

The Model of Open – Distance Learning for Teaching Indonesian through Sociocultural Approach and Psychological Aspects to Students of Indonesian for Foreign

Endry Boeriswati

State University of Jakarta (Indonesia)
eboeriswati@yahoo.com

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. The teaching of Indonesian for foreign speakers in Indonesia is different from that of abroad. This difference is particularly visible on the external instrumental aspect. Those aspects are (1) the number of dialects of Indonesian, (2) the diversity of Indonesian speakers, whether viewed from the dimension of ethnographic, geographic, or social, and (3) Indonesian conditions associated with Indonesia socio-culture. Psychologically foreign language learners often lack self-confidence, fear in the use of foreign languages, and lack of courage and risk decision making. These all are related to the psychology of learning a foreign language. This is a difficult learning presented in the Indonesian language for foreign speakers who study abroad. The advantage of the model of Open-Distance Learning in the teaching of Indonesian to speakers of foreign students abroad is students are able to manage the learning needs independently with the authentic teaching materials that present the existence of Indonesia's socioculture. This model is expected to overcome the limitations of the teaching of Indonesian as a foreign language at universities abroad which are not just for communication purposes, but also for academic purposes. 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. The model is to help the Indonesian government in promoting the Indonesian language as an international language.

A. Introduction

A nation's existence is recognized through identity, mainly through language. Kramsch (1998) states that there is a natural relationship between the language used by a particular community to show its identity. To know the identity, personality, or character that becomes a cultural identity can be done by learning the language, both oral and written language. The language of a nation gives the nation's

identity which is different from other nations shown by the character of the language. Indonesian studied by scientists abroad is used for the research purpose whose sources of the data are in Indonesian society such as culture, economic, society, and politic. In order to understand the data that will be examined researchers study Indonesian language as a means of communication. In addition, Indonesian is also studied for the sake of work related to Indonesia. To support the efforts to improve the quality of Indonesian language teaching for foreign speakers abroad, the models of effective and efficient learning are needed.

Teaching Indonesian to speakers of foreign language based on the acquisition theory refers to the theory of foreign language acquisition. This means that speakers are learning Indonesian language outside the language used in everyday life. Gass and Selinger (2001) describes in detail that the acquisition of Second Language (Second Language Learning) is different from a Foreign Language (FLN). SLA is learning a second language which is not the native language of the speakers in the community, while the FLN is learning the language that is not community native language within the community itself.

Learning Indonesian for foreign speakers in Indonesia is different from learning it abroad, this difference was mainly seen in the external instrumental aspects. Some external instrumental aspects in question, among others, are (1) the variety of Indonesian dialects, (2) the diversity of Indonesian speakers, viewed from the ethnographic, geographic, or social dimension, and (3) conditions of Indonesian associated with the socioculture of Indonesia. Psychologically, foreign language learners often lack confidence, fear in the use of foreign languages being studied, the courage of decision making and risk, which is related to the psychology of foreign language learning. This is difficult to be presented to the learning of Indonesian as a foreign language that occurs abroad. Therefore, the thing that needs attention is the teaching of Indonesian overseas until recently is taught by anyone interested in teaching Indonesian language and often without the knowledge of the Indonesian language teaching, such as the curriculum and teaching materials of teaching Indonesian as a foreign language, even there are some foreign teachers who do not have background in Indonesian language teaching. Thus the effect of this is not good.

There are two barriers in teaching Indonesian to foreigners, namely the external and internal factors of the learners themselves. The external factor that hinders the ability of foreigners in speaking Indonesian is the personal factor, i.e. anxiety in using a foreign language. The intrapersonal factor that becomes the barrier that cause stuttering to speak is due to the limited mastery of the content of the talk (Endry, 2010).

The indicator of mastery in learning foreign languages is the learners are able to use the language reasonably. In a broader sense, reasonableness is related to everything else, including a culture that is always inherent in the language substance. Because of that, in addition to issues of personal characteristics of learners, cultural issues are also involved in the creation of learning Indonesian for foreign speakers.

The mastery of a foreign language is determined by psychological factors. Ernest Hilgard (1961, p. 267) states that the affection factor is very important for the success in learning a foreign language. Dörnyei and Skehan (2003) state that there is no doubt about the importance of examining personality factors in learning a foreign language. In learning a foreign language, everyone will experience errors. This is in line with the hypothesis of language acquisition, i.e. children who learn a first language and adults who learn a second language will succeed after making errors for several times, so what is needed is the courage to try to really believe its accuracy. This error is considered as a threat to harm for learners.

When studied in psychology, error is the attribution theory that causes internal and external threats. Earl Stevick (1989) stated that learning a foreign language involves a number of agencies. This comes

from the resistance built by the learner. This resistance prevents learning, while the removal of this barrier can enhance language learning which involves opening of self to make some efforts. The personal factors that often impede the ability of the learners to speak in the target language is anxiety. Krashen (1985a, 1985b) says that anxiety can inhibit a person's ability to process the language input and to decide the language acquisition process. The interaction between anxiety, level of difficulty of the task, and one's ability often affects the input, processing, retrieval, and output level. If the anxiety can reduce the function of cognition, thus someone who has anxiety will learn less and can not demonstrate what he/she has learned.

According to Young (1991) there are six factors that determine the process of learning a foreign language in a classroom. These factors also can determine the level of anxiety felt by someone who is learning a foreign language. These six factors are personal and interpersonal anxieties, learner belief about language learning, instructor belief about language learning, instructor-learner interaction, classroom, and procedures language testing. Personal and interpersonal anxieties include a sense of competition with others, ways of communication, the ability to capture, shame, fear in public, a fear of failure, how someone judges his/her foreign language skills, and social anxiety. This personal and interpersonal anxiety determines how a person sees himself in learning a foreign language and how he/she communicates with others.

Language anxiety is the anxiety that arises when a person learns the foreign language. According to Arnold and Brown (1999), anxiety is a major factor that could hinder the learning process. Anxiety itself is a subjective feeling of tension (tension), a state of apprehension, nervousness and worry associated with the stimuli of the autonomic nerve system caused by the fear that is not clear which is indirectly related to the object (Spielberger, 1983). According to Horwitz et al. (1986), foreign language anxiety is a concern or negative emotional reactions that arise when learning or using foreign languages. Foreign language anxiety is a "distinct complex of self Perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process". Foreign Language Anxiety consists of three dimensions, namely communication apprehension, test anxiety and fear of negative evaluation.

The purpose of learning to speak is the learners should be able to communicate their ideas in the target language when they deliver interactive basic phrases, such as: greeting, gratitude, apology, request information and services, and so on. Underlining the interactive skills above, the use of language can be classified into two functions, namely interactional and transactional functions. Interactional language is the function of language as a tool for creating and maintaining social relationships that go harmonious interaction (social oriented), whereas transactional language is the function of language as a tool to convey information (information oriented). Thus it can be said that there are two main objectives of teaching spoken language, namely for the purposes of interactional and transactional. The main problem that needs to be said here is how foreign language teachers encourage learners to speak actively without feeling hesitant.

Learning a foreign language is strongly associated with the culture of the language he had learned, so that the learner is important to understand that culture. Studying a foreign culture is to study the behavior of people in everyday life. Language is a tool for cultural expression. The precision in using the language is inseparable from culture. Culture is an integral part of the interaction between language and thought as a cultural behavior. The relationship of language and culture of native speakers is also reflected in the Sapir-Whorf hypothesis through cultural relativity. Language as social reality is subsequently also adopted by Halliday in developing a theory of text and context of situation and view language as social semiotic in providing interpretations of the language and meaning. Wierzbicka (1994) in his article entitled "Cultural Scripts: A New Approach to the Study of Cross-cultural Communication" assumes that people speak differently in different societies and communities. Differences in how to speak is palpable, visible and systematic. This difference reflects the values of

different cultures or at least have a different hierarchy of values. And how to speak or different communicative style can be described and understood through the context of values and priorities of different cultures.

Cultural understanding of the language being studied is very helpful in learning the language learner's culture. Thus, to avoid mistakes in the use of foreign language to communicate in real, the foreign language learners may use a foreign language naturally. Thus, studying the language can not be separated from its cultural context. Presenting the situation of the target language culture can make it easier to learn the language.

B. Indonesian as a Foreign Language with a Open Distance Learning System

Indonesian has become a second language in some countries, the Indonesian language is learned and taught, especially for political, economic and development of global relationships. Thus, foreigners who learn the Indonesian language, turned out to not only learn the language as a science of language (linguistic), but also for the benefit of communicating with the Indonesian speakers, including the study of other disciplines. The number of enthusiasts learning Indonesian language from abroad and the limitations of the professional teaching staff is a problem that needs to be solved. One solution is Indonesia must have educational institutions that use the long distance system or open and distance learning (ODL).

The term "distance education" (DE) is becoming less well defined as enrolment demographics change at the same time as the tools and processes (Howell et al.2003). Increasingly students are enrolling in DE programmes not to overcome need (or distance), but for convenience – to fit study in with their work, family or lifestyle commitments (e.g., Jakobsdóttir 2008b). "Open learning" is a common term in many parts of the world that refers to the increased choice of learning paths, modes, media, tools and locations available to learners. The term is also used to encompass admission to programmes with less rigid pre-requisite qualifications than many traditionally delivered education programmes. Tella (1998, pp. 13–14) provided an overview of the meaning of different terms associated with DE. He considered ODL to be the main concept and gave the following reasons: "First, it [ODL] combines the key concept of openness with the traditional idea of overcoming 'distances'. Second, it appears wide enough to embrace most of the present interests and emphases in the field, and third, it is relatively widely used in Europe at the moment. As with teacher education, so ODL is a multifaceted phenomenon that eludes easy classification and ready analysis. It is also a domain characterised at times by excessive optimism and unrealistic claims on its behalf, as a panacea and a substitute for wholesale engagement with the kinds of local, national and global inequities noted above. In that context, it is timely to recall Rumble's (1992) seminal and still relevant clarion call from more than 20 years ago: "*The term 'open learning' is now being used as a banner to describe systems which are anything but open. This is a monstrous misuse of language which needs to be stopped now. Access is about individual learners, not about corporate providers; openness is about structure and dialogue, not about instrumental training.*" In some ways, subsequent developments unimaginable in 1989 contain the possibilities of genuinely open systems of learning and teaching, one example being the exciting advent of open educational resources; However, it might be so that ODL will change into something else in a few years' time, depending on future developments. Yet it seems probable that the concept of openness will remain as one of the central constructs in educational parlance, and even more if the emerging concept of constructivism continues to gain ground."

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. Today, the communications of 580 million network users and the information of 4 billion websites operate as a big library. Through the computers and the Internet, second language learners can link to anywhere and at anytime to access to appropriate material and information on learning.

The World Wide Web can provide instantaneous access to websites in other countries. Learners can find resources written in the target language and learn about other countries' cultures. Those websites cover a variety of topics including news, sports, entertainment, and health, etc. They provide various cultural learning opportunities for students to pursue their cultural understanding and practice their reading and vocabulary skills.

The use of technology in language teaching clearly falls within the domain of pedagogic procedures. Whereas practical circumstances often favor—or even dictate—distance education for LCTLs, there is nothing inherently necessary or sufficient psycholinguistically about *any* use of technology, as evidenced by successful foreign language learning without it. Most successful foreign language learning takes place with no technology support at all, in fact.

Still, where language teaching takes place entirely *out* of the classroom, this is not without difficulty. For instance, the classroom teacher—who is, as noted above, (a) ordinarily the most reliable source on local circumstances, (b) the one who can best make decisions as a lesson unfolds, and (c) a major source of native L2 input and feedback on error—is now removed in space and time from the learners, who may, in turn, be removed from one another. The question, then, when considering which technology options are appropriate in distance learning, is how, in accordance with the language teaching MPs, to integrate the advantages of network-based technology while compensating for the difficulties posed by the absence of real-time, face-to-face interaction. Rational decision-making in this area has the potential not only for appropriate realization of the MPs concerned, but also for making use of technology itself more principled than is often the case.

By using information technology in language teaching or e-learning can suppress a sense of anxiety and precision use of language related to culture can be presented in a real learning. The implementation of information technology in language learning can be seen in the table below.

Teaching/learning Task	Distance learning	Distance learning tools
Home reading and Writing	Pdf documents, word documents submitted via email, feedback from the teacher	e-mai
Oral presentation	Audio/Video clip	Microphone, Webcam, Skype
Dialogue practice	Students open audio conference	VoIP, Google Talk, Skype
Grammar and vocabulary practice, checking and correction	Very detailed answer key, suggested/model answers, additional and remedial activities and explanations upon student's request	e-mail, forum
Writing practice	Hypertext comments, real email communication with teacher and peers	e-mail, forum
Problem-solving activities (individual)	Books and web resources available, written report	e-mail
Problem-solving (group)	Communication by email or chat, voice over IP (recorded and submitted to the teacher), various resources available, note-taking as hypertext, comments added	Circulating document with comment, chat, forum Writing, different students add their comments
Feedback from the teacher	Usually written, delayed	e-mail, chat, Skype
Presentation of lecture content, instructions for activities	Recorded teacher's presentation, slides and narration Written material Teacher anticipates the possible questions and problems and provides instructions accordingly	Audio-video stream pdf
Listening Comprehension	Recorded presentations and instructions by the teacher, audio coursebook pack	CD, audio-video stream
Listening comprehension test	Audio recording at the system, test at the system	Media player, elearning system

Notes:

- 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.

With this learning model, learners will feel unbridgeable to use the Indonesian language as a foreign language in real contexts. Learners can reduce anxiety in making mistakes in language usage due to the reduction of direct personal contact. The nuances of culture can be presented in this learning model so that learners can find out the use of language both at the micro linguistic and macro linguistic levels. With the existence of ODL learning system assisted by the information technology, then Indonesia can serve the demand of Indonesian language teaching in which enthusiasts are taught by skilled and professional teachers.

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