



**AVOIDING MALUKU LOCAL LANGUAGES DEATH THROUGH EMBEDDED
MULTILINGUAL LEARNING MODEL**

*(Menghindari Kematian Bahasa Daerah Maluku melalui Model Pembelajaran Embedded
Multilingual)*

Saidna Zulfiqar Bin-Tahir, Hanapi Hanapi, Ibnu Hajar¹, Aminah Suriaman²

¹Universitas Iqra Buru, Maluku Indonesia

²Universitas Tadulako, Palu, Indonesia

Jl. Prof. Dr. Abdurrahman Basalamah, M.Si, Namlea, Kabupaten Buru, Maluku

Saidnazulfiqar@gmail.com

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Abstract

The number of local language deaths in Indonesia is a national concern that must be addressed immediately. This study aims to describe and explore how to overcome the death of local languages in Indonesia through multilingual learning models in schools. This study is a library study that analyzes and analyzes the results of previously published studies related to multilingual learning in Indonesia. The results of this study found two learning models, namely the multilingual simultaneous-sequential model and the embedded multilingual model, which are suitable to be adapted and adopted in teaching local Indonesian languages in schools. This research also contributes to the central, provincial, and district governments to apply the laws and regulations that have been developed and implemented.

Keywords: local language death, multilingual, embedded model

Abstrak

Banyaknya kematian bahasa local di Indonesia adalah suatu keprihatinan bangsa yang harus segera diatasi. Penelitian ini bertujuan untuk mendiskripsikan dan mengeksplorasi cara mengatasi kematian bahasa local di Indonesia melalui model-model pembelajaran multibahasa di sekolah-sekolah. Penelitian ini adalah studikepustakaan yang menelaah dan menganalisa hasil-hasil penelitian terdahulu yang telah dipublikasikan terkait dengan pembelajaran multilingual di Indonesia. Hasil penelitian ini menemukan dua model pembelajaran yakni multilingual simultaneous-sequential model dan embedded multilingual model yang cocok diadaptasikan dan diadopsikan dalam pengajaran bahasa-bahasa local Indonesia di sekolah-sekolah. Penelitian ini juga berkontribusi terhadap pemerintah pusat, provinsi dan kabupaten untuk mengaplikasikan peraturan perundang-undangan yang telah disusun dan diterapkan.

Kata kunci: kematian bahasa daerah, multilingual, model embedded

INTRODUCTION

Indonesia is one of the countries in the world that has a diversity of cultures and languages as national assets. Diversity has made Indonesian people in this global and digital era a multicultural and multilingual

society that should be proud and preserved (preservation). Unfortunately, this awareness and pride in cultural and linguistic richness are not directly proportional to people's behavior, where cultural values and regional languages are increasingly eroded by the synthesis of foreign cultures and languages.

As a result, language as the primary identity of a nation is neglected and results in the extinction or death of local languages without proper burial (Bin-Tahir et al., 2019).

It is truly an extraordinary wealth of languages in Indonesia. Approximately 726 regional languages in Indonesia (Crystal, 2000) or 742 local languages (Martí, 2005) or 746 local languages (Rahman, 2007) are the nation's wealth that can be exploited and empowered as potential in facing global world developments in various fields, such as trade, economics, politics, even education.

Based on the results of the study (Rahman, 2007), there are at least 742 regional languages spoken in Indonesia, including endangered local languages. A total of 50 regional languages in Kalimantan are threatened with extinction; 2 of the 13 regional languages in Sumatra are threatened with extinction, and one regional language has become extinct; 36 out of 110 regional languages in Sulawesi are threatened with extinction and 1 regional language has become extinct; 8 of the 50 regional languages in Flores, Timor, Bima and Sumbawa are threatened with extinction; 57 of the 271 languages in Halmahera are endangered and 1 language has gone extinct; in Papua, 9 local languages are declared extinct, 32 languages will soon become extinct and 208 regional languages will be endangered; Whereas in Maluku, there are 22 of the 80 regional languages that are endangered and 11 regional languages have become extinct (Rahman, 2007).

Based on data from the Ministry of Education and Culture, it was found that as many as 11 of the 71 regional languages have been declared extinct, most of which languages originate from the regions of Maluku, North Maluku, and Papua (Antara, 2018). Meanwhile, according to the results of the research of the Maluku Provincial Language Office found that seven languages from 48 regional languages in Maluku have

become extinct, and 22 other regional languages are endangered (Tempo, 2018).

The results of the research and findings above have moved the Maluku provincial government to clean up and anticipate them. This can be seen from the brilliant efforts of the Maluku provincial government to issue Perda No. 14 of 2005 and Bylaw No. 3 of 2009, which regulates the maintenance, preservation, and efforts to facilitate the local language of the Maluku region into the curriculum content of local content in schools. Even though these Perda have not been implemented optimally, at the very least, there has been serious attention from the government in legalizing the importance of preservation and teaching of the Maluku language in schools.

This legal umbrella, of course, can serve as a shelter for observers, researchers, teachers, and language practitioners to initiate and preserve local languages. So the phenomenon of language death, extinction or threat to extinction is not a scourge to be feared, but can be used as an initial and basic discourse for the revival of regional languages in Maluku. This legal umbrella is an opportunity that must be optimized by the government, researchers and practitioners to revitalize and develop local language learning models in schools, both through local content lessons, bilingual, and multilingual learning models, so that local languages remain sustainable as regional and national identities that can enrich the nation's civilization to be more civilized.

Some of the results of previous studies have formulated about multilingual learning in several schools in Indonesia that can be used as references and models of local language learning in multilingual learning models, as has been done by Tahir about the multilingual behavior of students and religious teachers in Islamic boarding schools and how their respect towards multilingual learning (Tahir, 2015), how competencies must be possessed by multilingual teachers before implementing

multilingual learning models in the classroom (Bin Tahir and Rinantanti, 2016), or about language learning in classes where students have multilingual competence (bin Tahir, 2017). In addition, research on multilingual learning models in Islamic boarding schools (Bin-Tahir et al., 2017), multilingual simultaneous-sequential learning models (Bin-Tahir et al., 2017), development of multilingual learning materials in Islamic boarding schools (Robertson, 2019), and how to revitalize Maluku regional languages in a multilingual learning model (Bin-Tahir et al., 2019).

The results of this previous research certainly have contributed in formulating how language learning models in multilingual classes, and generally still focus on teaching foreign languages, namely English, Arabic and Indonesian and these studies have not described the appropriate methods and models that can be adopted and adapted in local language learning. At the very least, previous studies have opened the gate to revitalize the local language in learning in schools. So this paper aims to present the right models and methods to be adopted and adapted in schools where teachers/students have multilingual competence. Thus, this paper is expected to be able to contribute and solutions in preserving local languages in Maluku and to protect them from the threat of extinction and language death.

METHOD

This research uses descriptive qualitative research through literature approach or library research, which is collecting data or scientific papers that aim at the object of research or the process of collecting data that is library or study carried out to solve a problem which is basically based on a critical and in-depth study of relevant library materials.

This study examines published scientific articles related to multilingual learning in Indonesia in the last three years

and then is analyzed qualitatively to see the right model applied in the Indonesian context.

RESULTS AND DISCUSSION

Since the advent of computers, technology has become an important part of developing new technological trends. In 2015, with widely available broadband Internet and established application stores for all types of devices, technological advancements continued and continued to develop.

Multilingualism has an important role in the era of globalization in Indonesia as a tool to encourage competitiveness among individuals, groups, or countries in the world, both in the fields of economy, trade, public policy, politics, and culture and also in the field of education. Linguist experts, especially in multilingual studies have defined multilingualism as the ability of a person or group to speak or communicate in three or more languages (Francis, 1993); (Gorter and Cenoz, 2011).

Multilingual does not mean that someone who uses three or more languages must have the same ability in every language or have a mastery of equivalent language skills in all languages. That is not possible, because an Indonesian, English, or Arabic native speaker may not necessarily master a certain language skill equally, that is, it may be that a native Indonesian speaker is good at speaking skills, but not necessarily competent in reading or writing skills. Cruz-Ferreira stated that multilingualism is not about what some languages can do with the person who masters it, but about what that person is able to do with the languages he masters. In other words, there are people who speak many languages but don't use them actively at the same time and situations in daily communication and this person is referred to as mono-multilingual. Whereas multilingual is a person who masters three or more languages and uses it actively in a

situation and atmosphere simultaneously (Cruz-Ferreira, 2010).

In this globalization era, it has been possible for someone to master more than three languages, so that researchers are interested in studying it. Initial studies of multilingual learning focused on ethnic minority communities and immigrants as well as foreigners in America who are required for students to build a strong educational foundation in the first language (B1), then followed by strengthening second, third or fourth languages (B2, B3, and b4). Then continue learning in two languages (bilingual) or all styles and at least use the primary language or dominant language used in schools. Multilingual learning programs are specific to the context of helping international students. The picture below explains the phase of a multilingual learning program to teach three languages, where the third language is taught as a subject but is not used as the language of instruction in teaching. In other words, a third language is only used to help students who do not understand the language of instruction that must be used by the teacher in the classroom when teaching.

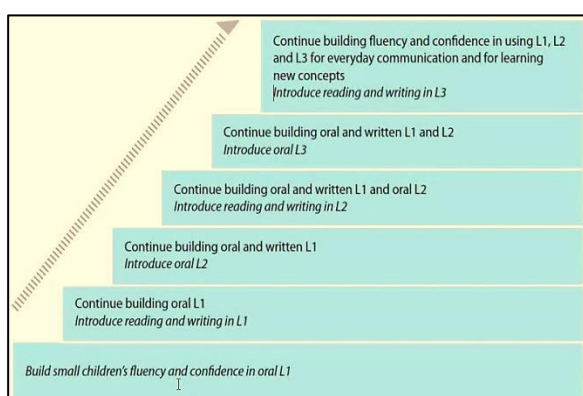


Figure 1.1: Malone Model Multilingual Learning Phase (Malone, 2009)

In the multilingual learning process presented in the picture above shows that the language, culture, knowledge, and experience of a minority or foreign students can form the foundation of their education to add new languages, content, ideas, and new

ways of thinking. In this multilingual learning program, students can build a strong bridge between the first language and other languages just as an addition and not subtractive so that students are able to improve their language skills comprehensively starting with mastering the first language, they will learn the second language, and after being able to speak a second language, they will proceed to the third language learning stage.

This program has indeed been successfully implemented in the United States and several countries, but there are still some shortcomings in this program, namely in the matter of time where learning will require considerable time (time-consuming) in learning, there is a change of language teachers from one phase to another, and the difficulty of identifying the right model for different students so this program needs to be developed and adapted to the conditions of language diversity in Indonesia.

Up to now, there is no standard multilingual learning model that is in line with the conditions of Indonesian language diversity as explained earlier that research related to multilingual learning still focuses on the use of these languages in daily communication in different contexts. The author is aware of this and has tried to design and develop multilingual learning in Indonesia in certain contexts and situations that would provide new discourse and solutions in learning local languages to avoid extinction.

From some of the results of research that the author has done in multilingual learning in Indonesia, it can be explained several models that can be adopted and applied by teachers and practitioners in teaching local languages in Maluku, including:

1. Multilingual Simultaneous-Sequential Model

Multilingual Simultaneous-Sequential Model is a modification of the Malone model with the aim to shorten the time and make the ability to speak three or more languages a habit and make students as multilingualism and not just a mono-multilingualism. This model is a multilingual teaching model in a row and simultaneously teaches three or more languages at the same time or at the same time. But it is focused on the target language to be taught and adjusted to the level of students' language abilities. This model is applied in Islamic boarding schools where students have the ability to speak Indonesian, English, and Arabic so that it can be adjusted to the schedule of language subjects. When the subject hours are English, the target language is English, which is taught using Arabic and Indonesian, as well as during the course hours in both Arabic and Indonesian. The figure below presents a simultaneous-sequential multilingual learning model.

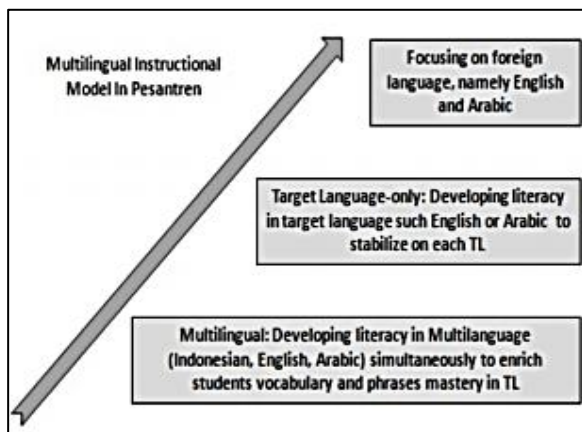


Figure 1.2: Simultaneous-Sequential Multilingual Learning Model (Bin-Tahir et al., 2017)

Figure 1.2 shows that this multilingual learning model consists of several phases to make students from monolingual to multilingual and back to mono-multilingual. This begins with building language

confidence and fluency in students using the first language (L1), second (L2) and third (L3) verbally in daily communication, then strengthening verbal L1, L2 and L3 while introducing reading and writing skills L2 and L3, then strengthens the oral and written abilities of L2 and L3 individually and separately. Furthermore, strengthen reading and writing skills in L2 and L3 and strengthen confidence and fluency in communicating using L2 and L3. This model has been implemented in 4 modern Islamic boarding schools in Makassar and has been tested for its effectiveness and also textbooks for adoption in learning.

2. Embedded Multilingual Model

Embedded Multilingual Model is a multilingual learning model that combines three (3 in 1) or more languages where the target language (TL) is a foreign language and the local language as the second target language (TL2) that is embedded or embedded in learning that combines the dominant language as an introduction both target languages. This learning must be adapted to the school curriculum and empower English teachers who have multilingual competence (English, Indonesian and regional languages) or Indonesian language teachers who master local languages and English and are supported by teaching materials and textbooks as a guide in learning.

This model is the result of research conducted at Al-Hilal IV Laha Elementary School, where it was found that local language learning has not been implemented in schools even though schools have the potential of competent students and teachers. This is because schools and teachers are still in doubt and do not know for sure how to implement multilingual learning in schools. Therefore, the uncertainties of schools and teachers need to be eliminated by explaining the importance of Perda No. 14 of 2005 and Bylaw No. 3 of 2009 in the preservation and teaching of regional languages as well as

facilitating local languages in local content in schools.

As a subject for local content, of course, schools will be overwhelmed in finding and recruiting teachers who have multilingual competence (English, Indonesian, and regional languages), especially in languages and formulating them in the local content curriculum. For this reason, there need to be innovative efforts that can design and provide more economical and practical solutions, namely through embedded multilingual models that are tailored to the school curriculum, the existence of teachers who have multilingual competence, methods, and textbooks that can be used in learning. To further clarify this embedded multilingual model, it can be presented in the figure below:

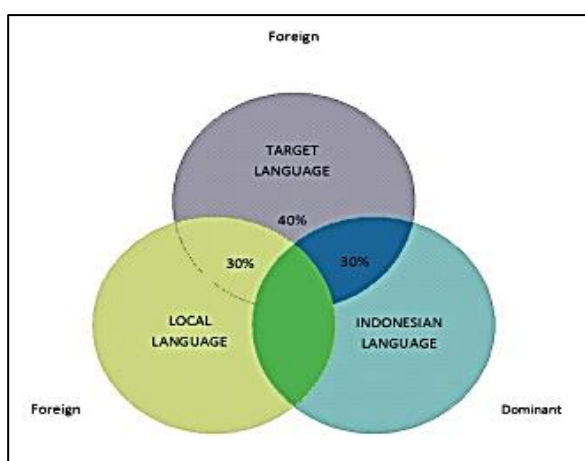


Figure 1.3: Embedded Multilingual Learning Model (Bin-Tahir et al., 2019)

Figure 1.3 shows that this embedded multilingual learning model is done by attaching regional languages in multilingual learning as the second target language (TL2) which is taught at English subject hours as the first target language (L1) by using the help of the dominant language of instruction used by students namely Indonesian. In this model, all languages have their respective portions in their use when teaching. English as the first target language certainly has a greater portion of 40%, while the regional language as the second target language has a

portion of 30%, as well as the dominant language used by students, namely Indonesian has a portion of 30%. This portion is more regulated in lesson plans and textbooks so that they are actually implemented and achieve the desired targets, namely students become students who have multilingual competence and actively use it in language learning.

This model has not been tested in Research and Development (R&D) nor experimentally in small, medium, and large trial stages but has seen students' responses to the implementation of this model where 83% gave positive responses and were interested in learning to use this model. Further research in the development of this model is still in the trial phase, which is delayed due to the situation and conditions of the Covid-19 pandemic that is sweeping the world and specifically in Maluku.

CONCLUSION

Based on the results of the discussion above, it can be concluded that in order to prevent the extinction of 22 of the 80 endangered regional languages in Maluku, namely by the preservation of the local language of Maluku through multilingual learning models. There are two multilingual learning models that are suitable for adoption and adoption in schools, namely 1) multilingual simultaneous-sequential models that can be applied if students in schools generally have multilingual competencies that are adapted to the curriculum and materials and textbooks in their implementation; and 2) Embedded multilingual model that is by attaching the local language as the second target language (TL2) in teaching English as the first target language (TL1) by combining Indonesian as the dominant language. Each language has its own portion, where TL1 has a 40 percent portion, TL2 has a 30 percent portion, and the dominant language, namely Indonesian, has a 30 percent portion. This model can be applied to students who do not have English

and local language competencies by considering the existence of teachers in schools who have multilingual competence and are supported by materials and textbooks in its application. These models are a solution for schools that are hesitant to interpret local regulations and assist government programs in preserving local languages. If these models are applied, the extinction of regional languages in Maluku can be avoided.

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