

POSITION OF FOREIGN LANGUAGE AND REGIONAL LANGUAGE IN TEACHING MATERIALS BOOK OF INDONESIAN HIGH SCHOOL CLASS X

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Abstract

The purpose of this study was to describe and analyze the position of local languages and foreign languages in teaching materials in the form of a book entitled "Bahasa Indonesia SMA Kelas X" by Suherli, et al. The method used in this research is descriptive qualitative. The data collection instrument used a documentation sheet and content review. This study uses qualitative data analysis techniques. The stages in analyzing the data are as follows: Identifying the use of language (words, phrases, and clauses) contained in the teaching materials, classifying the data by creating a classification table, and interpreting the data. The results of this study indicate that the position of foreign languages in the teaching materials of Indonesian high school books in class X dominates (more widely used) compared to the use of regional languages. There are 68 words from foreign languages consisting of (18 words - 12 phrase - 3 clause) from English, 3 words (2 word - 1 clause) from Arabic, 29 words from Latin, 2 words from Japanese, and 1 words from German. While the use of regional languages in teaching materials for Indonesian high school books for class X consists of 13 regional languages consisting of 11 words from Javanese, 1 word from the royal language of Goa, and 1 word from the Bedouin language.

Keywords: foreign language, regional language, teaching materials, Indonesian language

INTRODUCTION

During this Covid-19 pandemic, we are familiar with many foreign terms. The use of foreign terms is not only used in the health sector, but also in the fields of education, economy, social, politics, etc. The emergence of these foreign terms indicates the development of language in Indonesia. In the world of education, these foreign terms have a position as a foreign language. Language and education are closely related. Language is the main tool of education. On the other hand, education plays an important role in developing and fostering language. We need to deliver education in a language appropriate to the environment or place of education. Each country has its own introduction to education.

In Indonesia, the official language of instruction for education is Indonesian. The problem is, along with the development of technology, there is a tendency to use other languages as an introduction in learning. In fact, apart from using Indonesian in the learning process, teachers and students sometimes use foreign languages and regional languages to further improve understanding.

The language problem in Indonesia is a national problem that requires planned, directed, and thorough processing. This language problem is the whole problem caused by the fact that the number of languages that are found and spoken in Indonesia is large, that these languages are part of and supported by a living culture. These languages play different roles in relation to national interests. In addition to Indonesian as the national language and the official language of the government, there are regional languages whose numbers are not known with certainty and foreign languages that are used as the language of international communication (Halim, 1976: 15).

In the National Language Politics, the Center for Language Development and Development explains the position and function of regional languages, it is stated that in relation to the position of Indonesian, languages such as Balinese, Batak, Bugis, Javanese, Madurese, Makasar, and Sundanese, which are found in the region. Republic of Indonesia, domiciled as a regional language. In their position as regional languages, languages such as

Balinese, Batak, Bugis, Javanese, Madurese, Makasar, and Sundanese serve as (1) symbols of regional pride, (2) symbols of regional identity, and (3) means of communication within the family and local communities (Wibawa, 2007: 5).

Foreign languages according to the pattern of national development certainly need to be taught in our schools. Which foreign language needs to be taught is largely determined by our foreign policy and the need for the development of science and technology. In addition, the factors of foreign cooperation that will be carried out must be considered. However, the consideration that a language has been used as a world language seems to need to determine our decision. In this connection, English certainly gets top priority. If necessary, we teach more than one foreign language, Arabic, German, French, Dutch, Chinese, and Russian (Halim, 1976: 74).

The background that forms the basis for the implementation of foreign language learning at various levels of education can be described as follows. First, most of science and technology in any field is written in English or other foreign languages, so mastery of English or other foreign languages will provide a way for the Indonesian people to absorb the development of science, or spread the knowledge that develops in Indonesia. Second, modern society today has become a world society that is no longer confined by distance or time thanks to advances in information technology and transportation. The world community is developing into a borderless global society. Mastery of foreign languages will be the door so that the Indonesian people can interact in a global society. This aspect of globalization is one of the reasons why English and other foreign languages need to be taught in schools (Santoso, 2014: 3).

These two things also surfaced in one of the rational reasons for the development of the 2013 Curriculum which is referred to as an external challenge. In a copy of the Attachment of the Minister of Education and Culture Number 69 of 2013 it is explained: External challenges include,

among others, related to the flow of globalization and various issues related to environmental problems, advances in technology and information, the rise of creative and cultural industries, and the development of education at the international level (Santoso, 2014: 3).

Based on the demands of national development, the demands of national education, and the politics of the national language, Indonesian clearly must be taught at all types and levels of schools, including universities. Regional languages, if desired by the community concerned, can be taught in secondary schools. For the sake of science, in universities that have a literature faculty, it is necessary to open a regional language and literature department. Certain foreign languages, according to their needs, are taught in senior high schools (Halim, 1976: 76).

Teaching foreign languages in schools can take the form of words, phrases, clauses, and sentences. A. Chaer (2008:39) argues that phrases are formed from a combination of two or more words; and fill one of the syntactic functions. This is in line with the opinion of Ramlan (1987:151) which states that a phrase is a grammatical unit consisting of two or more words that does not exceed the function of the clause.

Parera (1991: 32) also suggests that the notion of a phrase is a construction that can be formed by two or more words in a basic sentence pattern or not. In line with some of these understandings, Tarmini argues that a phrase is a construction consisting of two or more constituents that can fill a certain syntactic function in a sentence but does not exceed the limit of a clause function or it can be said that the phrase is non-predicative (Tarmini, 2019: 22).

A clause is a grammatical construction that can be developed into a sentence. A clause according to Kridalaksana (2008:111) is a grammatical unit in the form of a group of words which at least consists of a subject and a predicate, and has the potential to become a sentence. Thus, a clause can also be said to be a basic sentence. The basic sentence is a declarative

sentence that has a predication structure (Tarmini, 2019: 35).

Currently, the use of foreign languages and regional languages in learning Indonesian is not only used in spoken language (as an introduction to education), but is also used in written language (contained in teaching materials). Therefore, the authors conducted a research entitled "The Position of Foreign Languages and Regional Languages in Indonesian Language Teaching Materials for High School Class X".

METHOD

The method used to collect data in this study is descriptive qualitative. Qualitative descriptive methods to interpret and describe an object using words or sentences are as follows (Arikunto, 2013: 278).

(1) Identification, namely self-identification, self-evidence, determining and determining the identity of a person, object and so on in this case, first collects data so that it can be determined and classified. (2) Classification and classification, arrangement based on something appropriate, after the data is identified the steps to classify and classify the data for deeper interpretation. (3) Interpretation, which is the stage to discuss each data in each classification by referring to the concepts given by the experts, in this case the interpretation is given directly after the data quote (Humaira, 2018: 35).

Data collection can use documentation and content review. Documentation is looking for data about things or variables in the form of notes, teaching materials, Indonesian student handbooks, and others (Arikunto, 2013: 265). In this case, the documentation process is directed at foreign languages and regional languages in Indonesian high school teaching materials for class X. Content analysis is a method of collecting data by studying, investigating, and examining the contents of Indonesian language teaching materials for high schools class X.

RESULTS AND DISCUSSION

The Position of Foreign Languages in Indonesian Language Book Teaching Materials for High School Class X

Kartono explained that the function of foreign languages in general must be based on the purpose of education, namely to produce Pancasila people who are skilled in building. Thus, foreign languages must be mastered in such a way that they can be used as a tool to help accelerate the process of state and nation development, even if indirectly. Mastery of foreign languages must also be able to help realize a free and active foreign policy, including establishing friendships with all countries in the world (Halim, 1976: 120).

Basically, in this era of globalization, the Indonesian people need more intensive communication with other nations. For this reason, it is not only necessary to have a good Indonesian language, but also mastery of foreign languages is needed. If the Indonesian people have mastered the Indonesian language well, then what is needed is a tool to communicate it to the outside world, of course in a foreign language. Therefore, habituation is needed, both in terms of education and teaching of foreign languages.

In accordance with the function of foreign languages based on the politics of national development, politics of national education, and politics of national languages, the purpose of teaching foreign languages in our schools is to develop the skills of foreign language students, so that with these abilities they can: (i) communicate in foreign languages, (ii) knowing and understanding foreign nations and cultures, (iii) studying foreign science and culture through books written in foreign languages in the context of their studies (Halim, 1976: 75).

The data from the analysis of the position of foreign languages in the teaching materials of Indonesian high school books for Class X are as follows.

Table1. Foreign Languages

Type	Inggris	Arab	Latin	Jepang	Jerman	
Word	<p><i>Undegradable</i> (Suherli, 2016: 43)</p> <p><i>Move on</i> (Suherli, 2016: 79)</p> <p><i>Event</i> (Suherli, 2016: 162)</p> <p><i>Cafe</i> (Suherli, 2016: 170)</p> <p><i>Snack</i> (Suherli, 2016: 181)</p> <p><i>Talkshow</i> (Suherli, 2016: 187)</p> <p><i>Drainase</i> (Suherli, 2016: 191)</p> <p><i>Cumlau de</i> (Suherli, 2016: 211)</p> <p>Setting,</p>	<p><i>Musyawa-rah, taubat</i> (Suherli, 2016: 189)</p>	<p><i>Zizipus rotundifolia, Azadirachta indica, Acacia leucophloea, Acacia leucophloea, Tamarindus indica, Dioscorea hispida, Aleurites moluccana, Coryphantha, Avicennia sp., Cordia obliqua, Syzygium polyanthum, Sterculia foetida, Bos javanicus javanicus, Bubalus bubalis, Cuon alpinus javanicus, Muntiacus muntjak muntjak, Cervus timorensis russa, Panthera pardus melas, Tragulus javanicus palandoc, Prionailurus viverrinus, Hirundo rustica, Eudynamis scolopacea, Pavo muticus,</i></p>	<p>Karate, kimono (Suherli, 2016: 189)</p>	<p><i>Mie</i> (Suherli, 2016: 189)</p>	
					<p>import ant (Suherli, 2016: 215)</p> <p><i>Playmaker</i> (Suherli, 2016: 218)</p> <p><i>Layout, order</i> (Suherli, 2016: 221)</p> <p><i>Agency, launching, signing</i> (Suherli, 2016: 222)</p> <p><i>Blackest Night</i> (Suherli, 2016: 223)</p>	<p><i>Gallus gallus, Anthracoceros convexus, Buceros rhinoceros, Leptoptilos javanicus</i> (Suherli, 2016: 41)</p> <p><i>Colombidae, Colomiformes</i> (Suherli, 2016: 45)</p>
					<p>Phras e</p> <p><i>Masterpiece of Oral and Intangible Heritage of Humanity</i> (Suherli, 2016: 9)</p> <p><i>Imperative sentence</i> (Suherli, 2016:</p>	

<p>96)</p> <p><i>Islamic boardin g school</i> (Suherl i, 2016: 126)</p> <p><i>custom er service</i> (Suherl i, 2016: 162)</p> <p><i>Weddin g organiz er</i> (Suherl i, 2016: 163)</p>							<p>219)</p> <p><i>English Langua ge Service</i> (Suherl i, 2016: 220)</p> <p><i>Take a chance</i> (Suherl i, 2016: 222)</p> <p><i>Most Inspirin g People</i> (Suherl i, 2016: 224)</p>						
<p><i>Home industri</i> (Suherl i, 2016: 171)</p> <p><i>Krack propa- gation on random</i> (Suherl i, 2016: 212)</p> <p><i>Record of event</i> (Suherl i, 2016: 215)</p> <p><i>Nation al Aerona utic and space admini stra- tion</i> (Suherl i, 2016:</p>						<p>Clause</p>	<p><i>First Step to Nobel Prize in Physics</i> (Suherl i, 2016: 217)</p> <p><i>You don't need rocket science to figure it out</i> (Suherl i, 2016: 220)</p> <p><i>The Dresde n Files : Welco me to The Jungle</i> (Suherl i, 2016: 223)</p>	<p><i>Wassa lamu alaiku m warah matull ahi wabar a</i></p> <p><i>Katuh</i> (Suher li, 2016: 55)</p>					



The Position of Regional Languages in Indonesian Language Book Teaching Materials for High School Class X

Based on UUD 1945 Pasal 36, regional languages are seen as part of culture, not as a means of communication in the relationship of national life. As part of the national culture, regional languages should certainly be taught in schools. The space for movement is limited to the area concerned and is only taught as one aspect of culture. Therefore, regional languages as subjects in schools only need to be given to certain regions that want them (Halim, 1976: 73-74).

Language maintenance is a phenomenon that is present simultaneously with a language shift. Language maintenance and shifting are like two sides of a coin. In sociolinguistic studies, the two cannot be separated. Indonesia has religious regional languages that need to be preserved and protected. One of the preservation of regional languages can be done through education. The maintenance of the regional language can be done through learning; community/extracurricular activities; and mandatory communication tools on certain days. This serves as an effort to prevent the shift and extinction of regional languages; prepare future local language speakers; and preserving the nation's culture (Zulaeha, 2017: 46).

The data from the analysis of the position of regional languages in the teaching materials of Indonesian high school books for Class X are as follows.

Table 2. Regional Languages

Type	Jawa	Kerajaan Goa	Suku Badui
Word	<i>Wong, golek</i> (Suherli, 2016: 9) <i>wayang suket, wayang motekar, purwa, cempurit,</i>	<i>Jinggaran coin</i> (Suherli, 2016: 7)	<i>Pikukuh</i> (Suherli, 2016: 23)

	<i>tuding, gapit</i> (Suherli, 2016: 10) <i>Gagrak</i> (Suherli, 2016: 13) <i>Legawa</i> (Suherli, 2016: 92) <i>Saking</i> (Suherli, 2016: 220)		
Phrase	-	-	-
Clause	-	-	-

CONCLUSION

English, Arabic, Japanese, Latin and German have a position as foreign languages in the teaching materials of Indonesian high school books for class X. The use of foreign languages in teaching materials for Indonesian books for high school class X contains 68 words consisting of 33 words (18 words - 12 phrase - 3 clause) from English, 3 words (2 word - 1 clause) from Arabic, 28 words from Latin, 2 words from Japanese, and 1 words from German.

Meanwhile, Javanese, the language of Goa's work, and Bedouin have a position as a regional language in the teaching materials of Indonesian Language Books for High School Class X. The use of regional languages in teaching materials for Indonesian books for high school class X consists of 13 regional languages consisting of 11 words from Javanese, 1 word from the royal language of Goa, 1 word from the Bedouin language.

In accordance with the function of foreign languages based on national development politics, national education politics, and national language politics, the purpose of teaching foreign languages in our schools is to cultivate students' foreign language skills.

Based on UUD 1945 Pasal 36, regional languages are seen as part of culture, not as a means of communication in the relationship of national life. As part of

the national culture, regional languages should certainly be taught in schools.

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