

Developing a Model of Open – Distance Learning for Teaching Indonesian as Foreign Languages by Multimedia

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Abstract

The number of institutions that hold the teaching of Indonesian to speakers of foreign formally abroad is increasing, there are now 203 institutions and 84 of which are run as study programs in the universities. Most of Indonesian lecturers abroad come from various educational backgrounds. This affects the quality of learning Indonesian as a foreign language. Learning the Indonesian language for foreign speakers abroad is different from that of in Indonesia. This difference is particularly visible on the external instrumental aspects: (1) the number of Indonesian dialects, (2) the diversity of speakers of Indonesian, in terms of dimension ethnographic, geographic, or social, and (3) Indonesian conditions associated with Indonesia's socio culture.

The model of Open-Distance Learning has the potential and noted some problems and advantages of applying the e-learning model to the teaching of Indonesian. Typical general distance learning systems do not have installed systems to support synchronous and asynchronous communication, and such as they are not quite suitable for foreign language learning. By using additional tools such as Google Talk, Skype, various forums, multimedia presentations, and, in particular, enhance interactivity. We believe that by applying the combination of pedagogical insights and modern technologies it is possible to realize a successful foreign language course of open-distance learning. The model of Open-Distance Learning is in the form of e-learning accessible to students on their own, but students can still interact directly with teachers in certain parts and can provide feedback to the students, so students are capable of speaking properly. In a broader sense, fairness is related to other things, including a culture that is always inherent in the substance of language. Therefore, in addition to issues of personal characteristics of learners, cultural issues are also involved in the creation of learning the Indonesian language for foreign speakers. Several typical characteristics of distance education programs for the less commonly taught languages, in particular, including, but not only, (a) the typical absence of L2 exposure outside the courses themselves, (b) the relative ease the same technology used for instruction brings to tracking input and learner progress in such environments as compared to studies of large group classroom language instruction, and (c) the relatively high degree of motivation, maturity, and sophistication of typical end-users, combine to make evaluation research of this kind unusually feasible and promising.

Foreign language students usually come from different countries and have different cultural backgrounds. It is difficult to create a large variety of different learning environments due to the limited space in a normal classroom. The use of computer technology can provide multicultural interactivities without students having to the classroom. It is easy to use computers to create various virtual spaces in order to meet each learner's needs. This gives the e-learning students more time for preparation, and in a way, lowers the stress.

Progress test (grammar, vocabulary and use). This is a two-page test given around mid-semester, covering only the learned material. This test has a dual function. It should indicate the student's progress and identify the problem areas which need remedial action. Moreover, it serves as the model for the final exam, which has more or less the same form but is considerably longer and covers the

material from the whole course. This test is given as the word document, for traditional students to do it in the classroom, while the e-learning students have a set, limited time to do it and submit it via email to the teacher.

Listening comprehension test. This is a short 15 minute test with 10-multiple choice and fill-in the blanks questions, distributed at the set time as the e-learning test, for both traditional and e-learning students. The system records the answers.

Homework writing assignments. They are related to lectures and mostly practice functional writing according to the given model, with the length and demands progressively increasing. In English 3, half of the tasks are group problem-solving integrated skills activities, where a group of 3-4 students, produces a joint short written report.

Home reading and writing.. In each course students have to read a book simplified at the corresponding level and complete the given tasks related to language study, text study and essay writing. The significance of extensive reading in the foreign language of texts which are not exclusively professional is widely accepted in foreign language teaching.

Oral presentation. Traditional students do the oral presentation alive, in front of their colleagues, whereas e-learning students record it as an audio or video file. Using the given presentation model, the students talk on professional, specified topics. Unfortunately, this is the only formal and obligatory mode of oral communication and presentation. These oral presentations recorded by e-learning students can be posted at the forum. This can not only increase the student's awareness of public speaking in Indonesia, but also invite other students to provide feedback, thus promoting communication.