

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Fostering Multilingual Education has been conducted by education policy in Indonesia in the early years of elementary schools' learners. It is supposed to prioritize Bahasa Indonesia as a national language, to preserve regional languages, and to strengthen foreign languages. Bahasa Indonesia is the language of instruction as implied in the Act of Education Number 20/2003. With reference to the Act 20/2003, Bahasa Indonesia should be taught and cannot be displaced. It is used as the instructional medium, even in bilingual schools. In addition to this regulation, Indonesian education should enhance the development of foreign language mastery to learners. The use of foreign languages should be compulsorily taught at schools in addition to Bahasa Indonesia.

Moreover, The Rencana Pembangunan Jangka Menengah Nasional (National Medium Term Development Plan of Indonesia) IV 2020-2024 and The Rencana Strategis (Strategic Plans) of Badan Pengembangan dan Pembinaan Bahasa 2020-2024 enforces literacy, innovation and creativity in maintaining local language (bahasa daerah) and national language (bahasa Indonesia). RPJMN and the final version of the national RENSTRA strongly explain that the learners' first language could be used as the language of instruction in the early grades as a means to diversify curriculum implementation. The success of this first language use should be well adopted by the stakeholders at regency context as supported in the Act of the National Educational System (No. 20 Year 2003, Chapter VII, Article 33) which expose these three main

domains: (1) Indonesian as the state language becomes language of instruction in national education; (2) local and regional languages can be used as languages of instruction in the early stage of education as far as they are needed to transmit certain knowledge and/or skills; (3) foreign languages can be used as language of instruction at certain levels of education to strengthen learners ability in foreign languages. This causes the chances where people in Indonesia can be bilingual or multilingual.

In regards to educational regulations in RPJMN and Renstra 2020-2024, Multilingual Education is as the goal of language education in Indonesia today. According to Goh and Silver (2004), multilingualism is a situation in society in which more than one language exists. A community of certain society tends to be bi- or multilingual who use more than one language. A multilingual person uses multiple languages to communicate with others either in receptive (reading and listening) or productive skills (writing and speaking). Moreover, Kress and Van Leeuwen (2011:89) elaborate multilingualism as the communication process among interlocutors from different linguistic, cultural, social and historical backgrounds and status in each community including manner, mode, and medium of communications in specific context of situations. Multilingualism also exists in the education process which is called multilingual education.

Multilingual education system is the process of education in which learners are encouraged to use an official language of instruction and also possible to learn the other languages that they are familiar with. UNESCO (2003) declares multilingual education is the use of at least three languages of instruction: the first language, national language and international language. The language of instruction itself refers to the language used

for teaching the basic curriculum of the educational system. In Indonesia, the use of those three mentioned languages at schools may describe the phenomenon of multilingual education.

In fact, the effort of gaining this goal of multilingual education is not easily achieved by most teachers and learners in Indonesia elementary schools. They often find some difficulties in mastering Multilingual Education on Local Language, National Language and International Language. Ideally, Bahasa Indonesia is as a formal instructional language used in all schools, but unfortunately, some elementary teachers and learners in most rural areas use local language as their first language acquired from home. They do not use Bahasa Indonesia as their first language in formal or informal communication. For example, the use of first languages such as Javanese, Bataknese, and Sundanese, Minangnese are dominantly used by learners in rural learning environments. They passively understand Bahasa Indonesia at schools. Moreover, the problem occurs then, teachers and learners in urban areas (city) are reluctant to use local language in their communication. They cannot speak any kind of local language because they do not acquire it from home.

Consequently, most teachers cannot use local language, even in active or passive communication. They only use Bahasa Indonesia as the one and only language they use in daily communication, either formal or informal situations at elementary schools. Meanwhile, learners in almost rural learning environments used local language in communication at schools. These situations are not intended to propose the bi/multilingual education in Indonesia today. It is not in line with the requirements of

our curriculum and language policy on mastering Bahasa Indonesia, using local language and learning international language.

Based on the researcher's observation when conducting in-service training activities in Karo regency, learners dominantly use Bahasa Karo and Bahasa Indonesia as their first language, either in active and passive communication at schools. They do not use Bahasa Indonesia moreover English. The oral use of local language as learner's medium of communication is very dominant. The use of Bahasa Indonesian is not dominant because there were only few children used Bahasa Indonesia at school. It becomes the 'sub-national' language in children's communication in Karo regency. At present, most elementary learners in Karo use Bahasa Karo (in sub-urban area) and only few of them use Bahasa Indonesia (in urban area). It is the language opposite to the curriculum. All subjects of study are taught in the national language. Most teachers also used Bahasa Indonesia as the medium of instruction in the classroom interaction. Moreover, the problem occurs in English foreign language learning, teachers and learners find difficulties in using English as the medium of instruction in English classroom because some learners use their first language (Bahasa Karo and Bahasa Indonesia), while teacher should use English in English foreign language classroom.

Based on the preliminary data that was gathered by the researcher when she conducted a service training program in Karo regency, the spreading use of languages are distributed in Table 1.1.

Table 1.1 The Dominant Language Use at Elementary Schools inKaroRegency

Language Use in Context	Kinds of Language	Places of Language Use
Daily Communication	Bahasa Karo (sub-urban) Bahasa Indonesia (urban)	Public Places, Informal Courses
Classroom Interactions	Bahasa Karo (sub-urban) Bahasa Indonesia (urban)	Classroom & Laboratory
School Socialization	Bahasa Karo (sub-urban) Bahasa Indonesia (urban)	School & Environment
Family Interactions	Bahasa Karo (sub-urban) Bahasa Indonesia (urban)	Home, House, Room

It clearly shows that the most dominant languages used by learners at elementary schools in Karo Regency are Bahasa Karo and Bahasa Indonesia. Those two languages become the first language they use either at home and school. Learners in sub-urban area tend to use Bahasa Karo and learners at urban area tend to use Bahasa Indonesia. None of them are able to use English as the medium of instruction in any kinds of communication context, even though Karo is one of attractive regency for international culture and tourism. Moreover, some teachers are not coming from the local area so that they cannot master Bahasa Karo to teach multilingual education to the elementary learners. Teachers tend to speak Bahasa Indonesia, but some learners speak Bahasa Karo and few of them use Bahasa Indonesia. This gap caused some difficulties in multilingual communication.

Monolingual Education dominantly happened in English classroom interaction. Teachers try to use English, but learners use Bahasa Karo and Bahasa Indonesia as their first language. Learners actually understand the meaning of teachers' expressions but they are not able to express it in English. It shows that multilingual education has not been reached in Karo regency. Some expressions in instructional interaction occurred in monolingual education in English foreign language classroom. Teacher speaks Bahasa English while some learners respond it byusing Bahasa Karo and others use Bahasa Indonesia. Those expressions are described in Table 1.2.

Table 1.2 Students-Teacher's Monolingual Education in English Language Learning

No	Teachers' Questions	Learners' Responses
1.	<i>What are you doing on Sunday?</i>	SL: <i>makan, tidur, nonton TV, miss</i> TL: eat, sleep, watch TV, miss
2.	<i>Mention 5 examples of verbs that you know!</i>	SL: <i>man, tunduh, baca, redakan, kerja, erlagulagu</i> TL: eat, sleep, read, cook, work, play, travel
3.	<i>Who knows, how to say 'lampu' in English?</i>	SL: <i>lakuteh kai maksudndue, miss</i> TL: we don't know what you mean, miss....
4.	<i>Mention your parents' job!</i>	SL: <i>Permakan, Perjuma, Ertukkang, Ersabah, Kirohrohtaneh</i> TL: stockbreeding, farmer, labor, farm worker
5.	<i>Mention your duties as a student!</i>	SL: <i>Ndedah, Muro, Kujuma, Erdakan</i> TL: farm guarding, farming, cooking
6.	<i>Tell your experience during the last holiday!</i>	SL: <i>Pengalamanapa, miss?</i> <i>Kami sudahliburseminggu</i> TL: What experience, miss? We are free in one week
7.	<i>Mention 5 examples of adjectives that you know!</i>	SL: <i>siparilamehuli, sipatimehuli, melias, metami, merambit, bujur</i> TL: bad character, good character, very good, persuasive, talk-active, kind-hearted

No	Teachers' Questions	Learners' Responses
8.	<i>How is the nature of Batu Karang area?</i>	<i>SL: Melalacina, melala kopi</i> <i>-Bas juma kami nuanjong, miss</i> <i>-Lit kangjong e bas sampingsekolah</i> TL: many chilies, many coffee In the farm, we plant corns There are corns also besides school
9.	<i>Do you know the examples of prepositions?</i>	<i>SL: di depan mana, miss? Nggak tau, miss ...</i> TL: in front of what, miss? We don't understand it.
10.	<i>Mention human five senses!</i>	<i>SL: Ise Indra e, miss? La lit jendagelarnaindra miss</i> <i>-Kai pancainderae , miss?</i> <i>LabopernahkubegiPancaIndera,miss</i> TL: - Who is Indra, miss? There is no Indra here. - I never heard it...

This phenomenon happened in monolingual interaction between teacher and learners in English language learning where the teacher tries to use English, but it is very difficult for the learners to respond it in English. Meanwhile, some learners used Bahasa Karo and the other used Bahasa Indonesia as the medium of instruction in English language learning. Obviously, this situation is very contradictory to the language policy and curriculum requirements in this country in which multilingual education on local, national and international languages should be mastered by elementary level learners.

The issue of using First Language-Based Multilingual Education (FL-BMLE) at Elementary Schools becomes one of the solutions to overcome this monolingual education problem. It has been globally grown as the importance of current educational research in some countries, like Philippines, Zimbabwe and Papua. However, very little

attention has been specifically given to this issue in Indonesian public schools, and there was very limited study had been conducted to investigate the first language used in English language learning in remote learning environment especially. For example, Usadiaty (2009) declares that using Bahasa Indonesia interchangeably with English in multilingual learning process improved the concepts and rules for teaching learners to write English tenses achievement. This research emphasizes the correlation between first language uses to the multilingual mastery for public schools in Indonesia, even though there is still little related research to investigate it before.

Clark (2009) explains first language is a language that one acquires from birth and native languages are regarded as first languages, while non-native languages are referred to as second languages. One is possible to master more than one language as their first language and followed by the foreign language as the second one. A first language is a language that babies acquire from birth until about 6 or 12 years old (Dutcher:1997). Children tend to learn idiomatic expressions, sentence structures, and many more areas since they use their first language at young ages. They learn the language naturally and effortlessly by listening to their parents communicating with it to them, or even listen to other kids' conversations. The first language can be the language of instruction for pre-primary and primary levels because it is used as the initial language of instruction and language of literacy for the young learners (Konsonen: 2009). It is an active basic education which starts in the learner's native language and followed by introducing one or more other languages in a structured manner, linked to children's existing and understanding their first language. Thus, the first language skills need to be built up in early life as a foundation for further new language learning.

First language (L1) can be defined as the language that a speaker: (a) has learnt first; (b) identifies with; (c) knows best; (d) uses most since birth and young ages until they competently speaking (UNESCO: 2005). Moreover, this first language might be the most competent language mastered by children used to learn academic content at the appropriate age level (Kosonen: 2009). This emphasizes first language as competent language used by children in learning academic content at school effectively. While, Multilingual Education (MLE) refers to the use of more than one language as the language of instruction and literacy, and through which learning of concepts and curriculum contents takes place. Multilingual people may consider several languages as their first languages to be used in multicultural communication process. First language competently help learners to master the new other foreign languages as the multilingual speakers.

Furthermore, FL-BMLE refers to the use of L1 as the language of instruction in the early grades of multilingual learning environment (Bender et al., 2005; UNESCO, 2003). The use of L1 is introduced as the language of instruction medium that can facilitate fundamental learning of literacy and numeracy. In this case, the language of instruction is the national or official language (L2) and the first language (local or regional language) used by the teacher to ease L2 learning. In multilingual contexts, there are local languages spoken that differ from the national language, it is rare that the L1 is used as language of instruction beyond primary school, and it is very often the case that it is used only in the early grades—grades one, two, and sometimes three (Alidou et al., 2006). It is meant to gain the significant roles of language for literacy and numeracy for children level since they can express himself/herself easily in their

first language which all known well. There will be no fear to make mistake and they are happy in learning by using the well-known language in L1. Learning by using L1 in multicultural situations encourages active participation by children in the learning process because they understand what is being discussed and what is being asked of them. They can immediately use their first language to construct and explain their world, articulate their thoughts and add new concepts to what they already know. Consequently, using L1 enables learners to study literacy and numeracy interchangeably with other new languages in L2 and finally let them to be multilingualism.

FL-BMLE is using learners' first language as a medium of instruction in implementing the curriculum contents in a given educational system or a part of curriculum will be successfully taught and learned by using L1 (UNESCO: 2005). The FL-BMLE movement is an attempt to create equitable educational opportunities for indigenous language speakers in order to master L2 because it can increase access and quality of education by providing instruction in the first language as the language of literacy and instruction in multilingual education (MLE). In FL-BMLE, learning starts in the learners' first language (L1), and the second language (L2) as well as additional languages are gradually introduced later. In first language-based classrooms, children are more active and participatory since they feel more comfortable asking and answering questions, sharing their thoughts, and doing things on their own languages. The elementary learners gain literacy skills under the FL-BMLE in terms of:

- 1) Learners learn to read more quickly when by using their first language (L1);
- 2) Pupils who have learned to read and write in their first language learn to speak, read, and write in a second language (L2) more quickly than those who are taught in a second language

firstly; and 3) In terms of cognitive development and its effects another academic areas, pupils taught to read and write in their first language acquire such competencies more quickly (Philippines Department of Education, 2009, p. 1). FL-BMLE quickly processed children's language learning mastery of four language skills on reading, writing, listening and speaking.

In Indonesia, FL-BMLE becomes the government national policy within the RPJMN and RENSTRA 2020 – 2024. It has committed to ensuring children who live in remote and rural areas can be taught in the first language until the 3rd grade. FL-BMLE is also regulated in UU Sisdiknas Number 20 Year 2003 about the use of local language for elementary school learners in rural areas. Peraturan Daerah (Perda) Papua Nomor 3/2013 Pasal 22:2 also emphasizes that local language can be used as the instructional language at schools if Bahasa Indonesia cannot be used as the instructional language in language teaching. This means that learners should be allowed to use their own first language even in local language or Bahasa Indonesia as the instructional language at schools. Even though learners' first language was not a dominant language used at that school, it should not be banned to be used at schools.

English language learning as a part of the standard curriculum for some schools in Indonesia should be taught at elementary schools today. That's why this FL-BMLE program will be developed to design a new grand master of learning model based on FL-BMLE to be useful in English language learning for teachers and learners in remote learning area. The use of FL-BMLE in English language learning is felt to have many benefits, the use of the first language can foster learner self-confidence, a sense of comfort and security when learners study in class, and learners are more enthusiastic

and respond quickly to material and teacher explanations. In addition, the material can be delivered properly and maximally, and learners can understand the explanation of the learning material and outcomes delivered by the teacher. Another positive thing is that learning time is more efficient because the teacher is more focused on explaining the material than having to translate Indonesian into the local language or first language.

L1-based MLE programs have been rapidly implemented over the past two decades. In 2016, under the supervision and fundamental support from the United States Agency for International Development (USAID), the World Bank and EGRA, FL-BMLE had been implemented in 72 countries and an estimated 129 languages at elementary learners' levels (Dowd & Barlett, 2019). FL-BMLE is an educational program which is fostering the use of L1-based early grade literacy instruction in multilingual classroom. It highlighted the fundamental roles of using first language in early literacy acquisition and getting successful in changing FL-BMLE pilot project into policy-driven learning models (Gove & Wetterberg, 2011). It becomes an education strategy that strengthen a strong case for L1 learning and make it as one of the educational policies appropriately. Consequently, USAID (2012) also needs it to program an instructional design of "appropriate language policies," either as "education technical issues". Therefore, USAID-funded Global Reading Network publishes a document designed in "practical response to requests from USAID's Africa Missions," to assist in program design for L1-based MLE (Alison, 2015, p. 1). The publication highlights many of FL-BMLE component considerations and provides an important list of concrete steps that might be followed to implement L1-based MLE programs, including transfer of skill across languages, language context and mapping, and also

orthography development. Finally, USAID (2015) creates Basic Education Strategy design to support the implementation of L1-based MLE in terms of reference the report and explicit guidance on how to approach this FL-BMLE strategy.

L1-based MLE program design is a pilot project in Papua Province conducted by ACDP (2015) Indonesia has been the outstanding educational issues in multilingual education in Indonesia, but there is a little further discussion of educational research on designing a certain model of FL-BMLE to be seriously focused on elementary learners in English language teaching in other rural learning environment, especially in North Sumatera. Regarding the urgency of FL-BMLE program that had been observed before, it is considered to significantly search the use of learners' first language as the basis to master multilingual education in one of the rural learning environment in North Sumatera Province, it is in Karo Regency. This research is intended to design a learning model of using learners' first languages (Bahasa Karo and Bahasa Indonesia) as the basic to master English as well as in Multilingual Education. Therefore, this research is undertaken to design a model and find out the effectiveness of First Language -Based Multilingual Education in English language learning at Elementary schools in Karo regency.

1.2 The Identification of Problems

Based on the background of the study, this research identifies some problems to focus on the investigation of research problems which encompasses three foci:

1. The rules of Indonesia Education Act No 20/2003, RPJMN and RENSTRA 2020-2024 in Ministry of Education and Culture about the implementation of

FL-BMLE at elementary learners' levels in terms of maintaining local language, using national language and learning international language in oral and written communication.

2. In English language learning, learners and teachers find some difficulties in oral and written communication in terms of the different kinds of languages they use. There are some misunderstandings that occasionally happen within their communication at schools. Teachers who come from outside Karo speak English, while learners in Karo speak both the local language in Bahasa Karo and Bahasa Indonesia.
3. Learners are reluctant to use English, they prefer to use Bahasa Karo and Bahasa Indonesia as the instructional language used in English classroom. They cannot understand the content of English textbooks and feel shy to use English during the teaching and learning process in the classroom.
4. In English language teaching, learners do not understand learning instructions, learning materials and learning evaluation in English textbooks which used English dominantly. It caused teachers are reluctant to teach them English and it has almost never been used at the rural elementary schools. Learners do not like to learn English as the international language. They cannot read, write, listen and speak English in the classroom because the one and only language they mastered is only their local language, it is Bahasa Karo.
5. There is no valid, effective and practical learning model to be implemented in mastering multilingual education in English language learning at elementary schools in rural learning environments.

1.3 The Limitations of Problems

In regarding to the broad previous identification of problems, the researcher limits this study on these following problems only:

1. Designing a First Language–Based Multilingual Education (FL-BMLE) learning model in English language learning.
2. Designing a valid, practical and effective model to cope with learners' needs in learning English at elementary schools in rural learning environments in Karo Regency.
3. First Language-Based Multilingual Education is used as the basic or foundation to learn English at elementary level in Karo regency.

1.4 The Problems of the Study

With reference to the background, the main problem is formulated as the following:

1. How is the design of FL-BMLE model to meet with the learners' needs in English language learning at elementary schools in Karo Regency?"

Furthermore, in order to answer the main problem above, some research questions are proposed as follows:

2. What is the validity level of FL-BMLE model to meet the learners' needs in English language learning at elementary schools in Karo Regency?
3. What is the practicality level of FL-BMLE model to meet the learners' needs in English language learning at elementary schools in Karo Regency?

4. What is the effectiveness level of FL-BMLE model to meet with the learners' needs in English language learning at elementary schools in Karo Regency?

1.5 The Objectives of the Study

In relation to the problem of the study, the objectives of this study are:

1. to create the design of FL-BMLE Model to meet with the learners' needs in English language learning at Elementary Schools in Karo Regency.
2. to evaluate the validity level of FL-BMLE model to meet with the learners' needs in English language learning at elementary schools in Karo Regency.
3. to elaborate the practicality level of FL-BMLE model to meet with the learners' needs in English language learning at elementary schools in Karo Regency.
4. to investigate the effectiveness level of FL-BMLE model to meet with the learners' needs in English language learning at elementary schools in Karo Regency.

1.6 The Significances of the Study

The findings of this study are expected to have both theoretical and practical significances as intended in the following:

1. Theoretically, the findings are expected to be useful to increase some knowledge, new theories and information in maintaining the first language for gaining multilingual education at elementary schools in Indonesia.

2. Practically, the findings are expected to be useful for:

- The classroom teachers apply the appropriate language policy which is intended to gain language maintenance through teaching and learning process in the classroom interactions. They evaluate how they taught the languages for children to be actively participating in the classroom in order to create active communication and avoid misunderstanding within an oral or written communication with their learners.
- The learners improve their skills in using language appropriately, language as first language, national language and international language. It causes the successful learning experience and effective communication in their daily life.
- Teacher's training colleges and institutions (LPTK) upgrade their level training meant to prepare teachers for rural and remote areas, developing language curriculum that includes multiple languages, teachers' evaluations and the development of teaching resources.
- The Educational administration at the provincial and regency level necessary to support FL-BMLE for every elementary school. The government as they evaluate language policy within their educational framework, especially in terms of language maintenance and preservation. The support can be provided in the form of books or other learning sources provision, teacher guides, educational aids and facilities, and evaluation mechanisms.

1.7 The Limitations of Terms

There are some related terms that can be defined in this study, namely:

1. Model

The definition of model in this study is a pattern or conceptual framework which is used as the guidance to plan and realize a process in order to achieve the existed objectives.

2. Learning Model

Learning model is a planor pattern which is entirely covered to help learners in achieving a certain knowledge, attitude and skills.

3. First Language

Tulasiewicz (2015) defines first language as a person's native languageacquired from birth andit is also called as mother tongue, dominant language, home language, and native tongue.

4. Multilingualism

Goh and Silver (2004) explain multilingualism is a situation in society in which more than one language exists. Multilingual education refers to the use of more than two languages as the medium of instruction in schools.

5. Multilingual Competence

Multilingual Competence Means to be familiar with two or more languages on the basis of how these languages are used in different contexts.

6. First Language - Based Multilingual Education (FL-BMLE)

FL-BMLE is the use of first language (L1) that is proficiently mastered by learners in the beginning literacy (reading and writing) and curricular content to master other new languages (multilingualism). L2 is systematically taught in oral and written communication from the transferring literacy and knowledge of familiar language (L1).

7. Communicative Approach

Communicative Approach is an approach for second and foreign language teaching which mainly focuses on developing communicative competence and meaningful purposes in authentic situations.

8. Development

Development is a process that produces a detailed systemic product which is finally evaluated to have the valid, practical and effective product.

9. Learning Model Development

Learning model development is a process to produce an FL-BMLE model which is valid, practical and effective.

10. Validity of Learning Model

A learning model is valid if the validator team (expert and practitioner) reveal that the model must be based on the theoretical rationale and there is consistency among the components internally.

11. Practicality of Learning Model

The Learning Model is practical if the validator team (expert and practitioner) reveal that the model must be based on the powerful theoretical and experimental concepts that can be implemented in the field, validating the developed teaching kits and achieving the high possibility of product implementation.

12. The Effectiveness of Learning Model

Learning Model is effective if the result of FL-BMLE model implementation by using the developed teaching kits in English language teaching shows the achievement of gaining the minimum criteria of learning mastery (KKM), creative thinking, time allocation among teachers and learners' activities, and learners-teachers' positive response teaching components and activities.

13. English Language Learning

English Language Learning in this study refers to the activities among learners and teachers as non-native speakers to achieve English learning objectives at elementary levels in Karo regency.

14. Learners' Activities

Learners' activities are the learners' involvement in learning English by using FL-BMLE model to enable them as multilingual speakers. The activities encounter verbal and non-verbal communication among learners and teachers, learners and teaching materials.

15. English Test

English learners' competence in the four language skills (reading, listening, writing and speaking) can be evaluated by conducting an English test. This is a test used to measure learners' achievements in English language learning of grade IV at elementary schools in Karo Regency.

