

Teaching Indonesian for Immigrants in Kupang

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ABSTRACT

Second language acquisition (SLA) is the study on how learners create a new language system with only limited exposure to a second language. Also, SLA can be viewed from the two perspectives such as: First, a study of individual or group who learns a language; Second, a study on the process of learning the second language by an individual. This study aimed to find the teaching of Indonesian for immigrants in Kupang. It was conducted in Kupang, and the data were collected from two teachers selected as key informants. The researcher collected the data by using Techniques observation and interview. The result shows that the teaching Indonesian runs plainly. It is caused by three major things namely time allocation, lack of encouraging materials and less frequency and duration of teaching. The result also reveals that the social interaction made by immigrants is hampered by limited contact with native speakers of Indonesian whether in or out rudenim.

KEYWORDS

Teaching Indonesian, immigrant, and social interaction, Indonesia

INTRODUCTION

Second language acquisition is the study on how learners create a new language system with only limited exposure to a second language (Gass et al., 2013:1). Saville and Troike (2006:3) also define second language acquisition into two perspectives such as: First, a study of individual or group who learns a language; Second, a study on the process of learning the second language by an individual. Thus, one definition stresses on the subject, and the other focuses on the process. According to Krashen (2009:10), second language acquisition is a process of developing the ability to use language. This process is similar to first language process which contains subconscious learning. The idea of subconscious learning is that the learners used the language naturally and built the language development, instead of the grammatical study of a language.

Dealing with language acquisition, Krashen (2002:1) also states his view that there are two common ways of acquiring a language namely language acquisition and language learning. Language acquisition is very similar to the process when children use and acquire the first language. This process requires meaningful and natural interaction and communication in the target language in which speakers are not concerned with the form of their utterances, but with the messages, they are conveying and understanding. Meanwhile, language learning is a conscious activity which learns the explicit rule of a language. It also presents error correction which helps the learner to come to a mental representation of linguistic generalization. Language acquisition occurs in the natural situation. However, language learning happens in manipulated situation, which is mostly in the classroom.

Second language acquisition may occur in an area when it is situated in a bilingual or multilingual condition. People in this area must use these languages to live in the society. This condition may happen in the scope of country, province, or villages where more than one language exists and be used continuously by people. Some particular phenomena of second language acquisition appear when some people immigrate to another country and try to adapt to the new situation there.

According to Bourne (1990:3), immigrants would adapt with society, in term of language acquisition, because parents of immigrant believe that official language of a country is a significant means to access a better standard of living. This view makes them assimilated with the language as quickly as possible. Parents of immigrants also share this view for their children and compel them to study official language in school or use it in daily interaction.

Talking about immigrant, the fact shows that the number of immigrants in Indonesia always increases. The data from Directorate General Immigration (DGI) of Indonesia

shows that the number of immigrants increases 112 percent from 2013 until 2015. Total immigrants who stay in Indonesia were 9.347 people. It comprised with 5.257 immigrants who stayed in Rudenim and 4090 immigrants staying in community house (Directorate General Immigration. 2015). These immigrants are mostly from mid east countries (Republika. 2012). They are mostly spread in 12 cities in Indonesia such as Surabaya, Semarang, Pontianak, Pekanbaru, Medan, Manado, Makassar, Kupang, Jayapura, Jakarta, Denpasar, and Balikpapan (Directorate General Immigration. 2015).

In East Nusa Tenggara Province, the number of immigrants is also high. The immigrants intend to find asylum in Australia, the near country from East Nusa Tenggara province. However, the government of Australia does not permit these immigrants to enter Australia. As the consequence of this prohibition, they finally sail to the near places like Rote Ndao and Kupang to stay. On 3rd October 2010, the police of Rote Ndao captured 22 illegal immigrants from Turkey, Irak, and Afganistan. They were captured at 2 p.m. near Ndao beach (ANTARA News. 2010). Then on August 3rd, 2012, 14 illegal immigrants from Myanmar were arrested by the police of Kupang in a hotel in Kelurahan Lai Lai Besi Kopan (Beritasatu.com. 2012). On July 1st, 2015, the police of Rote Ndao also arrested 65 immigrants from Bangladesh and Srilanka who had been chased away by Australia (Kupang.NTTsatu.com. 2015).

OBJECTIVES OF THE STUDY

The researcher focuses on the study of the Indonesians teaching for immigrants who stay in Kupang and how are these immigrants' social interaction in Kupang in supporting Indonesian acquisition?

METHODOLOGY

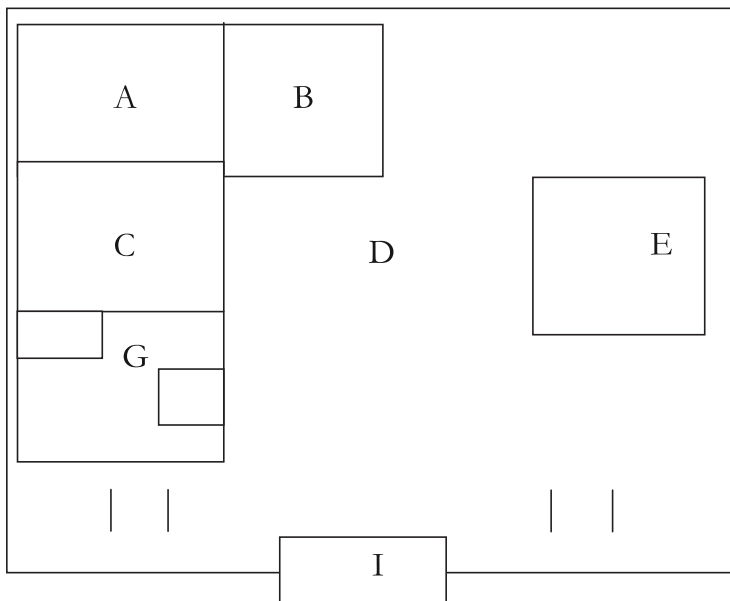
The method that applied in this investigation is descriptive qualitative research. Qualitative research is a research exploring a social phenomenon which contains actor, event, and place in a particular period (Satori and Komariah, 2010). According to Djajasudarma (2006:17), descriptive qualitative research is one type of qualitative approach which describes the characteristics of the data accurately by the nature of something investigated. It describes something accurately and completely as it is (natural) and does not attempt to change it in any way. Mugiono in Nabon (2010:14) adds that descriptive qualitative research is used to observe the condition of the natural object of research. It is a method of research that prioritizes oral and written data and ignores data in the form of a number. From this explanation, the researchers decide to apply this method to reveal the research above such as the teaching of Indonesian for immigrants in Kupang and immigrants' social interaction in the case of supporting Indonesian acquisition.

The technique of data collection in this research is an interview. According to Satinback (in Sugiyono 2011), the interview is a means to gain the deeper data from a participant who describes and interpret the situation or phenomenon. It is a flexible means of data collection, enabling multi-sensory channels to be used: verbal, non-verbal, spoken and heard (Cohen et al. 2007:353). The researchers select this technique to be more flexible to get extended data from informants. Intentionally, this technique may reveal the informants' comprehension and interpretation of the form of teaching Indonesian for immigrants and the social interaction among immigrants in Kupang.

The informants in this investigation are two teachers, and one of them is the researcher. These two teachers are hired by the immigrant organization to teach English and Indonesian in a Rudenim in Kupang. Therefore they are selected by researchers to be informants in this investigation. The researchers select them because they are the key informants who get involved in the teaching of Indonesian. Meanwhile, the researchers choose teachers and ignore students as the informants because these two teachers are from Indonesia. It is easy for the researchers to communicate and get the intended data because they are from same country and language, instead of students who are from different country and language.

RESULTS AND DISCUSSION

a. layout of immigrants' Rudenim



Description:

- A = Immigrant room (family) B = Kitchen
- C = Immigrant room (single) D = Yard
- E = Medical room F = Library
- G = Office H = Security Room
- I = Kiosks

B. Teachers and participants in teaching Indonesian

There are two teachers from Kupang who are hired to teach language for immigrants. These two teachers have taught Indonesian and English for approximately two years in this program. They are selected to teach because they are from an educational background and have the high qualification to teach. They graduated from university, especially from English study program, and have academic title *S.Pd¹*.

There are two groups of immigrants who learn Indonesian and English namely adult and children. The age of adult learners are approximately 15 years old and above. The age of children is six until ten years old. There are eight learners of the adult group and seven learners from children group.

C. Schedule of teaching Indonesian

There are two language classes for immigrants: namely, English and Indonesian. English class is held in two days a week such as Tuesday and Thursday while Indonesian is also held in two days a week those are on Wednesday and Friday. Each class spends two and a half hours and usually starts at 12.30 pm and finishes at 15.00 pm. The classes are usually held in the medical room; sometimes they are held in office room if the medical room is used by medical officers. Below is the schedule of teaching English and Indonesian for these two groups.

Table 1.1. The schedule of language teaching for immigrants

No	Day	Group (students)	Subject	Time
1	Tuesday	Adult	English	12.30-15.00
2	Wednesday	Children	Indonesian	12.30-15.00
3	Thursday	Adult	Indonesian	12.30-15.00
4	Friday	Children	English	12.30-15.00

D. Topic and teaching material

1. Topic: Greeting
 Teaching material : -
 Activity : 1. Teacher introduces some greetings in Indonesian

1 S.Pd (sarjana Pendidikan) = an academic degree for university student who graduated from education program

2. Students pronounces the greetings
 3. Teacher and students make a role play to practice greeting in Indonesian
2. Topic : Self-identity
Teaching material: Pictures of self-introduction
Activity :
 1. Teacher introduces how to introduce her name, address, age, et cetera
 2. Teacher writes on the whiteboard some points for introduction
 3. Teacher asks the students to choose points they want to introduce
 4. Teacher guides students one by one to construct their self-introduction
 5. Students present their self-introduction one by one
3. Topic: Things in the bedroom
Teaching material: Pictures of bedroom and things inside
Activity :
 1. Teacher shows and pronounces the name of things in the bedroom
 2. Things in the bedroom are pronounced together by students
 3. Teacher selects students one by one to pronounce the thing she pointed in the picture.
4. Topic: Things in the bathroom
Teaching material: Water diaper, towel, and pictures of things in the bathroom
Activity :
 1. Teacher shows and pronounces the name of things in the bedroom
 2. Things in the bathroom are pronounced together by students
 3. Teacher and students make a role play to practice asking and answering things in the bathroom
5. Topic: Things in the kitchen
Teaching material: Fork, spoon, glass, and pictures of thing in the kitchen
Activity :
 1. Teacher pronounces the name of things in the kitchen
 2. Things in the kitchen are pronounced together by students
 3. Teacher select student on by one to pronounce the thing she pointed in the picture.

- 6. Topic: Things in medical room
 Teaching material: Pictures of things in the medical room
 Activity :
 1. Teacher shows and pronounces the name of things in the medical room
 2. Things in the medical room are pronounced together by students
 3. Teacher and students make a role play to practice asking and answering things in the medical room

E. Constraints during teaching Indonesian for immigrants

There are two major constraints during teaching Indonesian for immigrants such as the language used for communication in the classroom and the lack of facilities. The immigrants who stay in *Rudenim* are from Somalia, Bangladesh, Irak, and Iran. They come to Indonesia especially Kupang without knowing Indonesian, *Kupang Malay*, and English. Therefore the teachers find difficult in delivering their teaching to the students. Then, how do the immigrants communicate with the teacher in the classroom? They mostly communicate by using common words of English to deliver their need. This kind of communication is used in Indonesian class. Below is some common English utterances were spoken by immigrants.

Table 2.1 utterances spoken by immigrant to deliver what they want

No	Utterances	Meaning
1	<i>Teacher... teacher... no class... no class... lazy... I... is lazy...</i>	The immigrant (s) feels bored, and they don't want to study.
2	<i>Teacher... The movie... movie...</i>	The immigrant (s) wants to watch movie in the classroom
3	<i>Teacher... toilet...</i>	The immigrant (s) wants to go to toilet
4	<i>Teacher... play... play... no study... no study...</i>	The immigrant (s) feels bored, and they don't want to study. They just want to play games in the classroom (this utterance is spoken by young immigrant)
5	<i>Excuse me... food... meat... meat...</i>	The immigrant asks meets to be added to his or her food.

The teachers also find another constraint dealing with learning facility. In teaching Indonesian, the teacher finds that there is the limited material used by immigrants to support their study. The immigrants only use notebooks and some story books (whether English and Indonesia) as their supplementary books to learn Indonesia. The room for teaching and learning process is also changeable. They sometimes use medical rooms or office room changeable according to the room availability.

F. Immigrant activity during a day

The daily activity for immigrants is commonly same from day to day. In the morning, they do exercise in the yard. After 30 minutes rest, they continue with health checking in the medical room. After that, they continue with breakfast. Then, they must go into their room and wait until lunch. After lunch, they continue with teaching and learning activity especially learning English and Indonesia. At 4 o'clock until 6 o'clock, they are permitted to take a walk around Kupang whether in a group or personal. In this situation, most immigrants do not look interacting with people of Kupang when they are out. They mainly spend their time outside with talk with other immigrants in beaches, roads, and other places until back to *rudenim*.

DISCUSSION

The finding shows that teaching Indonesian for immigrant faces two major obstacles: namely, time allocation for teaching and lack of encouraging materials which afford much exposure to the language. Teachers commonly use pictures and several small goods to assist the learning process. Students are also equipped with notebooks and several story books to join the learning process. These learning tools do not seem enough to support teaching Indonesian especially the acquisition of Indonesian. These tools do not provide broad exposure to acquire Indonesian in term of listening, speaking, writing and reading skill. This is similar with what Bahrani and Sim argue (2012:142) that technology which provides much exposure of a language might help learners to acquire the language.

Time allocation for teaching Indonesian in this study also does not seem convincing for language acquisition. As newcomers in Kupang, these immigrants need much language exposure to construct their competence to communicate. As a part of constructing immigrants' competence, teaching Indonesian should be allocated with long duration and much frequency. However, it looks contradictory that Indonesian is taught once for each group of students. Every meeting is also spent 2.30 minutes. This means that every group only gets once exposure of Indonesian during one week. This is different from language acquisition should be, in term of input and output in language teaching, that learners need much exposure to a target language during receiving and producing the language (Patten and Benati 2010).

The finding above also shows the limited opportunity for immigrants to interact with native speakers of Indonesian, either in *Rudenim* or outside *Rudenim*, which makes them difficult to communicate using Indonesian. This condition also hampers the acquisition of Indonesian. This condition is in line with the view of Pranowo (2014:73) which argue that a person may acquire a language fast when he or she live in the community of the language and have intensive communication with the native speakers.

CONCLUSIONS

Based Teaching Indonesian in this study looks plainly. There are only a few plain teaching materials used by teachers to teach immigrants like pictures and several small goods. Teaching techniques used by teachers are also plain that only role play and pronunciation that mainly used. This is also supported by limited time of teaching forever group of immigrants.

The immigrants' social interaction in their location is also limited. Schedule determined for them to interact with people in Kupang becomes the main obstacle. It arranges immigrants to stay in Rudenim than go on a walk mostly. Another barrier is immigrants' willingness to contact with people in Kupang. When the opportunity to go on walk starts, immigrants mostly stay together in some areas in Kupang. They look spend much time with their community than with people in Kupang.

RECOMMENDATIONS

Based on those conclusions above, the researcher suggests that: First, the manager of *rudenim* needs to give more frequency and duration for immigrants to study Indonesia. Second, the manager of *rudenim* needs to facilitate teaching Indonesian for immigrants in case of learning material, learning media, et cetera. Third, workers in *rudenim* need to encourage immigrants to be more adaptable in Kupang in the case of interaction with people in Kupang.

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