



LAMPUNG LANGUAGE TEACHING IN MULTIETHNIC AREAS (The Study of Contextual Learning)

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Abstract

Lampung language teaching in multiethnic areas becomes an important issue in achieving the goal of Lampung language learning maximally. Contextual Learning strategies provide a space for teachers to be able to determine the steps of Lampung language learning that is closer to the students' real life. The learning steps starts from the teaching materials that have been specified in the recent curriculum. With seven components in contextual learning that is inquiry, constructivism, asking, modeling, learning community, reflection, and assessment which are actually the appropriate ways in delivering a Lampung language material in the classroom situations which is characterized as multiethnic (native Lampung, Mixed Lampung, and non - Lampung). From the seven components of the contextual learning, the most dominating in the achievement of its implementation is a learning society. Formulation of contextual learning strategies in Lampung language subjects becomes the main point.

Keywords: Lampung language teaching; multiethnic; contextual learning

INTRODUCTION

Language - Lampung culture is one of the supporting elements of the national culture. The existence of the language and culture of the area is recognized and guaranteed by the state which is established in the Constitution of 1945, which is contained in Chapter XV, Section 32 of the culture and the explanation of Article 36 about the language. However, in line with the era of globalization, the existence of the language - culture is fading. The society increasingly shows the indication to turn away from the noble values of the culture of his/her ancestors. The indication to turn away requires an effort from various parties to maintain and developing the existence of the local language and culture. The effort was increasingly felt urgent when globalization - communications keep going on in sweeping the world. If it is not addressed wisely and carefully, the prediction results of research conducted by Gunarwan Hashim, Sociolinguistics expert from University of Indonesia, will be proven. Therefore, the institution which has integrity and committed to cultivate (society through education and training) and develop local culture languages is indispensable.

In Lampung Province, the effort to maintain the language - culture began and has been done by incorporating the Lampung language and literature into one of the subjects in school education as a local content. Through a decision of No.10229/112.L1/1990, dated March 5th, 1990, the Head Office of the Ministry of Education and Culture of Lampung province requires all schools, such as the elementary schools, junior high schools, and high school/vocational school existing in the province of Lampung - both public and private - to teach Lampung language and literacy as a local content program. The decision was re-affirmed by the Ministry of Education and Culture of Lampung province (currently Kemdiknas) through the Decree No. 2694/I.12.A/U/1994 dated 18 April 1994 about the Local Content Curriculum which makes Lampung language as one of the subjects of local



content taught at primary and secondary levels of education, namely primary and secondary schools (Depdikbud,1996).

In addition to the decision of the head office, Mayor of Bandar Lampung, through the form letter No.430/1372/10/1991, dated August 26th, 1991, requires the students who were in the area of Kakan depdikbud Bandar Lampung to use the language actively on certain days. More broadly, the Governor of Lampung, through Regulation No.2 year 2008 about Lampung Culture Maintenance, also requires government agencies to use the Lampung language at certain times (or days) and special occasions. This is a follow up of regulation of Lampung Province No. 3 year 2004 about the Strategic Plan of Lampung Province in 2004-2009 that makes serious effort to build the image and identity of the Lampungnese. Furthermore, recently, the Governor of Lampung added the reinforcement to his concern about the Lampung language by passing Governor Regulation No. 4 year 2011 about the development, enhancement, and preservation of the Lampung language and Lampung literacy.

The decisions of the local government are also strengthened by the constitutional foundation of the local language set forth in Law No.20 year 2003 about National Education System (UU SPM) Article 37 Paragraph 1, which states as follow:

"The curriculum of primary and secondary education must include these subjects: 1) religion; 2) Nationality; 3) language; 4) mathematics; 5) natural science; 6) social science; 7) arts and culture; 8) physical and spiritual; 9) or vocational skills; and 10) the local content".

Lampung language is one of the regional languages in the archipelago. Therefore, in ideally conceptual, the language should be existed. The evidence of the language existence definitely through the regeneration of Lampung language learning both in formal and informal way. With the tendency of the Lampung language can be mastered actively or passively by native Lampung ethnic and the migrants. The basic thing that needs to be realized is, language is a social phenomenon that encapsulates a number of social behavior said.

The major language which is currently living in the Lampung Province is Indonesian Language so that it gives an impact on the shifting Lampung language as the language of Lampung regency. The factor that support the shifting of Lampung language to the critical direction is the diversity of ethnic groups in the province of Lampung. Here is the number distribution of the population by ethnic groups.

Table 1: Total Population by Its Ethnic

NO	ETHNIC	TOTAL
1	Javanese	30%
2	Banten/Sundanese	20%
3	Lampungnese	16%
4	Semendo	12%
5	Minangkabau	10%
6	Balinese, Batak, Bengkulu, Bugis, Cina, Ambon, Riau, dll	12%

Source: BPS, 1998

According to those data, the population in Lampung is amount to 6,954,925 inhabitants with Lampung ethnic population ratio is only 1.22 million inhabitants. The diversity of ethnic groups in



Lampung is due to the massive transmigration program since 1905. Inevitably, like it or not ethnic diversity has an impact on the development of ethnic languages indigenous to the area. The movement to preserve and to live the Lampung language to the formal domain is consistently implemented. The age of Lampung language learning in formal domains has been aged 24 years, with the implementation is not only in middle school but also at primary school level.

The consistency is in line with the development of learning strategies that follow the Lampung language curriculum course change. These developments have changed as much as 4 times, namely 1994 Curriculum, 2001 Curriculum (Competence Based Curriculum), 2006 Curriculum (Education Unit Level Curriculum), and the recent curriculum which is now being implemented namely the 2013 Curriculum. Definitely, each of curriculums has its own characteristics for the implementation in the classroom.

Based on the explanation above, the implementation of Lampung language as a local content has been going on for \pm 20 years. In the implementation, Lampung language learning has some obstacles. One of the obstacles is the lack of educators who are competent in the Lampung language field. Recently, the teaching staffs of Lampung language learning who are appropriate to its scientific discipline were limited to diploma 3 (diploma - 3), the rest is not in accordance with the field of Lampung language pedagogy. Of course it has an impact on the process and the achievement of the learning outcomes. In fact, the teacher plays an important role in determining the success of learning. If the teachers are not able to do his/her role optimally, the learning will certainly not give satisfactory results. If there is a teacher who gets S-1 degree, they will be from different disciplines field, and the language mastery (passive - active) that they have may be ignored. Therefore, the learning that takes place in the classroom tend to do writing practice (copying) using *Had Lampung*, Lampung letter. Speaking Lampung is a rarely done in the classroom. With these conditions, do not expect students are willing and able to speak Lampung in certain contexts. In addition, by the reason of transmigration program, multiethnic mixing is irreversible. It impacts on, of course, the lack of the Lampung language acquisition.

In response to this, based on the analysis that the writer's done to the characteristics of one part of the curriculum components namely learning strategy, the contextual learning reigns 3 times generation in the Lampung language curriculum changes. There is a unique and solid contextual learning, indeed, so that the 2013 curriculum still adopt contextual learning as one of the students - based learning model.

What's happening with the Contextual Approach?

Contextual Teaching and Learning Approach or Contextual approach is defined as teaching and learning that connects classroom content with the environment (Kusuma et al., 2010:5). In other definition, contextual learning is a study concept that helps students to link between the material taught with the real-life situations and encourage students to make connections between their knowledge and its application in their daily lives, involving the seven major components, such as constructivism, inquiry, questioning, learning community, modeling, reflection, and the authentic assessment. (Depdiknas, 2002:5).

In this context, the students need to understand what it means to learn, what the benefits are, what their status is, and how to achieve it. The teacher's role is to help in achieving the goal. It means, the teacher has more dealt with strategy rather than to give information. The teacher's task is to manage the class as a team to work together to find something new with the whole participants in the



class. The something new is coming from "find it by yourself" instead of "what the teacher says" (Agustina, 2004:51). Contextual is just a learning strategy.

Learning strategies which is associated with "Contextual Teaching and Learning" is CBSA, process approach, life skills education, authentic instruction, inquiry - based learning, problem-based learning, and cooperative -learning (Sukmadinata, 2000:200). This learning strategy is used to form an active student and learning with teacher's guidance during the learning process, not an active teacher to explain the subject matter and ask the students about the level of the material mastery that has been explained.

Lampung Language Learning in Contextual Strategy

The strategy which is done in implementing Lampung language learning in multiethnic area and has been tested by the writer is to do the preparation stage.

Collecting the Ethnic Students

Before implementing the learning process, the writer captured the data in the form of ethnic students through questionnaires to the parents or guardians of the students. The data used to carry one component in the contextual approach that is learning community. The categories that the writer's made are regarded into 3 ethnic classifications, native Lampung (Lampung parents), Lampung mixture (one of the parents is Lampung ethnic), and non - Lampung (non Lampung ethnic parents). Next, in the community, it is included one student who has native Lampung ethnic background or mixed so that there is a willing to learn each other, construct knowledge by asking questions to their friends who ethnically indigenous Lampung, and the Lampung ethnic students have a role as a model in the learning process for each group.

Table 2: The Ethnic Distribution in a Class

NO	ETHNIC	TOTAL	PERCENTAGE
1	Native Lampung	6 students	15,0%
2	Mix Lampung	5students	12,5%
3	Non-Lampung	29students	72,5%
	Total	40 students	100%

Source: Agustina, 2004

The Strategy Selection related to the Teaching Materials

One of the materials discussed is basic vocabulary of the Lampung language. The Writer draws four stages which is described in the table below.

Table 3: Stages Contextual Activities

NO	STAGE	CONTEXTUAL ACTIVITIES
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1	1 st	Record and report the names of objects in the classroom. At this stage, the students are encouraged to practice in recognizing the objects that are close to them. Then, it comes to observe by naming those objects. After that, in the group, students practise to classify the observation results into Lampung language.
2	2 nd	Record and report the names of objects outside the classroom. The students' activities at this stage is to know and observe the objects that exist outside the classroom. The results of these observations are made into the list using the Lampung language.
3	3 rd	Record and report the results of observations about the human body through pictures. In this process, the students handed out the drawings sheets of the human body to be observed by each group. After that, the students make a list of image from the observations result to be translated into the Lampung language.
4	4 th	Record and report the names of household appliances through images. At this stage, the activities are just the same with the previous one.

Source: Agustina, 2004

Naming the Groups

Naming the groups with the names of the figure from Lampung region, as described in the table below.

Table 4: The Lampung Figure's Names

NO	FIGURE'S NAME	EXPLANATION
1	<i>Kejalo Ratu</i>	<i>Kejalo Queen</i> is a title given to the Princess of <i>Sinar Alam</i> contained in Lampung folklore titled "The Origin of <i>Keratuan Melinting Jamo Keratuan White Blood Queen</i> "
2	<i>Pangiran Balak</i>	<i>Pangiran Balak</i> is the name of the main character in Lampung folklore titled "The Origin of <i>Anek Labuan Rateu</i> "
3	<i>Puterei Sina Kaco</i>	<i>Puterei Sinar Kaco</i> is one of the character names that exist in Lampung folklore titled "The Origin of <i>Karatuan Malinting Jamo Keratuan White Blood Queen</i> ". She is the adopted daughter of the <i>Seginder Alam</i> , the daughter of <i>Ratu Dipugung</i> .
4	<i>Radin Intan</i>	<i>Radin Intan</i> is one of the Lampung heroes contained in Lampung folklore titled "The Origin <i>Anek Labuan Rateu</i> "

Source: Agustina, 2004

Giving the name of the group using the Lampung figures aims to make students feel close to the figure's names, also to know the history of Lampung through the great names these figures.

Giving a Gift Box

The gift box contains a sentence that shows the positive appreciation from the teachers to the students' working results. For example:

Dialect A : "*Hibat, ulih tugas kelompok kuti keliwat sikep!*"

Dialect O : "*Hebat, ulih tugas kelompok mettei beddas hellau!*"

Meaning : Great, you've done it very well!

The Contextual learning strategies in Lampung language subjects which is given in multiethnic regions is possible to optimize the achievement of the Lampung language learning in the classroom. The students can discover and explore their own knowledge, from the process of asking their friends who act as a model (with native Lampung ethnic background), then doing a reflection together to the achievement of the learning process that has been done. In addition, the teachers can



immediately proceed to implement the authentic assessment. The space to carry out the authentic assessment with this strategy is very much to do.

CONCLUSION

Contextual learning strategies conducted in Lampung language subjects is only one of many strategies that can be done by the teacher. Contextual learning gives a space to the material that is so close to be learned by the students. Moreover, it is implemented in multiethnic areas. It really helps to achieve the Lampung language learning objectives either in elementary or secondary education that is the student is able to communicate using both the Lampung language dialects A and O. The components of inquiry, constructivism, questioning, modeling, learning community, reflection, and the authentic assessment which actually is done integratedly in the delivery of teaching materials. Because of this is a strategy, the teacher definitely can vary the learning steps that can be done in such a way which is much more optimized in order to achieve the learning objectives.

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