

PREVENTIVE EFFORTS AGAINST KONJO LANGUAGE EXTINCTION THROUGH MULTILINGUAL LEARNING

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ABSTRACT

The objectives of this study are: 1) to explore strategies for teaching Indonesian and English to integrate local languages, 2) to identify the factors that support the revitalization of local languages in multilingual learning, 3) to determine the perceptions of teachers and students towards the use of local languages in language learning. The results showed that Indonesian language learning at SMP Satap Kajang was carried out in accordance with the applicable curriculum, namely the K-13 curriculum. Meanwhile, learning English has been taught to students since grade I. Local languages have never been taught to students because there is no direction or order from the Bulukumba district education office about what local languages to teach, who teaches them, and how to learn local languages. The observation also found that SMP 1 Satap Kajang had the opportunity to carry out learning the Konjo language. This is supported by the existence of several native teachers who master the Konjo language (one science teacher, social studies, Indonesian, mathematics, religious education, and one English teacher) the teacher also welcomes if multilingual integrated learning is carried out besides the majority of junior high school students. is a native of Kajang who in fact speaks Konjo in general, although most 92% of students know Konjo language. This potential needs to be utilized for learning local languages, especially Konjo language, as an introduction to regional languages and prevent extinction.

Keywords: *Konjo Language Extinction, Multilingual Learning, Teacher and Student Perception*

INTRODUCTION

Indonesia has many diverse cultures, which constitute wealth as large state assets that should be preserved, but awareness and conservation efforts regarding this are still lacking in society because of the extinction of several cultures. Based on data from the Ministry of Education and Culture (2019), 668 regional languages have been mapped in Indonesia. Crystal (2000) states that there are 726 regional languages in Indonesia. BPS data presented by Saputra (2018) from 2011 to 2017, of the 652 local languages that have been documented, only 71 languages have their vitality mapped and there are 19 regional languages that are threatened with extinction, 2 critical regional languages, and 11 regional languages that have become extinct. The Ethnologue: Languages of the World page data shows that, "The number of individual languages listed for Indonesia is 719. Of these, 707 are living and 12 are extinct. Of the living languages, 701 are indigenous and 6 are non-indigenous. , 18 are institutional, 73 are developing, 188 are vigorous, 347 are in

trouble, and 81 are dying. " (Eberhard, 2019). The regional language markers need to be revitalized to avoid extinction.

Ismadi's explanation (2019) on the website of the Ministry of Education and Culture's Language Development and Development Agency explained that there are as many as 19 languages that are threatened with extinction, as many as two languages of Sulawesi are threatened with extinction, one of which is Konjo. The Southeast Sulawesi Zone inland, explained by Jumriati (2018), found that the language of an endangered area is the Konjo language of South Sulawesi, which was discussed at the International Conference on Local Languages.

The Ethnologue (2019) page mentions that the language of Konjo Pesisir or Kondjo, Tiro is 6b* (threatened). This means that the existence of the Konjo regional language is under threat. The geographical location of the Konjo language is within the Bulukumba district. The Bulukumba government is obliged to preserve the regional language of Konjo, the government's effort through Bulukumba Regent Regulation number 20 of 2018 regarding the curriculum for local content of local arts and culture in basic education units in the form of Local Content of Local Arts and Culture at the primary school level, but there is no regional regulation that focuses on preservation. regional language so that existing efforts are not maximized.

METHOD

The approach in this study uses a qualitative type by applying a grounded theory design method. Qualitative research is a comprehensive collection, analysis and interpretation of data that is narrative and visual (non-numeric) to gain insight into certain interesting phenomena (Gay et al., 2006). Grounded theory is a systematic methodology that involves finding a theory or model through several phases of data analysis (Strauss and Corbin, 1990 in Atmowardoyo, 2008).

There are as many as three language teachers (Indonesian and English) as the subjects of this study who teach the language. Before determining the subject, the researcher has conducted a preliminary study or empirical data collection on the subject that has been determined by the interview method. The key question is, "do your language teachers still use Konjo language during class? And how competent are they in learning?"

In this study, researchers also act as primary data collectors (Gay et al., 2006). Researchers also act as observers and interviewers. In other words, researchers as decision makers about what is being studied then provide perceptions and interpretations as well as crosscheck the correctness of the information studied by interviewing school stakeholders, in this case the school principal, students, and school staff. While obtaining secondary data by means of field observations and interview protocols and finally triangulation data.

The data collection of this research uses three techniques as follows:

1. Observation

Researchers as non-participant observers or make external observations in which he is not directly involved in the situation being observed. The researcher then wrote field notes on all class activities during the lesson.

2. Interview

Researchers interviewed both teachers, school principals, staff and students. This type of interview is a semi-structured interview in which several questions have been prepared before the interview and several additional questions are asked and developed during the interview. Interviews are used to collect qualitative data or confirmation of what has been observed, this is done at the end of each meeting or it may be flexible. While the student interview aims to get students' perceptions of the use of teacher teaching strategies in the classroom. The way to interview students is to do group interviews.

3. Verification of Recording

Apart from observations and interviews, data were also collected through documentary evidence. This third primary data collection technique aims to verify records and data through triangulation. Researchers verify various types of data that have been collected through filed notes and interviews.

To analyze the data, the researcher carried out it based on the grounded theory analysis technique by Strauss and Corbin (1990) in Atmowardoyo (2010) which consisted of three stages, namely; 1) open coding is the process of labeling observed phenomena through

identification, categorization and development of category dimensions, 2) axial coding is the process of connecting relationships between identified categories, and 3) selective coding, namely the process of selecting the core of categories and relationships. between categories through story line, the relationship between categories then concludes and provides theoretical, methodological, and managerial implications.

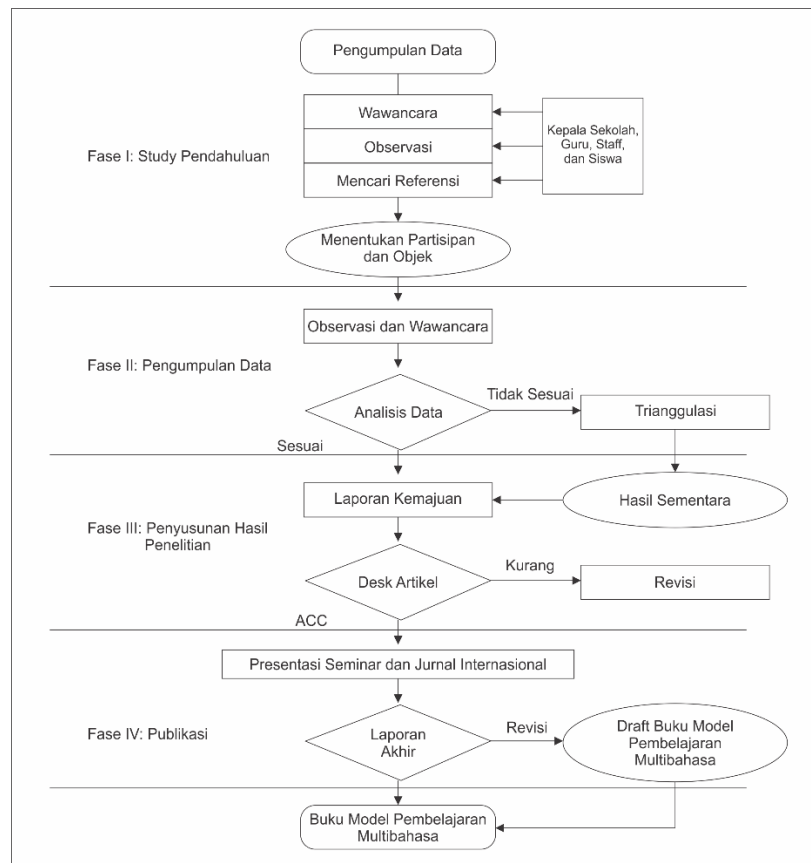


Figure 1. Data Collection Phases

RESULT

The results of this study are divided into two parts, namely language learning at SMP 1 Satap Kajang and the students' needs for learning Konjo language in a multilingual learning model which can be described as follows.

1. Language Learning at SMPN Satap Kajang

The results showed that Indonesian language learning at SMP 1 Satap Kajang was carried out in accordance with the applicable curriculum, namely the K-13 curriculum. Meanwhile, learning English has been taught to students since grade I. Local languages have never been taught to students

because there is no direction or order from the Bulukumba district education office about what local languages to teach, who teaches them, and how to learn local languages.

The observation also found that SMP 1 Satap Kajang had the opportunity to carry out learning the Konjo language. This is supported by the existence of several native teachers who master the Konjo language (one science teacher, social studies, Indonesian, mathematics, religious education, and one English teacher), and the majority of junior high school students are Kajang native who in fact speak Konjo at generally, although most 92% of students know Konjo language. This potential needs to be utilized for learning local languages, especially Konjo language, as an introduction to regional languages and prevent extinction.

2. Student Needs in a multilingual learning model

From the results of the needs analysis obtained through a questionnaire distributed to students, it can be explained in table 1 below.

Table 1. Student Needs in a multilingual learning model

No	Domain	Sub Domain	Persentation
1	Learning needs	Background in English	
		Background in Konjo	
		Mono language	
		Bilingual	
		Curriculum Applied	
		Basic ability	
		Good ability	
		Circumstances of environment	
		Teacher	
		Buku sebgai sumber belajar	
2	Target needs	Listening	
		Speaking	
		Writing	
		Reading	
		Component of Language	
		Daily Conversation	
		Practice	
		layout	

Table 1 above indicates that the students have studied English (100%), and all students have never studied Konjo intensively (93%). 95 percent of students want konjo language learning in a bi / multilingual learning model that is embedded or mixed with English as a language that is still foreign to those adapted to the

school curriculum (80%) and specifically for the beginner level (95%). The environment and teacher competence are very supportive (93%), but students and teachers of course need Konjo language textbooks (95%) which will be used to analyze learning objectives. Konjo language textbooks and materials focus on listening and speaking skills (90%) which contain common vocabulary and expressions (97%) coupled with daily dialogue (85%) which is aligned with reading and practice (83%). The layout of the learning material is presented using pictures to make it more attractive to students (89%). The results of the student needs analysis will be used as a guide in preparing regional language learning materials (syllabus, RPS, and textbooks) in a multilingual learning model for grade 3 students of SMP Satap Kajang.

DISCUSSION

Based on the results of the research above, it was found that local language learning has not been implemented in SMP Satap Kajang even though the school has competent school resources and Konjo language teachers. Doubts about schools and teachers need to be eliminated by explaining the importance of maintaining and preserving and facilitating local languages as curriculum of local content in schools. As a local content, schools will certainly be overwhelmed in finding and recruiting local language teachers, especially the Konjo language and formulating the Konjo language learning curriculum. For this reason, innovative efforts are needed that can provide solutions for schools in teaching regional languages that are more economical and targeted, namely through a multilingual learning model adapted to the school curriculum, empowering existing teachers, methods and materials or textbooks. for use in learning (Graves, 2000). The multilingual embedded model must be preceded by an existing plan or curriculum by empowering existing competent teachers by combining the target language (TL1) as a foreign language with target language two (TL2) as well as a foreign language and mixing. dominant language (L1) with both target languages. All of that must be supported by material and textbooks as a guide in learning.

The results of this study certainly have theoretical and methodological implications. Theoretically, the results of this study have implications for enriching the multilingual learning model, where the results of this study are different and at

the same time enrich the multilingual learning model proposed by Malone (2005) and the simultaneous-sequential model proposed by Bin-Tahir. et al., (2017). This means that in addition to continuous multilingual learning of the first and second languages, simultaneous and sequential learning can also be carried out in an embedded manner.

Methodologically, the results of this study have implications for research and development methods that focus on analyzing the needs and situations that exist in a school or class. Because the success of learning in producing quality output is very much determined by the needs of students for what will be learned and applied.

CONCLUSION

From the results and discussion above, it can be concluded that regional language learning at SMP Satap Kajang has not been implemented, but there are environments, teachers and students that have the potential to be applied in learning. To carry out Konjo language learning in a multilingual learning model, it is necessary to pay attention to the needs of students, namely the existing curriculum, beginner learning levels, using existing teachers, embedded in English and mixed with Indonesian, textbooks containing vocabulary, dialogue, exercises, and equipped with images to further attract students' interest in language learning, especially the Konjo language in an embedded multilingual learning model.

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