning is not enough through face to face activity. English teacher applied blended learning strategy to respond the problem of teaching learning process during the pandemic situation. She employed face to face and online interaction using Edmodo application.

Edmodo is a solution to provide student's learning experience. As a platform of an online learning that can be used in EFL teaching and learning, it has some advantages and also challenges for the teacher and the students as well. Based on teacher and students' perception, there some advantages toward Edmodo implementation. The advantages of Edmodo usage are as follow: 1) It is very useful application in teaching English during the pandemic; 2) It assists in controlling student's learning activity; 3) It provides auto grading system that helps teachers to assess their students' work; 4) It is very flexible to use because it can be accessed anytime and anywhere.

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Developing Reading Materials based on Toursim Spots for Junior High School Students

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Abstract

The objective of this study is to develop reading materials based on tourism spots in Maluku to improve students' motivation in studying English especially reading. Study conducted in SMP Negeri 9 Ambon with 33 students. The study was conducted with Research and Development Method. Model of development is based on Borg and Gall research in 1983. The techniques that used to get the data were questionnaire that used to get informations from students about their opinions towards the existing reading material and the new developing material, while pre and post tests were aimed to see students' development before and after using the new developed reading material. The result of the study showed that, the students have positive feedback towards the new developing reading material. Most of the students agree that the new developed reading material is fun, easy to understand, colorful, filled with interesting activities and relate with their background knowledge. The classroom teacher also showed positive feedback shown by the questionnaire's result. The new developed reading material also proved to be appropriate after being validated by two experts. The first expert's validation got 91, 66 % and the second expert's validation got 85%. After the research and the validation process, the researcher conclude that the new developed reading material based on tourism spot in Maluku is appropriate to be used as the supplementary materials in the class.

Keywords: developing reading material, tourism spot

Introduction

The role of teaching material in teaching English as a foreign language is very important, because we know by using a proper teaching material; students will have a better understanding about the materials that are being taught. Teaching material can be in form of anything, both electronic and printed materials, as stated by Tomlinson (2012) “ materials for language learning, can be anything that is used to facilitate the learning of a language, including coursebooks, videos, graded readers, flash cards, games, websites and mobile phone interactions although most focused on printed materials.” He also explains that teaching materials should be informative (Informing students about the target language), Instructional (guiding the learner in practicing the language), experiential (providing the learner with experience of the language in use), eliciting (Motivate the students to use the language) and exploratory (help to discover the language patterns) Tomlinson (2012).

Based on Tomlinson's principles (2012), teaching materials should provide many opportunities for the learners to produce languages, it has to make sure that these output activities are designed so that the students can use and practice it. Design the materials that contain a lot of activities to help them develop their skills. Material should also provide the opportunities to give some feedback. The teaching materials should also built students' motivation to study. The used of printed materials especially book; need to be filled with many interesting reading materials that are appropriate with students' level. It should also contain many interesting activities that are not only focus to develop one particular skill, but also the other skill. The pictures and example given in the book should be clear enough in order to get students' understanding.

Reading is a receptive skill that can help students to gain more information. Reading is a very dominant activity that the students will encounter in every learning process that can add their knowledge about what is being read as stated by Mukundun, Zarifi and Kalajahi (2016). Reading is how the information being transmitted from the reading sources to reader's understanding.

Since reading is a very important skill that can affect many areas in students' educational life including other language skills (Listening, Speaking and writing), Then it is also important to know what kind of reading materials that are suitable for students. The materials have to be suitable with their level and background knowledge. Reading material will not be appropriate if we give the students reading materials that are too difficult and totally out of their background and prior knowledge. As stated by Ariaz (2007) the students' level, interests, needs, and background knowledge, other factors are related to the text itself; content, relevance and authenticity are The most significant factors in the reading materials selection. The reading materials would not be so effective if they do not have any relation with students' prior knowledge.

Everyone knows that the aim of reading something is to get the new knowledge or information, but if the reading materials are too difficult in terms of contents and vocabulary, they will have hard time to understand and at the end, reading materials will be ineffective. Ariaz (2007) continues by stating that asking the students to read material that goes beyond their level might be unproductive because it can cause students to feel that they are simply incapable of reading in the target language.

Students' level and students' background knowledge holds a very important thing in determining a good reading material but one thing that is also holds an important role of good reading materials is students' interest. Stated by Mukundun, Zarifi and Kalajahi (2016) some significant factors such as reader's interest, background knowledge, variety, relevance and authenticity of materials, etc, should be considered in terms of conducting appropriate reading materials.

In terms of making good reading material, Local content can be chosen to make interesting reading materials. Since by using local content not only can promote and develop the culture but by using local content can also increase students' nationalism. As stated by Prastiwi (2013), by developing local content materials, can actually make students to have strong spirit of the national cultural identity based on Indonesia's motto, "Unity in diversity". It can also gain students'

interest and also appropriate with students' background knowledge since local content also related with students' daily life, as stated by Kusuma (2016) culture based learning is relevant to the real situation and the culture where the learners are, therefore inserting local content is a good representation of contextual-learning approach.

The reasons of why, the researcher choose this title, is because based on factors of text book analysis composed by Rynata & Ruslan (n.d), there are eight factors that the researcher should consider, such as; the availability of materials based on standard of content K13 (scientific approach. Second is methodology, third is language skills, fourth is topics, fifth is design and lay out, sixth is organization, seventh is language appropriacy, and the last one is cultural aspects. Based on researcher's observation in SMP Negeri 9 Ambon in eighth grade during the teaching practice program, researcher sees that the students' reading materials in their book "*When English Rings a Bell*". There are 8 units of the book about different topics and none of them are about tourism spots in Maluku. Teacher also agrees if one of the local content materials should be added in the book to make the students interest.

The previous study conducted by Picanusaa (2017) with the tittle Developing reading materials based on tourism spots in Ambon, only focused on the tourism spots in Ambon, while this research is taking some tourism spots in Maluku. The previous study also conducted in SMA Negeri 10 Ambon, which has diffrent level with this research, because it is taking place in SMP Negeri 9 Ambon. Another previous study was conducted by Kusuma (2016) with the tittle, developing reading materials for elementary students in tourism area by inserting local culture. The study was conducted in Bali by inserting local wisdom of Bali, therefore the researcher also made the same study by conducting it in Ambon.

According to the regulation of UUD 1945 verse 32 (1) "The country promotes Indonesia national culture at the center of world civilization by guaranteeing the freedom of the people in preserving and promoting their cultural values." this

regulation has also become one of the reasons for the researcher to develop the reading material consist of cultural values in this case, local content.

Based on all the reasons stated above, the researcher initiates to develop reading materials that are based on students' level, background knowledge and interest. Reading materials that consist of local content especially about tourism spots in Maluku hoped can add students' motivation in learning process.

Research Purpose

The purpose of conducting this research is to develop an effective reading material based on tourism spots in Maluku, which hoped to be usefull and effective for students in learning activities.

Methods

The researcher used research and development (R&D) method in designing this research. Stated by Hall (2006), the terms R&D or research and development described about the activities undertaken by researcher in order to create new or improved products and processes. The research was conducted at junior high school of SMP Negeri 9 Ambon at class VIII.12. There were 33 students that used as sample in this research. The stages that used in this model of development is based on Borg and Gall research in 1983, they are Research and Information collecting, Planning, Develop preliminary form of product, Preliminary field testing, Main product revision, Main field testing, Operational product revision, Operational field testing, Final product revision, and Dissemination and Implementation. The technique and data collection that used are questionnaire and post test, while techniques of data analysis are the percentage and descriptive to analyze the data.

Findings and Discussion

Preliminary Study

Students and Teachers

The pre liminary study was done by distributing questionnaire to students in order to know their needs and the content of reading materials. The results show that concerning with students' interest on reading the text, 4 students chose disagree, 10 students chose strongly agree and the highest is 24 students who chose agree. The conclusion is, Most of the students agree that they interest in reading English text.

Concerning with the reading text given by the teacher, 9 students chose disagree, 23 students chose agree and 4 students chose strongly agree. The conclusion is, most of the students are agreeing that the texts given by the teacher are liked by the students.

Regarding the understanding of the content in text. 2 Students chose strongly disagree, 20 students chose disagree, 5 students chose agree and 4 students chose strongly agree. The conclusion is, most of the students chose disagree, because the words used in the text are too difficult and the glossary are not provided as well, therefore the students have some difficulties in understanding the text.

About the reading English text preference both at school and at home. 13 students chose disagree, 17 students chose agree and six students chose strongly agree. The conclusion is, most of the students agree that they like to read English text both at home or at school.

Concerning with the will to read English text if they are given some presents. 16 students chose strongly disagree, 7 students chose disagree, 5 students chose agree and 8 students chose strongly disagree. The conclusion is, most of the students chose strongly disagree, because they will to read English text is based on their personal preferences and it is not determined by the presents.

The second part is related with content of the reading material. Concerning with the topic of the English text, 6 students chose disagree, 23 students chose agree

and 7 students chose strongly agree. The conclusion is, most of the students agree that the topic on their English text are interesting.

Regarding the interesting games on the book that is still related with the material. 3 students chose strongly disagree, 11 students chose disagree, 15 students chose agree and 7 students chose strongly agree. The conclusion is, most of the students agree that the game related with the material should be provided in the book to make students become more enthusiastic to study.

Regarding the songs used in the book. 2 students chose strongly disagree, 7 students chose disagree, 24 students chose agree and 3 students chose strongly agree. The conclusion is, most of the students agree that the songs should be provided as well in the book to make them become more enthusiastic to study.

About content of tourism spots in Maluku in their text book. 2 students chose strongly disagree, 20 students chose disagree, 10 students chose agree and 4 students chose strongly agree. The conclusion is, most of the students are disagree that their current text book has material about tourism spots in it.

Concerning with the tourism spots should be provided in the text book or not. 6 students chose disagree, 13 students chose agree and 17 students chose strongly agree. The conclusion is, most of the students strongly agree if the tourism spots should be provided in their text book because it can be more interesting.

Besides giving the questionnaires to the students, the researcher also gave it to the classroom teacher. The researcher also interviewed the teacher concerning with the questionnaires's questions. (see table 1)

Concerning with the variety of method used by the teacher every meeting, the teacher chose agree because she explained that, in order to make the students not get bored and to gain the success in teaching process, use different variety of methods is recommended. Concerning with the main four skills in the text book used by the teacher. The teacher chose agree because the standard of English book should provide 4 main skills in order to increase students' ability in learning English.

Concerning with how often the text is given, the teacher chose disagree, because not every meeting the teacher give the text to the students.

Regarding tourism spots in Maluku in current text book used by the teacher in teaching, the teacher chose strongly disagree, because the teacher said that there are no contents about tourism spots in the text book that she used. Concerning with should tourism spots be inserted in the text book, the teacher chose agree because according to her, tourism spots can increase students' motivation and enthusiasm in learning the material. Concerning with local content is part of curriculum, the teacher chose agree, because the teacher said, increasing the students' nationalism is part of the curriculum therefore by learning about tourism spots in Maluku will give them knowledge about their own home town which also increase their nationalism.

Study On Existing Text Books

In order to support data before designing reading materials, the content of the existing book entitled "When English rings the bell" was analyzed. The data show that (see table 2) there were some inconsistencies in some units, for example, the listening activities were not provided in unit 5 "I'm so happy for you" and unit 6 "Our busy roads". The textbook also did not provide the vocabulary which has become one of the biggest problems for students to understand the text. Game was also not provided in any units which made the students not really motivated to study. The song was only provided in the unit six. The last one is the cultural aspect, which was not provided in the units in this textbook.

Preliminary field testing

For small group consist of three students

The new developed reading materials of tourism spots in Maluku were tried out toward 3 students. During the learning process, the students were so motivated and enthusiastic to study. The learning process was done by following the unit designed of the reading materials. During the learning process, the researcher asked the questions if anyone has ever been there before, turns out one student has

traveled there before. After the learning process, the researcher started to interview the students by asking their opinion towards the new reading material. Student one said

1. The picture is very beautiful, because of the bright color. The text is also very good and easy to understand because the vocabulary has been provided.”
2. some of the task in the reading materials are easy to answer and not very difficult
3. Ngurthafur beach is very pretty and the sand is very beautiful.

Student two said:

1. that the picture is so good and interesting, the
2. text is also very nice, because it is very easy to understand,
3. There are also some interesting games that are provided in the reading material, although in the game there is one simple mistake, but overall, it is really fun and interesting.
4. The tasks in the book are vary and challenging. It makes us to read carefully few times before finally got the correct answers.

Student three said:

1. The topic especially about Ngurthafur beach is verry interesting, because we never study with the text about the tourism place in Maluku before.
2. The task in every units are also very fun and not to difficult.
3. The picture in reading text is clear and good.

Teacher’s Feedback

There were some important comments that given by the teacher toward the first developed reading material such as word choices and language focus in recount text. She also praised the content of the reading materials supported by interesting exercises, games and other activities inside. Another point that the teacher really like was the use of good and clear pictures.

Experts Validation

Before implementing the developed material for the operational try out, the experts validated the reading materials comprising the content, the language, presentation and graphics (see table 3 and table 4). The validation value from expert 1 is 91.66, while validation value from expert 2 is 85. Thus, these data is meant that the developed reading materials are appropriate to be used in main field tasting.

The Result of Operational Field Trying Out

Post Test

After trying out through unit one to four toward 33 students, the researcher did the post test to check students' understanding about the content of each material. The result of the post test is shown that (see table 5) there were 24 students who were in score 70-79 (good level). In addition, there were 5 students who were in score 80-89 (very good level), and there were 4 students who were in score 90-100 (excellent level). Since the average students were in good level, it can be concluded that most of the students could understand the lesson well.

Attitude Questionnaire

Based on the result (see table 6), it can be said that, concerning with the students' difficulty in doing the tasks, 6 students agree if they found some difficulties, 24 students disagree if they found any difficulties and 3 students strongly disagree if they found any difficulties. The conclusion of the first point is, most of the students are disagree if they found any difficulties in doing the exercises in the reading material. Concerning with how happy or passionate they are in doing the exercises in the reading material, 9 students chose strongly agree and 24 students chose agree. The conclusion is, most of the students agree if they feel happy in doing the exercises.

Concerning with their interest in learning the material about tourism spots in Maluku, 12 students chose strongly agree and 21 students chose agree. The conclusion is, most of the students are agree if they interest in learning the material

about tourism spots in Maluku. Concerning with their willingness to read. 6 students choose strongly agree, 23 students chose agree, 4 students chose disagree. It can be concluded that most of the students are willing to read because of their own preference. Concerning with how the students are helping each other in doing the group discussion session, 10 students chose strongly agree, 21 students chose agree and 2 students chose disagree. It can be concluded that most of the students are agree if they are helping each other during the group session. The last one is concerning with how confidence are the students in answering the questions from the reading materials, 11 students chose strongly agree, 21 students chose agree and 1 student chose disagree. It can be concluded that most of the students are agree if they feel confidence in answering the questions from the reading material.

Content Questionnaire

From the (table 7) the researcher divided the questionnaire into 3 parts; they are the goal, input and the activity. The goal, consist of 3 statements. The first is concerning with how the new developed reading material is helping the students in increasing their English, and related with their background and needs. All 33 students chose agree. The second statement is concerning with all exercises from the first unit until the fourth are preparing the students to the things around them, and all 33 students chose agree. The third statement is concerning with how the introduction of each units are helping the students to know the learning objectives, all 33 students chose agree.

The second part of the questionnaire is related with the input, which consist of 6 statements. The first statement is concerning with if each unit are based on students' needs, 25 students chose agree and 8 students chose disagree. It can be concluded that most of the students agree if the units are based on their needs. Concerning with variety of the input, 32 students chose agree and 1 student chose disagree. The conclusion is, most of the students chose agree if the units are vary. Concerning with the language used in each unit, 28 students chose agree and 5 students chose disagree. The conclusion is most of the students are agree if the language used in each unit is understandable. Concerning with instruction used

in each unit, all 33 students agree if the instructions are clear and understandable. Concerning with the outline of each unit, all 33 students agree if the outline are very interesting. The last statement is concerning with the title of each unit helped the students in guessing the topic of the material, 32 students chose agree and 1 student chose disagree. The conclusion is, most of the students agree if the title help them in guessing the topic of the materials.

The third part is the activity. Concerning with if the activities in each unit are vary, all 33 students chose agree. Concerning with how well all exercises are arranged in each unit, both for individual or in peer, all 33 students chose agree. Concerning with how the exercises are arranged from the easiest to the most difficult, 32 students chose agree and 1 student chose disagree. The conclusion is, most of the students chose agree that the exercises are arranged from the easiest to the most difficult. The last point is concerning with how well the arrangement of each unit, all 33 students chose agree.

Students' opinion (Big group try out)

After done with the learning process of 4 units for big group class that consist of 33 students, the researcher then asked the students about their opinion towards the reading material from unit one to unit four. Each unit will have 5 students' opinion. The students' opinion can be sum up as follow:

Unit one:

1. Student one: "I can understand the text very well, and I can learn some new words that I never knew before."
2. Student two: "I think the text, the exercise, the picture and almost everything in this unit are good, fun and easy to understand. Plus, I really like the game and I can add my knowledge about one of the tourism spot in Kei Island."
3. Student three: "The text is easy to understand, the exercise is also easy to do and I learn several new words."

4. Student four: "The material is very interesting; the reading passage is easy to understand because it used a simple language."
5. Student five: "I like this material very much. The picture, the words and the games are really good. It can be a good reference for a vacation."

Conclusion, some students explained that in unit one, the text is easy and understandable, the games are very fun, and the theme is also very interesting. The pictures of the beach are also very good. Some of the students added that they also learn some new vocabularies and most of the students also stated that they like the game provided in the reading material, because it is very fun and interesting.

Unit two:

1. Student one: "I think the text is easy to understand and also the exercise about true or false based on the text is really fun. ."
2. Student two: "I really like the text, because it makes us to feel like we were in the story. The exercise and the game are really fun, especially the listening and speaking part."
3. Students three: "Although the text is not too difficult, but there are some new words I learned from glossary too."
4. Student four: "The text is very interesting and I also really like the true and false exercise because we have to read very carefully to get the correct answer."
5. Student five: "The text allows us to know what is seven islands and the game is fun with a very clear explanation."

Conclusion, some students said that the text in unit two is very interesting and fun, because it is about someone's experience so they can have good imagination to think what the place look like. The exercise of the text is also very interesting, because it is about true or false questions. Some of the students really like it because it can be tricky sometimes, so they have to read the statements carefully. Some

students also state that the text is easy to understand, and the glossary also help them when they find some new words. The game is also very fun and interesting for them. The listening and speaking part is very fun also.

Unit three

1. Student one: "From the text, I can learn about the history of Bung Hatta and his exiled in Banda island. The game provided is very fun and the pintu kota song is also very nice.
2. Student two: "The material is very interesting, because it can increase my historical knowledge. Listening and speaking activity is very good and the game provided is also very nice."
3. Students three: "it's fun because I know about Bun Hatta's house, the questions are also not very difficult. The game is fun and I really like the song."
4. Student four: "I get new information about the history in Maluku, I can also answer the question very well and I can sing together with friends."
5. Student five: "It is very good because we can know about things inside Bung Hatta's house and we can sing Pintu Kota song together."

Conclusion, most of the students stated that not only they studied about English, but they also study about the history in Maluku. The text is easy to understand, and the exercise is also not very difficult. Most of the students are enjoying and very passionate to sing the song togetehr provided in unit three.

Unit four:

1. Student one: "The statue of Johanis Leimena is in Poka. It shows about one of the national heroes from Maluku.
2. Student two: "The text is very interesting because it's about Johanis Leimena. The statue is also very close in Poka."

3. Students three: "I can know new information, such as Johanis Leimena is one of the national heroes from Maluku in the era of the first president of Indonesia. The text is very clear and easy to understand."
4. Student four: "I really like this unit, because we study about regular and irregular verb, and get many new words from the text."
5. Student five: "I know the history of Johanis Leimena. Play an interesting game and also the text is esy to understand."

Conclusion, the students also really like the story of one of the national hero from Maluku, which is Johanis Leimena, The text is also not too difficult to understand. The exercise and the game provided is also really interesting. They also like to learn about the grammar point in this unit, especially about regular and irregular verbs.

After asking the students about their opinion for each unit, the researcher also asked the students' opinion on learning English through tourism spots in Maluku. Some of the students said that, they like to study about tourism spots in Maluku, because some of the places are very beautiful and can be a good destination for them to go. Some students also said that, one day they will visit some of these places. Students continue by stating that, they prefer to study the tourism spots In Maluku rather than tourism spots outside Maluku, because the places especially the beaches in Maluku are very beautiful.

Discussion

The new developed reading material is hoped to make the students gain the interest in reading. The reading material is also contained with some interesting topic that is related with tourism spots and also contained with some interesting activity like game, song, various exercise, individual and also group exercise. The researcher also got a very good feedback from the three students from the preliminary filed testing. After the small group try out, the researcher later gives the new developed reading material to be validated by the expert. During the validation

process, the researcher also gives the expert judgement questionnaire to gain the total score of the validation process. The total score that the researcher got after the validation is 91, 66 % which is also estimated to be successful. After the expert validation, the researcher continues by doing the operational field try out to a big group class. When doing the post test after the study process, the researcher find that most of the students get the score with the description "Very Good". Then the researcher continues by giving the questionnaire to the students and after analyzed the questionnaire, the reseacher found that most of the students gave a very good feedback toward the new developed material. The last part is, when the researcher asked the students to write their opinion from unit one to unit four, all the students also give a very positive opinion.

The new developed reading material has also successfully fulfilled. Tomlinson's (2011) 15 Principles about the development of materials for the teaching of language. (1) Material can achieve impact, most of the students stated that they were interested and motivated in learning by using tourism spots in Maluku as the content of the material. (2) Material help learners to feel at ease, most of the students agree that the reading and the exercise provided are clear and understandable and the glossary also help them in learning new words. (3) Materials help learners develop confidence, some students also agree that they like the activity that they can do together like singing and practicing dialogue because it helped them to try. (4) Material should be percieved by learners as relevant and useful, some of the material are relevant for the students, because there were some places that they have visited before and there are also some places that they can put as a holiday destination. (5) Facilitate learners self investment, most of the students really like not only the game but also the exercise and song provided in the reading material and it proved that students invest their interest, effort and attention for the reading material.

(6) Expose to language in authentic use. The students were also taught about the tenses used. When did they use persent, past and future tense. (7) Learners' attention should be drawn to linguistic features. Students helped by the coloring code in defining part of the text and the words used in games are also put in the

glossary and make them easy to recognized the new words. (8) Achieve communicative purposes, It can also shown by students interest on the listening and speaking activity. Students will have time to listen, discuss and correct their peer before they presentate the dialogue. (9) Positive effects of instruction are usually delayed. The time used for each activity is also enough, shown by students quick responses for each activity and rarely ask for extra time. (10) Differ in learning style, this is shown by students' reaction where some of them really like the reading part, some of them really like in listening and speaking part and some of them are really like the game and song part. It showed that the material can helped each student even with diffrent interest learning style.

(11) Learners differ in afective attitudes, most students showed positive response towards the exercise for the reading passage, like true or false, multiple choices and also writing answer. Therefore the various exercises is proved to be very effective; and (12) Silent period, shown by how students become more active after they were given the time to observe, read and think. (13) Stimulates both right and left brain activity. Not only the reading material is contained with fun game and interesting song to sing but it also allows the students to be able to create their own story based on the material they learned before. It showed that most students really like the activities. (14) Materials should not rely to much on controlled practice. Students also showed positive response after they read the text individually instead of read together. They understood the text better and did the exercise well (15) provide opportunities for outcome feedback. This reading material of course has been through a lot of revision by the mentors, the experts validation, the classroom teacher and also the students. Some students also very cooperative on giving the feedback of what they like and some misspelling words that need to be changed.

By all the explanations above, it can be concluded that the new developed reading material based on tourism spots in Maluku by following Tomlinson (2011) 15 Principles, has been succesfully developed after through series of process to be an effective reading material.

Conclusion

The researcher intended to develop a new reading material based on tourism spots in Maluku, because the researcher try to make the students to be interested and motivated in the learning process. Tomlinson (2011) 15 principles are followed as a guide to develop a reading material. The researcher chose tourism spots as the content of his new developed reading material, because the tourism spots especially in Maluku, can be a good representative for the students' prior knowledge because it is still related with students' everyday life. Not only to promote the local content of Maluku, but inserting tourism spots can also increase students' interest and knowledge in learning about their own home town. To make the reading material more interesting, the researcher also inserts some variety of exercises and fun games to make the students to be motivated in learning. In conclusion, the developing of reading material based on tourism spots finally has been successfully developed after through some steps of research procedure which are also included Observation, develop prliminary form of product, preliminary field testing and also operational field try out, the reading material has also been validated by the expert, and can be catagorized as success. Now the researcher's new developed reading material can be disseminated as his reading material' result as a new innovative and well developed reading material based on tourism spots in Maluku.

Suggestion

1.for the teacher: This new developed reading material is hoped to be useful for the English teacher especially for the teacher of junior high school to teach the students, because the reading material can increase students' activeness, interest and motivation in the learning process.The new reading material is also contained with some interesting and interactive activity.

2. for the students: This new developed reading material is hoped to be very useful too for the students in order to help them relate with their background knowledge and also help them to understand the materials. The reading material is also contained with some interesting activities and games which are hoped to make the

students become more active and interactive. The reading materials also allow the students to explore the 4 main language skills in each unit and also for both individual exercise and peer exercise.

3. for further researcher: This new developed material is hoped to be one of the inspiration for other researcher in the future who are going to do their research about material development. The researcher hopes this paper can be a useful reading source and also can be used for other researcher to develop the same kind of reading material with different type of local content or with different type of skill.

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The Potential of the Kenyah Language as a Cultural Disclosure in the Village of Culture in Pampang, Samarinda, Kalimantan Timur

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Abstract

The Pampang cultural village is inhabited by Dayak Kenyah people. In addition to speaking Indonesian, the villagers sometimes communicate with tourists using the Kenyah language. This study aims to describe Kenyah language potential as cultural expression and the strategy to improve tourism through Kenyah language. The data were collected through observation, interviews, and literature study method. Data analysis using descriptive method with an interactive model consisting of three components of data reduction, data presentation, and drawing conclusions. The results of this study found some potential for Kenyah language, namely (1) use of Kenyah terms for describing cultural performances, (2) communication between visitors and native Kenyah speakers during the show, (3) many cultural terms or vocabularies that attract visitors, such as long ears, parts of traditional house, parts of traditional clothing, traditional weapons, and souvenirs, (4) tour guides, leaflets, and involvement of Kenyah residents to explain the Kenyah's terms. The suggested strategies to increase the interest of tourists such as (1) increasing the visitors participation by communicating in simple Kenyah language; (2) encourage writers or authors to explore cultural tourism in Pampang through Kenyah language; (3) reviving the cultural community to promote the tourism village. Thus, the potential of Kenyah language can be used as a tourist attraction of Pampang village.

Keywords: potential, Kenyah language, cultural disclosers, Cultural Village in Pampang

Introduction

Language is one of the most important elements of human culture. Fokker (in Ikram, 1988: 24) says that language is the basic essence of all culture. Language can reflect the cultural colors of a community or society. Therefore, the existence of a language is often associated with the existence of culture. Through language, humans not only express their thoughts, but also conceptualize and interpret the world that surrounds them. It is also through language that most of the knowledge is obtained, stored, reformulated and used (Nababan, 1992). Thus, language plays an important role in maintaining the nation's culture.

The importance of language is related to this study about the potential of Kenyah language as a means to expressing culture in the cultural village of Pampang, Samarinda, Kalimantan Timur. In 1991, the Governor of East Kalimantan inaugurated Pampang Village as a Cultural Village. The government is enthusiastic that this cultural village has positive activities that can become a leading tourist asset, both at the local and foreign levels. Every year, an event is held to commemorate the birthday of Pampang Village, which is called *Pelas Tahun*. Through the tourism's plan, the government hopes this village can continue to maintain and preserve the customs and culture of the Dayak people. Many tourists and visitors are curious to see directly the exoticism of the Dayak culture, customs, and figures, which are already known to the world. In addition, the government supports Dayak Kenyah residents who live in Pampang Village to develop other potentials, such as making souvenirs, introducing their traditional clothes, oral traditions, and so on.

Visitors to the Pampang Cultural Village can enjoy various traditional dances typical of the Dayak Kenyah tribe, usually at the end of the week. The people of Pampang Village hold traditional Dayak dance performances, especially Dayak Kenyah, including *Bangen Tawai*, *Hudoq*, *Kanjet Anyam Tali*, *Ajay Pilling*, *Kancet Lasan*, *Nyalama Sakai*, and *Kancet Punan Lettu*. All these dances certainly have their own meaning, including the movements. Therefore, before one of the dances begins, there will be an explanation from the native tour guide about the meaning of the

dance to be performed. Uniquely, all the dances that are held in Pampang Village involve all young and old people of Pampang people.

In addition, visitors can see the Dayak Kenyah traditional house called Lamin Adat Pamung Tawai. The traditional house is made of Ulin wood with decorations and carvings on almost all the walls. This carving is formed according to the characteristics of the Dayak, the dominant color combination of black, white and yellow. Likewise with the pillars of the house with a diameter of two meters decorated with beautiful carvings. The roof is made of shingle wood, with solid carvings in the middle of the roof and the corners. This is also a special attraction for visitors. Visitors are also curious about the unique terms in the parts of the lamin house. Visitors can also see first-hand and can take pictures with local natives who have long ears and tattoos.

Theoritical Review

Local language

As a means of communication in people lives in various regions of the country, regional languages have an important role, among others, as a symbol of their communal identity. Such a role is not only seen in the stimulation of large regional languages, such as Javanese, Sundanese, Balinese, Bugis and so on whose number of speakers may only range from hundreds to tens of thousands, even only hundreds to tens of people, such as Banjar, Ngadha, Tetum. , Kedang, Madiki, and so on (Fernandes, 1993: 03)

Furthermore, Halim (1982: 21) says that in principle regional languages are able to act as symbols of community group identity and are always respected and maintained by their speakers - in accordance with the UUD 1945 Chapter XV, Article 36 - there is an opportunity for regional languages to coexist with Indonesian as country language. This means that the survival of local languages is guaranteed and the contribution that regional languages make in a broad sense to the development of Indonesian is appreciated by the government.

Then, Pateda (1993: 22) explains that juridically the relationship between Indonesian and regional languages is implied in the explanation of the UUD 1945, Article 36, which reads, "... these languages are part of the living Indonesian culture" which is then elaborated in in GBHN (1993), specifically for culture in Pelita VI, point (f) which reads, "the development of regional languages needs to be continued in order to develop and enrich the Indonesian language treasury and national cultural treasures as an element of national identity and personality.

Local culture

As part of culture, language stores the local wisdom of its speakers. This is related to the social facts of the society of each group that has a certain culture and wisdom. Sapir stated (in Octavian 2005: 80) that analysis of the vocabulary of a language is very important to reveal the physical and social environment in which the speakers of a language live. Thus, research on language does not merely examine language as a phenomenon of language and language structure, but also considers the socio-cultural factors of the language-speaking community because the lingual units here are used in conjunction with the means of expressing the view of life of the Dayak Kenyah Pampang community about the environment.

Sociolinguistics

Sociolinguistics is a branch of science that studies language by taking into account the relationship between language and society, especially those speaking the language. This means that sociolinguistics considers the relationship between two things, namely linguistics in terms of language and sociology in terms of society. Hymes (Alwasilah, 1990: 2) states that, "the term sociolinguistics to the correlations between language and societies particular linguistics and social phenomena," means "sociolinguistic terms to connect between language and society as well as language and phenomena in society". Tracing sociolinguistic studies, that the terms Dayak Kenyah spoken at the time of performance is a cultural expression through the Dayak Kenyah language. Many local wisdoms that are part of the life of the Dayak Kenyah are spoken through the Dayak Kenyah language.

Methods

Data collection was carried out by observation, interviews, and literature study. The method of observation is carried out as a complement to the interview data, by observing the performance of the Dayak Kenyah community and systematically recording the objects seen and heard of the Kenyah term that is mentioned during the performance. Meanwhile, the data were obtained from interviews with dancers and Dayak Kenyah informants who were able to speak the Kenyah language fluently and interpret it for the author.

Data analysis was carried out by descriptive method using an interactive model consisting of three components, namely data reduction, data presentation, and drawing conclusions. The analysis process can be described as follows.

- a) Data reduction is done by making an abstraction. The abstraction is carried out as a core summary containing the work process, primary data in the form of interviews and observations, and secondary data that will guide researchers in writing. Next, group them in units.
- b) Presentation of data is carried out by data analysis then followed by discussions which are corroborated by theories derived from secondary data.
- c) The final stage is to draw conclusions from the results of the analysis of the potential of the Kenyah language in supporting tourism.

Results and Discussion

Dayak Kenyah Tribe is one of the ethnic groups who live in the interior of Kalimantan Island. These ethnic groups are often classified as inland residents as Dayaks. The Kenyah ethnic group here originates from Long Nawang Subdistrict, Bulungan Regency, East Kalimantan Province, which is around Apo Kayan or in the upper reaches of the Mahakam and Kayan rivers, where the river flows across different districts and empties into the Sulawesi Sea (Sedyawati, 1995: 18).

Pampang Village is located in Sungai Siring Village, North Samarinda District (about 25 km from downtown Samarinda). Pampang Village is a village for the

Dayak people which is used as a cultural tourism area in the city of Samarinda. The population includes the Dayak Kenyah tribe who originated from Apokayan, Bulungan Regency who moved to this area via Muara Wahau, Long Segar, Tabang, Long Iram, Kutai Regency, which started with 35 households in 1967 with movement in groups moving from the north to the south, until the 1973s.

As a Cultural Village, Pampang is not only as a residence for the Dayak Kenyah people, but also includes all the cultures and activities of the people that are characteristic of Dayak Kenyah. The culture and activities of the Kenyah people in Pampang Village are a form of their own uniqueness that persists in the area around the township which is a special attraction. Its location on the outskirts of Samarinda City, makes Pampang Village a tourist visit area for people around Samarinda. Every Sunday after the Pampang people perform their services at the church, they schedule performances for tourists, in the form of dances. In the vicinity of the show, the Kenyah people also market their handicrafts from bark and beads for visiting tourists. These souvenirs are in the form of bag crafts, mandau cloths, traditional clothes, Dayak Kenyah hats, and so on.

The results of the study found several potentials for the Kenyah language, namely (1) the use of Kenyah terms when describing cultural performances; (2) visitor communication with native speakers during the performance; (3) cultural terms or vocabulary that attract visitors, such as long ears, parts of traditional houses, traditional clothes, traditional weapons, and special souvenirs; and (4) tour guides, leaflets, and the involvement of Kenyah residents to explain Kenyah terms. The strategies to increase tourist attraction through the potential of the Kenyah language include (1) increasing the involvement of visitors or tourists to participate in dances and games while communicating in simple Kenyah language; (2) mobilizing writers or writers to explore Pampang cultural tourism through Kenyah language; (3) reviving the Kenyah tradition community to promote the cultural tourism village. Thus, the potential of the Kenyah language can be used as a tourist attraction in the village.

Language Data (Cultural Terms)

Dance

Bangen Tawai dance, Hudoq, Kanjet Anyam Tali, Ajay Pilling, Kancet Lasan, Nyalama Sakai, and Kancet Punan Lettu. All these dances certainly have their own meaning, including the movements. There are their respective terms in Kenyah and need to be explained to visitors. Culturally, the Dayak people do not only dance to entertain tourists, but also as a means of connecting ancestral spirits. They perform the dance ritual to hope for strength in driving away bad things. Therefore, they dance using the complete dance attributes.

Custom home

Lamin part: Kepang (lamin roof), Lamin floor (Asoq) consists of three parts, namely: Usoq (porch), Bilik (bedroom) and Jayung (kitchen). Assoq is composed of 4 layers, namely theumerurat (first girder), mantuukng (girder) second), lala (lower floor) and above then installed the actual floor. The long lamin was built on high poles called Sukaq. To go up to the top of the building, a ladder made of wood is used which is notched in the shape of a step and can be pulled up and stored on a lamin floor, which is called a 'behek ladder'.

Traditional clothes

Traditional Dayak Kenyah women's clothing, consisting of a top and a subordinate. The upper part is a shirt that has no sleeves with beaded decorations or what is called an aban on the entire surface of the shirt called sapei aban. Meanwhile, the lower part is a skirt which is also decorated with beads on the surface with a Dayak motif. Its subordinates are called taa. aban. These female dancers usually wear a hat called a tapung aban. The dancers bring hornbill fins or fans from hornbill feathers.

Meanwhile, the clothes for Kenyah women are daily called Tapung da a (hat made of daa leaves in their gardens), martial (long ears), Inoq / uleng (bead necklace), lekoq sulau (white bracelet made of snails), sapei. (regular top), ta a (split skirt).

For the war dancer clothes for men, it consists of a hat called a beluko, a besunung shield shirt, abet shorts. Usually they also carry mandau and tendon. Beluko and besunung are usually made of bark decorated with cloth and beads. especially for beluko, it is usually decorated with hornbill feathers.

Traditional weapon

The Dayak community, including Dayak Kenyah people, is familiar with three types of weapons in general, namely mandau, chopsticks, and spears. The three weapons were used by the Dayak people for farming, hunting and fighting. Mandau is a type of machete which is shorter in shape and has a typical Dayak handle. Usually the handle or handle has a certain carving which has a meaning according to the owner's social status. In ancient times, the mandau was also decorated with the hair of enemies he killed in battle.

The second weapon is chopsticks, which Dayak Kenyah people call keleput. This weapon is about 1.5 meter of long bamboo blade. A sharp iron was inserted in the center and blown towards the target. In the past, this weapon was also used for war, but now the Dayak Kenyak people use it to hunt wild boar. The Dayak community is also familiar with spear weapons, which in Kenyah is real. The shape is like a spear in general, but there are some decorations from carvings and cloth that symbolize the status of the owner. In addition, in war dances, usually male dancers carry a Kalembeit or a Dayak shield. All these weapons are used in war dances and are always exhibited at performances for tourists.

Tattoo tradition

The motifs in tattoos adjust to the social strata in society, whether from the aristocracy or the common people so that the use of motifs is not arbitrary. Tattoos for Dayak Kenyah people who come from aristocrats or kings or are called paren, the motive is the usun tingaang in the form of a hornbill beak, kajaa 'lejo motifs such as tiger feet, tuva stretchers in the form of plants, pyramid-shaped stretchers with sharp edges, tena'in ba'ung is in the form of a round circle and iko in the form of a wave which is used as a boundary between one motif and another. The Dayak

Kenyah men's tattoos are placed on the right and left of the back and as a sign of maturity and a sign that they have explored the land of people and have done something extraordinary like killing in war.

Tour guide

Since 2018, Pampang Tourism Village has had a Pokdarwis (a group of native who promote travel) that was formed to be active in advancing Dayak Kenyah culture in Pampang. They are Pampang residents equipped with knowledge about ways to raise the potential of Pampang Village in the tourism sector. In addition, they are also equipped with multilingual skills which make them tour guides in Pampang Village.

Pampang Tourism Development Strategy

Several strategies in developing the potential of Kenyah language can be started by improving the quality of performances. This can be done by involving more visitors who have been only spectators to be more active in being part of the show, for example taking part in dances. Another effort is to motivate regional writers to participate in developing Dayak Kenyah culture in Pampang by writing about the exoticism of Dayak Kenyah culture in Pampang in their writings. The next effort is a cultural revitalization effort, which is to activate the arts groups in Pampang to further improve their content for tourists. One of the ways to develop the potency of Dayak Kenyah language is by combining dance performances with traditional/regional singing. In the past, Dayak Kenyah people always danced to the accompaniment of traditional songs. The songs are different in each of their activities. This means that they actually have several folk songs according to their activities, for example planting rice, gathering in lamin, and activity of fishing in the rivers. All of that has its own song. However, nowadays the younger generation is no longer doing the chanting. They don't even know about the songs. Therefore, it is necessary to reactivate the Pampang people in artistic activities so that their culture does not become extinct.

Conclusion

Some of the things that can be concluded in this paper are about potency of Dayak Kenyah language to reveal their culture and some strategies to develop the potency. Some of the potentials of Dayak Kenyah to develop tourism are (1) the use of Kenyah terms when describing cultural performances, that is some vocabulary related to dances such as Bangen Tawai Dance, Hudoq, Kanjet Anyam Tali, Ajay Pilling, Kancet Lasan, Nyalama Sakai, and Kancet Punan Lettu; (2) there is communication between visitors and native speakers during the show which can reveal some everyday Kenyah vocabulary; (3) cultural terms or vocabulary that attract visitors, such as long ears, parts of traditional houses, traditional clothes, and traditional weapons; and (4) tour guides, leaflets, and the involvement of Kenyah residents to explain Kenyah terms.

The strategies to increase tourist attraction through the potential of the Kenyah language include (1) increasing the involvement of visitors or tourists to participate in dances and games while communicating in simple Kenyah language; (2) mobilizing writers or writers to explore Pampang cultural tourism through Kenyah language; (3) reviving the Kenyah studio or community to promote the cultural tourism village.

Suggestion

Based on the explanation in this paper, to develop the potential of Kenyah Language in Pampang Village, it needs efforts from various parties, both government and private. The strategy recommended in this paper requires the efforts and cooperation of all parties, including the community in Pampang Village as well as tourists, the government, in this case the Tourism Office, always provides support in the form of training and easy access, including facilities, building facilities and infrastructure.

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Abstrak

Pemartabatan bahasa negara di ruang publik --sejalan dengan UU No. 24 Tahun 2009-- menjadi fenomena kebahasaan yang perlu dicermati dan diupayakan melalui pengutamaan penggunaannya. Berkaitan dengan hal tersebut, dalam makalah ini dibahas lanskap bahasa pada tempat rekreasi di Kota Bandarlampung. Objek yang diteliti mencakup penggunaan bahasa dan posisi tulisan yang tertuang pada papan nama, papan informasi, dan petunjuk. Adapun tujuan penelitian ini adalah mengetahui lanskap bahasa di dua tempat rekreasi milik pemerintah, baik dalam penggunaan bahasa maupun posisi tulisan yang berbahasa Indonesia dan berbahasa asing. Metode yang digunakan dalam penelitian ini adalah deskriptif kualitatif, yakni menggambarkan data berdasarkan apa adanya. Pengambilan data tulisan di tempat rekreasi dilakukan dengan teknik dokumentasi. Data-data kemudian dianalisis dan menunjukkan hasil bahwa bahasa yang digunakan di tempat-tempat tersebut sangat bervariasi. Hasil penelitian menunjukkan bahwa ada tulisan yang hanya menggunakan unsur bahasa Indonesia, ada yang hanya menggunakan unsur bahasa asing atau Inggris, dan ada yang menggunakan bahasa Indonesia dan bahasa Inggris. Selain itu, posisi tulisan pada objek penelitian di tempat rekreasi menunjukkan bahwa ada posisi tulisan yang sejalan dengan upaya pemartabatan bahasa Indonesia dan ada juga yang tidak sejalan dengan upaya pemartabatan bahasa Indonesia.

Kata kunci: lanskap bahasa, penggunaan bahasa, pemartabatan bahasa

Pendahuluan

Penetapan bahasa Indonesia sebagai bahasa negara tercantum dalam pasal 36 Bab XV UUD 1945. Penetapan ini sekaligus menunjukkan salah satu kedudukan bahasa Indonesia di samping kedudukan lainnya. Dalam kaitannya sebagai bahasa negara, bahasa Indonesia digunakan dalam banyak hal, di antaranya dalam administrasi kenegaraan, upacara kenegaraan, dokumen-dokumen, keputusan-keputusan, serta surat-menyurat yang dikeluarkan oleh pemerintah dan badan-badan kenegaraan lain, pidato kenegaraan, serta pengantar pendidikan.

Selain Undang-Undang dasar 1945, peraturan penggunaan bahasa Indonesia sebenarnya juga tercantum di dalam Undang-Undang No. 24 Tahun 2009 tentang Bendera, Bahasa, dan lambang negara, serta Lagu Kebangsaan dan Permendagri No. 40 Tahun 2007 tentang Pedoman bagi Kepala Daerah dalam Pelestarian dan Pengembangan Bahasa Negara dan Bahasa Daerah. Undang-undang dan peraturan tersebut sejatinya menjadikan masyarakat Indonesia taat dalam berbahasa Indonesia dan menggunakannya secara baik dan benar sesuai dengan aturannya. Penggunaan ini berlaku tidak hanya dalam bahasa lisan, tetapi juga bahasa tulisan. Ketaatan penggunaan bahasa Indonesia pada masyarakat tidak hanya dapat mempertahankan keberlangsungan bahasa Indonesia, tetapi juga dapat meningkatkan martabat bahasa Indonesia. Ini sejalan dengan ikrar Sumpah Pemuda pada 1928 yang salah satu bunyinya adalah bahwa bangsa Indonesia menjunjung bahasa persatuan, yaitu bahasa Indonesia.

Masyarakat Indonesia saat ini sejatinya dapat mengemban amanah para pendahulu bangsa dengan tetap mengupayakan penggunaan bahasa Indonesia. Akan tetapi, kenyataan yang ada saat ini sebaliknya. Bahasa Indonesia seolah menjadi bahasa yang terasing di negerinya sendiri. Maraknya penggunaan bahasa gaul dan bahasa asing di ruang-ruang publik pun tampaknya tidak terbendung lagi. Apalagi ada kesan bahwa menggunakan bahasa gaul dan bahasa Inggris lebih kekinian (keren) daripada menggunakan bahasa Indonesia. Hal ini tentu menjadi tantangan besar bagi bangsa Indonesia dalam upaya memartabatkan bahasa Indonesia.

Menteri Pendidikan dan Kebudayaan, Nadiem Makarim, dalam sambutan Semiloka Pengutamaan Penggunaan Bahasa Negara di Ruang Publik (*Prosiding Seminar dan Lokakarya Pengutamaan Penggunaan Bahasa Negara di Ruang Publik: Perkuat Pengawasan*, 2019) menyampaikan bahwa bahasa Indonesia harus ditempatkan lebih tinggi daripada bahasa lain. Hal ini berarti bahwa penggunaan bahasa Indonesia harus diutamakan. Akan tetapi, ini bukan berarti bahwa bahasa lain, yakni bahasa daerah dan asing, tidak boleh digunakan. Kedua bahasa tersebut, baik daerah maupun asing, merupakan penyokong dan pelengkap bahasa Indonesia.

Prinsip tersebut juga berlaku dalam penggunaan bahasa di ruang publik, yaitu mengutamakan bahasa Indonesia, lalu dilengkapi dengan bahasa daerah atau pun bahasa bahasa asing. Upaya ini harus dilakukan untuk keperluan pengutamaan dan pemertabatan bahasa Indonesia.

Adanya Deklarasi dan Semiloka Pemertabatan Bahasa Negara di Ruang Publik yang dilaksanakan pada 7--9 Agustus 2018 di Universitas Sebelas Maret merupakan tonggak sejarah yang sangat penting, terutama dalam upaya pemertabatan bahasa negara di ruang publik (*Prosiding Seminar dan Lokakarya Pengutamaan Penggunaan Bahasa Negara di Ruang Publik: Perkuat Pengawasan*, 2019). Deklarasi dan Semiloka ini pun diikuti dengan kegiatan Semiloka Penggunaan bahasa Indonesia di Ruang Publik: Perkuat Pengawasan pada 2019 di Jakarta. Banyak artikel yang membahas penggunaan bahasa Indonesia di ruang publik. Pada saat itu, Taman Mini Indonesia Indah menjadi contoh praktik baik penggunaan bahasa Indonesia di ruang publik.

Penelitian mengenai bahasa di ruang publik banyak dilakukan. Wahyunianto, n.d.(2019) melakukan penelitian mengenai Lanskap Bahasa dalam Gerbong Kereta Api Pasundan sebagai Ruang Publik Bergerak (Jalur Bandung-Surabaya). Di dalam penelitian tersebut, Wahyunianto berusaha menggambarkan kondisi lanskap linguistik di dalam KA Pasundan. Penganalisisan data dilakukannya dengan melihat taksonomi Spolsky dan Cooper serta aspek konsistensi penggunaan bahasanya yang dikaitkan dengan UU No. 24 Tahun 2009. Hasil kajiannya menunjukkan bahwa di dalam gerbong KA Pasundan masih terdapat penggunaan

bahasa Inggris. Selain itu, ditemukan juga inkonsistensi dalam pemilihan penggunaan monobahasa atau dwibahasa.

Sartika, Endang (dalam *Prosiding Seminar dan Lokakarya Pengutamaan Penggunaan Bahasa Negara Di Ruang Publik: Perkuat Pengawasan*, 2019) menyajikan makalah hasil penelitiannya mengenai Lanskap Bahasa Ruang Publik di Kota Purwokerto: Studi Kasus Taman Balai Kambang dan Taman Andhang Pangrengan dalam Aspek Kultural dan Pragmatik. Di kedua ruang publik tersebut, Sartika mengambil objek kajian berupa papan nama, papan informasi, tulisan petunjuk, dan rambu umum. Dengan menggunakan teori sosio-pragmatis, Sartika menemukan hasil penelitian yang menunjukkan bahwa di kedua tempat wisata tersebut, kondisi penggunaan bahasa Indonesia mendominasi meskipun terjadi campur kode antara bahasa Indonesia dan bahasa Inggris. Sartika juga menemukan banyak papan informasi yang menggunakan bahasa Inggris sehingga masyarakat kesulitan untuk memahami maksudnya dan tidak menemukan papan informasi yang menggunakan bahasa Jawa dialek Surakarta-Yogyakarta dan bahasa Jawa dialek Ngapak.

Berkaitan dengan penjelasan-penjelasan tersebut, tulisan ini membahas lanskap bahasa pada tempat rekreasi di Bandarlampung. Lokasi yang dipilih adalah (1) Museum Lampung yang beralamat di Jalan Z.A. Pagar Alam No. 64, Gedong Meneng, Kec. Rajabasa, Bandarlampung dan (2) Pusat Kegiatan Olahraga (PKOR) Wayhalim yang beralamat di Jalan Sultan Agung, Kec. Way Halim, Bandarlampung. Pemilihan lokasi-lokasi tersebut dilakukan karena keduanya merupakan ruang publik yang dimiliki oleh pemerintah Provinsi Lampung.

Penggunaan bahasa negara di tempat-tempat tersebut perlu dicermati berkaitan dengan adanya Undang-Undang Nomor 24 Tahun 2009. Pemerintah Provinsi Lampung sebagai pengambil kebijakan dan keputusan tentu saja memiliki tanggung jawab terhadap penggunaan bahasa Indonesia di ruang-ruang publik karena keberadaan tulisan-tulisan pada tempat-tempat tersebut dapat digunakan untuk memberikan informasi kepada masyarakat luas serta menjadi contoh dan pembelajaran bagi mereka. Adapun tujuan makalah ini adalah mengetahui gambaran lanskap bahasa di tempat-tempat rekreasi tersebut, dalam hal penggunaan bahasa serta posisi tulisan, baik yang berbahasa Indonesia, maupun

berbahasa asing. Objek penelitian ini adalah tulisan pada papan nama, papan informasi, dan petunjuk atau rambu umum pada ketiga tempat rekreasi tersebut.

Landasan Teori

Lanskap Linguistik

Lanskap linguistik merupakan kajian yang relatif masih baru. Kajian ini menggambarkan penggunaan bahasa di tempat-tempat umum atau ruang publik. Landry dan Bourhislah yang pertama kali memberikan definisi tentang lanskap linguistik. (Dalam Wahyunianto, n.d. 2019) Landry dan Bourhis menjelaskan bahwa kajian linguistik lanskap merupakan kajian yang bertujuan untuk menemukan pemarkah penentu dari suatu wilayah geografis yang dihuni oleh kelompok bahasa tertentu. Mereka juga menjelaskan bahwa lanskap bahasa termasuk bahasa yang digunakan pada tanda jalan umum, papan iklan, nama jalan, nama tempat, papan nama toko, dan papan petunjuk pada bangunan pemerintahan kemudian membentuk suatu lanskap bahasa dalam suatu wilayah dan aglomerasi urban tertentu.

Gorter (dalam Yendra, 2020:2) mendefinisikan bahwa linguistik lanskap adalah penggunaan bahasa dalam bentuk tertulis dalam ruang publik. Definisi tersebut sebagai rangkuman atas pendapat Landry dan Bourhis mengenai pengertian linguistik lanskap yang oleh Gorter dibagi dalam dua versi, yakni versi daftar dan versi singkat. Gorter (dalam Oktavianus et al., 2019) juga mengemukakan bahwa Linguistik Lanskap adalah suatu pendekatan yang dapat digunakan untuk mendeskripsikan situasi kebahasaan atau bentangan kebahasaan pada suatu kawasan. Sementara Landry & Bourhis (dalam Oktavianus et al., 2019) menjelaskan bahwa penggambaran Linguistik lanskap suatu kawasan setidaknya memiliki dua fungsi yaitu fungsi informasi dan fungsi simbolik.

Ardhian dan Soemarlani (2018) menyimpulkan pendapat Landry dan Bourhis, yakni fungsi informasi mengacu pada teks-teks yang diproduksi oleh pemerintah dan swasta/individu. Penekanannya terdapat pada informasi yang diberikan oleh kedua pihak tersebut kepada pembacanya. Sifat teks produksi swasta lebih beragam daripada teks produksi pemerintah. Ini terjadi karena kurangnya

aturan pada pola teks-teks tersebut. Sementara, fungsi simbolik menandai simbol-simbol hasil kemunculan perilaku teks-teks tersebut. Acuanannya adalah kebijakan bahasa, imperialisasi bahasa, marginalisasi bahasa, diskriminasi bahasa, dan faktor-faktor sosial yang menyebabkannya.

Pengutamaan Penggunaan Bahasa Indonesia di Ruang Publik

Tertib menggunakan bahasa merupakan bagian sikap positif dalam berbahasa. Garvin dan Mathiot (dalam Chaer, 2010:152) menjelaskan bahwa terdapat tiga sikap dalam berbahasa, yakni kesetiaan bahasa, kebanggaan bahasa, dan kesadaran akan adanya norma bahasa. Kesetiaan bahasa merupakan pendorong masyarakat untuk mempertahankan bahasanya dan apabila perlu, mencegah masuknya pengaruh bahasa lain. Kebanggaan bahasa merupakan pendorong masyarakat untuk mengembangkan bahasanya serta menggunakannya sebagai lambing identitas dan keatuan masyarakat tersebut. Sementara, kesadaran akan adanya norma bahasa merupakan pendorong bagi masyarakat untuk menggunakan bahasa dengan cermat dan santun.

Penggunaan bahasa di ruang publik dapat menunjukkan gambaran sikap kemampuan penggunaannya. Sebagai pengguna dan pemilik bahasa, masyarakat Indonesia seharusnya tertib dalam menggunakan bahasa Indonesia. Hal ini merupakan bagian sikap positif dalam berbahasa. Kesadaran akan hal tersebut sangat diperlukan agar penggunaan bahasa di ruang publik sesuai dengan aturan hukum serta aturan kebahasaan.

Sebagai bahasa negara, penggunaan bahasa Indonesia di ruang publik harus diutamakan. Hal ini tidak berarti bahwa bahasa, baik bahasa daerah maupun bahasa asing, ditiadakan atau dihilangkan karena bahasa Indonesia tidak anti terhadap kedua bahasa tersebut. Baik bahasa daerah maupun asing memberi andil yang besar bagi perkembangan bahasa Indonesia. Keduanya tumbuh dan berkembang bersama-sama sebagai wujud kesatuan bangsa, kelestarian budaya, dan kekayaan intelektualitas masyarakat Indonesia (*Prosiding Seminar Dan Lokakarya Pengutamaan Penggunaan Bahasa Negara di Ruang Publik: Perkuat Pengawasan*, 2019). Jadi, baik bahasa daerah maupun asing tetap dapat digunakan di ruang publik,

tetapi dengan tetap mengutamakan penggunaan bahasa Indonesia sebagai bahasa negara. Dalam hal ini, upaya yang dapat dilakukan adalah dengan menempatkan bahasa Indonesia pada bagian atas tulisan berbahasa lain, yaitu bahasa daerah dan bahasa asing jika diperlukan (Belakang et al., n.d., 2018).

Undang-Undang No. 24 Tahun 2009 tentang Bendera, Bahasa, dan Lambang Negara, serta Lagu Kebangsaan Pasal 36 ayat 3 menyebutkan bahwa bahasa Indonesia wajib digunakan untuk nama bangunan atau nama gedung, jalan, apartemen, perkantoran, kompleks perdagangan, merek dagang, lembaga usaha, lembaga pendidikan, organisasi yang didirikan atau dimiliki oleh warga negara Indonesia atau badan hukum Indonesia. Sementara itu, Pasal 38 menyebutkan bahwa bahasa Indonesia wajib digunakan dalam rambu umum, penunjuk jalan, fasilitas umum, spanduk, dan alat informasi lain yang merupakan pelayanan umum (Undang-Undang Nomor 24 Tahun 2009 Tentang Bendera, Bahasa, dan Lambang Negara, Serta Lagu Kebangsaan, 2011:15).

Sementara itu, Peraturan Menteri Dalam Negeri Nomor 40 Tahun 2007 tentang Pedoman bagi Kepala Daerah dalam Pelestarian dan Pengembangan Bahasa Negara dan Bahasa Daerah pada Bab II Pasal 2a dijelaskan bahwa kepala daerah bertugas dan melaksanakan pelestarian dan pengutamaan penggunaan bahasa Negara di daerah. Sementara, pada Pasal 3 dijelaskan bahwa dalam melaksanakan tugas Pelestarian dan Pengembangan Bahasa Negara dan Bahasa Daerah, kepala daerah menerbitkan petunjuk kepada seluruh aparatur di daerah dalam menerbitkan penggunaan bahasa di ruang publik, termasuk papan nama instansi/lembaga/badan usaha/badan sosial, petunjuk jalan dan lain, dengan pengutamaan penggunaan bahasa negara (*Peraturan Menteri Dalam Negeri Nomor 40 Tahun 2007 Tentang Pedoman Bagi Kepala Daerah Dalam Pelestarian Dan Pengembangan Bahasa Negara Dan Bahasa Daerah No Title, n.d.*) (http://badanbahasa.kemdikbud.go.id/lamanbahasa/sites/default/files/PerMenDagri_No_40_2007).

Metode Penelitian

Penelitian ini menggunakan metode deskriptif kualitatif. Di dalamnya dideskripsikan lanskap bahasa di tempat-tempat wisata atau rekreasi. Data dalam penelitian dikumpulkan dan digambarkan apa adanya. Sugiyono (2017:8) menjelaskan bahwa metode penelitian kualitatif dilakukan pada objek alamiah, yakni objek yang berkembang apa adanya dan tidak dimanipulasi. Bogdan dan Biklen (dalam Sugiyono, 2017:13) menjelaskan bahwa karakteristik penelitian kualitatif lebih bersifat deskriptif dengan data berbentuk kata-kata atau gambar.

Dalam penelitian ini, datanya berupa gambar-gambar atau foto yang berisi tulisan-tulisan di ruang publik di dua tempat rekreasi di Kota Bandarlampung. Data diambil pada November 2020. Data diambil dengan teknik dokumentasi. Data-data yang berupa tulisan ruang publik dipotret dengan menggunakan gawai. Data-data tersebut kemudian diamati dan dicatat.

Data-data ruang publik yang berbahasa Indonesia atau berbahasa daerah/asing kemudian dipilah sesuai dengan kategorinya. Data-data tersebut kemudian dianalisis.

Pembahasan

Data dalam penelitian ini berupa pemakaian bahasa dalam lanskap linguistik yang meliputi tulisan pada papan nama, papan informasi, dan petunjuk/rambu umum di dua tempat rekreasi, yaitu di Museum Lampung dan Pusat Kegiatan Olahraga (PKOR) Wayhalim.

Museum Lampung

1. Papan Nama Museum Lampung

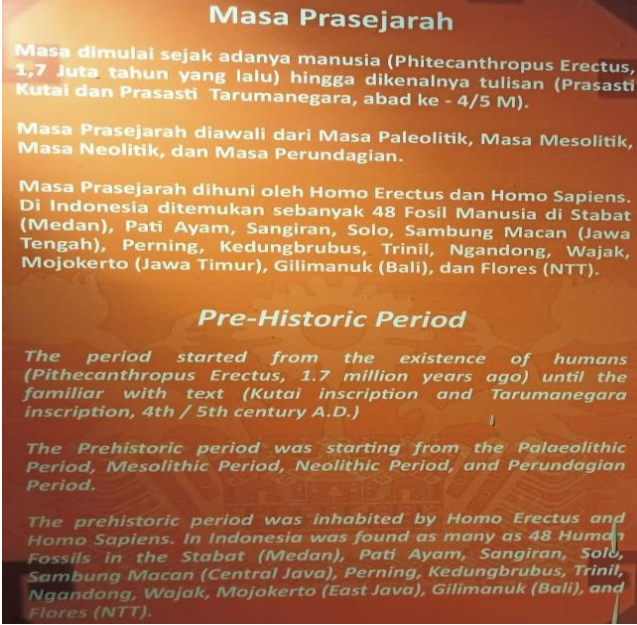
Penulisan papan nama Museum Lampung sesuai dengan foto 1 berikut sudah tepat, yaitu dengan menggunakan huruf kapital.



Foto 1 Museum Lampung

2. Papan Informasi

Penggunaan bahasa yang sudah tepat pada papan informasi dapat dilihat pada contoh berikut.

No.	KETEPATAN KALIMAT DALAM PAPAN INFORMASI	KETERANGAN
1.	 Foto 2 Kain Rentang	Kain rentang ini berisi ajakan kepada masyarakat agar berkunjung ke Museum Lampung. Penggunaan ejaan, pilihan kata, dan kalimat, serta penulisan nama dan gelar akademik pasangan pemimpin daerah dalam kain rentang tersebut sudah tepat, yakni sesuai dengan kaidah.
2.	 Foto 3 Papan Informasi Masa Prasejarah	Papan informasi ini merupakan salah satu koleksi foto di Museum Lampung yang diambil dari 85 foto koleksi yang lainnya. Penggunaan ejaan, pilihan kata, dan kalimat pada foto tersebut sudah tepat. Selain itu, penggunaan bahasa Indonesia pada foto tersebut lebih diutamakan daripada bahasa asing. Hal ini tampak dengan posisi tulisan bahasa Indonesia yang ditempatkan di atas bahasa asing/Inggris.

Dari pengambilan data, peneliti mendapatkan 86 foto papan informasi koleksi Museum Lampung yang menyertakan tulisan terjemahan bahasa Inggris yang

posisinya berada di bawah tulisan berbahasa Indonesia. Dengan demikian, pengutamaan bahasa Indonesia di Museum Lampung sudah tercapai dengan baik.

Meskipun ditemukan banyak gambar atau foto yang sudah tepat penggunaan ejaan dan diksinya, terdapat pula kesalahan penggunaan bahasa. Kesalahan ini ditemukan pada objek berupa papan informasi dan kain rentang yang terdapat di Museum Lampung. Contohnya adalah sebagai berikut.



Foto 4

Foto tersebut mengandung beberapa kesalahan. Pertama, kesalahannya terdapat pada penulisan kata hubung *dan* serta kata hubung *yang*. Pada gambar tersebut, kedua kata hubung itu ditulis dengan menggunakan huruf kapital. Seharusnya, keduanya ditulis dengan menggunakan huruf kecil. Keduanya dapat diperbaiki sehingga tulisannya menjadi *Masa Lalu, Masa Kini, dan Masa yang Akan Datang*. Kedua, kesalahannya terdapat pada posisi tulisan. Aksara Lampung pada gambar tersebut merupakan transliterasi bahasa Indonesia untuk frasa *Selamat datang di*. Untuk perbaikannya, aksara Lampung ditempatkan di bawah tulisan bahasa Indonesia, kemudian diikuti oleh tulisan bahasa Inggrisnya. Dengan demikian, penulisan yang tepat ialah sebagai berikut.

MOTO MUSEUM
SALAM MUSEUM
CINTA BUDAYA DAN PEDULI MUSEUM
SELAMAT DATANG DI
(Aksara Lampung)
WELCOME TO
MUSEUM RUWA JURAI

Selain itu, terdapat kesalahan penggunaan ejaan, pilihan kata, dan penggunaan kalimat. Contoh-contohnya adalah sebagai berikut.

No.	KALIMAT DALAM PAPAN INFORMASI	KESALAHAN	PERBAIKAN
1.	BATAS AREA PEDAGANG (DILARANG BERDAGANG DIDALAM PAGAR)	Ejaan	Kesalahan ejaan terdapat pada penggunaan preposisi <i>di</i> . Sebagai preposisi atau kata depan, <i>di</i> seharusnya ditulis terpisah dari kata yang mengikutinya. Dengan demikian, perbaikannya menjadi BATAS AREA PEDAGANG (DILARANG BERDAGANG DI DALAM PAGAR)
2.	10 BUDAYA MALU 1. Malu datang terlambat 2. Malu pulang lebih awal 3. Malu tidak masuk kerja 4. Malu terlalu sering izin 5. Malu bermalas-malasan pada waktu kerja 6. Malu bekerja tidak terprogram 7. Malu bekerja tanpa tanggung jawab 8. Malu meninggalkan tugas sebelum waktunya 9. Malu tidak bertata krama/ berperilaku santun 10. Malu berkata tidak jujur.	Ejaan	Kesalahan ejaan yang terdapat pada angka, yakni <i>10</i> . Angka yang dapat dituliskan dengan satu atau dua kata seharusnya menggunakan tulisan atau huruf, bukan angka. Angka <i>10</i> seharusnya ditulis <i>sepuluh</i> . Selain itu, perincian-perincian pada sepuluh budaya malu tersebut merupakan kalimat yang semuanya diawali dengan huruf kapital. Karena merupakan kalimat kesepuluh perincian budaya malu tersebut diakhiri dengan tanda titik. Jadi, perbaikannya adalah SEPULUH BUDAYA MALU 1. Malu datang terlambat. 2. Malu pulang lebih awal. 3. Malu tidak masuk kerja. 4. Malu terlalu sering izin. 5. Malu bermalas-malasan pada waktu kerja. 6. Malu bekerja tidak terprogram. 7. Malu bekerja tanpa tanggung jawab. 8. Malu meninggalkan tugas sebelum waktunya. 9. Malu tidak bertata krama/ berperilaku santun. 10. Malu berkata tidak jujur.
3.	MOHON SETIAP TAMU HARAP LAPOR DULU KE SATPAM TATA USAHA	Ejaan, pilihan kata dan kalimat	Kesalahan ejaan yang terdapat pada tulisan tersebut adalah kata <i>dulu</i> . Kata tersebut tidak baku. kata bakunya adalah <i>dahulu</i> . Sementara itu, kesalahan diksi terdapat pada kata depan <i>ke</i> . Kata tersebut digunakan untuk menunjuk tempat, bukan orang. Sementara, kata yang tepat untuk menggantikan kata tersebut adalah <i>kepada</i> . Kesalahan kalimat

			pada tulisan tersebut adalah tidak adanya unsur subjek pada klausa pertama, yaitu <i>mohon</i> . Jika subjek pada klausa tersebut dimunculkan, polanya menjadi tepat. Dengan demikian, perbaikan kalimatnya adalah KAMI MOHON SETIAP TAMU MELAPOR TERLEBIH DAHULU KEPADA SATPAM TATA USAHA
4.	UTAMAKAN KESELAMATAN KERJA DAN KESEHATAN - SEPATU KESELAMATAN - HELM KESELAMATAN - TANDA PENGENAL - ROMPI KESELAMATAN K3 KESELAMATAN & KESEHATAN KERJA	Ejaan	Kesalahan ejaan yang terdapat pada tulisan tersebut adalah penggunaan bentuk &. Seharusnya bentuk itu ditulis secara lengkap, bukan dengan symbol. Perbaikannya adalah sebagai berikut. UTAMAKAN KESELAMATAN KERJA DAN KESEHATAN - SEPATU KESELAMATAN - HELM KESELAMATAN - TANDA PENGENAL - ROMPI KESELAMATAN K3: KESELAMATAN DAN KESEHATAN KERJA
5.	KAWASAN BEBAS ROKOK DAN WAJIB MASKER	Pilihan kata	Kesalahan pilihan kata yang terdapat pada tulisan tersebut adalah frasa <i>bebas rokok</i> . Frasa tersebut bermakna 'boleh untuk merokok'. Sementara, maksud tulisan tersebut adalah tidak boleh atau terdapat larangan untuk merokok. Selain itu, makna lainnya adalah kawasan wajib menggunakan masker. Padahal, maksudnya adalah di kawasan itu, (orang) wajib menggunakan masker. Jadi, yang diwajibkan menggunakan masker adalah benda, bukan orang. Oleh karena itu, pilihan kata pada tulisan tersebut harus diperbaiki agar maknanya juga tepat. Perbaikannya adalah DI KAWASAN INI ANDA DIWAJIBKAN MENGGUNAKAN MASKER DAN DILARANG MEROKOK

3. Petunjuk/Rambu Umum



Foto 5

Foto 5 merupakan petunjuk umum yang ditempelkan di lantai museum yang diperuntukkan bagi pengunjung agar mereka saling menjaga jarak. Dengan demikian, pengunjung tetap menjaga protokol kesehatan pada masa pandemi. Kesalahan tulisan yang terdapat pada gambar tersebut adalah penulisan *di* yang merupakan preposisi atau kata depan. Bentuk *di* dalam tulisan tersebut seharusnya ditulis terpisah dengan kata yang mengikutinya. Perbaikannya adalah TETAP JAGA JARAK. BERDIRI DI SINI.

Pusat Kegiatan Kegiatan Olahraga (PKOR) Way Halim

Secara keseluruhan, di PKOR Wayhalim, peneliti berhasil mengumpulkan 91 foto ruang publik. Foto-foto tersebut kemudian diseleksi berdasarkan pembagian yang mencakup papan nama, papan informasi, dan petunjuk/rambu umum. Adapun gambaran yang didapatkan adalah sebagai berikut.

1. Papan Nama

Di PKOR Way Halim, terdapat banyak gedung. Secara umum, jika diperhatikan penulisan papan nama setiap gedung menggunakan bahasa Indonesia dan penulisannya pun sesuai dengan ejaan bahasa Indonesia. Penulisan papan nama yang sudah sesuai tersebut adalah Gelanggang Sumpah Pemuda, Stadion Sumpah Pemuda, Gedung Sumpah Pemuda, Kantor Komite Olahraga Nasional Indonesia (Koni) Provinsi Lampung, Persatuan Sepakbola Seluruh Indonesia Lampung, Pasar Kreatif dan Seni, Sanggar Seni Sang Saka, Dewan Kesenian Lampung, Pusat Layanan Usaha Terpadu Provinsi Lampung, Sekretariat APPSBI Provinsi Lampung, dan Kormi Lampung.

Pada Gelanggang Sumpah Pemuda ini terdapat pula lima belas miniatur rumah adat Lampung dari pelbagai kota dan kabupaten di Provinsi Lampung. Miniatur-miniatur tersebut adalah Anjungan Kota Bandarlampung, Anjungan Kota Metro, Anjungan Kabupaten Mesuji, Anjungan Kabupaten Lampung Timur, Anjungan Kabupaten Lampung Tengah, Anjungan Tulangbawang, Anjungan

Lampung Selatan, Anjungan Kabupaten Pesisir Barat, Anjungan Kabupaten Tulangbawang Barat, Kabupaten Tanggamus Begawi Jejama, Pemerintah Kabupaten Way Kanan, Anjungan Kabupaten Pringsewu, Anjungan Kabupaten Lampung Barat, Anjungan Kabupaten Tanggamus, dan Anjungan Kabupaten Pesawaran Jejama Secancangan. Sebelum pandemi covid-19 terjadi, biasanya miniatur-miniatur tersebut dijadikan sebagai sarana untuk memperkenalkan potensi wisata, budaya, dan adat dari setiap kota atau kabupaten yang ada di Provinsi Lampung.

Penggunaan papan nama di kawasan PKOR Wayhalim yang sudah mengutamakan penggunaan bahasa Indonesia adalah sebagai berikut.

KALIMAT DALAM PAPAN NAMA	KETERANGAN
 Foto 6	Pengutamaan bahasa Negara di ruang publik telah tampak dalam foto 6 tersebut. Tulisan bahasa Indonesia diletakkan di atas aksara Lampung.

Adapun papan nama di kawasan PKOR Wayhalim yang belum mengutamakan penggunaan bahasa Indonesia terdapat pada berikut.

No.	KALIMAT DALAM PAPAN NAMA	PERBAIKAN PAPAN NAMA
1.	 Foto 7	Kata <i>store</i> merupakan kata asing. Penggunaan kata tersebut tidak tepat karena kata itu sudah ada padanannya dalam bahasa Indonesia, yaitu <i>toko</i>. Dengan demikian, perbaikan tulisan pada papan nama tersebut adalah TOKO PSSI LAMPUNG.
2.	 Foto 8	Kata <i>art</i> merupakan kata asing/bahasa Inggris. Penggunaan kata tersebut tidak tepat karena kata itu sudah ada padanannya di dalam bahasa Indonesia, yaitu <i>seni</i>. Dengan demikian, perbaikan tulisan pada papan nama tersebut adalah SENI TIUH BUDAYO; SENI ANGKINANG.

2. Papan Informasi

No.	KALIMAT DALAM PAPAN INFORMASI	KESALAHAN	PERBAIKAN
1.	ANDA MEMASUKI KAWASAN WAJIB MEMAKAI MASKER. ANDA TIDAK AKAN KAMI LAYANI JIKA TIDAK MEMAKAI MASKER DAN INGAT CUCI TANGAN ATAU GUNAKAN HANDSANITIZER SEBELUM MEMASUKI KANTOR	Pilihan kata dan ejaan	Kesalahan pilihan kata yang terdapat pada tulisan tersebut adalah kawasan wajib memakai masker. Pilihan kata yang digunakan pada frasa tersebut mengandung ketidaklogisan, yakni kawasan atau tempat diharuskan menggunakan masker. Padahal, maksud yang terkandung adalah pengunjung yang memasuki wilayah itu yang diwajibkan atau diharuskan menggunakan masker. Kesalahan ejaan yang terdapat pada tulisan tersebut adalah tidak terdapat tanda baca koma setelah kata <i>ingat</i> dan tanda seru pada akhir kalimat yang menunjukkan perintah. Selain itu, istilah <i>handsanitizer</i> sudah memiliki padanan bahasa Indonesia, yakni <i>penyanyitasi</i>

			<i>tangan</i>. Dengan demikian, perbaikan tulisan tersebut adalah ANDA MEMASUKI KAWASAN YANG WARGANYA WAJIB MEMAKAI MASKER. ANDA TIDAK AKAN KAMI LAYANI JIKA TIDAK MEMAKAI MASKER DAN INGAT, CUCI TANGAN DENGAN SABUN ATAU GUNAKAN PENYANITASI TANGAN SEBELUM MEMASUKI KANTOR!
2.	DILARANG BELAJAR MOBIL/MOTOR & TRACK DIHALAMAN PARKIR GEDUNG A.B.C	Ejaan, pilihan kata, dan kalimat	Kesalahan ejaan yang terdapat pada tulisan tersebut adalah tanda titik yang digunakan dalam unsur pemerincian, yakni gedung A.B.C. Tanda titik seharusnya digunakan untuk mengakhiri kalimat berita. Sementara, untuk memisahkan unsur pemerincian dalam kalimat seharusnya digunakan tanda koma. Kata <i>track</i> yang merupakan jenis kendaraan pun tidak sesuai. Seharusnya, kata yang digunakan sebagai bentuk baku adalah <i>truk</i>. Frasa <i>dihalaman</i> seharusnya dipisahkan antara kata <i>di</i> dan <i>halaman</i> karena menunjukkan tempat. Berkaitan dengan diksi, setelah kata <i>belajar</i> seharusnya ditambahkan kata <i>mengendarai</i> sehingga secara spesifik maksudnya menjadi jelas. Dalam kalimat, secara struktur pada tulisan tersebut belum terdapat subjek kalimat sehingga kalimat tersebut tidak lengkap. Ketidaklengkapan struktur pada tulisan tersebut menjadikan maksud atau maknanya kabur atau tidak jelas, yakni siapa yang dilarang belajar mengendarai mobil, motor, atau truk tersebut. Perbaikan tulisan tersebut adalah MASYARAKAT DILARANG BELAJAR MENGENDARAI MOBIL/MOTOR/TRUK DI HALAMAN PARKIR GEDUNG A, B, DAN C.

Sementara itu, beberapa kesalahan penulisan ejaan yang terdapat dalam kain rentang adalah sebagai berikut.

1. Kain rentang imbauan pencegahan covid-19



Foto 9

Pada foto 9 yang berupa kain rentang tersebut terdapat kesalahan ejaan dan diksi. Kesalahan itu terdapat pada penggunaan kata *sama-sama*, kata depan *di*, penggunaan huruf kapital, dan kata tidak baku *aja*. Kata *sama-sama* pada tulisan tersebut mengandung makna 'berbareng atau serentak' yang seharusnya digunakan kata *bersama* atau *bersama-sama*. Pilihan kata *untuk* pada tulisan di atas juga tidak tepat karena kalimat pada tulisan tersebut mengandung keterangan cara, bukan tujuan. Jadi, seharusnya digunakan kata depan *dengan*, bukan *untuk*. Kata depan *di* pada kata *dirumah* dan *dibumi* seharusnya ditulis terpisah menjadi *di rumah* dan *di bumi*. Kata *aja* bukan kata baku. Bentuk bakunya adalah *saja*.

Tulisan-tulisan di atas berbentuk kalimat, bukan merupakan suatu judul. Jadi, sebaiknya huruf kapital digunakan hanya pada awal kalimat, bukan pada semua huruf dan bukan pada awal setiap kata. Dengan demikian, tulisan tersebut dapat diperbaiki menjadi berikut.

Mari, kita bersama-sama mencegah penyebaran Covid -19
dengan cara melaksanakan ibadah di rumah saja.
Seluruh tempat di bumi merupakan masjid Allah dan bisa menjadi tempat
ibadah.
(Abu Sa'id al-Khudriy)

2. Kain rentang imbauan pencegahan Covid-19



Foto 10

Pada foto yang berupa kain rentang tersebut terdapat kesalahan bentuk kata. Kesalahan tersebut terdapat pada penggunaan kata *jaga*, *diam*, *hindari*, dan *pakai*. Kata-kata tersebut digunakan dalam kalimat perintah. Sementara, tulisan pada foto tersebut adalah kalimat ajakan, bukan kalimat perintah. Oleh karena itu, kata-kata tersebut seharusnya diberi imbuhan awalan.

Kesalahan pilihan kata pada tulisan tersebut adalah penggunaan kata *untuk* sebagai keterangan tujuan. Kalimat pada kain rentang tersebut seharusnya mengandung keterangan cara.

Sementara, kesalahan ejaan terdapat pada kata *aja* yang merupakan bentuk tidak baku untuk kata *saja*.. Dengan demikian, perbaikannya adalah sebagai berikut.

Mari, kita bersama-sama mencegah penyebaran Covid-19 dengan selalu:

- (1) menjaga kesehatan; (2) menjaga kebersihan; (3) menghindari kerumunan;
- (4) berdiam diri di rumah saja; dan (5) memakai masker.

3. Petunjuk/Rambu Umum

No.	KALIMAT DALAM PETUNJUK UMUM	KETERANGAN
1.	 Foto 12	Petunjuk seperti ini pada foto 10 ini sudah tepat, yaitu dengan menggunakan tanda panah untuk menunjukkan arah.
2.	 Foto 11	Petunjuk seperti pada foto 11 ini sudah tepat, yaitu dengan menggunakan tanda panah untuk menunjukkan arah. Akan tetapi, kesalahan terdapat pada penggunaan kata asing <i>gate</i> , <i>cluster</i> , dan <i>food court</i> . Sebaiknya, digunakan kata <i>pintu</i> untuk menggantikan kata <i>gate</i> , kata <i>klaster</i> untuk menggantikan <i>cluster</i> , dan kata <i>pujasera</i> untuk menggantikan <i>food court</i> .

Kesimpulan

Hasil pengamatan dan analisis data dapat disimpulkan bahwa lanskap bahasa pada tempat rekreasi Museum Lampung dan PKOR Wayhalim bervariasi. Pada kedua tempat tersebut, ada tulisan yang sesuai dengan kaidah dan ada

pula yang tidak sesuai dengan kaidah kebahasaan. Hal ini terbukti dari temuan penggunaan bahasa pada objek yang berupa papan nama, papan informasi, dan petunjuk. Tulisan-tulisan pada foto-foto yang diperoleh terdapat tulisan yang hanya menggunakan unsur bahasa Indonesia, ada yang menggunakan unsur bahasa asing atau bahasa Inggris, ada yang menggunakan unsur bahasa Indonesia dan bahasa Inggris, serta ada pula yang menggunakan campuran bahasa Indonesia, bahasa daerah, dan bahasa Inggris. Kesalahan yang berkaitan dengan kaidah kebahasaan, yakni ejaan, diksi, bentuk kata, dan kalimat lebih mendominasi. Dalam kaitannya dengan posisi atau penempatan tulisan, ditemukan posisi tulisan bahasa yang sesuai dengan pemartabatan bahasa Indonesia, selain ditemukan pula posisi tulisan yang belum sesuai dengan pemartabatan bahasa Indonesia.

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The Similarity Sound and Word of English Language and Kei Language used by Students of SMP Negeri 2 Kei Kecil Class Nine in Southeast Maluku Regency

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Abstract

This study is conducted to investigate the similarity of Sounds between words in English language and Kei language used by junior High School students class nine in South East Maluku Regency. The scopes of this research are the speech sounds, and word. Any several word of Kei language was same in sounds with English words but different in meaning. It's important to give solution about the similarity of sounds and word but different meaning for students. To get the data, the researcher used interview and study literature. From two kind of the method the researcher found several word of Kei language was same with the word in English, there were letter " I " mean "Person" in English and "I" mean " wood" in Kei language words type" do" means "doing" in English " do " means " come" for Kei language. The researcher hopes this research can help the students and also the strangers to getting meaning for each word they found Kei Island which was same with English language.

Keywords: Similarity, sound, word, English Language, Kei language, south east Maluku

Introduction

Communication is important for each of people who live in a place. The understanding of language between the new comer and the local people can help them in expressing their feeling, thought and others. It has many advantages if a people can communicate with two languages, the one is the second language (foreign language) and another was local language. Bassett Mark (2019) mentions

the benefits of being bilingual: a). Increase brain power, b).It can give children an academic advantage, c).Increase awareness of other cultures, d) Make travel easier and more enjoyable, e) Improve competitiveness in the job market, f) Find it easier to learn a third language, g) You can better raise your kids bilingual, h) Stay mentally stronger for longer, i) Improve social life, and j) It can make you more attractive. In another hand people who know the meaning of English word and Kei Word can explain the word meaning for the stranger. Students in study English must understand the meaning of Kei language before they transferred into English. According to Cummins (2000), knowing two languages helps children achieve better results in schooling and brings the benefits of linguistic advantages. If children in a school are taught efficiently in their mother tongue, they do better in most school subjects however, the conceptual and personal foundation of students is damaged if they are discouraged in using their mother tongue (Baker, 2011; Ozfidan, 2014). It's important to the students and the stranger or tourism to know the similar word of Kei language and English language. The researcher found that even the foreign people can communicate with People in Kei Island but they just use the body language. It is not effective one. So from this research the researcher wants to give the solution for the students at junior high school in Southeast Maluku and the foreign people in understanding the words in Kei language by the similarity sound of words and alphabet setting with English words. Before we continue to talk more about Kei language, it's better to know about Kei. According to the ancestral speech culture Kei people, Southeast Maluku, Province Maluku, their origins migrated are from various corners on Archipelago, including from the island of Bali, Sulawesi, Seram, and Banda. Island Kei is known by the native Kei with the name Tanat Evav which means The country of Evav, the word evav consists of the word e which means "land" and the word vav which means "under", "there", and "in the south".Etymologically, the word evav has the meaning of 'land below or land in the south' (Jacquelin, 2016, p. 135).

In addition to Kei, there is also Teor on the island of Ut, and in Banda Eli, in the villages of Banda Elat and Banda Eli on the island of Kei Besar. The history of the entry of the two languages to the Kei islands is as follows (Tetelepta et al 1985). The

language Teor originates from the island of Teor in East Seram near the islands of Gorom. The entry of Teor into the Kei Islands is estimated to be around 1911. At that time, the Kei Islands were known as an ironwood producing area, which made the Dutch greedy. Dutch greed can be seen in the large-scale felling of ironwood for household ingredients. Because of this logging, the inhabitants of Teor Island made a transmigration to Kei Island. Their aim is to explore their potential skills, as ax smiths, and machete smiths. They use these tools as the main tool for cutting and chopping logs. One of the products of their traditional industry which is famous until now is the Kei addict (ax). Based on their skill in forging iron, they finally settled on Ut Island, and still retained their language, namely Teor. The story of the entry of the Banda Eli language to the Kei Islands is truly a historical event that is closely related to the hongitochten action created by Jan Pieter Zoon Coon, at which time there was a massive murder on Banda Island. As a result, many Banda residents fled, among others, to the Kei Islands and built two villages in Kei Besar called Banda Eli and Banda Elat. The languages of these two villages have something in common with the Banda language of the Banda Islands (Tetelepta et al 1985) to speak Indonesian instead of Kei in everyday life.

The entry of these two languages had no effect on the native language. Because the number of users is small, and only inhabits locations. The language used by the two newcomers in communicating with the natives is Kei. In addition, there is a very strong tendency among the younger generation,

Kei language or Veveu Evav or Veu Evav is one of the languages in the Austronesian language family. This language is spoken by the Kei people, namely people from the Kei Islands, or who claim to be indigenous from 207 villages on Kei Kecil Island, Kei Besar Island, and the surrounding islands. Residents of Kur and Kamear Island are Kur-linguist speakers, while residents of Banda Eli (Wadan El) and Banda Elat (Wadan Ilat) villages in Kei Besar are Banda-speaking communities. These community groups are believed to have migrated from the Bandadan Islands and still preserve the native language of their ancestors, but they are also able to

speak the Kei language which is the lingua franca in this archipelago. Meanwhile English, belongs to a subgroup of the Indo-European Language family

Literature Review

Language is a system of arbitrary sound symbols, which are used by members of a community to work together, interact, and identify themselves (Kridalaksana, 2001: 21). Language does not exist in an individual, but in society (Bauer, 2007: 3). Linguistics is the study of language scientifically (Crystal, 2008: 283). According to Crystal (2008: 292, 305), linguistics is divided into several parts, one of which is macro linguistics. Macro linguistics is further divided into three main sub-fields. One of them is micro linguistics, which includes phonology, morphology, syntax, semantics and pragmatics (Akmajian, 2001: 12-13). Morphology is a branch of linguistics that studies the inner structure of a word. This research is based on the linguistic theory, namely the equation of sound in words. This field of linguistic study is phonology.

Phonology, as a branch of linguistics, consists of phonetics and phonemics. Phonetics is a science that investigates language sounds both articulatively, acoustically, and audibly. Articulatory phonetics investigates the sounds of language from the aspects of speech tools, how they work, and the sounds they produce. Acoustic phonetics studies the sounds of language from its physical aspects. Auditory phonetics investigates language sounds from the aspect of human hearing. Of the three types of phonetics, articulatory phonetics is the easiest to learn and the most markedly useful for linguistics. Therefore, it is this type of phonetics that is usually studied the most in linguistics, while the other two types are usually only mentioned in a minimal way.

In this field of study, the researcher refers to the similarity of the sound of the word which is the aspect of the sound produced in a word. In this study the researcher examines the form of the word sound equation in English and Kei, the regional language spoken by 85,000 people out of a total of 140,000 inhabitants. Spread over the islands of Kei Kecil, Kei Besar and Tayando. Meanwhile, Kur Island uses Kur as

the main communication tool. In this study, penelity took data on vocabulary and sound of words in the kei language spoken by Kei speakers on the island of East Kei Kecil, which are Elaar, Ngursoin and Mastur, and danar villages.

Methods

This research is descriptive qualitative. It is descriptive because this research produces descriptive data in the form of written or spoken words from people behaving that can be observed. (Maleong, 2017: 151). To collect data, researchers used interview techniques which were conducted face-to-face and direct question and answer between researchers and resource persons. This research produces verbal data in the form of words that come from utterances or sentences (vocabulary) used by students of SMP Negeri Dua Kei Kecil during English learning in Class IX, where the students / I are from Mastur Village, Elar. , Ngursoin and Danar.

The research location is SMP Negeri Dua Kei Kecil, Southeast Maluku Regency. Researchers chose this school because researchers found problems in learning English, especially in text reading, where students often tagged or interpreted the same English word in the form of sounds in Kei.

Discussion

In learning second language all of us try to understand it in Indonesia. We will also interpret it in the local language they use / mother tongue. Some cases show that in teaching English as second language students often associate several vocabulary words in English with vocabulary regional language. In the Kei archipelago there are several similarities of sounds of word in English. Here are some vocabulary words in the key language and meaning.

Word in Kei language	Meaning in Indonesia	English	Meaning in Indonesia
Her	Meminta	Her	Pronoun Dia perempuan

From the data above we can see at the similarity sound at word “her” in pronounced in Kei will be “H/è/r” (it would be pronounced it Bolt sound in è like you said for “Ear” in English) it will be explain that someone asking for something. Example “U Her Mu buk ain naka ” Indonesia (aku meminta buku mu satu yaa). “her” here not for “ Her” in English which meaning for Pronoun in kei “Her” to be any verb in Kei Language

Word in Kei language	Meaning in Indonesia	English	Meaning in Indonesia
Ran	Dalam	Run	Lari

From the data above we can see at the similarity sound at word “Ran” pronounced same with “ran” (it would be pronounced it Bolt sound in ‘u” like you said for “run” in English) it explain “inside”. Example “U dok ran ” Indonesia (aku duduk di dalam).Both have similar in sound but different in meaning.

Word in Kei language	Meaning in Indonesia	English	Meaning in Indonesia
it	Kita	It/eat	Makan

From the data above we can see at the similarity sound at word “it” in pronounced like we said “eat” in English. In Kei language “it” explain “us ” (kita) even “eat” in English mean “makan”. Example “ It bisaa” Indonesia (Kita Bisa). “

Word in Kei language	Meaning in Indonesia	English	Meaning in Indonesia
ai	Kayu	I	Saya

From the data above we can see at the similarity sound at word “ai” in pronounced like we said “I” in English. In Kei language “I” explain “wood “ while sound “I” in English mean “person” pronoun subject. Example “ var ai” Indonesia (bawa kayu). “

No	Word in Kei language	Meaning in Indonesia	English	Meaning in Indonesia
6.	fil	Memilih	Feel	Rasa

From the data above we can see at the similarity sound at word “fil” in pronounced like we said “feel” in English. In Kei language “fil” explain “choose “ while sound “fil” in English mean “feel” for adjective. Example “U fil ai” Indonesia (aku memilih kayu). “

No	Word in Kei language	Meaning in Indonesia	English	Meaning in Indonesia
7.	far	Memukul	Far	Jauh

From the data above we can see at the similarity sound at word “far” in pronounced like we said “far” in English. In Kei language “far” explain “hit “ while sound “far” in English mean “far” for distance. Example “U far ai” Indonesia (aku memukul kayu). “

No	Word in Kei language	Meaning in Indonesia	English	Meaning in Indonesia
10.	en	Satu orang buat	And	Dan

From the data above we can see at the similarity sound at word “**en**” in pronounced like we said “and” in English. In Kei language “en” explain “and “ while sound “an” in English mean “and” too. Example “ai **en** rak ” Indonesia (kayu sudah habis). “

No	Word in Kei language	Meaning in Indonesia	English	Meaning in Indonesia
11	Or	Terbang	Or	Atau

From the data above we can see at the similarity sound at word “or” in pronounced like we said “or” in English. In Kei language “or” explain “flying” while sound “or” in English mean “or” too. Example “manut or ” Indonesia (ayam terbang). “

No	Word in Kei language	Meaning in Indonesia	English	Meaning in Indonesia
15	men	Minum air	Men	Pria

From the data above we can see at the similarity sound at word “men” in pronounced like we said “Men” in English. In Kei language “Men” explain “drink water” while sound “Men” in English mean “Person”. Example “men wair ” Indonesia (minum air). “

No	Word in Kei language	Meaning in Indonesia	English	Meaning in Indonesia
16	Fid	pintu	Feed	Memberi makan

From the data above we can see at the similarity sound at word “fid” in pronounced like we said “feed” in English. In Kei language “fid” explain “dor” while sound “fid” in English mean “feed” it relevance with food. Example “tuvan feed ” Indonesia (tutup pintu). “

No	Word in Kei language	Meaning in Indonesia	English	Meaning in Indonesia
20.	All	menggali	All	Semua

From the data above we can see at the similarity sound at word “all” in pronounced like we said “all” in English. In Kei language “all” explain “dig” while sound “all” in English mean “all”. Example “all tanat ” Indonesia (Menggali tanah). “

No	Word in Kei language	Meaning in Indonesia	English	Meaning in Indonesia
21.	tek	Menunggu	Take	Mengambil

From the data above we can see at the similarity sound at word “tek” in pronounced like we said “take” in English. In Kei language “tek” explain “wait” while sound “tek” in English mean “take”. Example “u tek o ” Indonesia (aku menunggu mu).“

No	Word in Kei language	Meaning in Indonesia	English	Meaning in Indonesia
22.	kuk	Rambut kriwil	cook	Masak

From the data above we can see at the similarity sound at word “tek” in pronounced like we said “take” in English. In Kei language “tek” explain “wait” while sound “tek” in English mean “take”. Example “u tek o ” Indonesia (aku menunggu mu).“

No	Word in Kei language	Meaning in Indonesia	English	Meaning in Indonesia
23.	ken	betul	Can	dapat

From the data above we can see at the similarity sound at word “ken” in pronounced like we said “can” in English. In Kei language “ken” explain “right” while sound “ken” in English mean “can”. Example “o ken ” Indonesia (kamu benar)

No	Word in Kei language	Meaning in Indonesia	English	Meaning in Indonesia
24.	Sit	Kucing	seat	duduk

From the data above we can see at the similarity sound at word “sit” in pronounced like we said “seat” in English. In Kei language “sit” explain “cut” while sound “sit” in English mean “seat”. Example “wan sit ” Indonesia (seperti kucing)

No	Word in Kei language	Meaning in Indonesia	English	Meaning in Indonesia
26.	Hol	Cerita	hall	Aula

From the data above we can see at the similarity sound at word “hol” in pronounced like we said “hall” in English. In Kei language “hal” explain “tell” while sound “hal” in English mean “hall”. Example “ hol bok-bok ” Indonesia (cerita baik-baik)

The Similarity of word and letter

No	Word in Kei language	Meaning in Indonesia	English	Meaning in indonesia
4.	Fur	bulu	fur	bulu
5.	End	Berakhir	End	Berakhir

From the list of vocabulary words in the box above, we can find out that in Kei there is a vocabulary that if we look at the pronunciation of the pronunciation and the way of reading it is the same as the English vocabulary. In the use of the word students will associate each word they get in the classroom in learning English with vocabulary that they often encounter when communicating in their environment. This is what causes the problem of using vocabulary when they are communicating again in their daily communication, but can also be an advantage for people who are learning English.

3.1. Positive Effect

As we explained earlier, there are only influences on the use of a second language (L2) which can affect the language used in the area, especially for students. Because sometimes regional languages become alternatives or solutions when a learner wants to understand the meaning of English words that they cannot translate

or understand in Indonesian. This is based on the discovery of the field by the author. On several occasions when giving learning materials to students of SMP Negeri 2 Kei Kecil the author experienced a bit of trouble in clarifying the meaning of words to students in Indonesian. But when the word is then explained using sounds or words that are almost the same, students easily remember the words in English. As explained some of the vocabulary in English in the text the author will be able to translate it to his students by relating it to the sound word and the writing was same with English language. This is what becomes a benefit for teachers and students who study English or second language L2

3.3. Negative Effect

The negative influence is that when later words that are similar to regional languages sometimes they mix a little in English words in communication with others in their environment. Like using the word "I" which in English means "I" when then this word appears, his friends will laugh a little at the pronunciation of the word. So gradually the words that have similarities with English will still be remembered by female students but in their daily use they no longer use the word. This is a matter of concern that if it occurs with a long time the regional language, namely the language of the key itself will be lost, especially among teenagers or students who are studying the language of both in school.

Conclusion

A second language learner will easily understand or learn if someone is proficient in his first language or even regional language. Human ability in language acquisition is extraordinary if there is a desire in the learner. A second language learner can master foreign languages more than 8 to 9 languages at a time. But in the process there are sometimes significant influences. The influence that is meant by a side can be a solution but on the other hand it can be a threat in its use.

The soundness of the word between Kei and English is one of the problems faced by students, but when the teacher or speaker can explain the meaning of the

sounding of the same word, this can actually give more value to the students' pronunciation in language learning, namely Language English

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I Made Yudhi Gunawan¹ Drs. Fentje Kodong, M.A² Dra. Theresia M. Conny Lasut, M.Hum 3 PROSES MORFOFONEMIK DALAM BAHASA INGGRIS DAN BAHASA BALI (SUATU ANALISIS KONTRASTIF)

Tiwery) LARVUL NGABAL DAN AIN NI AIN SEBAGAI PEMERSATU KEMAJEMUKAN DI KEPULAUAN KEI MALUKU TENGGARA Larvul Ngabal and Ain ni Ain as a Unifying Pluralism in the Islands Kei Southeast Maluku

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<http://repository.ut.ac.id/4741/1/PBIN4106-M1.pdf> Modul 1 Pengertian Morfologi dan Ruang Lingkupnya Drs. Joko Santoso, M.Hum.

Student Self-Evaluation through German BLok Online Media in Teaching English for Tourism in Vocational High Schools

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Abstract

Teaching foreign languages such as English for Tourism and Hospitality in Vocational High Schools cannot be separated from the role of the business world and industry like a Hotel. According to the Indonesian Education Law No. 20/2013, the purpose of Vocational High School itself is to prepare highly skilled workers in certain fields. Vocational education in Indonesia does not only take place in schools but also in companies that aims to provide a workforce with professional skills. Learning foreign languages for tourism and hospitality sector does not mean only learning the language, but also work competences. Therefore, teachers must be able to communicate, coordinate and collaborate with the hotel specialists especially the trainers. In the current Industrial Era 4.0, it is certainly familiar for us to take advantage of various online media in the learning process. One of the platforms developed by the German Vocational Education Institute is a so-called Blok. Blok enables the students to carry out an online self-Assessment under the guidance of their supervisors and teachers. Blok greatly facilitate the performance of students, teachers and supervisors because they are flexible in terms of time and place, and foster a sense of responsibility in students for their self-assessment.

Keywords: Self-Evaluation, Block Online Media, English for Tourism

1. INTRODUCTION

Vocational High School is a form of formal education unit providing vocational education at the secondary education level as a continuation of Junior High School, Islamic Junior High School, or other equivalent forms. Schools at the level of

education and vocational types can be called Vocational High Schools or Islamic Vocational High School, or other equivalent forms (Law on National Education System Number 20 of 2003). The objectives of vocational secondary education according to the above Law are divided into general goals and specific objectives. The general objectives of vocational secondary education are at: (a) increasing the faith and devotion of students to God Almighty; (b) developing the potential of educators to become citizens of the State with noble character, healthy, knowledgeable, competent, creative, independent, democratic and responsible; (c) developing the potential of students to have national insight, understand and respect the cultural diversity of the Indonesian people; and (d) developing the potential of students to have a concern for the environment by actively participating in maintaining and preserving the environment, as well as utilizing natural resources effectively and efficiently. The specific objectives of vocational secondary education are as follows: (a) preparing students to become productive human beings, able to work independently, to fill existing job vacancies as middle-level workers according to the competence in the skill program they choose; (b) preparing students to be able to choose careers, be resilient and persistent in competence, adapt to the work environment and develop a professional attitude in their area of expertise; (c) equipping students with knowledge, technology and art in order to be able to develop themselves in the future either independently or through higher education; and (d) equipping students with competencies in accordance with the chosen expertise program.

Vocational High School has many skill programs. The expertise program implemented at Vocational High School adapts to the needs of the existing work world. Students are able to choose an area of expertise of interest at Vocational High School. Vocational High School curriculum is made so that students are ready to immediately work in the world of work. The curriculum content in Vocational High School is structured in such a way as to suit the needs of the existing world of work. This is done so that students do not experience significant difficulties when they are entering the world of work. With a study period of about three or four years,

Vocational High School graduates are expected to be able to work in accordance with their expertise.

The tourism sector is the second field with the highest interest at the Vocational High School level. According to data from the Central Statistics Agency (BPS) in 2018 approximately 83,000 students graduate each year from various majors fronted by this field. Having a fun and traveling perspective, this field is selling well among students who wish to continue their education to Vocational High School. In addition, the number of high-quality Vocational High School majoring in tourism is also the reason for the ease of choosing schools and accessing tourism education.

According to Law Number 9 of 1990 concerning Tourism Chapter I Article 1; It is stated that tourism is a travel activity or part of these activities which are carried out voluntarily and temporarily to enjoy tourist objects and attractions. The objectives of tourism development in Indonesia are clearly seen in the Presidential Instruction of the Republic of Indonesia Number 9 of 1969, particularly Chapter II Article 3, which states that "Tourism development efforts in Indonesia are a development of the "tourism industry" and are part of development and development efforts as well as welfare of society and the State". Based on the Presidential Instruction, it can be said that the objectives of tourism development in Indonesia are: Increasing foreign exchange income in particular and state and community income in general, expanding employment opportunities and employment, and encouraging the activities of supporting industries and other side industries, introducing and utilizing the natural beauty and culture of Indonesia, and enhancing national and international friendship.

According to data from the Central Statistics Agency (BPS), the average growth of foreign tourist arrivals to Indonesia in the last five years (2014-2018) has reached 14% per year. This figure is higher than the average growth of foreign tourist visits in the 2009-2013 period which was 9% per year. The number of foreign tourists visiting in 2009 was 6.32 million people. This figure continues to increase to 8.8 million people at the end of 2013. In 2018, the number of foreign tourists visiting

Indonesia reached 15.81 million people or grew by around 2.5 times compared to 2009. In 2019 the government targets foreign tourist visits to reach 18 million people.

The increasing number of foreign tourists visits every year, surely, needs to be supported by adequate infrastructure, especially in terms of accommodation. According to data from the Central Statistics Agency, the number of accommodation provider businesses in Indonesia in 2019 was recorded as many as 29,243 businesses with the number of available rooms reaching 776,025 rooms. Among the accommodation businesses, 3,516 businesses or 12.02 percent were hotels that were classified as star hotels with 363,749 rooms. In 2019 the highest number of star hotels was three-star hotels, including 1,373 businesses (39.05%) with 125,149 rooms (34.41%) followed by two-star hotels with 802 businesses (22.8%) with 56,107 rooms. (15.42%). The third place is four-star hotels as many as 724 hotels (20.59%) with 117,744 rooms (32.37%). Meanwhile, for non-star accommodation or jasmine hotels, there were 12,246 businesses (47.60%) with 287,172 rooms (69.66%), and other accommodation services, such as 13,481 businesses (52.40%) with 125,104 rooms (30.34%).

The high need for accommodation facilities certainly opens up great job opportunities in the hotel industry. Therefore, vocational high schools as producers of tourism workers and tourism players need to improve the quality of their education in order to produce graduates who are qualified and ready to work, especially in the hospitality industry. Talking about the tourism industry and the hotel industry in particular cannot be separated from foreign languages, especially with the increasing number of foreign tourists visits every year, it is necessary to have professional workers who especially have the ability to speak English. Therefore, it is not surprising that English is the main foreign language. which is taught in Vocational High Schools. In relation to the Tourism Department at Vocational High School, English subjects are packaged in special subjects, it is English for Tourism in which there is English for Hospitality.

In accordance with the objectives of the Vocational High School as stipulated in the National Education System Law No. 20 of 2013, then Vocational High School

must cooperate with the Business and Industry, or in this case with the Hospitality. According to Hadam, Rahayu & Ariyadi (2017, p. 75), good and mutually beneficial cooperation is very important to support the achievement of school programs. School development will be more optimal if the collaboration with agencies related to the Business/Industry world that is relevant to the competency of expertise is contained in the MOU/understanding/cooperation agreement text. Vocational High School teachers must make efforts to communicate, coordinate and interact with the Hospitality Industry. In this way both parties can exchange information about developments in the world of work so that they can prepare their students to become professional workers who can compete in the labor market.

To ascertain whether students have the capability to work in the field they are studying, evaluation is necessary. Evaluation is a continuous examination to obtain information covering students, teachers, educational programs and teaching and learning processes to determine the level of student change and the accuracy of decisions about student descriptions and program effectiveness. The main objective of learning evaluation is to determine the effectiveness of the teaching and learning process that has been implemented. Indicators of effectiveness can be seen from changes in behavior that occur in students. Changes in behavior that occur are compared with changes in expected behavior in accordance with the objectives and content of the learning program. Therefore, the evaluation instrument must be developed based on the objectives and content of the program, so that the form and format of the test developed are in accordance with the objectives and characteristics of the teaching material and the proportion is in accordance with the breadth and depth of the subject matter provided. The results of the evaluation must be carefully analyzed and interpreted so that the information obtained really accurately reflects the student's condition objectively. Objective information can be used as input for further process and program improvement. Evaluation in learning is not solely for determining student ratings but also must be used as a technique or way of education. As an educational technique or learning evaluation tool, it must be developed in a planned and integrated manner in a learning program, carried out

continuously, contains pedagogical elements, and can further encourage students to actively learn (Sujana, 1990, p. 8-9).

The collaboration between SMK and the Business World and Industry certainly requires an evaluation of students from both parties. Therefore, an evaluation format is needed that can accommodate schools and the business/industry so that they can jointly and efficiently control the development of students. Germany, which is very well known for its quality vocational education system, has developed an online media called Blok, to accommodate all parties involved in implementing vocational education in Germany. BLok is Germany's online training report, which works across all places of vocational training and is developed by *Bundesministerium für Bildung und Forschung* (German Federal Ministry of Education and Research). The primary objective of this system is to strengthen cooperation between companies and schools through a consistent and common information base. This Block Online Media facilitates vocational students to provide reports related to their practical activities at the company and at school. This activity report also serves as a self-evaluation for them. Teachers and trainers can also control student achievement in this block as well as communicate and coordinate with each other regarding student activity reports. Practical activity reports written by students on this media will also automatically calculate the percentage of their achievements, so that both students, teachers and trainers can find out how far the student's abilities are.

2. ENGLISH FOR TOURISM

2.1. The Role of English in Tourism

Joseph, Munghate&Arts in Damayanti (2019, p. 74) mentioned 6 important roles of English in the world of tourism. The six roles are as follows.

- a. Communicative/Interactive Role. This is the most important role of English in the world of tourism. English is a medium of communication between tourism actors and tourists and between tourists. When people from various countries come and visit a tourist destination, the original language can no longer be used because it will be difficult for others to understand. Likewise,

tourist actors who are usually local people cannot use their local language because tourists will not understand it. So, tourism actors and tourists need to use a language that both parties know. In cases like this, English has a very important role, including as a medium of communication between the two parties.

- b. Integrative Role. Besides having a role as a communication medium, English is a unifier. As is known tourism activities involve many people from various countries, customs, cultures, races and interests. English plays a role in integrating all people regardless of their background.
- c. Lingua-Franca Role. The role of English as a Lingua-Franca is similar to the role of English as a medium of communication between parties in the world of tourism. One tourist does not only travel to one country, many of them visit more than 1 country. It is difficult if a tourist has to learn the language spoken in the destination country before he visits it. English is a bridge for tourists and tour operators. Lingua-Franca can be interpreted as the language of instruction or association for people in a multilingual environment.
- d. Relation-Fostering Role. English helps people to form or strengthen relationships between people, especially those that are global in nature. In the world of tourism, English allows tourists to participate in activities or activities of local communities. This is because tourists can be involved in dialogue and discussion with other communities using English media.
- e. Economic/Business Role. Globalization makes it easier for workers from various countries to come and work in a country. Even cross-border trade is easy today. The role of English is very large in terms of business and economics. English is the medium of instruction in business, especially in the tourism business.
- f. Fuctional Role. The last role of English in the world of tourism is a functional role. This role helps tourists and local communities in obtaining certain information, asking for assistance, and other functions needed in tourism activities

Al-Saadi (2015, p. 33) adds that English language skills are a requirement to be able to achieve a managerial position in a hotel or accommodation business in tourism. Mastery of English in the world of tourism will have an impact on several related things, as follows:

- a. Increasing customer satisfaction. By having English language skills, tourism actors will be able to increase customer satisfaction.
- b. Motivating international tourists. By being able to communicate in English, it will be able to attract international tourists to come because the communication that occurs will be more effective.
- c. Helping better in understanding the needs of tourists. With good communication, all the needs and needs of tourists can be understood and addressed.
- d. Helping to better understand other cultures.
- e. Helping in improving the effectiveness of communication both internal and external communications.

English is important to master even though at some tourist attractions or hotels English is not used continuously. Some hotels or tourist attractions that do not use English as the language of daily communication, can be categorized into 2, they are occasionally and rarely (Erazo 2019, p. 156). Occasionally is a situation where English is only used at certain times, for example when the hotel or tourist destination has foreign tourists. But English is not spoken here every day because foreign tourists don't come every day to visit. Apart from occasionally, English is also used rarely which means English is very rarely used. This can be caused by the tourist destination area which is not a tourist destination for foreign tourists so that tourism actors only face and communicate with local tourists who have the same National Language.

2.2. Standard English for hospitality at Vocational High School

Examples of English competency standards for hospitality (Hermanto, 2018, p.1-4)

1. Industry competency unit Speaking, Listening, Reading and Writing in the field of Commercial Catering: Preparing food based on special diets and cultural needs Package, Packaging of prepared foodstuffs, planning total concepts for celebrations or big parties, preparing tenders for catering service contracts Design menus to fulfill market needs
2. Industrial competency unit Speaking, Listening, Reading, writing in the areas of Food and beverage services: Cleaning and tidying up the bar area, Operating the bar, providing food and beverage services, and Providing table service for alcoholic drinks
3. Industrial competency unit Speaking, Listening, Reading, Writing Front Office services: Receiving and processing reservations, providing reception accommodation services, maintaining financial records, processing financial transactions, communicating by telephone, and Providing housekeeping services for guests.
4. Industry competency unit Speaking, Listening, Reading, writing in the areas of Customer service, sales and marketing: Increasing and updating local knowledge, promoting products and services to customers, Handling conflict situations, making presentations, organizing parties, Planning and carrying out sales activities.

3. SELF EVALUATION

According to the Ministry of National Education (2010, p. 4), self-evaluation is an assessment technique where students are asked to assess themselves in relation to the status, process and level of competency attainment they learn in certain subjects based on criteria or references that have been set.

Hariyati (2007, p. 67) defines self-evaluation as a method of assessment in which students are asked to assess themselves in relation to the status, process, and level of competency attainment they are learning from a particular subject.

According to the Ministry of National Education (2010, p. 41), types of self-evaluation include:

- a. Direct and specific evaluation, it is direct assessment, at or after completing a task to assess certain competency aspects of a subject.
- b. indirect and holistic evaluation, it is an assessment that is carried out over a long period of time to provide an overall assessment.
- c. socio-affective evaluation, it is an assessment of affective or emotional elements, for example students can be asked to write writing that contains an outpouring of their feelings towards a certain object

Furthermore, the Ministry of National Education (2010, p. 41) also formulates the benefits of self-evaluation for students as follows:

- 1) It can foster student's self-confidence, because they are given the confidence to assess themselves
- 2) students are aware of their own strengths and weaknesses, because when they make an assessment, they must introspect on their strengths and weaknesses.
- 3) can encourage, accustom, and train students to be honest because they are required to be honest and objective in making assessments.

4. PORTFOLIO

Portfolio assessment is an assessment approach that aims to measure the extent to which the ability of students to construct and reflect on a job/task or work through the collection of materials relevant to the goals and desires constructed by students, so that the results of the construction can be assessed and commented on by the teacher in a certain period (Arifin, 2010, p. 4)

Popham (1995, p. 16) explains that "portfolio assessment is an ongoing assessment with a systematic method of collecting information or data on the work of students within a certain period of time". In the portfolio assessment system, the teacher

creates a file for each student, containing a systematic collection of their learning achievement results during the educational process.

According to the Ministry of National Education's Center for Education Assessment Team (2019, p. 10) In general, portfolios in learning are a collection of students' work, projects, and notes on students that are documented in an integrated manner. Portfolios can be in the form of practice questions and assignments done by students, as well as essay reports or journals made by each student. All are compiled and will become part of the learning assessment component and also become material for reflection for the students themselves.

Surapranata & Hatta (2004, p. 76) suggest that portfolio assessment can be used to achieve several goals, including: 1. Appreciating the developments experienced by students. 2. Documenting the learning process that is taking place. 3. Paying attention to the best work performance of students. 4. Reflecting on the ability to take risks and carry out experimentation. 5. Increasing the effectiveness of the teaching process. 6. Exchanging information with parents/guardians of students and other teachers. 7. Fostering and accelerating the growth of positive self-concepts in students. 8. Increasing the ability to do self-reflection. 9. Helping students in formulating goals.

The function of portfolio assessment is as follows: 1. Portfolio as a source of information for teachers and parents to determine the growth and development of students' abilities, responsibility for learning, expansion of learning dimensions, and renewal of the learning process. 2. Portfolios as teaching tools are a component of the curriculum, because portfolios require students to collect and show the results of their work. 3. Portfolio as an authentic assessment tool. 4. Portfolios as a source of information for students to carry out self-assessments, Department of National Education (2003, p. 123)

5. BLOK ONLINE MEDIA

Blok stands for *Berichtsheft zu Stärkung der Lernortkooperation* or Report Book for Strengthening Cooperation among Learning Centers and is the first online report

booklet for Vocational Education in Germany. Through Blok, apprentice students can report all their job training activities online. This digital report book can be accessed by all parties involved in the implementation of vocational education, as illustrated in Figure 1 below:

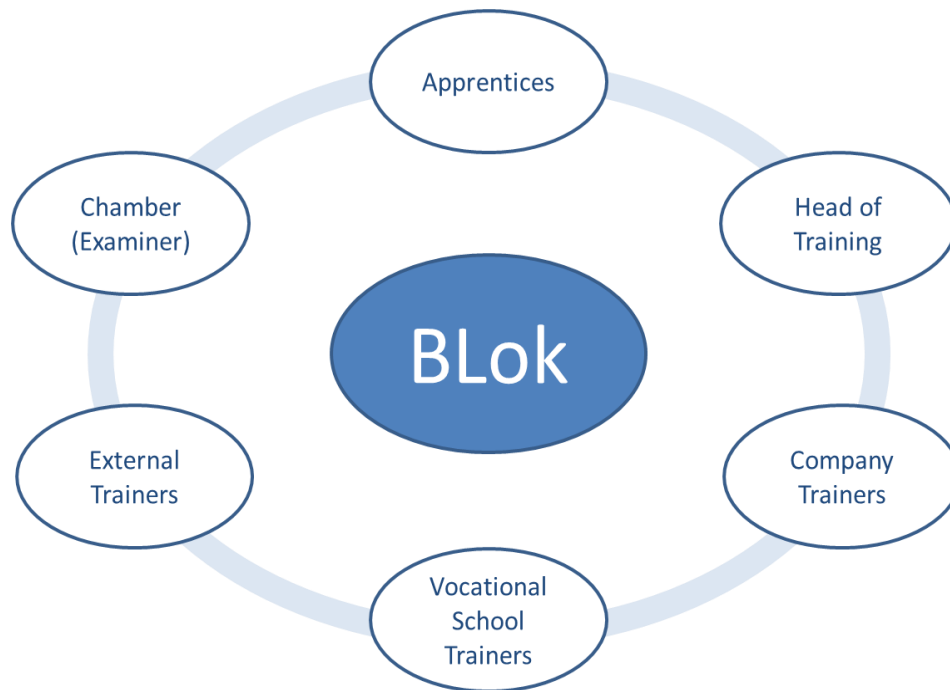


Figure 1. Groups of people connected by Blok (Köhler and Neumann, 2013)

This online report booklet is very different from the classic reporting model which uses paper as a reporting medium. This online job training report is very transparent so that teachers and trainers alike can know the progress of their students and it is very possible for them to communicate and coordinate with each other. In this way, the cooperative relationship between vocational schools and industry is getting stronger.

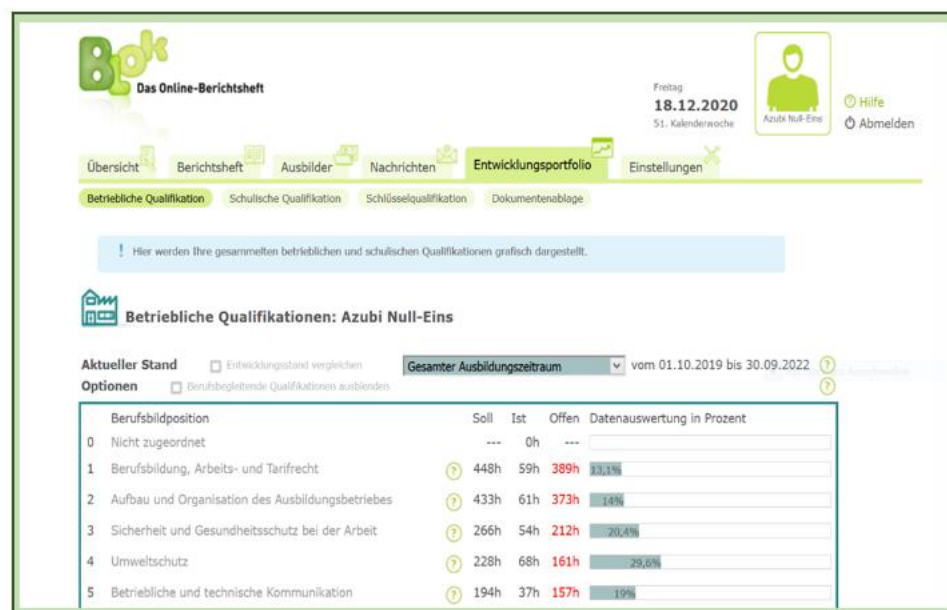
In addition, Blok also contains a portfolio that serves to document the progress of learning and training for apprentices.

The function of the portfolio here is as follows:

1. displays a list of qualifications that must be possessed by students both taught in companies and in schools. This list of qualifications is shown in graphic form.

2. All activities recorded by interns in the report book are also automatically stored in the portfolio section. In the portfolio of each intern student can find an overview of all the qualifications they have acquired. They can see the development of their knowledge and expertise according to what is described in this portfolio.
3. It is also possible for interns to evaluate key qualifications together with the trainer.
4. Besides that, there is also room for filing documents, where apprentices can create and save files as portfolio reports.

The following is a view of the portfolio on the Blok platform (Ueberschaer& Börner, 2015. P. 30):



Berichtsheft (report book) is a space where interns submit reports on their learning and training activities both at school and in companies. The reports that have been entered here will automatically become reports in the portfolio in graphical form. In the portfolio section there is a list of qualifications that must be achieved by apprentice students, it is qualifications for companies (*betriebliche* qualification) and qualifications that students must learn at school (*schulische* qualification). The graph will show how many percent of the qualifications the apprentice has achieved. Thus students, teachers and trainers can easily control their achievements. Teachers and

trainers also not only give approval but also reject the apprentice's reports and assessments if problems are found.

6. CONCLUSIONS AND SUGGESTIONS

Online portfolio assessment through Blok is very beneficial for parties involved in vocational education, especially students, teachers and trainers, because it is transparent and can be accessed anytime and anywhere. This portfolio assessment also allows teachers and trainers to be able to communicate and coordinate regarding apprenticeship student self-assessments. In addition, these students also have space on this online platform to discuss with teachers and trainers. Given the absence of a platform like this in Indonesia, Blok can also be used by vocational education in Indonesia, for example, for the tourism department, it is English for hospitality. Qualifications which must be mastered by students related to the field of hospitality work can be included in the qualification list in Blok. After apprentices fill out the online report book, their achievements will be seen in the portfolio room, so that subject teachers and trainers can easily control the progress of the apprenticeship students' achievements. By utilizing this block, it is hoped that it can improve the quality of vocational education in Indonesia.

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Incorporating Online Writing Assistant in Teaching Writing Skill for EFL Students

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Abstract

English writing skill is an integral part of the learning process for students who are studying English as a foreign language. Learning to write in an EFL context is demanding for students because of some basic constraints that may cause problems to students such as lack of linguistic competence and indifference. The teaching of writing for EFL students at college is also demanding for the instructors because they have to give feedback to students' writing either local error or global error. One can imagine correcting and giving feedback to more than fifty students in the class. Of course, it is time-consuming and it takes a lot of energy to read each student's essay. However, along with the development of digital technology, teaching writing skills might be easy for instructors and students. For instance, the job of giving feedback on students' writing can be assisted by an online writing assistant. Students can immediately use the online writing assistant to proofread their writing. The corrections made by the online writing assistant can be documented as material for class discussion. In this way, the instructors may have the students focus more on global errors that are the development of ideas of the writing. In this sense, the instructors can challenge the students for more critical ideas to develop their writing. It is realized that online writing assistants may be useful for both students and instructors however; there are also disadvantages of the online writing assistant. For instance, the writing assistant could not merely make the students instantly publish their works because the writing result presented by the writing assistant might still difficult to be understood. Besides, if students continue to make use of the writing assistant for a long time, their natural intelligence will eventually disappear. Their

creativity will also decrease because they become too addictive and dependent on technology. Therefore, instructors and students should apply the writing assistant wisely that is to use the writing assistant once they have finished writing their essay and then use it to proofread the essay.

Key works: online writing assistant, writing skill

Introduction

In the current technological era, the internet is increasingly used to help many kinds of human activities, whether it is learning, business, to administrative matters. Even if we need certain information about certain things, a search engine on Google can quickly be the best choice that will find everything easily and rapidly.

The internet is truly sophisticated, and in fact, it works like a robot that can behave like a human who can read human minds. It turns out that such ability is one of the advantages of what is commonly known as Artificial Intelligence. Artificial intelligence is programmed to be able to think and imitate specific human actions. Therefore, this artificial intelligence is now very vital for human life, especially in this modern world. The use of artificial intelligence is very beneficial both for the industrial world and the students who are currently taking their majorities at higher education institutions.

According to Chucher (1991), there are some advantages of Artificial Intelligence for human life, such as being able to do repetitive tasks, digital assistants, health care, and the world of economics, finance, games, and also the educational. The artificial intelligence-based learning means personalized learning so that it can improve the learning experience, starting from learning to improve communication or writing skills.

In the educational world, of course, writing is always included in every lesson or subject, such as writing narrative texts, essays, opinions, or scientific journals, starting from elementary school to the college level. The higher the education level, the writing activity is no longer merely for expressing ideas, but those ideas should

be conveyed and understood by the readers clearly. For example, at the tertiary level, the students writing skills must have been completely mature. Moreover, college students are always required to be innovative and creative in preparing and writing their research topics that will be useful for knowledge development in the future. Therefore, the writing skills will be strongly needed as precious capital to prepare the final projects as one of the requirements for completing their study.

However, the main issue is that not everyone can express their opinions or criticism in writings. Besides, the fast-growing of Youtube channels makes many students tend to inform something through videos. Also, the education curriculum for writing activities starting from the elementary level still receives less attention, and generally, the writing skills are only emphasized in Bahasa Indonesia subject that makes the students have less motivation to write something.

Many things may make the writing activities so unattractive, such as the use of inappropriate vocabulary, or complicated ways of arranging the words.

The Importance of Writing Skills for Students

Everyone has surely ever written something but writing an essay, opinion, or idea that attracts others' attention is still a problem that needs to be solved soon. Without the ability to write well and correctly, the information or criticism that someone wants to express will not be conveyed properly to the targeted readers.

Writing is a process of stringing or arranging letters or numbers with a linguistic mark so that it becomes something that can be understood by the person reading it. Writing can also be interpreted as a creative process by putting ideas or concepts into writing symbols. Therefore, in writing activities, writing skills are strongly required. The skills to write means the skills possessed by someone to describe the language with certain symbols that the readers can easily and clearly understand them. Therefore, the information to be conveyed can be identified properly by the people who read them.

Starting from elementary, junior, senior, and even tertiary education level, of course, writing activities will always be carried out within the classrooms, such as writing essays, making reports, and preparing a final project. The college students are considered as the intellectual generation for some groups such as government and society, and they are always expected to be able to express their aspirations for national development. They are also asked to become agents of change or environmental changes in a better direction so that they must be able to apply their knowledge to their real-life environment, both in the form of oral and written actions.

Imagine when the students are asked to write an article or journal about specific research topics but the wording is incorrect, of course, the readers will not be interested in reading it and ignore the precious information they want to share. Having good writing skills will be very beneficial both for the students and others. However, the problem is the lack of writing culture among them. With technological development and sophistication today, many of them only copy and paste everything they see from the internet. This habit is surely very detrimental to them in the future.

Several things that may affect the students' writing skills are:

1. Lack of students' interest in writing

Less interest of the students in writing is usually influenced by a lack of motivation. If there is no motivation either from the journalists or from the environment around, the skills to write quality works will also be very minimal.

2. Lack of practices

The writing skills are not solely due to innate talent, but it is also obtained through continuous practices to develop the skills.

3. Less curriculum emphasizing on writing activities

It is only Bahasa Indonesia subject that supports the students to have writing activities. This can be a factor that hampers the development of their writing skills.

Therefore, if the students are willing to make changes for this country, the writing skills are essential. By writing down ideas, concepts, or criticisms, they can be good sources of information for their surrounding community, the academic world, and the government.

Development of Writing Skills Learning Strategies

Good writings must come from good linguistics rules so that the texts can be easily read and understandable by others. It turns out that the writing itself has certain stages before it deserves to be published.

According to Tompkin (1997), the stages of writing are as follows:

1. Pre-writing

At this stage, someone is still trying to come up with what he is going to write. To make it successful, the theme and topic of the writing must be determined first.

2. Writing concept

Next, the theme or topic that has been determined before is then organized and developed into a raw draft.

3. Revising

Revision means giving necessary improvements such as adding, replacing, and removing part of the ideas related to the structure that has been written.

4. Editing

The editing process is a stage of completing the writing before the publication. The editing may include spelling and punctuation corrections.

5. Publication

The last stage is the publication. If all the steps above have been completed thoroughly, the final writing product is ready to be published so that everyone can read it. Some writing learning strategies can be applied to create quality writings:

a. Writing learning strategy using amateur writing model

Amateur writing is a learning program aimed at children who are going to come to school for the very first time. The learning steps start from letter recognition, spelling, and the SAS method, namely developing the writing skills using the letter, syllable, and sentence cards, and the students are asked to compose them into a meaningful sentence.

b. Writing learning strategy using information writing development model

The writing learning strategy using the information writing development model is a writing strategy by looking for ideas to be expressed in form of writing later.

c. Writing learning strategy using the writing process development model

This strategy emphasizes that writing is something skillful. The writing skills itself will develop much better if we continue to practice writing more and more.

d. Writing learning strategies using a cross-linguistic skills model

One of the keys to success in writing is having a good vocabulary. Of course, this can be achieved if we read often. The more often we read, the easier it is to write everything we want. Those are some of the development strategies for teaching writing skills. However, along with the increasingly sophisticated writing learning technology, it has now become more efficient to do using artificial intelligence.

Development of Artificial Intelligence in Supporting the Writing Skills

Many people say that it is hard to produce quality writings and make others are constantly interested in reading them. For example, if we have a blog, but the contents are not interesting, then the readers who are initially excited to read will

finally stop reading in the middle of our writings. It turns out that to produce quality writings; skills play the most important roles. In the current sophisticated era, by using AI, you can learn to improve your writing skills. AI can help to create interesting content, good grammar or graphic design, and many more.

Here are some platforms that can help to develop your writing skills to get better and better every day:

1. Grammarly

Grammarly is a tool that can correct grammar. The Grammarly is very useful in improving a writer's skills. It can easily find errors in writings, and what's interesting is that it also provides suggestions for structuring the sentences to be correct and proper. This kind of AI is really helpful for many writers, especially those who are not very good at grammar, especially in writing scientific journals that require the use of good grammar. Therefore, Grammarly can be an alternative to improve writing skills. This application is very suitable for use by students, professional writers, lecturers, employees, business people, and bloggers.

2. ProWriting Aid

ProWriting Aid is a tool that the writers can use for editing. It can be installed on Microsoft Office. It can provide suggestions to improve writing styles and save time for editing, starting from finding repeated words, unclear sentences, too many descriptions, difficult sentence structures, and detecting grammar and spelling errors. This tool will be very suitable for use, especially in academia.

3. IA Writer

IA Writer is an application for professional writings because it has some typical features such as syntax highlighting which can help you to find adjectives, nouns, adverbs, or verbs.

4. Google Docs

Google Docs is one of the most commonly used tools today, because it helps and facilitates writing freely, anytime, and anywhere. If generally the writing platform used is Microsoft Word, but through the technological sophistication and development, now Google Docs is here to help the writers to edit, create, or share documents online.

What is interesting is that if we want to collaborate or have a team in writing a work, Google Doc is the most appropriate choice because it provides services for editing the documents simultaneously. All team members can also communicate to discuss the contents of the documents because Google Docs provides chatting and comment features.

5. Scrivener

Scrivener is a platform that works to improve the quality of the writings. This app has some features that can help you manage your writing ideas and projects more efficiently. It can also convert texts into e-book format.

6. Trello

Trello functions to collect content ideas, share with the team, set deadlines, as well as transfer the ideas from concept to its actualization.

7. Prompts

The only secret to creating interesting writings is through constant practices. Many novice writers get bored when they just start writing. The Prompt application can provide a writing platform on a mobile phone that allows people to use it whenever you want. Interestingly, this application can suggest what content to write and allows to schedule days and times based on writing history.

8. Essaybot

Essaybot works like a human-robot that can help to write essays. This application has a feature to find sources of writing, suggest, and also compose complete

sentences using artificial intelligence. Besides, it is also able to reduce the level of plagiarism so that the originality of the writing can be well-maintained. Artificial Intelligence has already penetrated the educational world, from elementary to higher education level. It is surely is expected to facilitate and assist the learning process better.

Some AI programs that have been applied in the educational aspect are:

1. Microbot

Microbot itself has 2 types of robots, namely Microbot Teachmower and Microbot Mimower. Teachmower is used as a simulation of industrial robots and uses a teach pendant to program it.

Meanwhile, Minomower can be easily programmed using an Apple computer or via the TSR-80.

2. Robot Hero-01

A robot created by Health Zenith can move and specially designed to help study industrial robots. Interestingly, the hero 01 robot has some sensors that can detect motion, measure distance, distinguish two syllables, and detect changes in light.

3. Rhino Robot XR-2 System

The Rhino Robot XR-2 system is created by Rhino Inc and used to simulate the operations of industrial robots and can be programmed via Apple computers.

AI challenges for the lecturers

In the current industrial revolution era, many things are completed through technological sophistication that saves more time. With the presence of artificial intelligence like the human robots that can work and also analyze like the real humans, it is estimated that the tasks that were previously done by humans can be replaced by robots in simpler and shorter ways.

The artificial intelligence that has entered the educational world also presents its challenges for the lecturers. If usually the lecturers apply traditional methods in the learning process, they are required to be able to modify their teaching styles to achieve the implemented curriculum objectives. However, the problem is that AI can facilitate learning to be more efficient and it is possible that their positions can be replaced by prospective new lecturers who are more knowledgeable about technological development. The main challenge for the lecturers is that they have to keep up with the development of technological sophistication and apply it in the learning within the classrooms. There are many platforms to improve the writing skills that the lecturers can use to teach writing skills to their students.

AI Challenges for the Students

The technological sophistication and development have been able to exert its influence both on lecturers and students. The students who are currently studying and developing their knowledge at the higher education level are also required to be technology literate. If they underestimate and ignore this issue, maybe later they will be left behind by the times. Besides, in this era of technology, with increasingly fierce competition, they must truly be able to master the technology and take advantage of the existing potential. Although artificial intelligence can make it easier for the students to write, this platform does not merely make them publish their works in instant ways. More refinements are still needed directly because the narrative presented by artificial intelligence is still confusing and difficult to understand. If they continue to make use of artificial intelligence for a long time, their natural intelligence will eventually disappear. Their creativity will also decrease because they become too addictive and dependent on technology.

Artificial Intelligence Applications that should be utilized by the Lecturers during Writing Skills Learning

The applications of Artificial Intelligence in educational aspects of course will make the works of the lecturers easier. The Artificial Intelligence itself can personalize the learning in the form of a learning profile that can adapt the learning materials to the

abilities and ways of learning experiences for the students. In this case, the lecturers will be greatly helped because the artificial intelligence can present various curriculum-based learning materials that have been determined, but the material itself can be adjusted by the lecturers according to the students' needs. Of course, this will simplify their works and assignments. This will also make the students can easily get more concise and more understandable learning materials which they can learn anywhere and anytime, such as handouts, materials summaries, flashcards, or short notes. The lecturers will no longer be overwhelmed with questions or problems because the Artificial Intelligence system provides education assistants such as bots. This will help them to respond to existing and monotonous problems.

Some examples of the applications of AI in the learning process that the lecturers should take advantage of are:

1. Voice Assistant

Voice assistant will allow the students to interact with the learning materials without having to interact with their teachers or lecturers, both in the classroom and outside. Some examples of voice assistant applications include Amazon Alexa, Google Home, Microsoft Cortana, and Apple Siri. Besides, Voice Assistant itself has often been used to provide information about the campus so that the students will find it easier to get certain information in a timely and detailed manner.

2. Identifying the students' abilities

A lecturer must have a lot of students, and if he has to identify the abilities of his students one by one, that must be a very difficult thing to do. However, this kind of problem can be solved by AI which can identify any concepts or materials that are not yet understood by the students. For example, in the field of writing skills, AI can later identify a person's weakness whether it lies in vocabulary or improper sentence arrangement. Blackboard is an online platform that has been widely used by professionals or lecturers to release notes, quizzes, and tests that allow the students to ask questions and assignments. More interestingly, this tool can identify the reasons why the students have difficulty in understanding a concept.

3. Assessing essay works

Commonly, most lecturers use multiple choice tests to assess the students' understanding, because the multiple test assessments benefit greatly in terms of time with the answers that have been available on the question sheets. However, multiple-choice tests are considered less good for college students because they will only be able to reach their cognitive aspect. Therefore, it is not suitable for assessing the students' skills or abilities entirely. However, using AI, the lecturers can now use the tests in the form of essays to find out their students' abilities in a relatively short time so that they no longer have to be overwhelmed and take too much time in evaluating their students.

4. Preparing the curriculum to be fit with the students' needs

Teaching the students under the existing curriculum is a reference for all lecturers within the classrooms. Yet, not all materials contained and stated in the curriculum can be conveyed clearly to the students. The artificial intelligence turns out to be able to create a curriculum that suits the needs of the students. AI can detect what parts of the materials that will be either easily mastered or difficult for the students. It provides an opportunity for the lecturers to emphasize and focus on specific concepts or materials for the students.

5. Examining the students' writings originality

The lecturers can now check the authenticity of the journals written by the students using artificial intelligence to detect the extent of plagiarism in writing. Therefore, the lecturers must take advantage of artificial intelligence to support and complete their works, especially in learning writing skills. This artificial intelligence will minimize human errors and speed up writing time to make it more effective and efficient.

Conclusion

Artificial intelligence is a digital technology that is programmed like a human-robot to work and analyze many things as humans do. Artificial intelligence has now begun to be widely used and applied in industrial, health, and educational fields. Various platforms can be used to help us in writing such as Grammarly, Google Docs, Trello, essay bot, and so on. The benefits of using AI in education, especially in learning writing skills, are very good for helping the students or lecturers to improve their writing skills significantly and efficiently.

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German for Negotiation: A Pilot-Study for Teaching German for Occupational Purposes at Khon Kaen University in Thailand

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Abstract

The main purpose of this study is to shed light on the concept of how German can be taught for negotiation, specifically in the context of non-native speakers. Negotiating German is focused and examined based on the following aspects: 1) How to teach Negotiating German in the context of non-native speakers?; 2) What kind of effective teaching materials and tasks can be employed based on the efficient language teaching performance?; and 3) What practical recommendations can be provided to foreign language teachers concerning effective language pedagogy?. In this regard, a specific and purposive test was designed. Apart from designing a test, cultural aspects are considered as a vital role for successful negotiation across cultures. It is also recommended that comparing the knowledge of German with what learners have learned previously, namely the knowledge of English, can enhance the competence of learners. Additionally, some practical recommendations are provided to foreign language teachers concerning producing others related materials and effective language pedagogy in the context of L2 and L3 to develop the competence of students to their fullest potential and to enable them to compete with graduates from other institutions and countries in South East Asia.

Keyword: German, Negotiation, Culture, Test

Introduction

German has been taught as a major subject at Khon Kaen University in Thailand since 2002. In 2009, the new curriculum *German for Careers* was launched to serve students' need and the changing society where the learning situation at present requires *Teaching Languages for Specific Purposes*. The program combines German language perspectives with teaching German for business purposes. Students will have the greatest opportunity to study German courses for their occupational communication at work in the future. The course *German Language and Culture for Negotiation* is offered for students as one of the elective courses in response to the globalizing workplace and educational reforms that mandate language knowledge and culture.

Prior to German, it is obvious that Thai learners learn English as a first foreign language (L2). Thus, comparing the L3 knowledge (German) with the L2 knowledge (English) can be an efficient learning strategy as these two languages have some language features in common which will cause learners to find some similarities for their language studies.

Learners may transfer the previously gained knowledge (English) and relate their learning styles, experience, obstacles or problems to their L3 learning to acquire the third language effectively and efficiently. In this regard, relating the knowledge of learners to their previously gained knowledge may enable them to learn successfully.

The writer as a German lecturer has considered the situation of the job search process in Thailand that graduates have to encounter the requirements in the job announcements that they have to possess good command of both English and German. Without English proficiency, the recruiter may not offer a job to them. However, German can be advantageous for their success in terms of job application. In other words, these two languages can complete each other to lead graduates to succeed in their future career.

Literature Review

According to Dudley-Evans and St John (1998), teaching foreign languages for specific purposes has become a vital and innovative activity within the *Teaching of English as a Foreign Language movement (TEFL/TESL)*. Most of the materials produced, the course descriptions written and the research carried out were in the area of English for Academic Purposes (EAP). English for Occupational Purposes (EOP) played an important but nevertheless smaller role. In recent years, however, the massive expansion of international business has led to a huge growth in the area of English for Business Purposes (EBP).

(Dudley-Evans & St John, 1998)

In the context of the non-native speakers, teaching foreign languages apart from English is important and should be considered. In relation to previous Studies on L2 and L3 in Germany, Hufeisen (2010) mentions the role of L2 for L3 learning as follows:

Beim Lernen einer zweiten Fremdsprache tritt nicht nur eine weitere Fremdsprache hinzu, sondern das Lernen einer Fremdsprache wiederholt sich und bedeutet den erwähnten *qualitativen* Unterschied zum Lernen einer L2.

[...] Erfahrungen mit dem Lernen der ersten Fremdsprache können auf das Lernen der zweiten übertragen werden (wenn sie sich z. B. als gut funktionierend und erfolgreich erwiesen haben) oder völlig vermieden werden (wenn sie beispielsweise als ungeeignet empfunden wurden); Vergleiche zwischen den Lernprozessen und/oder den Sprachen können helfen. Der gezielte Einsatz bestimmter Lernstrategien bei typischen Fremdsprachenaufgaben [...]

(Hufeisen, 2010, p.203)

Based on the notion of Hufeisen, Watcharakaweesilp (2015) conducts a study on *Teaching German for Occupational Purposes in the Thai context*. He focuses on the topic *Telephoning* in his study based on the concept of Content and Language Integrated Learning (CLIL). In his study, he designed the tasks and produced materials in class as follows:

Table 2

Preposition		Collocation/Chunk		Expression/Chunk	
German	English	German	English	German	English
.....	for	.....	leave a	.....	What can I do for you?
.....	with	.....	message	.....	I'd like to talk to Mr. Kümel.
				.....	What is your name, please?
				.....	Mein name is ...
				.....	Hold on! / Just a minute!
				.....	I'm connecting you.
				.....	Would you connect me to Mrs...?
				.....	I'm sorry.
				.....	Mrs. Schön is not in the office.
				.....	I'll call you again.

Table 3

Preposition		Collocation/Chunk		Expression/Chunk	
German	English	German	English	German	English
für		eine Nachricht	.....	Was kann ich für Sie tun?	.....
mit		hinterlassen?	.....	Ich möchte bitte mit Herrn Kümmel sprechen.	.....
				Wie ist Ihr Name, bitte?	.....
				Mein Name ist....	.....
				Einen Moment bitte.	.....
				Ich verbinde Sie.	.....
				Würden Sie mich bitte Frau Schön verbinden.	.....
				Tut mir Leid.	.....
				Frau Schön ist nicht im Haus.	.....
				Ich rufe sie nochmal an.	.....

(Watcharakaweasilp, 2015)

From the previous studies of Hufeisen (2010) and Watcharakaweasilp (2015), English as L2 can affect L3 learning. Learners may transfer the previously gained knowledge and relate their learning styles, experience, obstacles or problems to their L3 learning to acquire the third language effectively and efficiently. To conclude, the insights gained from these previous studies can lead to the new teaching approaches and

methods of conducting research which lies on the instruction in the context of L2 and L3.

Research Methodology

Research Questions

Specifically, this study mainly focuses on the following research questions:

1) How to teach Negotiating German in the context of non-native speakers?; 2) What kind of effective teaching materials and tasks can be employed based on the efficient language teaching performance?; and 3) What practical recommendations can be provided to foreign language teachers concerning effective language pedagogy?

Participants

Twenty German majors in the last academic enrolling in the course *Communicative German for the Workplace*, were purposively selected as research participants in this study.

Instruments

A specific test consisting of five communicative aims (Part 1: Language Functions, Part 2: Setting objectives and arranging a meeting, Part 3: Making a proposal and a new offer, Part 4: Dealing with problems, Compromising, and Finding Solutions, Part 5: Closing the Deal) were constructed. In addition, activities for a comparative study between English and German were designed.

Data Collection

The data collected were divided into the following groups:

- 1) Data from the tests
- 2) Data from activities for a comparative study

Data Analysis

The researcher asked students some questions and noted down for the qualitative data analysis. Grammatical errors of learners were also analyzed.

Teaching Negotiating German: Constructing a Specific Test in Focus

When considering the situation of designing tests or materials in class for Negotiating German, the writer has designed his own purposive test consisting of the following parts:

Part 1: Language Functions: Learners have to match the language functions with the sentences below.

Part 2: Setting objectives and arranging a meeting: Learners have to choose the most appropriate expressions to complete the conversation.

Part 3: Making a proposal and a new offer: Learners have to complete the conversation for successful negotiating situations.

Part 4: Dealing with problems, Compromising, and Finding Solutions: Learners have to complete the conversations by filling in the blank with an appropriate word that makes sense in the context of the situations.

Part 5: Closing the Deal: Learners have to choose the most appropriate answer to complete the conversation.

The following example is the German Test for Negotiation:

Teil 1: Sprachliche Funktionen

Aufgabe: Ordnen Sie folgende Begriffe den jeweiligen Beispielsätzen zu!

- | | |
|-------------------------|-----------------------------|
| a) Ziel der Verhandlung | b) ein Angebot machen |
| c) Kompromiss | d) ein Gespräch abschließen |

___ 1) Ich hatte mit Ihnen diesen Termin vereinbart, um

___ 2) Wie wäre es, wenn wir...?

___ 3) Das ist ein interessantes Angebot, das ich gern annehme.

___ 4) Können wir uns darauf einigen, dass wir....?

Lösungen 1 a 2 b 3 d 4 c

Teil 2: Ziel der Verhandlung

Aufgabe: Ergänzen Sie die Dialoge!

- a) Es freut mich, Sie wieder zu treffen. ... Was hat der Lieferant gesagt?
b) Ich sehe keinen Vorteil dieses Angebots.
c) Der Hauptpunkt unserer Besprechung ist, dass wir eine gemeinsame Lösung finden.
d) Selbstverständlich kann ich Ihnen morgen den Termin unserer Vereinbarung bestätigen.

1. A: _____.

B: Vielen Dank für die Einladung.

2. A: Ich danke Ihnen, dass Sie sich so kurzfristig Zeit für dieses Gespräch nehmen konnten. Sie wissen, worum es geht. Wir hatten ein großes Problem mit der Lieferung.

B: _____.

3. A: Wie Sie wissen, legte unser Umsatz im letzten Jahr um 10% zu. Ich sehe deshalb keine Schwierigkeiten, dass Sie weitere Aufträge erteilen. Stimmen sie mir zu? Darüber möchten wir Sie gerne zu einem Gespräch einladen.

B: _____.

Lösungen 1 c 2 a 3 d

Teil 3: Angebote machen

Aufgabe: Finden Sie Ihre passenden Antworten und Fragen!

1. A: Falls Sie sofortigen Bedarf an unseren Produkten haben, können wir Ihnen folgendes Angebot für ein Produkt vergleichbarer Qualität machen.

B:

2. A: Da Sie eine Absolventin ohne Bereichserfahrung sind, kann ich Ihnen nur 300 Euro als Startgehalt anbieten.

B:

3. A:

B: Nur wenn Sie den Vertrag heute unterschreiben, wäre ich mit den Zahlungsbedingungen einverstanden.

Teil 4: Kompromiss

Aufgabe: Ein passendes Wort fehlt hier.

1) A: Wie können wir eine gute finden?

B: Gerne würden wir über konkrete Einzelheiten mit Ihnen sprechen.

2) A: Ist Ihre Firma in der Lage, kurzfristig große Aufträge auszuführen?

B: Wie, versichern wir Ihnen, dass wir auch Ihre zukünftigen

Aufträge

zu Ihrer Zufriedenheit ausführen werden.

3) A: Alle unsere Preise verstehen sich zuzüglich Mehrwertsteuer. Wir rechnen fest mit dem Eingang Ihrer Zahlung bis zum 30. Oktober, wofür wir Ihnen schon heute danken.

B: Das finde ich Würden Sie uns einen Rabatt von 10% geben, wenn ich den Vertrag heute unterschreibe? In dieser Angelegenheit komme ich Ihnen gern auf halbem Weg entgegen.

Lösungen: 1 Lösung / 2 vereinbart / 3 akzeptabel

Teil 5: ein Gespräch abschließen

Aufgabe: Ergänzen Sie die Dialoge mit den passenden Beispielsätzen!

1) A: Ich glaube, wir haben alle Punkte besprochen. Ich danke Ihnen und wünsche uns allen weiterhin gute Geschäfte. Wir freuen uns auf Ihren baldigen Auftrag.

B: _____.

- a) Schön, dass wir zu einer Vereinbarung gekommen sind, die alle zufrieden stellt. Ich bin sehr zufrieden mit dieser Verhandlung.
 - b) Ich bitte Sie Ihr jetziges Angebot zu überarbeiten, aufgrund der Marktlage ist es leider nicht möglich. Wenn Sie uns ein entsprechendes Angebot darlegen, werden wir einen neuen Termin mit Ihnen vereinbaren.
- 2) A: Wir danken Ihnen für Ihr Interesse an unseren Produkten. Wir hoffen, dass unser Angebot Sie zu einer Auftragserteilung bewegt.
 B: _____ .
- a) Ich finde Ihr Angebot interessant. Es entspricht den derzeitigen Marktkonditionen.
 - b) Ohne Bewilligung der Geschäftsleitung kann ich Ihnen keine Auftragsbestätigung erteilen.
- 3) A: Ich glaube, wir haben einen Kompromiss gefunden. Da ich diese Gelegenheit möglichst schnell erledigen möchte, schlage ich vor, dass wir einen neuen Termin für kommende Woche vereinbaren sollten. Wären Sie mit dem weiteren Verfahren der Verhandlung einverstanden?
 B: _____ .
- a) Vielen Dank für das informative Gespräch. Ich bin mit dem Fortlauf unseren Verhandlungen einverstanden und stimme einem weiteren Termin zu.
 - b) Zur Zeit liegt mir ein Gegenangebot von Ihrer Konkurrenz vor. Ich bitte Sie Ihr Angebot neu zu überdenken.

From this test, the test constructor also places value on communication skills apart from language skills. As mentioned by Dignen (2011), cultural technique (developing written / oral skill) and cultural exposure (studying other cultures) should also be considered as crucial factors when communicating across cultures. Global communication does not merely require global language but also the cultural sensitivity which includes cultural awareness (recognizing differences) and cultural flexibility (overcoming ethnocentricity). All techniques and methods are a response to a particular situation.

In other words, once we can recognize cultural elements, we are ready to focus directly on our intercultural communication skills. To communicate more effectively with people from other cultures, we need to study other languages and cultures, overcome language barriers, and develop effective intercultural communication skills, both written and oral. In terms of global business transactions, many

companies recognize that they must be able to conduct business in languages other than English. Thus, it can be useful for learners if instructors can relate the language test to cultural aspects.

Pilot-Study: A Comparative Study between English and German

English can be understood as the Global language widely used around the globe. In Thailand, English is taught as a first foreign language (L2). To enhance the English proficiency of students, Khon Kaen University in Thailand has launched the new policy in terms of using English as a means of instruction. This means that some courses taught in English should be offered to students to prepare themselves for the workplace. To reinforce this notion and to support the policy, the Faculty of Humanities and Social Sciences as one of the organizations attached to Khon Kaen University also planned to organize a training course for the lecturers to provide insight into the concept of English-medium teaching and how to design a course when being taught in English. Inevitably, the lecturers of the Language Programs (French, German, Spanish, Japanese, Chinese, and Korean) are expected to provide some courses taught in English to foster the ability of students as well as to develop the competence of students to their fullest potential to enable them to compete with graduates from other countries in the ASEAN and ASEAN Economics Community.

Hence, the following activities are suggested:

5.1 Matching activity for business language expressions between L2 and L3

Please match the phrases in English with their comparable ones in German and underline the Key Word(s) that help you find the answers.

- a) Sie wissen, es geht um die Zahlungsbedingungen.
- b) Zwecks Unterschriftsleistung unseres Vertrags möchte ich mit Ihnen diesen Termin vereinbaren.
- c) Ich würde Ihnen den Termin unserer Vereinbarung bestätigen.

- _ 1) It's about terms of payment.
- _ 2) I'd like to arrange this meeting to discuss our contract to be signed.
- _ 3) I'd like to confirm the meeting for our negotiation.

Answers: 1 = a / 2 = b / 3 = c

Results (n=20)

S1	1a2b3c	S2	1a2b3c	S3	1a2b3c
S4	1a2b3c	S5	1a2b3c	S6	1a2b3c
S7	1a2b3c	S8	1a2b3c	S9	1a2b3c
S10	1a2b3c	S11	1a2b3c	S12	1a2b3c
*S13	1a2c3b	*S14	1a2c3b	S15	1a2b3c
S16	1a2b3c	S17	1a2b3c	S18	1a2b3c
S19	1a2b3c	S20	1a2b3c		

Note: S = Student

Based on the Think-aloud method, most students could analyze the key words while they were matching the German sentences with English sentences as the following:

1) They compared the word *Zahlung* in German with the word *payment* in English

German: Sie wissen, es geht um die **Zahlungs**bedingungen.

English: It's about terms of payment.



2) They compared the word *Unterschrift* in German with the word *signed* in English.

German: Zwecks **Unterschrifts**leistung unseres Vertrags möchte ich mit Ihnen diesen Termin vereinbaren.

English: I'd like to arrange this meeting to discuss our contract to be signed.



3) They compared the word *bestätigen* in German with *confirm* in English.

German: Ich würde Ihnen den Termin unserer Vereinbarung **bestätigen**.

English: I'd like to confirm the meeting for our negotiation.



As mentioned earlier, prior to German, it is obvious that Thai learners learn English as a first foreign language (L2). Thus, comparing the L3 knowledge (German) with the L2 knowledge (English) can be an efficient learning strategy as these two languages have some language features in common which will cause learners to find some similarities for their language studies.

To conclude, learners may transfer the previously gained knowledge (English) and relate their learning styles, experience, obstacles or problems to their L3 learning to acquire the third language effectively and efficiently. In this regard, relating the knowledge of learners to their previously gained knowledge may enable them to learn successfully.

In the next part, students may have to translate a sentences from English into German and from German into English as the following.

5.2 Business Translation from English into German

English: We would like to confirm your order as follows: ...

German:

Results

In this part, the researcher selected only some correct examples as well as some errors of the test takers for the discussion.

- S1 Wir möchten Ihr Auftrag bestätigen folgenden:
- S2 Wir würden gern folgend Ihren Auftrag bestätigen.
- S3 Wir möchten im Folgenden Ihre Aufträge bestätigen.
- S4 Wir möchten gern der Auftrag bestätigen.
- S5 Wir würden Ihnen den Auftrag bestätigen.
- S6 Wir hätten gern Ihren Auftrag bestätigen.
- S7 *Wir möchten Ihre Bestellung zu bestätigen.
- S8 Wir würden gern Ihre Bestellung bestätigen.
- S9 Wir möchten Ihre Bestellung wie folgt.
- S10 *Wir möchten Ihre Bestellung zu bestätigen wie folgt.
- S11 Ich will Ihre Bestellung wie folgt:
- S12 Wir möchten gerne Ihre Bestellung bestätigen.
- S13 Wir möchten an Bestätigungen Ihre Bestellung folgend:
- S14 *Wir bestätigen Ihre Ordnung.
- S15 *Wir möchten Ihre Bestellung zu bestätigen wie folgt.

- S16 Wir würden gern Ihren Auftrag bestätigen, folgendes.
 S17 *Wir möchten Ihre Bestellung zu bestätigen wie folgt.
 S18 Wir möchten Ihre Bestellung bestätigen. Es lautet wie folgt:
 S19 Wir möchten für Ihre Bestellung bestätigen.
 S20 -

Note: S = Student

From the results, students were expected to translate an English sentence into German. The researcher found that most students (n=16) could correctly use the word 'bestätigen' which means 'to confirm' in English. Apparently, students could also find an equivalent word in German for 'as follows' in English, which is 'folgend'. Only six students could, however, use 'wie folgt' which is the most appropriate equivalence in German and should properly be used in this business context.

When analyzing their errors, the translated sentences of students No. 7, 10, 15 and 17 are influenced by their L2 knowledge (English). This is because they incorrectly related their L2 to translation by using the preposition "zu" which is compared with "to" in English and not required in German sentence in terms of grammatical rules.

5.3 Business Translation from German into English

German: Den Vorschlag nehme ich gern an.

English:

Results

- S1 I accept this offer well.
 S2 *I would like accept your order.
 S3 I could agree your offer.
 S4 I would love to accept your order.
 S5 *I'm satisfied this offer.
 S6 I would like to accept the proposal.
 S7 I accept this suggestion.
 S8 I suppose the proposal.
 S9 I agree the contract.
 S10 I approve of the proposal.
 S11 I am pleased to accept the contract.
 S12 I accept your suggestion.
 S13 *The proposal take I willingly on.
 S14 I agree your proposal.
 S15 I accept this proposal.

- S16 I agree with this proposal.
 S17 I agree with this proposal.
 S18 I gladly expect this proposal.
 S19 The proposal agree me.
 S20 The proposal agree that me.

*Note: S = Student

On the contrary, students were also supposed to translate a German sentence into English. The findings reveal that for the German word 'Vorschlag', most students used the word 'offer' or 'proposal' which is an equivalent word and accepted by the researcher. Additionally, for the German verb 'annehmen', they could properly use the word 'accept' which is correct in this context.

Instead of using "accept", some students tried to use other words such as 'agree' or 'suppose' while translating as indicated in the results.

In terms of sentence construction, some students could not correctly construct their English sentences. For Instance, *The proposal agree that me; I agree the contract; I would like accept your order; I'm satisfied this offer.*

Their error based on the influence of L3 was also found: *The proposal take I willingly on.* Student No. 13 placed the verb in the second position of sentence which is a requirement for basic German sentences, but not in English.

What practical recommendations can be provided to FL teachers concerning effective language pedagogy?

6.1 Recommendation 1: In relation to comparative studies between English and German, vocabulary for learners at the fundamental level should be taken into account. Words in English and German (according to parts of speech) should generally be illustrated to Thai learners to create general pictures in their mind and to enable them to compare their L2 with their L3.

Example:

Find the missing words and the comparable words between the two languages.

Collocations

English

1) to *make* a decision

2) to *solve* this problem

German

eine Entscheidung...(?)...

dieses Problem ...(?)....

- 3) to *find* a solution eine Lösung ...(?).
4) Can we ...)_=..... a compromise? Können wir einen Kompromiss *finden*?

Key: Item 1 = *treffen* / Item 2= *lösen* / Item 3 = *finden* / Item 4 = *reach*

Instructors may further recommend some new commercial books or some relevant and useful websites based on comparative studies between English and German for business purposes.

6.2 Recommendation 2: Cultural Aspects

Negotiating Styles

Canadian, German, and U.S. negotiators tend to take a relatively impersonal view of negotiations. Members of these low-context cultures see their goals in economic terms and usually presume the other party is trustworthy, at least at the outset. In contrast, high-context Japanese negotiators prefer a more sociable negotiating atmosphere that is conducive to forging personal ties as the basis for trust. To high-context negotiators, achieving immediate economic gains is secondary to establishing and maintaining a long-term relationship.

(Bovee, et al 2003: 52-59)

In terms of global business transactions, it is suggested that intercultural sensitivity can be improved by recognizing *contextual differences* as noted by Bovee, et al (2003). As we know that the era of globalization entails cross-cultural and transnational communication. Global communication does not merely require global language but also the cultural sensitivity which includes cultural awareness (recognizing differences) and cultural flexibility (overcoming ethnocentricity). All techniques and methods are a response to a particular situation. When considering the situation in Thailand, it cannot be denied that teaching German for Thai learners requires both language and cultural aspects if Thai negotiators have to communicate with people from other countries who have different ways of thinking. As non-native speakers, Thais may wish to effectively communicate with people from other cultures, but not necessarily like native speakers. In this regard, they need to learn to use international English and possess cultural competence.

Discussion and Conclusion

In terms of teaching foreign languages for specific purposes based on the notion of Dudley-Evans and ST John (1998), it is important that instructors should consider social, economic, cultural and linguistic consequences. Language educators also need to be aware of this inequality and to consider how they can challenge it by promoting curricula that allow all learners the opportunity to critically think about their environment, express their own views and identity in addition to the specific language patterns necessary for business communication. Class instructor, as researcher or evaluator, may use the suggested tests or activities in this study in class if he or she wishes to test the skills of learners.

Apart from this, as mentioned by Dignen (2011) that communication skills such as cultural technique (developing written / oral skill) and cultural exposure (studying other cultures) should be considered as crucial factors when communicating across cultures. Once we can recognize cultural elements and overcome ethnocentrism, we are ready to focus directly on our intercultural communication skills. To communicate more effectively with people from other cultures, we need to study other languages and cultures, overcome language barriers, and develop effective intercultural communication skills, both written and oral. In terms of global business transactions, many companies recognize that they must be able to conduct business in languages other than English.

The findings as well as recommendations of this study can lead to the significant impact to develop the competence of students to their fullest potential and to enable them to compete with graduates from other institutions and countries in the ASEAN Economics Community.

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Lernortkooperation und Unterrichtsfach „Deutsch für Tourismus“ in der beruflichen Ausbildung im Bereich Hotelmanagement

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Kurzfassung

Für den indonesischen Arbeitsmarkt spielt der Tourismus, speziell die Hotellerie eine große Rolle. In diesem Wirtschaftszweig kann eine enorme Anzahl von Arbeitsplätzen zur Verfügung gestellt werden, wodurch sich ein großer Teil von Arbeitssuchenden eingliedern lässt. Laut des indonesischen Statistikamtes waren im Jahr 2018 22,25 Millionen Beschäftigte im Sektor des Hotelgewerbes tätig. Zur Erfüllung der Anforderungen in diesem Bereich benötigt man spezielle Qualifikationen welche man während der Berufsausbildung erlangt. Nach Aussagen des indonesischen Bildungsministeriums ist die berufliche Ausbildung ein Vorgang, in dem Berufsanwärter und Berufsanwärterinnen für ihre spätere Tätigkeit vorbereitet werden. Die Regierung unternimmt Anstrengungen das Bildungssystem anzupassen um die Qualität der Berufsausbildung zu verbessern. Noch gibt es z.B. aufgrund von unzureichend qualifizierten Lehrkräften Probleme. Auch das angewendete Curriculum entspricht nicht dem aktuellen Standard wodurch zur Zeit viele Berufsschulabsolventen und Berufsschulabsolventinnen die Anforderung des Arbeitsmarktes nicht vollständig erfüllen. Deshalb wird seit 1994 das duale System der beruflichen Ausbildung von Deutschland angewendet. Die Rechtsgrundlage der Durchführung des dualen Systems in der indonesischen Berufsausbildung ist die Verordnung des nationalen Bildungsministeriums Nr. 080/U/1993. Die Ausbildung erfolgt in den Lernorten Betrieb und Berufsschule. Im Mittelpunkt dieser Arbeit steht die Kooperation der Lernorte im Bereich Hotelmanagement bezüglich des Unterrichtsfaches Deutsch für Tourismus. Sie konzentriert sich auf die Erstellung einer schriftlichen Befragung, die darauf abzielt, die Möglichkeiten zur Umsetzung der Kooperation der Lernorte zu analysieren.

Schlüsselwörter: Lernortkooperation, berufliche Ausbildung, Deutsch für Tourismus, Hotelmanagement

1. EINLEITUNG

Der Tourismus hat sich zu einem der größten und am schnellsten wachsenden Wirtschaftszweige der Welt entwickelt. Für Indonesien wird er zu einem wichtigen Wirtschaftszweig, nicht nur als Einnahmequelle für Devisen, sondern auch zur Erweiterung der Beschäftigungsmöglichkeiten mit leistungsorientiertem Einkommen. Der Reichtum der bezaubernden Natur, kulturelle Einzigartigkeiten der verschiedenen Ethnien, Festivals und kulturelle Darbietung sind ein großes touristisches Potenzial Indonesiens. Entwicklungsprogramme für Tourismus sollten verstärkt werden, indem die Potenz des nationalen und internationalen Tourismus ausgebaut und genutzt wird, um wirtschaftlich zu sein. Damit kann sichergestellt werden, dass sich für viele Einwohner Indonesiens der Lebensstandard erhöht. Darüber hinaus kann durch den Tourismus das Land Indonesien in aller Welt bekannt und zu einem beliebten Reiseland für zukünftige Generationen werden.

Die Zahl der Besucher, sowohl Ausländer als auch Domestik-Touristen, nimmt jedes Jahr kontinuierlich zu. Laut des indonesischen Statistikamtes stieg die Zahl der ausländischen Touristen im Oktober 2019 um 4,86 Prozent gegenüber der Zahl der Besuche im Oktober 2018. Kumuliert (Januar - Oktober 2019) erreichte die Zahl der ausländischen Touristenbesuche in Indonesien 13,62 Millionen. Das ist ein Anstieg von 2,85 Prozent gegenüber dem gleichen Zeitraum des Jahres 2018. Da waren es 13,25 Millionen Besuche. Dieser Anstieg sollte durch die Zunahme von Hotels und anderen Beherbergungsbetrieben noch erweitert werden können. Nach den Daten der Indonesischen Statistikamtes betrug im Jahr 2019 die Anzahl der Unterkünfte in Indonesien 29.243 Einheiten mit 776.025 Zimmern. Unter diesen Zahlen waren 3.516 Einrichtungen oder 12,02 Prozent Unterkünfte, die als Hotel mit 363.749 Zimmern klassifiziert wurden.

Um Dienstleistungen im Zusammenhang mit Unterbringungsmöglichkeiten in Anspruch zu nehmen, ist eine gute Planung bei der Entwicklung von Hotels und

anderen Beherbergungsbetrieben, die Verbesserung der Servicequalität und der Anstieg qualifizierter Mitarbeiter, insbesondere von Fachkräften in Hotels und anderen Tourismuseinrichtungen, erforderlich. Zur Erfüllung des Bedarfs in diesem Bereich benötigt man jeweilige berufliche Ausbildung. Nach Aussagen des indonesischen Bildungsministeriums ist die berufliche Ausbildung ein Vorgang, in dem Berufsanwärter und Berufsanwärterinnen für ihre spätere Tätigkeit vorbereitet werden (UUSPN¹ No. 20/2003 Kapitel 15). Zurzeit gibt es in Indonesien 7592 Berufsschulen. Aber nur 24% davon bieten Ausbildungen zu Berufen im Bereich Hotelmanagement an. Außerdem werden an einigen Hochschulen sowie Universitäten, Polytechnika und Akademien Fachausbildung im Hotelmanagement angeboten. Dort besteht die Möglichkeit Bachelor oder S1 (4 bis 5 Jahre), D1 (1 Jahr), D2 (2 Jahre) oder D3 (3 Jahre) zu studieren. Insgesamt gibt es 4.413 Hochschulen in Indonesien, wovon 22 % das Programm Hotelmanagement anbieten.

Zur Fachrichtung Hotelmanagement gehört das Fach „Deutsch für Tourismus“. In diesem Fach erlernen die BerufsschülerInnen Deutsch für spezielle Berufe wie die operative Berufsgruppe im Hotelbetrieb sowie Rezeption, Housekeeping, Restaurant und Service. Hierbei handelt es sich nicht nur um das Lernen der deutschen Sprache sondern auch um den Erwerb von nötigen Berufskompetenzen. Neben der Theorie bietet dieses Fach auch Erfahrungen in Bezug auf Persönlichkeitsentwicklung, Ethik, Ästhetik oder Führungsstrategien durch die direkte Einbeziehung der Auszubildenden in den Bereich der Hotellerie. Kurz gesagt, das Fach „Deutsch für Tourismus“ gibt den BerufsschülerInnen alle Möglichkeiten um Erfahrungen in der Arbeitswelt bei Unternehmen und staatlichen oder privaten Einrichtungen, die im Gastgewerbe tätig sind, zu machen.

In der beruflichen Ausbildung spielt die betriebliche Ausbildung eine sehr wichtige Rolle. Das Lernen am Arbeitsplatz steht immer in der Berufsausbildung im Vordergrund. Wandel der Technologien und veränderte Arbeitskonzepte in den Betrieben verlangen nach einer Kooperation zwischen Berufsschulen und Betrieben.

¹ Gesetz der Republik Indonesien über nationales Bildungssystem. Es wurde mit Vereinbarung des Parlaments und Präsident der Republik Indonesien veröffentlicht.

Berufsschulen haben den Zweck, die Berufsanwärter so auszubilden, dass sie in der Zukunft in der Lage sind am Arbeitsmarkt zu bestehen und konkurrenzfähig zu sein. Aus diesem Grund muss eine enge Kooperation mit den Betrieben bestehen, damit die Auszubildenden auch am Arbeitsplatz lernen und Praxis erfahren können (Vgl. Murniati & Usman, 2015. S.150). Den Berufsschulen, insbesondere in Indonesien, mangelt es tatsächlich noch an der Zusammenarbeit mit den Betrieben. Die Lehrkräfte sind aktuell nicht kreativ genug um effektive Verbindungen mit den Betrieben aufzubauen. Zur Zeit besteht die Kooperation lediglich aus einer 3 monatiger Praxis in einem Betrieb. Die beiden Lernorte sprechen weder über Inhalt der Praxis noch über die theoretischen Kenntnissen des jeweiligen Auszubildenden. Die Schulen schicken jedes Jahr ihre SchülerInnen für 3 aufeinanderfolgende Monate in Betriebe und am Ende des Praktikums erhalten die Lehrlinge ein Zertifikat. Jeder Lehrling kann nur innerhalb der 3 jährigen Berufsschulzeit 3 Monate Praktikum machen. Die Zeitdauer des Praktikums reicht eigentlich nicht aus, um die beruflichen Kompetenzen zu erlernen, deshalb soll die Kooperation der Berufsschulen und Betrieben verbessert werden. Zur Verbesserung der Kooperation zwischen den beiden Lernorten soll man auf folgende Bedingungen achten : 1). Die Umsetzung der Kooperation der Berufsschulen und Betrieben soll durch Koordination der Aufgaben und unter der Verantwortung des Schulkomitees erfolgen, 2). Die Zusammenarbeit soll gegenseitigen Profit vor allem in Personalentwicklung bringen, 3). Der Aufbau der Kooperation soll durch Eigeninitiative der Berufsschulen erfolgen, 4). Die Berufsschulen sollen sowohl vollständige als auch aktuelle Daten über die Weltkarte der Industrie in ihrer Umgebung bereitstellen, 5). Die Berufsschulen und das Schulkomitee müssen in der Lage sein, die Einrichtungen, das Personal und den Zeitplan im Rahmen des Aufbaus der Kooperation zu organisieren, 6). Für die Zusammenarbeit soll ein Kooperationsvertrag vorhanden sein (Murniati & Usman, 2015. S. 151).

Aufgrund der oben beschriebenen Probleme ist es sinnvoll eine Untersuchung durchzuführen, um Aktivitäten zwischen den Berufsschulen und der Industrie, zum Beispiel der Hotellerie, herauszufinden. Eine der passenden Methoden, welche man dazu verwenden kann, ist die Durchführung einer schriftlichen Befragung. Diese

Arbeit befasst sich mit der Entwicklung eines Fragebogens zum Thema Kooperation der Lernorte in der beruflichen Ausbildung.

2. LERNORTKOOPERATIONEN

2.1. Definition der Lernortkooperationen

Lernortkooperation bezeichnet das Zusammenspiel der Ausbildungspartner in der dualen Berufsausbildung sowie die dabei umfangreich auftretenden Verwaltungsprozesse, wie z.B. das Führen des Ausbildungsnachweises, die Abnahme von Prüfungen und den Nachweis der erworbenen Qualifikation (Köhler & Neumann, 2013). Insgesamt handelt es sich um Organisationsprozesse. Laut Köhler und Neumann (2013, S. 84) bezieht sich Lernort institutionell auf die verschiedenen Ausbildungsstätten u.a. Ausbildungsbetrieb, Berufsschule, überbetriebliche Ausbildungseinrichtungen und pädagogisch auf die jeweils ablaufenden Lehr- und Lernprozesse.

Pätzold & Walden (1994, S.11) definieren „Lernort“ als eine im Rahmen des öffentlichen Bildungswesens anerkannte Einrichtung, die Lernangebote organisiert. Darum wurde zum Ausdruck gebracht, dass Lernen nicht nur zeitlich, sondern auch lokal gegliedert ist und dass es sich bei den Lernorten um in ihrer pädagogischen Funktion unterscheidbare Orte handelt. Die Einzelnen Lernorte (Schule, Betrieb, Lehrwerkstatt und Studio) erhalten durch ihre unterschiedlichen pädagogischen Funktionen im Lernprozess ihre Spezifität.

Rauner (2005, S. 250) definiert „Lernortkooperation als das technisch organisatorische und das pädagogische Zusammenwirken des Lehr- und Ausbildungspersonals der an der beruflichen Bildung beteiligten Lernorte“. Lernorte sind zunächst nach der Definition des Deutschen Bildungsrates „anerkannte Einrichtungen im Rahmen des öffentlichen Bildungswesens“ (Deutscher Bildungsrat 1974). In der beruflichen Bildung sind dies Betrieb, Berufsschule sowie überbetriebliche und andere Bildungsstätten. Darüber hinaus befinden sich in diesen Einrichtungen verschiedene Lernorte, die voneinander abgrenzbare, unterschiedliche pädagogische Funktionen erfüllen. Für den Betrieb

sind hier zumindest der Arbeitsplatz, die Lehrwerkstatt und der Unterrichts- oder Unterweisungsraum zu unterscheiden.

Lernortkooperation nach Pätzold (1990, S. 17) vollzieht sich auf zwei Ebenen. „Die Erste Ebene ist die der Kommunikation und Interaktion zwischen den Institutionen bzw. deren Repräsentanten. Terminabsprachen und Absprachen über eine sinnvolle, den jeweiligen Ordnungsmitteln und der Leistungsfähigkeit der Institution gerecht werdende Arbeitsteilungen geschehen auf dieser Ebene. Auch abgestimmte Beschlüsse über Investitionen, die von den Trägern der Lernsituationen zu fassen wären, sollten auf dieser Ebene vorbereitet werden.“ Der Koordination der Fachausbildung und der pädagogischen Arbeit von Ausbildenden bzw. Ausbildern und Berufsschullehrern dient die Zusammenarbeit auf einer zweiten Ebene. Sie umfasst die Kooperation des Lehr-bzw. Ausbildungspersonals, in die bei Internatsbetrieb in der überbetrieblichen Ausbildungsstätte die Betreuer für den Freizeitbereich und grundsätzlich die Auszubildenden selbst einbezogen werden sollten, und zwar sowohl innerhalb der einzelnen Lernsituationen als auch zwischen ihnen. Lernortkooperationen wird als Oberbegriff verstanden. Mit ihm soll, wenigstens andeutungsweise, zum Ausdruck gebracht werden, dass verbindendes Element und Zielgröße die Lernenden sind, die während ihrer Ausbildung an unterschiedlichen Lernorten einen komplexen Lernprozess durchlaufen. Ihn durch kooperatives Handeln der Lehrenden zu fördern, erscheint umso dringlicher, je stärker die Ausbildung durch einen ständigen Wechsel der Lernorte und der Bezugspersonen geprägt ist.

„Der kooperative Ansatz ist ein Ansatz zur Zusammenfügung von Berufsbildungsinstitutionen und Wirtschaft, zur Verzahnung von Theorie und Praxis in der Ausbildung. Der Begriff Kooperation der Lernorte wird somit weit gefasst als eine organisierte und durchgeführte Zusammenarbeit zwischen den Akteuren des Berufsbildungswesens und der Wirtschaft auf möglichst allen Ebenen (Makro-, Meso-, und Mikroebene) mit dem Ziel, Jugendliche und junge Erwachsene praxisnah, arbeitsmarktorientiert und beschäftigungsrelevant auszubilden. Die

folgende Abbildung stellt die Zusammenarbeit wesentlicher Akteure in der Kooperation beruflichen Ausbildung“ (Tsimoschanka, 2013. S.116).

2.2 Ziele der Lernortkooperation

Die Ziele umfassen drei Ebenen (Euler und Berger, 1999. S. 25-26)

1. Makroebene : außerhalb der Lernorte (z.B. Wandel in Technik, Arbeitsorganisation und Politik . Im Ersten Fall soll die Lernortkooperation dazu beitragen, dass die zur Attraktivitätserhöhung einzelner Ausbildungsbereiche geplanten Bildungsgänge überzeugend entwickelt und erfolgreich implementiert werden.
2. Mesoebene: institutionell- organisatorische Ebene der Lernorte (z.B. Mängel in der schulischen oder betrieblichen Ausbildungsqualität). Im zweiten Fall sollen geeignete Kooperationsmaßnahmen gewährleisten, dass sich die Lehr- Lernprozesse in den Lernorten curricular und methodisch miteinander verzahnen und auf diese Weise die Qualität der Ausbildung insgesamt steigt. Ein Häufig vertretenes Argumentationsmuster besteht in diesem Zusammenhang darin, dass ausgehend von der Annahme veränderter Qualifikationsanforderungen in Betrieb und Schule verstärkt handlungsorientierte Lehr- Lernprozesse auf- und ausgebaut werden sollen, deren Realisierung durch Formen der Lernortkooperation zu stützen sind.
3. Mikroebene: Person der Lehrenden und Lernenden (z.B. Motivations- und Leistungsdefizite bei den Auszubildenden). Im Zielbereich ist die Mikroebene vergleichsweise selten angesprochen. So wird etwa von wenigen Modelversuchen die Steigerung der Ausbildungsmotivation sowie ein besserer Ausbildungserfolg durch die Entwicklung von Stützmaßnahmen angeführt.

2.3 Intensität von Lernortkooperation

Hinsichtlich der Intensität von Lernortkooperation unterscheiden Buschfeld und Euler in Euler (2004. S. 14) die Stufen des Informierens, Abstimmens und

Zusammenwirkens, wobei die zweite Stufe dem Koordinations-, die dritte Stufe hingegen dem Kooperationsverständnis entsprechen würde.

- Auf der Ebene des Informierens tauschen Lehrer und Ausbilder Informationen aus, sie informieren sich gegenseitig über ihre Erwartungen, Erfahrungen und Probleme im Ausbildungsalltag. Informieren bedeutet dabei zweierlei: Information geben und Informationen wahr- und aufnehmen. Es ist nicht selbstverständlich, dass beispielsweise Rundschreiben der Berufsschule in Betrieben gelesen werden bzw. die eigentlichen Ausbildungsverantwortlichen rechtzeitig erreichen.
- Auf der Ebene des Abstimmens vereinbaren und entwickeln Lehrer und Ausbilder Maßnahmen, die sie arbeitsteilig und eigenverantwortlich unter den jeweiligen institutionellen Rahmenbedingungen umsetzen. Auch sich abzustimmen impliziert zweierlei: zum einen die Bereitschaft, sich an die getroffenen Vereinbarungen zu halten und damit den Konsens zu dokumentieren; zum anderen die Fähigkeit, auch Konflikte auszuhalten, etwa dann, wenn Absprachen nicht eingehalten werden konnten.
- Auf der Ebene des Zusammenwirkens verfolgen Lehrer und Ausbilder im Rahmen einer unmittelbaren Zusammenarbeit gemeinsam vereinbarte Vorhaben. Sie richten ihr Handeln auf die Förderung der Lernprozesse des Auszubildenden aus, z.B. wenn Ausbildungsthemen gemeinsam vorbereitet und in Betrieb oder Schule bearbeitet werden oder Lehrer und Ausbilder gemeinsam ein Weiterbildungsseminar zur Vorbereitung eines gemeinsamen Projektes besuchen.

2.4 Komponenten des kooperativen Ansatzes in der beruflichen Ausbildung

Der Kooperative Ansatz lässt sich in zwei Komponenten unterscheiden (vgl. BMZ-Konzept 2005 und BMZ Positionspapier 2005 in Tsimoschanka (2013. S. 118-120):

a. Kernkomponenten des kooperativen Modells der beruflichen Bildung

Beteiligung der Wirtschaft an der Ausbildung.

Es geht um die Entwicklung von Mechanismen zur Gestaltung von erfolgreichen Kooperationsbeziehungen zwischen Akteuren zur Sicherstellung von systematischer und möglichst umfassender Beteiligung der Wirtschaft an der Planung, Gestaltung, Durchführung, Finanzierung und Qualitätssicherung der beruflichen Ausbildung. Eine wichtige Voraussetzung ist die Akzeptanz des privaten Sektors durch den öffentlichen Sektor als gleichberechtigten Partners.

Arbeitsmarktorientierung der Ausbildung

Es geht um die Erforschung und Erfassung von betrieblichen Qualifikationsbedarfen mit dem Ziel, eine Ausbildung zu sichern, die den Anforderungen an den Facharbeiter am Arbeitsplatz entspricht.

Praxisorientierung

Im Mittelpunkt steht die Verbindung und Verzahnung vom theoretischen und praktischen Lernen sowie Verbindung von Lernen und Arbeiten. Die Festigung und Vertiefung der fachtheoretischen Kenntnisse sowie die Vermittlung der Fachpraxis erfolgen in den staatlichen und/oder privaten Betrieben während der geplanten praktischen Ausbildungsabschnitte. Betriebliche Ausbildungsanteile können auch in Form von systematischen Betriebspraktika abgeleistet werden.

Pluralität der Lernorte

Es handelt sich um die Gewinnung und Nutzung der Betriebe aller Rechtsformen und Größen als Lernort. Je nach Rahmenbedingungen können auch andere außerschulische und lebensweltrelevante Lernorte in Frage kommen, z.B. private

Ausbildungszentren, Lernbüros etc. Die zu vermittelten Inhalte und die Entwicklung von Kompetenzen müssen zwischen den Lernorten abgestimmt sein.

Prüfungs- und Zertifizierungswesen

Zur Sicherung der Qualität der Ausbildung ist die Entwicklung von Prüfungs- und Zertifizierungsverfahren notwendig. Mechanismen zur Einbindung der Wirtschaft in diese Verfahren müssen in der kooperativen beruflichen Ausbildung entwickelt werden.

Personalentwicklung

Die erfolgreiche Gestaltung, Umsetzung und Verbreitung der kooperativen beruflichen Ausbildung erfordert eine Aus- und Weiterbildung der Lehrkräfte, des ausbildenden Personals in Betrieben und eine Weiterbildung des Managements der Berufsbildungseinrichtungen sowie eine Weiterbildung der Führungskräfte im Berufsbildungswesen.

b. Relevante Komponenten des kooperativen Modells der beruflichen Bildung

Standardisierung

Es handelt sich um eine kooperative Ausbildung auf der Grundlage von einheitlichen Standards. Die Entwicklung von Ausbildungsstandards und Curricula erfolgt in Zusammenarbeit mit Betrieben und Arbeitgebervertretern.

Leistungsfähige Organisationsstrukturen

Kooperativer Ansatz setzt auf die Nutzung der Strukturen zum Erreichen der Ziele der Berufsbildung. Auf der Makro- und Mesoebene gilt es kooperative Entscheidungsstrukturen aufzubauen, Leistungsfähigkeit der Strukturen zur Koordinierung der Zusammenarbeit, zum Informationsaustausch und zur Kommunikation zwischen den Kooperationspartnern auf nationaler, regionaler und lokaler Ebene zu entwickeln und auszubauen.

Handlungsorientiertes Lernen als didaktisches Prinzip

Gestaltung vom Handlungsorientierten Unterricht, der als eine Gesamtkonzeption des Unterrichts zu verstehen ist, ist eine unabdingbare Voraussetzung zur Erreichung des Ziels der kooperativen Ausbildung, nämlich der Vermittlung von Handlungskompetenz.

Entwicklung von Lehr- und Lernmitteln

Die kooperative berufliche Ausbildung kann nur dann ihr Ziel erreichen, wenn die Versorgung mit geeigneten Lehr- und Lernmitteln im Sinne der Praxis- und Handlungsorientierung sichergestellt ist. Dabei ist bei der Bearbeitung und Gestaltung der Lehr- und Lernmittel auf die Beteiligung der Wirtschaft zu achten.

Finanzierung der Berufsbildung

Vom Interesse sind für die Partner der Berufsbildungszusammenarbeit geeignete Finanzierungsmodelle. Im kooperativen Ansatz übernehmen Betriebe die praktische Ausbildung und tragen somit die Kosten.

3. BERUFLICHE AUSBILDUNG

Die Berufsausbildung hat die für die Ausübung einer qualifizierten beruflichen Tätigkeit in einer sich wandelnden Arbeitswelt notwendigen beruflichen Fertigkeiten, Kenntnisse und Fähigkeiten (berufliche Handlungsfähigkeit) in einem geordneten Ausbildungsgang zu vermitteln. Sie hat ferner den Erwerb der erforderlichen Berufserfahrungen zu ermöglichen. (BBiG §1)².

Indra, Hendrial & Adi (2017, S.1) definieren Berufsbildung als eine Bildung, die Menschen verbindet, zusammenbringt, trainiert, um die Gewohnheit zu haben, zu arbeiten, um in die Arbeitswelt (Industrie) einzutreten und sich dort zu entwickeln, damit sie ihr Leben verbessern können. Die Berufsbildung befasst sich mit der Vorbereitung einer Person auf die Arbeit und der Verbesserung der Ausbildung potenzieller Arbeitskräfte. Dies umfasst verschiedene Formen der Aus- und

² Das deutsche Berufsbildungsgesetz

Weiterbildung, um eine Person auf den Eintritt oder die Fortsetzung einer Beschäftigung in einer Rechtsposition vorzubereiten. Im Berufsbildungsprozess ist es notwendig, in die Schüler zu investieren, wie wichtig es ist, Wissen und Technologie zu beherrschen, wie gut sie arbeiten, wie sie unabhängig sind, wie effektiv und effizient sie sind und wie wichtig es ist, in ihrer lebenslangen Karriere erfolgreich zu sein.

Nach dem Gesetz des indonesischen Bildungssystem (UUSPN) Nr. 20 von 2003 Artikel 15 ist die berufliche Ausbildung eine Sekundarschulbildung, die die Schüler insbesondere auf die Arbeit in bestimmten Bereichen vorbereitet.

Aus berufspädagogischer Sicht wird Berufsausbildung definiert als die Form oder als die Gesamtheit der Formen, in denen eine Gesellschaft die Aufgabe der Vermittlung der beruflichen Kenntnisse, Fähigkeiten und Fertigkeiten organisiert und regelt (Arnold in Tille, 2010. S.13)

4. DAS FACH DEUTSCH FÜR TOURISMUS

Deutsche Sprache ist eine germanische Sprache. Das heißt, dass sie sich aus der Sprache der alten Germanen entwickelt hat. Diese Herkunft hat sie mit Sprachen wie Englisch oder Niederländisch gemeinsam, sie sind deshalb einander ähnlich (Duden, 2017). Fast hundert Millionen Menschen haben Deutsch als Muttersprache (Sulzer, 2020). Deutsch als Fremdsprache Auch unter den beliebtesten Fremdsprachen kann sich das Deutsche sehen lassen: Rund 15,4 Millionen Menschen weltweit lernen Deutsch, die meisten Lernenden finden sich in der EU. Hier belegt Deutsch nach Englisch Platz zwei der meist gesprochenen Fremdsprachen (Klexikon, 2020).

Das Wort „Tourismus“ auf Indonesisch heißt *Pariwisata*, dass aus der Sanskrit-Sprache kommt und nicht "Tourisme" (Niederländisch) oder "Tourism" (Englisch) bedeutet. Das Wort *Pariwisata* in diesem Sinne ist gleichbedeutend mit der Bedeutung von "Tour". Diese Meinung basiert auf der Idee, dass es aus zwei Silben besteht, nämlich *Pari* und *Wisata*. *Pari* bedeutet viele, viele Male, kreisend, vollständig. *Wisata* bedeutet Tour, was in diesem Fall gleichbedeutend mit dem Wort Reisen ist. Daher kann Tourismus als eine Reise interpretiert werden, die viele

Male von einem Ort zum anderen durchgeführt wird. Im weiteren Sinne ist der Tourismus eine Freizeitbeschäftigung außerhalb des Wohnsitzes, um der Routinearbeit zu entfliehen oder eine andere Atmosphäre zu finden. Als Aktivität ist der Tourismus zu einem wichtigen Bestandteil der Grundbedürfnisse der entwickelten Gemeinden und eines kleinen Teils der Menschen in Entwicklungsländern geworden (Yoeti, 1996. S. 112)

Laut Fannel in Priyadi (2016. S. 29) ist Tourismus das zusammenhängende System, das Touristen und die damit verbundenen Dienstleistungen umfasst, die bereitgestellt und genutzt werden (Einrichtungen, Attraktionen, Transportmittel und Unterkünfte), um ihren Umzügen zu helfen.

So ähnlich wie Fannel definiert Setiati (2015, S.10) Tourismus als eine Reise von einem Ort zum anderen, die von Einzelpersonen oder Gruppen durchgeführt wird, die vorübergehend sind.

Aufgrund der Meinungen der Experten kann der Schluss gezogen werden, dass Deutsch für Tourismus deutsche Sprache ist, die in tourismusbezogenen Berufen verwendet wird. Jeder Beruf hat seine Fachsprache und bedeutet eine ganz besondere Herausforderung für Menschen, die gerade Deutsch lernen und einen beruflichen Einstieg im Bereich Tourismus sowie Hotel und Gastronomie planen. Mit dem Fach „Deutsch für Tourismus“, das an Berufsschulen in Indonesien gelehrt wird, werden die Lernkollektionen für den Deutschunterricht zusammengestellt, um Fachsprachen einfacher zu vermitteln und so den Berufseinstieg zu erleichtern.

5. HOTELMANAGEMENT

Ein Hotel ist ein Unternehmen, das von seinem Eigentümer geführt wird, indem es reisenden Personen Lebensmittel-, Getränke- und Schlafzimmereinrichtungen zur Verfügung stellt und in der Lage ist, einen angemessenen Betrag gemäß den ohne besondere Vereinbarung erhaltenen Dienstleistungen zu zahlen. Das Hotel ist eine Geschäftsform, die Dienstleistungen für Hotelgäste sowohl physisch als auch psychisch und sicher erbringt, solange die Gäste die Einrichtungen nutzen oder Dienstleistungen im Hotel in Anspruch nehmen (Sulastiyono, 2008. S.6)

Weitgehend definiert Sulastiyono (2008, S. 11) Hotelmanagement als eine Aktivität der Betreuung eines Hotels aufgrund eines Managementkonzepts und der Managementfunktion. Er behauptet, dass die Durchführung des Hotelbetriebs eine komplexe Aufgabe ist. Dies verlangt von den Managern Kenntnisse über Management-Strategien, damit sie die Konkurrenz bewältigen können.

Die Management-Strategie und -Konkurrenz beziehen sich auf folgende Punkte: 1) Erhöhung der Fähigkeit aller Organisatoren zur Verwendung von Techniken des Organisationsmanagements, die darauf abzielen, den Umsatz zu steigern und die Verluste aufgrund von Stornierungen und no-show zu reduzieren. 2) Steigerung der Dienstleistungsqualität. Hier sollten Veränderungen in der Nachfrage der Kunden durch Hotelarbeitskräfte wahrgenommen und bedient werden. Zur Antizipation dieser Veränderung sollte das Hotel den Mitarbeitern Gelegenheit geben, sich an Entscheidungsprozessen und der Bestimmung von Servicestandards beteiligen zu können. Die Durchführung der Management-Strategie umfasst alle Teilbereiche des Hotels, wie etwa Sales and Marketing, Public Relations, Front Office, Housekeeping, Human Resources Department, Accounting, Food and Beverage, Repair and Maintenance. (BARTONO und RUFFINO, 2010, S.23)

Darsono in Maruanaya (2013, S. 137-138) hat das Hotel wie in folgenden charakterisiert: 1) Der wirtschaftliche Ablauf eines Hotels erfasst den Markt, den es bedienen soll. Hierbei handelt es sich um eine Vielfalt von anzubietenden Produkten. Der Gewinn muss ebenfalls im Auge behalten werden, nicht zu vergessen die Verbindung zu den Mitarbeitern, den Zuarbeitern und anderen Dienstleistern. 2) Das Produkt eines Hotels besteht aus Angeboten wie Zimmer, Essen und Trinken, Einrichtung, und die Lage des Hotels. Das abstrakte Produkt bezieht sich auf Dienstleistungen wie, Zeit, Sauberkeit, Service im Restaurant und dergleichen mehr. 3) Organisatorisch ist ein Hotel in verschiedene Abteilungen aufgeteilt. Sehr wichtig ist hier eine ausgezeichnete Zusammenarbeit und Beziehung der Abteilungen untereinander, sowie ihrer Leiter zu den Mitarbeitern. Die Struktur des organisatorischen Ablaufs müssen die Arbeitskräfte genau kennen, vor allem für wen sie verantwortlich sind und welche Aufgaben sie zu erfüllen haben. Damit

lassen sich auch die Anzahl der benötigten Arbeitskräfte bestimmen, Tätigkeiten analysieren und Trainingsmaterialien auswählen. 4) Qualität der Dienstleistung und Erwartung der Gäste: Das Wissen über die Nachfrage und Wünsche der Kunden ist der beste Weg zur Erfüllung ihrer Erwartungen. Die Qualität des Service hängt sehr stark von den Fähigkeiten des Personals ab. Es muss entsprechend ausgebildet sein, um seine Aufgaben richtig wahrnehmen zu können.

6. ENTWICKLUNG DES FRAGEBOGENS ÜBER KOOPERATION DER BERUFSSCHULE UND INDUSTRIE IM BEREICH HOTELMANAGEMENT

Wie oben geschrieben wurde, kann ein Fragebogen verwendet werden, um die Kooperation der Berufsschule und Industrie zu analysieren. Der Fragebogen ist eine Technik zum Sammeln von Informationen, mit dem der Analyst die Einstellungen, Überzeugungen, Verhaltensweisen und Merkmale einiger der wichtigsten Personen in der Organisation untersuchen kann, die vom vorgeschlagenen System oder vom vorhandenen System betroffen sein können. Er ist eine Liste von Fragen, die vom Befragten oder der zu messenden Person ausgefüllt oder beantwortet werden muss. Durch den Fragebogen erhalten wir die persönlichen Daten einer Person, Erfahrungen, Kenntnisse usw. Die Hoffnung, die durch die Erstellung des Fragebogens gewünscht wird, besteht darin, herauszufinden, welche Variablen der Befragte für wichtig hält. Der Zweck der Erstellung des Fragebogens besteht darin, die Teile zu korrigieren, die für die Erfassung von Daten über die Befragten nicht geeignet sind (Mummendey & Grau, 2014. S. 13).

Die Vorgehensweise der Entwicklung eines Fragebogens nach Mayer (2008. S. 58) sieht folgendermaßen aus:

1. Zuerst gilt es die üblicherweise in der Alltagssprache formulierte Problemstellung in eine Wissenschaftssprache zu übersetzen.
2. Das Ziel der Untersuchung genau definiert, bzw. die Problemstellung genau eingegrenzt werden muss.
3. Erklärung und Definition der relevanten Begriffe. Die genaue Definition der verwendeten Begriffe ermöglicht nicht nur die Nachvollziehbarkeit der

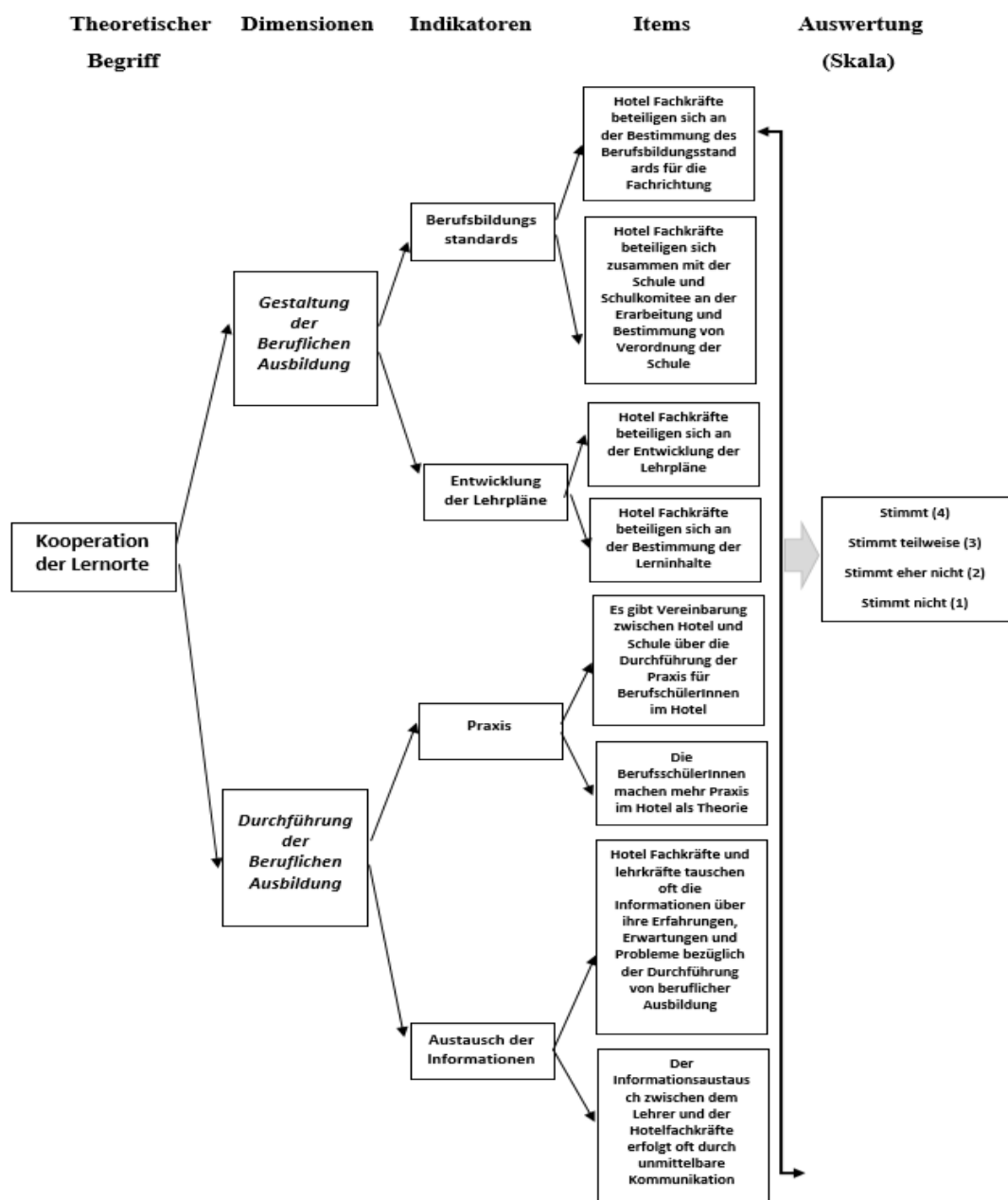
Forschung, sie gewährleistet auch, dass zwischen Forscher und Befragten ein gemeinsames Verständnis der Begriffe besteht.

4. Dimensionale Analyse der theoretischen Begriffe. Das heisst, dass die Begriffe sich mit Hilfe einer dimensional Analyse in unterschiedliche Dimensionen auflösen.
5. Die Stichprobenbildung folgt der Fertigstellung der dimensional Analyse. Grundsätzlich kann bei der Stichprobenbildung zwischen zufallsgesteuerten und nicht zufallsgesteuerten Auswahlverfahren unterschieden werden. Während bei der Zufallauswahl die Repräsentativität durch das Verfahren selbst gegeben ist, wird bei nicht zufallsgesteuerten Auswahlverfahren (bewusste Auswahl) Repräsentativität dadurch angestrebt, dass bestimmte Merkmale und ihre Verteilung in der Grundgesamtheit als Auswahlkriterien benutzt werden.
6. Bestimmung des Messmodells mit Hypothesen. Das Messmodell beinhaltet Vermutungen über Zusammenhänge zwischen einzelnen Merkmalen bzw. Variablen.
7. Operationalisierung der Variablen. Für den standardisierten Fragebogen sind konkrete Fragestellungen zum Messen der entsprechenden Merkmale bzw. Variablen notwendig. Die theoretischen Begriffe sind jedoch nicht direkt messbar, deshalb müssen sie operationalisiert werden. Die Operationalisierung eines Begriffes besteht in der Angabe, wie Sachverhalte, in der Begriff bezeichnet, gemessen werden können.
8. Vor der Durchführung der Befragung muss ein Pretest durchgeführt werden, um die Verständlichkeit und Vollständigkeit des Fragebogens zu testen.
9. Die Durchführung der Befragung kann durch Zusendung des Fragebogens (postalische Befragung), Vorlegen des Fragebogens oder Vorlesen der Fragen (mündliche Befragung) erfolgen.

10. Zur Auswertung der erhobenen Daten sind die ausgefüllten Fragebogen aufzubereiten, in dem den Antworten Zahlen zugeordnet werden (z.B. Ja = 1 und Nein = 2)

11. Darstellung der Ergebnisse in Tabellen und Grafiken. Jede Tabelle oder Grafik benötigt eine Nummerierung und einen Titel. Dies erleichtert dem Leser das Verständnis und ermöglicht einen Bezug auf Tabellen und Grafiken im Text.

Nachfolgend ein Beispiel der Entwicklung des Fragebogens bzw. vom theoretischen Begriff zur Auswertung (Skalen).



7. SCHLUSSFOLGERUNG

Wandel der Technologien und veränderte Arbeitskonzepte in den Betrieben verlangen nach einer Kooperation zwischen Berufsschulen und Betrieben. Berufsschulen haben einen Zweck, die BerufsschülerInnen so auszubilden, dass sie in der Zukunft in der Lage sind am Arbeitsmarkt zu bestehen und konkurrenzfähig sind. Aus diesem Grund müssen sie eine enge Kooperation mit den Betrieben haben, damit die SchülerInnen auch am Arbeitsplatz lernen bzw. Praxis machen können. Leider mangelt die Berufsschulen in Indonesien tatsächlich noch an Zusammenarbeit mit den Betrieben. Deshalb ist es sinnvoll eine Untersuchung durchzuführen, um die Kooperationsaktivitäten zwischen den Berufsschulen und der Industrie, zum Beispiel der Hotellerie, herauszufinden. Eine der passenden Methoden, die man dazu verwenden kann, ist die Durchführung der schriftlichen Befragung. Der Zweck der Erstellung des Fragebogens über Lernortkooperation besteht darin, die Kooperationsaktivitäten zwischen Berufsschule und Industrie zu analysieren, um Defizite in der Zusammenarbeit Beider festzustellen und schließlich eine Lösung zur Verbesserung der Qualität der beruflichen Ausbildung zu finden.

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Sikap Pemertahanan Bahasa Sula dalam Ranah Media *Facebook*: Grup Belajar Bahasa Sula Sambil *Online*

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Abstrak

Penelitian ini bertujuan untuk mengetahui bentuk sikap pemertahanan Bahasa Sula dalam ranah media *facebook*, Grup belajar Bahasa Sula sambil *online* dan fungsi pemertahanan Bahasa Sula dalam ranah media *facebook*, Grup belajar Bahasa Sula sambil *online*. Penelitian ini merupakan penelitian deskriptif kualitatif dengan pendekatan teori sosiolinguistik. Data primer berupa percakapan penutur dalam media jejaring *facebook* yang diperoleh melalui observasi, wawancara terstruktur dan tak terstruktur. Sedangkan data skunder, meliputi referensi buku dan jurnal yang berkaitan dengan acuan pokok masalah penelitian tersebut. Analisis data dilakukan melalui penyajian data dan penarikan simpulan. Berdasarkan hasil analisis, ditemukan sikap positif bahasa meliputi sikap kebanggaan, kesetiaan, dan kesadaran terhadap penggunaan bahasa Sula. tujuan dari sikap tersebut adalah untuk mengajak, penegasan, himbauan, dan nasehat untuk Sedangkan sikap negatif bahasa, meliputi tidak peduli (acuh), putus asah, dan tidak ingin mempelajari bahasa Sula. Kemudian fungsi pemertahannya adalah dapat membangun loyalitas penutur dalam berbahasa Sula, mobilitas kosakata-kosakata bahasa Sula yang terancam punah, mengembangkan minat penutur untuk berbahasa Sula, dan mendokumentasikan bahasa Sula dalam bentuk media *online*.

Kata kunci: Sikap Pemertahanan, Bahasa Sula, Ranah, Facebook

1. Pendahuluan

Bahasa merupakan media transformasi manusia baik secara lisan maupun tulisan. Manusia dibentuk dengan satu keutuhan yang padu, yaitu bahasa. Bahasa secara

alamiah, dapat memengaruhi segala aktivitas manusia baik dalam bersikap, bertutur maupun bertindak. Dalam bertutur manusia dimudahkan dengan fasilitas yang mendukung berupa media, baik media cetak maupun media sosial. Media sosial adalah teknologi informasi yang berbasis internet sebagai alat komunikasi maupun sebagai media yang dapat dimanfaatkan untuk berbagai keperluan masyarakat, media sosial yang dilengkapi dengan berbagai fitur-fitur pada gawai yang kerap digunakan sebagai alat komunikasi, seperti *facebook* (Amri, 2019: 29). Bahasa yang digunakan di *facebook* adalah upaya mengembangkan kosakata dan meminimalisir pergeseran sebuah bahasa, terutama bahasa daerah. Selain itu, media sosial juga dapat memfasilitasi penutur-penutur bahasa etnik yang akan mempelajari bahasanya, memonitoring, serta mengajarkan bahasa kepada penutur pemula yang ingin mempelajarinya.

Dewasa ini penggunaan bahasa lebih digunakan di media sebagai upaya mempertahankan bahasa-bahasa etnis. Salah satunya, bahasa Sula. Bahasa Sula merupakan bahasa yang dituturkan oleh keempat etnik sula yang tersebar di kabupaten kepulauan Sula, yakni suku fahu, fagud, fatcei dan mangon. Secara geografis, bahasa sula tersebar di kecamatan Sanana, kecamatan Sulabesi Barat, Sulabesi Utara, Sulabesi Timur, Sulabesi Selatan, wilayah pulau Mangole, dan Taliabu.

Sikap bahasa dikaitkan dengan motivasi belajar suatu bahasa. Pada hakikatnya sikap bahasa adalah kesopanan bereaksi terhadap suatu keadaan. Sikap bahasa menunjuk pada sikap mental dan sikap perilaku dalam berbahasa. Sikap bahasa dapat diamati melalui perilaku bahasa atau perilaku penutur (Aslinda, 2014:10). Dalam pengamatan, bahasa Sula mengalami pergeseran karena pengaruh bahasa Melayu, baik Melayu Ternate maupun Melayu Ambon.

Masalah dalam penelitian ini adalah (1) bagaimana bentuk sikap pemertahanan bahasa Sula dalam ranah media *facebook*: Grup belajar Bahasa Sula sambil *online*; dan (2) Apa fungsi pemertahanan bahasa Sula dalam ranah media *facebook*: Grup belajar Bahasa Sula sambil *online*.

Penelitian ini bertujuan untuk mengetahui bentuk sikap pemertahanan Bahasa Sula dalam ranah media *facebook*: bentuk pemertahanan Bahasa Sula dalam ranah media *facebook*; Grup belajar Bahasa Sula sambil *online*; (2) Mendeskripsikan fungsi pemertahanan Bahasa Sula dalam ranah media *facebook*: Grup belajar Bahasa Sula sambil *online*.

Manfaat penelitian meliputi manfaat praktis dan teoritis. Secara praktis penelitian ini dapat menambah referensi kebahasaan bagi khalayak, terutama peneliti bahasa yang meneliti tentang sikap pemertahanan bahasa khususnya bahasa daerah. Kemudian manfaat teoritis, hasil penelitian ini dapat membantu peneliti sebelumnya sebagai rujukan untuk mengkaji objek sikap bahasa.

2. Tinjauan Teoritis

Teori yang digunakan untuk mengkaji penelitian ini adalah teori sosiolinguistik. Sosiolinguistik merupakan ilmu antardisiplin, yaitu antara sosiologi dan linguistik, (Chaer 2014:3).

Menurut Fishman (dalam Ohoiwutun, 2007:9), sosiolinguistik merupakan ilmu yang meneliti interaksi antara dua aspek tingkah laku manusia, seperti penggunaan bahasa dan organisasi tingkah laku sosial. Sosiolinguistik merupakan ilmu yang bersifat interdisipliner yang dapat mengkaji masalah kebahasaan berupa ketidaktepatan pemakaian bahasa dalam aspek sosial, situasional, dan budaya (*culture*). Selain itu, sosiolinguistik juga dapat mengkaji bahasa dengan memperhitungkan hubungan antara bahasa dan masyarakat, khususnya masyarakat penutur bahasa tertentu (Rahardi, 2010:16)). Menurut Kridalaksana (dalam Chaer 2014:3), bahwa sosiolinguistik lazim didefinisikan sebagai ilmu yang mempelajari berbagai variasi bahasa, serta hubungan di antara para bahasawan dengan ciri fungsi variasi bahasa itu di dalam suatu masyarakat bahasa.

a. Sikap bahasa

Dalam bahasa Indonesia kata sikap dapat mengacu pada bentuk tubuh, posisi berdiri yang tegak, perilaku atau gerak-gerik, dan perbuatan atau tindakan yang dilakukan berdasarkan pandangan (pendirian, keyakinan, atau pendapat) sebagai

reaksi atas adanya suatu hal atau kejadian. Anderson (dalam Chaer, 2014: 149 – 152) membagi sikap menjadi dua bagian, yaitu sikap kebahasaan dan sikap non kebahasaan. Sikap kebahasaan adalah tata keyakinan atau kognisi yang relatif berjangka panjang, sebagian mengenai bahasa, objek bahasa, yang memberikan kecenderungan kepada seseorang untuk beraksi dengan cara tertentu yang disenanginya. Namun, perlu diperhatikan karena sikap itu bisa positif (kalau dinilai baik atau disukai) dan bisa negatif (kalau dinilai tidak baik atau tidak disukai). Sedangkan sikap nonkebahasaan, seperti sikap politik, sikap sosial, sikap estetis, dan sikap keagamaan.

Selain itu, Garvin dan Mathiot (Chaer, 2014: 152) menguraikan tentang tiga ciri sikap positif bahasa, yaitu (1) kesetiaan bahasa (*language loyalty*) yang mendorong masyarakat suatu bahasa mempertahankan bahasanya, dan apabila perlu mencegah adanya pengaruh bahasa lain; (2) Kebanggaan bahasa (*language pride*) yang mendorong orang mengembangkan bahasanya dan menggunakannya sebagai lambang identitas dan kesatuan masyarakat; (3) kesadaran adanya norma bahasa (*awareness of the norm*) yang mendorong orang menggunakan bahasanya dengan cermat dan santun, dan merupakan faktor yang sangat besar pengaruhnya terhadap perbuatan yaitu kegiatan menggunakan bahasa (*language use*).

Berkenaan dengan sikap positif bahasa di atas, sebaliknya apabila terjadi sikap negatif bahasa, maka yang perlu ditempuh untuk mengubah sikap negatif bahasa menjadi positif adalah dengan penerapan pendidikan bahasa yang dilaksanakan atas dasar pembinaan kaidah dan norma bahasa, disamping norma-norma sosial dan budaya di dalam masyarakat bahasa bersangkutan (Chaer, 2014: 153).

3. Metodologi penelitian

Metode yang digunakan dalam penelitian ini adalah metode penelitian kualitatif. Tujuannya adalah untuk memahami dan mengeksplorasi fenomena utama pada obyek yang diteliti, sehingga memperoleh pemahaman yang mendalam dan menemukan sesuatu yang unik (Sugiyono, 2017:23).

3.1 Teknik Pengumpulan Data

Teknik yang digunakan untuk pengumpulan data adalah teknik observasi (pengamatan), teknik wawancara terstruktur dan teknik wawancara tak terstruktur. Observasi atau pengamatan, yaitu peneliti mengobservasi, mencatat semua percakapan yang terjadi dalam situasi media *facebook* belajar online bahasa Sula. Teknik wawancara terstruktur, yaitu peneliti mewawancarai penutur asli bahasa Sula secara terstruktur berdasarkan objek masalah yang ditetapkan, terutama terkait dengan sikap pemertahanan bahasa Sula. Kemudian wawancara tak terstruktur, peneliti mewawancarai penutur asli untuk mendeskripsikan teks percakapan dalam media *facebook* belajar online bahasa Sula (Moleong, 2017:174 – 189).

Instrumen dalam penelitian ini adalah peneliti sebagai instrumen utama dalam pengambilan data. Menurut Moleong (2017:168), bahwa ciri-ciri umum manusia dalam hal ini peneliti sebagai instrumen dapat mencakup segi responsif, dapat menyesuaikan diri, menekankan keutuhan, mendasarkan diri atas pengetahuan, dan memanfaatkan kesempatan mencari respons yang tidak lizim atau indiosinkratik. Kemudian instrumen pendukung pada penelitian ini, yakni alat perekam suara dan alat tulis. Alat perekam digunakan untuk merekam hasil data wawancara peneliti dengan informan. Sedangkan alat tulis (buku dan bulpen) digunakan untuk mencatat semua aktivitas pengambilan data pada saat penelitian melakukan wawancara dengan informan.

Sumber data dalam penelitian ini adalah data primer dan data skunder. Data primer diperoleh melalui teks percakapan dalam media *facebook: belajar online* bahasa Sula. Selain itu, data diperoleh melalui penutur atau informan asli bahasa Sula yang dapat mendeskripsikan atau menjelaskan arti dan fungsi pada teks percakapan tersebut. Kemudian data skunder diperoleh melalui referensi-referensi berupa jurnal, *website*, serta buku-buku yang ulasannya berkaitan dengan kajian sikap pemertahanan bahasa dalam media sosial.

3.2 Teknik Analisis Data

Teknik yang digunakan untuk menganalisis data, adalah analisis deskriptif/*deskribe*. Analisis ini dilakukan berdasarkan data yang terkumpul melalui teknik observasi dan teknik wawancara dengan cara (1) memilih data percakapan yang berkaitan dengan sikap penutur terhadap bahasa Sula dan mengidentifikasi bentuk pemertahanan bahasa Sula yang terdapat dalam teks percakapan di media *facebook*: Grup belajar bahasa sambil *online*, (2) Menandai teks percakapan yang merujuk pada fungsi pemertahanan bahasa Sula dalam media *facebook*: Grup belajar bahasa sambil *online*.

4 Pembahasan

4.1 Bentuk Sikap Pemertahanan Bahasa Sula dalam Media *Facebook*: Grup Belajar *Online* Bahasa Sula.

Dalam kajian ini ditemukan dua ciri bentuk sikap pemertahanan bahasa Sula dalam media *facebook*: Grup belajar *online* bahasa Sula. Sikap tersebut meliputi sikap positif bahasa dan sikap negatif bahasa. Bentuk sikap positif bahasa, meliputi sikap kebanggaan, kesetiaan, dan kesadaran terhadap penggunaan bahasa Sula. Sedangkan bentuk sikap negatif bahasa, meliputi tidak peduli (*acuh*), putus asah, dan tidak ingin mempelajari bahasa Sula. Hal ini dapat dilihat pada kutipan percakapan berikut.

Tabel. 1
Bentuk sikap positif bahasa Sula dalam kutipan percakapan di media *facebook*:
Belajar bahasa Sula sambil *online*

No.	Percakapan	Artinya	Akun <i>Facebook</i>
1.	<i>Iya, matapia sua harus tabangga kit li, koi deha bo matapian in hai bal mu matalin kit bahasa Sua, barakat hai sua"</i>	Iya, orang Sula harus bangga berbahasa Sula, jangan sampai tinggal di daerah orang lupa akan bahasa Sula, barakat tanah Sula.	Hartati Panigfat
2.	<i>Bau hapa sanohi-sanohi sua, Ganoa bal pak bahasa Sua</i>	Buat apa saudara-saudara Sula, Kenapa tidak	Anny Hanafy

	<i>moya, pak pihu bahasa Inggris. Bisnoya sua para, mason tamaknau hiya du hiya, du aname-aname sekarang dahi nau bahasa sua dua</i>	menggunakan bahasa Sula dan menggunakan bahasa Inggris, gunakan saja bahasa Sula, agar saling kenal satu dengan yang lain, dan anak-anak sekarang tau tentang bahasa Sula	
3.	<i>Sanohi bo sua do pian hai, mai tabaka biasa pak li sua untuk bis noya. Sekarang ik mata pia sua mulai rasa bahal pak li yang kit nopa do nohi warisi daka bokit ik. Lebe i bangga kalu bahasa bia hai batapel. Kit musi bangga Indonesia do suku bal eb-eb ik, ternyata li sua dalah hia bia poa do gau li daerah bo nusantara ik yang masuk dalam rumpun dan membentuk bahasa Indoneisia</i>	Sudara di Sula dan di daerah lain, mari biasakan berbicara dengan bahasa Sula. Sekarang orang Sula mulai malu menggunakan bahasa Sula yang diwarisi oleh nenek moyangnya. Lebih bangga di menggunakan bahasa orang lain. Kita harus bangga, ternyata bahasa Sula masuk dalam rumpun dan membentuk bahasa Indonesia	Budi Banapon
4.	<i>ak matapia sua, cuma manen bu pian hai bal bisnoya sua matalin pel, bit a balajar li sua</i>	Saya orang Sula, cuma lama di rantau orang, jadi lupa bahasa Sula, ini mau belajar bahasa Sula	Giyan Duwila
5.	Sya orang Sula tapi besar di Makssar, mauku belajar bahasa Sula, bantuku dulu ajari bahasa Sula	Saya orang Sula, tapi besar di Makassar, saya mau belajar bahasa Sula, bantu saya untuk pelajarinya	Putri Yulisa
6.	<i>Sanohi do pia matua kim kabar ganoa ika</i>	Saudara dan orang tua, bagaimana kabar kalian	Ubo

Pada contoh tabel nomor urut (1), merupakan bentuk sikap kebanggaan terhadap bahasa Sula, seperti pada kutipan cakapan akun *facebook* Hartati Panigfat berikut “*matapia sua harus tabangga kit li, koi deha bo matapian in hai bal mu matalin kit bahasa Sua*”, artinya orang Sula harus bangga berbahasa Sula, jangan sampai tinggal di daerah orang lupa akan bahasa Sula. Bahasa Sula sebagai identitas etnik Sula yang digunakan sebagai alat komunikasi antarsesama baik dalam lingkungan formal, seperti rapat keagamaan, rapat desa, serta acara ritual lainnya, dan lingkungan nonformal seperti keluarga, tetangga, kerabat, jual-beli, dan media elektronik. Oleh karena itu, apabila berkomunikasi terutama dalam lingkungan

nonformal, baiknya menggunakan bahasa Sula sebagai sarana, agar ciri khas bahasa Sula selalu terjaga dan tidak terancam punah.

Bahasa Sula sangat penting untuk dibanggakan, bukan sekadar partisipasi dan pelengkap komunikasi semata. Tetapi, harus bersikap dalam menjaga keberadaan bahasa agar tidak terkontaminasi dengan bahasa-bahasa lain. Seperti dalam kutipan cakapan tabel nomor urut (2) pada akun *facebook* Anny Hanafy, yaitu *"Ganoa bal pak bahasa Sua moya, pak pihu bahasa Inggris bo saik, bisnoya sua para, mason tamaknau hiya du hiya, du aname-aname sekarang dahi nau bahasa sua dua* artinya kenapa tidak menggunakan bahasa Sula dan menggunakan bahasa Inggris di sini, gunakan saja bahasa Sula, agar saling kenal satu dengan yang lain, dan anak-anak sekarang tau tentang bahasa Sula. Kutipan cakapan ini merupakan ciri sikap kesetiaan yang tampak pada sebuah ketiaan terhadap bahasa Sula. Bentuk kesetiaannya dengan cara menegaskan kepada teman-teman grup belajar *online* bahasa Sula, bahwa harus menggunakan bahasa Sula dalam berkomunikasi bukan bahasa Inggris. Dalam pengamatan, bahasa Sula pada saat ini mengalami kemunduran dikarenakan penutur usia 20 ke bawah tidak menggunakan bahasa Sula ketika bercakap-cakap dengan keluarga, kerabat, dan penutur lain disekitarnya. Mereka lebih menggunakan bahasa Melayu Ternate atau Melayu Ambon dalam cakapan tersebut.

Dewasa ini, media *facebook* sangat memengaruhi pola penggunaan bahasa. Pengguna bahasa dapat bercakap-cakap sesuai dengan keinginannya tanpa memilih dan memilah kata-kata yang diucapkan. Akan tetapi, sikap positif pengguna (penutur) terhadap sebuah bahasa selalu dijunjung sebagai upaya pemertahanan jati diri bahasa tersebut. Hal ini tampak pada kutipan cakapan tabel nomor urut (3) pada akun *facebook* Budi Banapon, yaitu *"kit musti bangga Indonesia do suku bal eb-eb ik, ternyata li sua dalah hia bia poa do gau li daerah bo nusantara ik yang masuk dalam rumpun dan membentuk do bakakaya bahasa Indoneisia"* artinya kita harus bangga, dengan banyaknya suku-suku di Indonesia, ternyata bahasa Sula dapat membentuk satu keutuhan bahasa dengan maksud menabuh khasanah kosakata bahasa Indonesia. Kutipan cakapan ini merupakan ciri sikap kebanggaan terhadap bahasa Sula. Di

Indonesia terdapat berbagai suku yang beragam. Suku-suku tersebut diberi kesempatan untuk berpartisipasi memberikan kontribusi kepada kosakata bahasa Indonesia. Seperti, bahasa Sula yang telah mengkontribusikan kosakatanya kepada bahasa Indonesia dengan tujuan memperkaya kosakata bahasa Indonesia, misalnya kata “*yom*” artinya mengasap api di atas para-para (KBBI daring edisi ke-V).

Kebanggaan sebuah bahasa bermula pada proses dan/atau upaya seseorang ingin mempelajarinya. Dalam mempelajari bahasa (bahasa daerah), seseorang dapat mengetahui perkembangan bahasa, menjaga karakteristik bahasa, dan membiasakan diri menyatu dengan bahasa etniknya. Hal ini berkaitan dengan dua kutipan cakapan dalam tabel nomor urut (4), akun *facebook* Giyan Duwila, yaitu *ak matapia sua, cuma manen bu pian hai bal bisnoya sua matalin pel, bit a balajar li sua* “Saya orang Sula, cuma lama di rantau orang, jadi lupa bahasa Sula, ini mau belajar bahasa Sula”, dan kutipan nomor urut (5) pada akun *facebook* Putri Yulisa, yaitu “*Sya orang Sula tapi besarx di Makssar, mauku belajar bahasa Sula, bantuku dulu ajari bahasa Sula*”, artinya saya orang Sula, tapi besar di Makassar, saya mau belajar bahasa Sula, bantu saya untuk pelajarnya. Kedua kutipan cakapan itu, merupakan salah satu ciri sikap kebanggaan terhadap bahasa Sula. Bentuk kebanggaannya, tampak pada sebuah keinginan untuk mempelajari bahasa Sula, walaupun bukan lahir di Sula, dan tinggal di daerah lain. Keinginannya itu, dapat memperkuat daya hidup bahasa Sula dan menjaga eksistensi bahasa Sula dari pengaruh bahasa-bahasa daerah lain.

Sikap positif terhadap bahasa dapat menghasilkan perasaan memiliki terhadap bahasa. Artinya, bahasa adalah kebutuhan pribadi yang harus dijaga, dipelihara dan dilindungi. Selain itu, sikap positif berbahasa lebih banyak di lihat dari pelaksanaan bahasa dalam kehidupan sehari-hari oleh pemakai bahasa. Idelanya pemakai bahasa harus menggunakan bahasanya (bahasa daerah) dengan cermat dan santun tanpa ada unsur paksaan dari pihak lain. Seperti dalam kutipan cakapan nomor urut (6) pada akun *facebook* Ubo, yaitu “*sanohi do pia matua kim kabar ganoa ika?*”, artinya saudara dan orang tua, bagaimana kabar kalian?; dan kutipan cakapan nomor urut (7) akun *facebook* Nurain Gailea, yaitu “*dad hia ted sua*” artinya

bersatu mengangkat Sula. Kutipan cakapan ini merupakan salah satu ciri sikap kesadaran berbahasa. karena, unsur cakapan tersebut bersifat santun, ramah, dan tidak melibatkan bahasa lain dalam teks percakapannya. Hal ini, membuat rasa memiliki terhadap bahasa atau kepunyaan bahasanya. Kesadaran berbahasa adalah seseorang menggunakan bahasanya sesuai dengan tatanan norma bahasa, artinya penggunaan sesuai dengan ranahnya.

Tabel. 2

Sikap negatif bahasa Sula dalam kutipan percakapan di media *facebook*: Grup belajar bahasa Sula sambil *online*

No.	Percakapan	Artinya	Akun Facebook
1.	Perkumpulan apalagi ni? Gw dh masuk kels bhs sansekerta	Perkumpulan apa lagi ini? Saya sudah masuk di kelas bahasa Sansekerta	Reza Riansyah
2.	Mudah-mudahan bulan depan bulan depan bisa pulang " <i>Back to Kawata</i> "	Mudah-mudahan bulan depan bisa pulang " <i>kembali ke Kawata</i> "	Ubo
3.	Sepi,,,helllo tetangga, gega ol, haidawika pel iki. <i>Good morning hai Sua.</i>	Sepi, hallo tetangga, bangun, sudah pagi sekarang. Selamat pagi tanah Sula	Erwin Sanana Pohea
4.	Bahasa Sula itu apa? <i>Please discribe for me..</i>	Bahasa Sula itu apa? Tolong jelaskan ke saya	Emi Hidayah

Kutipan cakapan pada tabel (2) di atas, merupakan sikap negatif terhadap bahasa. Sikap negatif yang tampak dalam cakapan ini adalah percampuran dua bahasa dalam sebuah komunikasi dan tidak ada rasa kepedulian atau kebanggan terhadap bahasa Sula. Misalnya dalam kutipan cakapan nomor urut (1) akun *facebook* Reza Riansyah, yakni *perkumpulan apalagi ni? Gw dh masuk kels bhs sansekerta*" artinya Perkumpulan apa lagi ini? Saya sudah masuk di kelas bahasa Sansekerta. Bentuk cakapan ini menggambarkan sikap tidak santun dalam berbahasa dan pisimis terhadap bahasa Sula. karena terdapat kata penegasan yang kesannya tidak ingin mempelajari bahasa Sula. Padahal, untuk mengetahui sebuah bahasa etnik, maka harus dipelajari bukan dicari.

Untuk memertabatkan bahasa daerah, maka dibutuhkan rasa kesadaran berbahasa oleh penutur jati dengan cara penutur lebih mengutamakan bahasa daerahnya ketika berkomunikasi dan tidak mencampurkan bahasa lain dalam komunikasi tersebut. Akan tetapi, hal tersebut terbalik arah, artinya penutur jati lebih bangga menggunakan bahasa asing ketimbang bahasa daerahnya. Seperti dalam kutipan cakapan pada tabel nomor urut (2) akun *facebook* Ubo, yaitu “*mudah-mudahan bulan depan bulan depan bisa pulang “Back to Kawata”* artinya *mudah-mudahan bulan depan bisa pulang “kembali ke Kawata”*; akun *facebook* Erwin Sanana Pohea nomor urut (3), yaitu *Sepi,,,helllo tetangga, gega ol, haidawika pel iki. Good morning hai Sua*” artinya Sepi, hallo tetangga, bangun, sudah pagi sekarang. Selamat pagi tanah Sula; dan akun *facebook* Emi Hidayah nomor urut (4), yaitu “*bahasa Sula itu apa? please discribe for me*” artinya bahasa Sula itu apa? tolong jelaskan ke saya. Ketiga kutipan cakapan ini menggunakan dua bahasa, yaitu bahasa Sula dan bahasa Inggris. Padahal, yang terlibat dalam grup belajar tersebut adalah penutur Sula yang tersebar di berbagai daerah. Bagaimana kita bangga terhadap bahasa Sula apabila bahasa Sula hanya sebagai pelengkap penutur. Dalam cakapan ini, terdapat rasa kebangga penutur terhadap bahasa asing. Bahasa Sula hanya sebagai model bahasa apabila dibutuhkan atau sebaliknya.

4.2 Fungsi pemertahanan Bahasa Sula dalam ranah media *facebook*: Grup belajar Bahasa Sula sambil *online*.

Pada hakikatnya bahasa berfungsi sebagai sarana komunikasi baik dalam ranah keluarga maupun sosial. Dengan berbahasa manusia dapat beraktivitas, berbaur, berinteraksi secara runitinitas. Karena tanpa bahasa, sikap manusia diwarnai dengan resah dan rusuh. Bahasa dapat berfungsi menyatukan persepsi dan pandangan berbeda antarsesama serta memperkuat rasa nasionalisme sebuah kelompok etnis. Kemudian, bahasa juga dapat berfungsi mengubah seseorang dalam berperilaku, bertutur, dan bersikap menghormati, bertanggungjawab atas bahasa yang dimilikinya. Olehnya itu, sebagai manusia yang berbahasa atau memiliki bahasa,

wajib menerompong dan mempertahankan bahasanya agar tetap terbina dan terlestarikan.

Untuk mengukir hal itu, perlu difasilitasi media pembelajaran seperti yang dilakukan oleh kelompok masyarakat Sula yang membentuk media pembelajaran melalui *facebook* yang berfungsi dapat membangun loyalitas penutur dalam berbahasa Sula, mobilitas kosakata-kosakata bahasa Sula yang terancam punah, mengembangkan minat penutur untuk berbahasa Sula, dan mendokumentasikan bahasa Sula dalam bentuk media *online*.

5. Simpulan

Sikap pemertahanan Bahasa Sula dalam ranah media *facebook*: Grup belajar Bahasa Sula sambil *online* meliputi sikap positif bahasa dan sikap negatif bahasa. Sikap positif bahasa meliputi sikap kebanggaan, kesetiaan, dan kesadaran terhadap penggunaan bahasa Sula. Tujuan dari sikap tersebut adalah untuk mengajak, penegasan, himbauan, dan nasehat. Sedangkan sikap negatif bahasa, meliputi tidak peduli (acuh), putus asah, dan tidak ingin mempelajari bahasa Sula. Kemudian fungsi pemertahannya adalah dapat membangun loyalitas penutur dalam berbahasa Sula, mobilitas kosakata-kosakata bahasa Sula yang terancam punah, mengembangkan minat penutur untuk berbahasa Sula, dan mendokumentasikan bahasa Sula dalam bentuk media *online*.

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Das Deutschlernen in Togo: Übersicht des Deutschlernens in Togo sprechen

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Kurzfassung

In Togo gehört das Erlernen vieler Fremdsprachen zum Programm. Neben Französisch, der Amtssprache, werden Englisch, Spanisch und Deutsch in Togo gelernt. Das Erlernen der deutschen Sprache ist auch besonders so lebhaft in Togo, weil das Land eine alte deutsche Kolonie gewesen war. Außerdem ist Deutsch Pflicht im literarischen Studiengang im Gymnasium und Pflichtwahl an der Uni. Die Deutschlernenden sind Großanfänger: zwischen 15 und 23 Jahren. Ihre Zahl beträgt ca. 80000 von 200000 insgesamt im Gymnasium. Das Lehrwerk *Ihr und Wir Plus* enthält eine gewisse Zahl von Lerneinheiten mit grammatischen Strukturen, Lese- und Hörtexten, usw. Die offiziellen Anweisungen sehen für den Unterricht die Handlungsorientierung und für die Evaluation mündliche und schriftliche Klassentests, Klausuren und Prüfungen vor. Mehrere Aufgabentypen und Evaluationsformen werden in dieser Hinsicht ausgenutzt. Trotzdem sind Unterrichte bei vielen Lehrern noch frontal. Der Deutschunterricht entwickelt sich heutzutage in einer schwierigen Lage: immer größere Schüleranzahl (zwischen 70 und 100 pro Klasse), Mangel an Materialien, schlechte Arbeitsbedingungen, usw. und als Schlussfolgerung die immer mehr mangelhafte Leistung der Schüler. Nach drei Jahren erlangen sie das Niveau A2. Zur Förderung der deutschen Sprache haben die Schulbehörden Deutsche Partner. Die sind die deutsche Botschaft in Togo, das Goethe Institut, DAAD und das Projekt Partnerschulen für die Zukunft.

Einleitung

Die heutige Welt wird von Kommunikation dominiert. Eines der Basiselemente der Kommunikation ist die Sprache. In Togo gehört das Erlernen vieler Fremdsprachen zum Programm. Neben Französisch, der Amtssprache, werden Englisch, Spanisch und Deutsch in Togo gelernt. Das Erlernen der deutschen Sprache ist auch besonders so lebhaft in Togo wegen der kolonialen Vergangenheit des Landes. Das Erlernen einer Fremdsprache ist so relevant, dass alle Länder immer mehr Maßnahmen treffen und sich für die Verbesserung der Lernbedingungen bemühen. Reformen in Bezug auf das Erlernen der Fremdsprachen werden gemacht. Neue Lernstrategien werden infolgedessen entwickelt und neue Lehrmethoden werden aufgebaut und experimentiert.

In Togo legt die Reform von Mai 1975 einen besonderen Wert auf das Erlernen der Fremdsprache. Je nach Bedürfnissen und Finalität werden Ziele bestimmt. In dieser Hinsicht wird Deutsch die zweite Fremdsprache nach Englisch und tritt in Konkurrenz mit Spanisch in Togo. Der DaF-Unterricht im Land kennt auch Neuerungen oder Reformen im Rahmen der Lehrstrategien, Lehrwerken und Prüfungsformate

Der Deutschunterricht entwickelt sich heutzutage in einer schwierigen Lage: immer größere Schüleranzahl, Mangel an Materialien, schlechte Arbeitsbedingungen, usw. und als Schlussfolgerung die immer mehr mangelhafte Leistung der Schüler. Alle handelnden Personen (Führungskraft, Lehrer, Eltern, Staatsunabhängige Organisationen) helfen dabei, Lösungen zu finden. Viele Lösungen sind vorstellbar und Reflexionen gehen immer weiter.

Leider gibt es im Rahmen des DaF-Unterrichts, soviel ich weiß, nicht viele wissenschaftliche Schreiben über das Erlernen der deutschen Sprache im Nationalzentrum für Erziehungswissenschaft an der „Université de Lomé“ (I.N.S.E.: Institut National des Sciences de l'Education) außer der Arbeit von Akakpo-Numado Sena Yawo (1998) über die *Analyse und Evaluation des Programms der Terminale-Klassen* und der von N'kekpo Koffi M. D.(2006) über die *Repräsentation der Schüler über das Fach Deutsch*. Alle diese Arbeiten werden auch Französisch geschrieben.

Ich selber habe eine Abschlussarbeit im Rahmen der Erlangung des Diploms von Fachberater geschrieben über *Analyse der Unterrichtsmethoden und deren Einfluss auf die Leistung der Schüler im Fach Deutsch: Fall der Gymnasien in Kpalimé*. (AYISSA 2009). Andere Fachberater wie ich und Studenten haben auch Forschungen über verschiedene Aspekte des Deutschlernens gemacht.

Alle diese Arbeiten und meine Erfahrung als ehemaliger Deutschlehrer und heute als Fachberater tragen dazu bei eine Vorstellung über das Erlernen der deutschen Sprache klar zu machen. Mein oben genanntes Schreiben ist die größte Informationsquelle dieser Arbeit. Sie enthält 5 Teile:

- Kurze Präsentation von Togo und Geschichte des Deutschlernens im Land
- Statistiken
- Lehrmaterialien und Unterrichtsmethoden
- Evaluation
- Schwierigkeiten

1. Kurze Präsentation von Togo und Geschichte des Deutschlernens im Land

1.1. Kurze Präsentation von Togo

Togo ist ein kleines Land an der westafrikanischen Küste, 56600 Km², 7 Millionen Einwohner, Hauptstadt: Lomé. Amtssprache ist Französisch. Daneben gibt es auch mehr als 45 Dialekte, und es kommt vor, dass Togoer sich nicht manchmal verstehen, wenn sie mit einander Dialekte benutzen. Nachbarländer sind Burkina Faso im Norden, Benin im Osten und Ghana im Westen. Das Land hat einen Zugang zum Ozean im Süden. Togo hat ein tropisches Klima und eine schöne Landschaft. Folgende Produkte werden angebaut: Yamswurzel, Maniok; Mais, Hirse, Bananen, Ananas, Ölpalmen, Zuckerrohr, usw. und auch Exportprodukte wie Kaffee, Kakao und Baumwolle. Christentum ist die Religion der Mehrheit der Bevölkerung. Im Land gibt es auch viele Muslims. Fetischismus ist auch bedeutend.

1.2. Geschichte des Deutschlernens im Land

Am 4. Juli 1884 unterzeichnete der deutsche Gustav Nachtigall einen Schutzvertrag mit Togo. Von dieser Zeit an hat das Land Beziehungen zu Europäern und mit den Deutschen insbesondere. Nachher wurde das Land eine deutsche Kolonie.

Obwohl Togo ab 1884 ein Schutzgebiet Deutschlands wurde, zögerte die deutsche kaiserliche Regierung, die Bildung auf Deutsch im Land zu erteilen. Nach Historikern wollten die Deutschen im Schutzgebiet Togo sogar nicht, dass die Togoer ihre Sprache verstanden. Sie wollten ihre Intimität vor ihnen beschützen, indem sie eine Sprache benutzten, die die Einheimischen nicht verstehen sollten. In dieser Hinsicht sagte Hugo Zöller : *„es würde ihnen unbequem sein, wenn die Arbeiter und Diener, vor denen sie den ganzen Tag hindurch umringt sind, die Sprache verstanden, in der sie selbst sich unterhalten“* (Zöller 1885 : 164, zitiert nach N'kekpo 2006 : 12).

Der Unterricht in den Schulen der Bremer Mission hat auch mit dem Englischen und mit der einheimischen Sprache Ewe begonnen. Denn der Bremer Mission ist es wichtig, durch die einheimische Sprache Seelen zu gewinnen.

1906 wurde Deutsch zur offiziellen Unterrichtssprache in den Schulen der ganzen Kolonie. Infolgedessen wurden Lehrprogramme offiziell erarbeitet. Das Grundschulprogramm dehnte sich auf fünf Stufen. Acht Fächer wurden erlernt: Lesen und Schreiben, Vokabular (Sprechstudie), Rechnen, Grammatik, Geographie, Geschichte und Bürgerkunde, Körper- und Ernährungshygiene und Lieder. (Simtaro 1988 : 40f.)

Außerdem wurde neben einheimischen Sprachen das Erlernen von fremden Sprachen verboten und Prämien wurden Schülern gegeben, die gute Kenntnisse im Erwerb der deutschen Sprache erwiesen.

Nach dem 2. Weltkrieg haben die Deutschen Togo verlassen wegen ihres Niederschlags und das Land kam unter französische Regierung und erst im Schuljahr 1948-1949 wurde Deutsch in das Lehrprogramm der Sekundarschule wiedereingeführt. Zu dieser Zeit war sie nur die 2. Fremdsprache nach Englisch ab der 3. Klasse der Sekundarschule im togoischen Bildungssystem und in Konkurrenz mit Spanisch. In einigen konfessionellen Sekundarschulen hatten die Schüler die Möglichkeit, Deutsch schon in der 1. Klasse der Sekundarschule zu studieren. Die Deutschlehrer zu dieser Zeit waren Deutsche, mit denen nachher togoische Lehrkräften zusammenarbeiteten, die Germanistik an Universitäten in Frankreich und in Saarbrücken in Deutschland absolviert hatten (so etwa Glitho 1998, zitiert nach N'kekpo 2006: 15).

Die Schulreform von 1975 hatte ein pragmatisches Ziel. Sie förderte eine demokratischere und rentablere Schule. Wissenschaftliche Studiengänge werden von den Behörden bevorzugt. Damit haben sich die Deutschstunden vorwiegend erniedrigt. Deutsch darf nur ab die Klasse von Seconde (1. Klasse des Gymnasiums) als 2. Fremdsprache nach Englisch erlernt werden bis heute. Deutsch ist deswegen Pflicht im Gymnasium für Schüler im literarischen Studiengang und aus Pflichtwahl an der Uni.

Das Erlernen der deutschen Sprache in Togo hat viele Gründe. Wegen der Kolonialgeschichte des Landes gibt es viele historische Dokumente, die auf Deutsch geschrieben werden und die benutzt werden müssen.

Man soll auch nicht vergessen, dass Deutsch auch für Reisen- oder Studienzwecke gelernt wird.

2. Statistiken, Programme, Lehrwerke und Methoden

2.1.Statistiken

Nach den Schulstatistiken des Nationalzentrums für Bildungsplanung und -evaluierung 2019 gibt es im Gymnasium insgesamt ungefähr 200.000 Schüler (*MEPS / DPPE: „Annuaire des Statistiques Scolaires 2019“:121ff*). Deutschlernende betragen ca. 80.000 nur im Gymnasium und ca. 500 Lehrer.

Außerdem beträgt die Lehrer-Schülerquote 1 Lehrer / 62 Schüler im Durchschnitt in öffentlichen Schulen (*Schulindikatoren 2018-2019 in Togo: 30, „Tableau de bord de l'Education au Togo; Les indicateurs de 2018-2019“*).

Diese Angaben sind bloße Durchschnitte und verhüllen zwar viele Realitäten. Die Schüleranzahlen sind wirklich größer nämlich in den Großstädten. Bei meinem Praktikum in Atakpame (180 Km nördlich von Lomé vom Januar bis April 2009 habe ich beispielsweise folgende Schüleranzahlen in einigen Klassen notiert: Gymnasium Wahala : 2. Klasse A4: 131; Gymnasium Hiheatro : 3. Klasse A4⁴ : 117 ; Gymnasium Agbonou : 3. Klasse A4¹ : 118; Gymnasium Atakpame: 2. Klasse A4⁵: 118 (AYISSA: 18).

Heute hat sich die Lage nicht geändert. Einige Schulen machen Klassengruppen und Schüler kommen in die Schule rundweise je nach der Gruppe.

Jede Klasse hat 4 Stunden Deutsch pro Woche. In einigen aber werden Unterrichtsstunden reduziert, da es einen Mangel an Lehrern und Klassenzimmern gibt.

Nur 43% der öffentlichen Schulen haben einen Zugang zur Elektrizität. Aus diesem Grund sind die Arbeitsbedingungen in einigen Gegenden schlecht (*Schulindikatoren 2018-2019 in Togo: 43, „Tableau de bord de l'Education au Togo; Les indicateurs de 2018-2019“*).

Das Alter der Schüler liegt im Durchschnitt zwischen 15 und 23.

Weniger als die Hälfte der Klasse verfügt über Lesebücher und Arbeitshefte.

2.2. Programme und Lehrwerke Methoden

Der Deutschunterricht verlief am Anfang, als ob es kein eigentliches Lehrprogramm gäbe. Jeder Lehrer war frei, sein Programm zu konzipieren und es durchzuführen und zu evaluieren. Nach und nach erschien aber im Jahre 1985, und zwar mit Hilfe von Fachberatern aus Deutschland, ein gemeinsames Programm unter dem Titel *„Yao lernt Deutsch“*. Das Programm umfasste drei Bänder für die drei Niveaus des Gymnasiums: 1. Klasse des Gymnasiums, 2. Klasse des Gymnasiums und 3. Klasse des Gymnasiums.

Drei Jahre später wurde das Programm *„Guten Tag, Mamadou“* in die 1. Klasse eingeführt. Danach kam 1990 das Programm *„Ihr und Wir“* zuerst als Probelehrwerk in einigen Schulen. Es wurde dann als gemeinsames Programm im Schuljahr 1995-1996 in Gang gesetzt. Das Lehrwerk wurde im Sinne der kommunikativen Didaktik konzipiert und passt zu afrikanischen und deutschen Realitäten, wie der Titel *Ihr und Wir* selbst darauf hindeutet („Ihr“ für die Deutschen und „Wir“ für Togoer oder Afrikaner im Allgemeinen).

Das aktualisierte Lehrwerk, das heute im Land benutzt, wird heißt *Ihr und wir Plus*. Dieses Lehrwerk befolgen französischsprachige Länder in Afrika wie Burkina Faso, Benin, Côte d'Ivoire, Senegal, Mali und Kamerun. Die Neuerungen im Lehrwerk, die das Lehrwerk enthält, betreffen u. a.:

- Die Betonung des autonomen Lernens
- Die Anwendung der neuen Schreibreform
- Die Aktualisierung von Daten über Email Adressen, Webseiten und Fotos.

- Die Änderung des Maskottchens Leki durch Yago.

Jedes Band enthält eine gewisse Zahl von Lerneinheiten mit Themen, Lese- und Hörtexten, Zielen und grammatischen Strukturen, die je nach den Trimestern studiert werden müssen. Vier Fertigkeiten werden erwartet: Sprechen, Schreiben, Leseverstehen und Hörverstehen. Wichtige Aktivitäten sind Textarbeiten, Schreibaktivitäten, Höraktivitäten, Grammatik, Dialoge, Lieder, Debatten, Vorträge, usw.

2.3.Methoden

Das Programm wird im Sinne der Handlungsorientierung konzipiert. Das ist eine schülerzentrierte und handlungsorientierte Methode, wobei der Lerner aufgewertet wird. Er ist Lernpartner und steht im Zentrum des Lernprozesses. Der Lehrer verliert seine traditionelle Rolle von absolutem Vermittler des Wissens und wird Lernhelfer, Moderator, kooperativer Lernpartner und Katalysator, der dem Schüler in seinem sogar wankenden Verfahren folgt und ihn zum Wissen führt.

Das Lehrwerk legt Wert auf Interkulturelle Ansätze. D.h., es fördert das gegenseitige Verstehen zwischen Menschen (Kulturverstehen und Menschenverstehen) und den gegenseitigen Vergleich von Lebensweisen, damit ethnozentrische Sichtweisen oder Weltanschauungen relativiert werden und Vorurteile abgebaut werden. Hierzu Neuner:

„Ein interkulturell orientierter Fremdsprachenunterricht muss ein didaktisches Konzept entwickeln, das die skizzierten Gefahren vermeidet, indem er zum Vergleichen der eigenen Welt mit der Welt der Zielsprachenländer und zum Nachdenken und Reden über das, was die fremde Welt als fremd ausgezeichnet, anregt, was ihnen interessant und attraktiv, aber auch missverständlich, bedrohlich und unverständlich sein kann“. (Neuner 1993 : 109).

Konkret dienen oft im Unterricht Texte, Filme und Bilder als Grundlage des Sprechens und Diskussion und fördern Interaktion zwischen Schülern. Außerdem dienen die erwähnten Medien als Anregung zum thematischen Vergleich mit Texten, Situationen und Weltweisen im ausgangssprachlichen Bereich. Auf diese Weise wird besprochen, wie der eine oder andere denkt oder handelt. Dies zeigt die

Wichtigkeit in der Wahl der Themen, die universell sein sollen wie zum Beispiel Liebe, Heirat, Tod, Arbeit, Wohnen, Schule, Erziehung, Sport, usw.

Die audio-visuelle Methode wird auch benutzt, wo Medien z.B. Plakate, Fotos oder Zeichnungen seit jeher einen wichtigen Äußerungsanlass im Unterricht darstellen. „Sie bringen einen Ausschnitt aus der fremdsprachlichen Realität ins Klassenzimmer, der zu Beschreibung, Kommentar, Vergleich oder auch Hypothesenbildung anregt“ (Storch 1999: 276). Darunter lässt es sich verstehen, dass optische Medien Steuerungselemente des Unterrichts bilden, die zur Interaktion in der Klasse führen und Schüler stimulieren. Dadurch ist der Lernstoff ins Gedächtnis besser verankert.

Durch den Wechsel der Sozialformen wird vor allem die Interaktion im Unterricht intensiviert und variabler gestaltet. In dieser Hinsicht sagt Storch: „unter pädagogischen Aspekten wird darauf hingewiesen, dass ein Wechsel der Sozialformen sozialerzieherisch wirkt und sich positiv auf das soziale Lernen auswirkt“. (Storch 1999: 305).

Im Rahmen der Unterrichtsmethoden muss der Unterricht strukturiert werden. In diesem Sinne lässt sich der Unterricht in 4 Phasen einteilen, nämlich Einführung, Präsentation, Semantisierung oder Erarbeitungsphase und Üben. Jede Phase hat ein gewisses Ziel, wie das in der folgenden Tabelle veranschaulicht wird.

Tabelle Nr. 1 : Die 4 Unterrichtsphasen und deren Ziele

Phasen	Ziele
Einführung	Neugier der Schüler aufregen Interesse wecken Vorwissen aktivieren
Präsentation	Schüler entdecken das neue Lernmittel. Schüler verstehen global das Thema, d.h., auf Textebene.
Erarbeitungsphase	Schüler verstehen detailliert (Sätze, Ausdrücke, Themen) Das ist die gründliche Erarbeitung des Themas.

Üben	Evaluierung, Auswertung des Gelernten Aneignung des Gelernten durch sprachlich reproduktive Handlungen (schriftlich oder mündlich).
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Quelle: Nach Erläuterung der Unterrichtsphasen (Bimmel 2003 : 59,68,80,83)

Das vorgeschlagene Planungsraster beruht auf dem Modell der Didaktischen Analyse. Das Modell wurde vom Bildungstheoretiker und Erziehungswissenschaftler Wolfgang Klafki (1962) eingeführt. Das Modell beschreibt „die Planungskriterien für ein didaktisch begründeten Unterricht [...] und gilt für Unterrichtsvorbereitungen ganz allgemein“ (Bimmel u.a. 2003 : 29). Gerard Westhoff (1981) hat das Modell für den Fremdsprachenunterricht bearbeitet (ebd.29).

Die Relevanz dieses Modells besteht in dem Vermeiden der Willkür im Unterricht. Denn es dient zu einer Einbettung des Unterrichts. Es besteht in der Kombinierung der Lernphasen (horizontale Spalte), Ziele, Aktivitäten, Medien und Materialien (vertikale Spalte) und zusätzliche Informationen über Klasse, Thema und Fertigkeit. Hierzu ist ein Beispiel:

Beispiel von Planungsraster

Name des Lehrers:

Datum:

Schule:

Klasse:

Thema:

Fertigkeit:

Globalziel:

Tabelle Nr.2 : Modell „Didaktische Analyse“ (DA)

Phase Modell DA	Phase1 Einführung	Phase2 Präsentation	Phase3 Semantisierung	Phase4 Üben
Lernziele				
Lernaktivitäten				
Sozialformen				
Materialien				

Medien/ Hilfsmittel				
Aktivitäten des Lehrers				

DA= Didaktische Analyse (Bimmel u. a. 2003 : 56)

3. Evaluation Im Fach Deutsch im togoischen Bildungssystem

Die offiziellen Anweisungen sehen für die Evaluation mündliche und schriftliche Klassentests, Klausuren und Prüfungen vor. Lehrer sind verantwortlich für Klassenarbeiten und Prüfungen. Die Aufgaben der nationalen Prüfungen kommen vom Prüfungsamt (Direction des Examens et Concours) für die Nationalzwischenprüfung der 2. Klasse des Gymnasiums (Bac1) und vom Abituramt (Office du Bac) für das Abitur (Bac2).

Eine Deutschaufgabe enthält 2 Teile: Leseverstehen (10 Punkte) und Schreiben (10 Punkte). Sie dauert 3 Stunden.

- Das Leseverstehen hat 5 verschiedene Aufgaben u.a. (Richtig oder Falsch, Ja/Nein-Fragen, Multiple Choice, Zuordnung, Textsortieren, Lückentexte, usw.)
- Das Schreiben besteht darin, dass der Schüler einen Brief oder eine E-Mail über verschiedene Situationen schreibt. Unten ist eine Skala für deren Korrektur.

Tabelle Nr. 3 : Skala für die Korrektur vom Schreiben

Kriterien	A	B	C	D	E
	angemessen	überwiegen d angemessen	teilweise angemessen	kaum angemessen	gar nicht unangemessen
Erfüllung	3	2	1,5	1	0
Kohärenz	2	1,5	1	0,5	0
Wortschatz	2	1,5	1	0,5	0
Struktur	3	2	1,5	1	0

Tabelle Nr. 4 : Skala für die Korrektur vom Schreiben

Kriterien	A	B	C	D
	angemessen	überwiegend angemessen	teilweise angemessen	Gar nicht unangemessen
Erfüllung	8	6	4	2
Interaktion	7	5	3	1
Struktur	5	3	1,5	0,5

4. Schwierigkeiten

Das Deutschlernen in Togo hat folgende Belastungen

- Mangel an Büchern und Lernmaterialien. Schüler kaufen selbst die Bücher. Die meisten Familien vor allem auf dem Land können keine Schulbücher kaufen. Einige Schulen haben keine Elektrizität, CD-Rekorder oder Computer und Internetverbindungen sind schlecht oder existieren gar nicht in einigen Regionen des Landes. Unterrichte werden also unter schlechten Bedingungen gemacht.
- Mangel an Lehrkräften. Angesichts der Schüleranzahlen in den Klassen ist die Anzahl der Lehrer sehr gering.
- **Mangel an pädagogischen Aus- und Fortbildung der Lehrer:** Lehrer haben keine spezifische Ausbildungszentren außer des Germanistikstudiums, an der Uni. Es genügt nicht nur daraus ein guter Lehrer zu sein.
- Große Schüleranzahlen in den Klassen.
- Mangelhafte Leistung der Schüler: Im Allgemeinen sind die Schüler schwach. Am Ende des Gymnasiums (nach drei Jahren) haben die Schüler das Niveau A1 und höchstens A2. Am Ende des Universitätsstudiums erlangen sie B2 höchstens C1 nach den europäischen Referenzrahmen. Sie sind besser nur im Schreiben.

Schluss

Viele Personen mögen die deutsche Sprache wegen der Kultur und des Entwicklungsmodells von Deutschland. Das Deutschlernen existiert im Curriculum. Trotzdem ist heute die deutsche Sprache in der Konkurrenz mit Spanisch. Viele sind auch demotiviert, denn die deutsche Sprache bietet nicht viele Arbeitschancen außer

Lehrer werden an. Die großen Schüleranzahlen und der Mangel an Materialien machen die Arbeit der Lehrer schwer.

Trotzdem Die haben Schulbehörden Deutsche Partner. Die sind die deutsche Botschaft in Togo, das Goethe Institut, DAAD und das Projekt Partnerschulen für die Zukunft. In dieser Hinsicht werden: Pädagogische und kulturelle Veranstaltungen organisiert, Lehrer- und Schülerstipendien gegeben, Fortbildungen organisiert und einige Unterrichtsmaterialien gegeben.

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