

# Revitalizing The Maluku Local Language In Multilingual Learning Model

Saidna Zulfiqar Bin-Tahir, Hanapi Hanapi, Nuril Mufidah, Abd Rahman, Varissca Utari Tuharea

**Abstract**— 11 of 71 languages that have been declared extinct and most of them come from Maluku, North Maluku, and Papua. To prevent the extinction of some local languages of Maluku, the general objective of this study is to revitalize one of the local languages of Maluku (Laha Language) in the multilingual learning model in Elementary School (SD). Whereas the specific objectives are 1) analyzing the needs of students in multilingual learning namely Laha, Indonesian and English, 2) exploring what methods are appropriate to be used by teachers in teaching Indonesian-English with the use of local languages, 3) designing material (Syllabus, RPP, and Course book) regional language learning in multilingual learning. This study applied a research and development (R&D) approach. In this case, the researcher employed the R&D model developed by Borg & Gall. The cycle-shaped R&D steps include: a review of research findings, developing products based on these findings, testing in the field with settings according to where the product will be applied, and revising them based on the results of field tests. This process continued to be repeated until the product being developed is by the objectives set. However, this article only focused on identifying learning and analyzing the needs of fifth-grade students who will be taught in multilingual learning. The results of this study will contribute theoretically and practically as an additional reference and information for empowering local languages in multilingual learning, which will certainly avoid this local language from the threat of extinction. The results also expected to be a reference for the researchers themselves and the following researchers to design and develop teaching models and multilingual textbooks for students in elementary schools, especially at SD Alhilar IV Laha, Ambon.

**Index Terms**— Indonesian local language, embedded-multilingual, teaching model.

## 1 INTRODUCTION

Indonesia is a country that is rich in culture and language, which makes it a highly multicultural and multilingual society in this global and digital era. The support of the community's desire to respect the ancestral cultural heritage and be proud of Indonesian-Indonesian indigenous culture is the principal capital. However, that awareness and recognition are not in accordance with the cultural behavior of the community. So that the values and cultural elements are increasingly eroded by the synthesis of foreign cultures that are very different from Indonesian culture or may be contrary to the Indonesian context. As a result, language as an element and the primary identity of a culture is ignored and has an impact on extinction.

Indeed 726 local languages in Indonesia [1], [2] or 742 languages [3] or 746 local languages [4] represent the wealth of the Indonesian as a potential in responding to the development of information and enlightenment in various fields, such as; trade, economics, politics, education, and religion. This wealth cannot be proud of if it cannot be empowered as a national identity, especially if it leaves to extinct slowly without realizing the influence of modernization, foreign culture, and indifference to the existing of the local language.

Based on the research results of Rachman [5], there are at least 742 languages spoken in Indonesia, including those in endangered languages. Extinction of local languages including; 50 local languages in Kalimantan that are endangered; two of the 13 local languages in Sumatra are threatened with extinction, and one language is extinct; 36 of the 110 local languages on Sulawesi are threatened with extinction, and one language is extinct; 22 of the 80 languages in Maluku are endangered, and 11 languages are extinct; 8 of 50 languages in Flores, Timor, Bima, and Sumbawa are threatened with extinction; 56 of 271 languages are threatened with extinction on Halmahera, and one language is extinct. In Papua, nine languages were declared extinct, 32 languages were soon extinct, and 208 languages were threatened with extinction. Based on data from the Ministry of Education and Culture in 2107, as many as 11 languages from 71 languages were declared extinct, and most of them came from Maluku, North Maluku and Papua [6]. While the results of the research of the Maluku Provincial Language Office record seven languages from 48 local languages in Maluku are extinct, and 22 other languages are threatened with extinction [7].

The effort of the Maluku provincial government deserves a thumb up by issuing Perda No. 14 of 2005 and Perda No. 3 of 2009 in maintaining, preserving and facilitating local languages as local content curricula in schools even though they have not been implemented optimally. However, the extinction phenomenon and the threat of extinction of local languages is not a scourge that should be feared but instead used as an initial discourse and the basis for the revival of regional languages in Maluku. This opportunity must undoubtedly be used by the government to revitalize the regional languages in the multilingual learning model in schools so that the regional language remains sustainable as a national identity and can enrich the treasures of a more

- Saidna Zulfiqar Bin Tahir is currently a lecturer at Universitas Iqra Buru, Maluku, Indonesia. E-mail: [saidnazulfiqar@gmail.com](mailto:saidnazulfiqar@gmail.com)
- Hanapi Hanapi is currently a lecturer at Universitas Iqra Buru, Maluku, Indonesia. E-mail: [hanapiunigbu@gmail.com](mailto:hanapiunigbu@gmail.com)
- Nuril Mufidah is currently a lecturer at UIN Maulana Malik Ibrahim Malang, Indonesia. E-mail: [nurilmufidah86@gmail.com](mailto:nurilmufidah86@gmail.com)
- Abd Rahman is currently a lecturer at Universitas Iqra Buru, Maluku, Indonesia. E-mail: [abdrahman@gmail.com](mailto:abdrahman@gmail.com)
- Varissca Utari Tuharea is currently a student at Universitas Iqra Buru, Maluku, Indonesia. E-mail: [varisscatuharea@gmail.com](mailto:varisscatuharea@gmail.com)

civilized civilization.

Some of the results of previous studies that have formulated about multilingual learning in Islamic boarding schools in Indonesia can be used as references and models of local language learning with multilingual learning models, as has been done by Bin-Tahir [8] about multilingual behavior in Islamic boarding schools, how the Santris behave and clerics on multilingual learning in boarding schools [9], multilingual teacher competencies [10], multilingual learning in boarding schools [11], multilingual learning models in boarding schools [12], multilingual teaching models sequential-simultaneous [13], and the development of multilingual learning material in boarding schools [14]. The results of this previous study have formulated multilingual learning models in Indonesia but are still focused on teaching foreign languages, namely English, Arabic, and Indonesian, and have not formulated local language learning in them. At the very least, the results of this study have been able to describe the methods and models of multilingual learning that can be adopted and adapted to revitalize the local language in the multilingual learning model.

## 2 REVIEW OF LITERATURE

Multilingualism has played an essential role in the era of globalization as a tool to encourage competitiveness between individuals, groups or countries in the world, both in the fields of economics, trade, policy, politics, culture, and also education. Experts define multilingualism itself as the ability to speak or communicate using three or more languages [21], [22], [23], [24].

Multilingual does not mean that the language used must have the same ability in each language or master all the language skills that he has, because even a native English does not necessarily master all English skills (listening, speaking, writing and reading) especially if you have the same ability the in many languages. Cruz-Ferreira [25] states that multilingualism is not about what some languages can do with the people who master it, but about what that person can do with several languages. It means that there are people who master several languages, but they do not actively use them at the same time and circumstances in daily communication, so they are called mono-multilingual. As such, a multilingual person is actively mastering and communicating in three languages or more in the same situation while mono-multilingual people are masters of three languages or more and use the language separately [26].

Several studies on multilingualism have been conducted by several researchers, including; Poudel [27] conducted a study entitled "Teaching in Multilingual Classrooms of Higher Education" in Nepal, he used 20 teacher samples from four campuses in Kathmandu and 30 selected students from these campuses. He focused on group discussions to get real information from the informants. His findings show that in classrooms at universities, both teachers and students are delighted with multilingual use as a medium of instruction. The same study was also conducted by Basturk and Gulmez [15] entitled "Multilingual learning environment in French and German language teaching departments in Turkish universities." They found that using English to teach French

and German as well as Turkish as a medium of communication in the classroom can create a multilingual learning environment, facilitate vocabulary learning, maintain the integrity of language input, and help students think and act in that language.

Several previous studies also contributed theoretically to this study. Among other things, Tahir [16] has investigated the multilingual behavior of IMMIM boarding students; He also measured the attitudes of students and teachers towards multilingual education in Islamic boarding schools [17]; multilingual teaching and learning strategies and methods applied by multilingual teachers [18]; multilingual teacher / lecturer competence in teaching English [19]; a model of multilingual teaching and learning; and he also measures the effectiveness of a multilingual simultaneous, sequential approach [20].

The multilingual learning model for language learners in boarding schools as described by Bin-Tahir et al., is a multilingual simultaneous-sequential and Target Language-Only model based on the class or level of ability of students. Among them, there are several gradations, depending on the needs of students. The figure below describes the program phase in the multilingual learning model set for *pesantren* students.

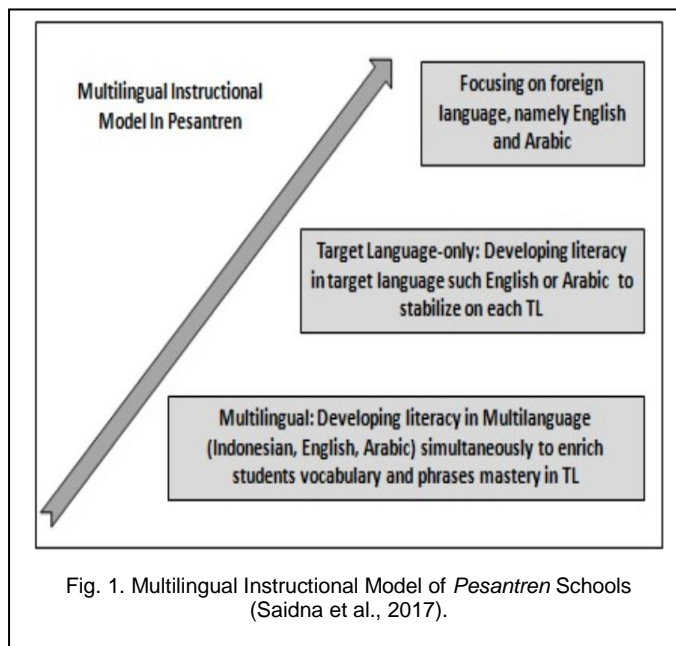


Fig. 1. Multilingual Instructional Model of *Pesantren* Schools (Saidna et al., 2017).

Figure 1 shows that the multilingual learning model of *pesantren* schools applies a sequential-sequential model with several phases to create students from monolingual to become multilingualism and then to become mono-multilingualism. It starts with building students' fluency and trust in using B1, B2, and B3 verbally for daily communication, then building oral B1, B2, and B3 by introducing reading and writing B2, and B3, then building B2 on oral and written and B3 individually and separately, then build reading skills, write on oral B2 and B3, and build fluency and confidence in using B2 and B3 in the monolingual class. The multilingual learning model in the *pesantren* has measured the effectiveness of its implementation so that it can be adapted in revitalizing the

local language in the multilingual learning model in Indonesia, especially in Ambon. With the hope that this model can become a guideline in this research to provide solutions to the extinction of several local languages in Maluku.

### 3 METHOD

This study aims to develop multilingual learning material, so this type of research includes research and development (R&D). In this case, the researcher used the R&D research model developed by Borg & Gall. The cycle-shaped R&D research steps include: a review of research findings, developing products based on these findings, testing in the field with settings according to where the product will be applied, and revising them based on the results of field tests [28]. This process continues to be repeated until the product being developed meets the stated objectives. The procedure for R&D can be detailed in the ten steps below:

Initial research and information gathering. This activity includes needs analysis, literature review, little research, and reviewing the results of recent research related to syllabus, lesson plans, and textbooks to be developed.

Planning includes designing a syllabus, lesson plans, and textbooks, identifying the activation of the learning process, and small-scale trials.

Development of the initial product format. At this stage, it involves the development of the material, procedures, and assessment instruments.

Initial field test. At this stage, field trials were carried out on a limited and small scale located at Al-Hilal IV Elementary School in Laha. The main product revision, which is to revise the product according to the results of the initial field test beforehand. Main field test. At the field test stage carried out more broadly and on a larger scale. Operational product revisions. At this stage, revisions are made to the product in accordance with the results of previous field tests. Test the field operationally. At this stage, the product of the development process that has been carried out is applied at the field level with standard operational procedures in accordance with the set conditions as this product will be applied and without assistance by the researcher.

It is revised the final product. At this stage, the product to be produced is revised for the last time before it is implemented. Dissemination and implementation. This stage is the last stage, where the product has been perfect to be communicated with all relevant parties and subsequently implemented on an extensive scale.

The study in this article is still in the first and second stages only. The earliest stage of R & D research is doing product planning (planning). At this stage include: (1) the product's objectives, (2) the product's target audience, and (3) a description of the product components and how they will be used (Borg & Gall, 1989). The results of this study are input and fundamental in designing and developing Laha language teaching material in multilingual learning.

### 4 RESULTS

The results of this study are divided into two parts, namely language learning at Al-Hilal IV Laha Elementary School and

students' needs for Laha language learning in a multilingual learning model which can be described as follows.

#### 4.1 Language Learning in SD Al-Hilal IV

The results of the study indicate that the teaching of Indonesian at Al-Hilal IV Elementary School is carried out in accordance with the applicable curriculum, namely the K-13 curriculum. While English language learning is carried out as a local content taught for students in grades V and VI. The regional language has never been taught to students because there is no guidance or order from the Ambon city education office about what local language will be taught, who teaches, and how to learn the local language.

The results of the observation also found that Al-Hilal IV Elementary School had the opportunity to implement Laha language learning. It is supported by the presence of two teachers who are native of Laha who master the Laha language (one science teacher and one English teacher), and the majority of these elementary school students are Native Laha residents, although only 2% of students know the Laha language. This potential should be used for learning local languages, especially the Laha language, as an introduction to local languages and preventing them from extinction.

#### 4.2 Students' Need in the multilingual learning model

From the results of the needs analysis obtained through questionnaires distributed to students, it can be described in table1 below.

Table 1 above shows that the majority of students have never studied English (98%), and all students have never studied Laha (100%). 93 percent of students want Laha language learning in bi/multilingual learning models that are embedded or mixed with English as a language that is still unfamiliar to those who are adapted to the curriculum in schools (89%) and are reserved for beginner level (99%). Teacher's environment and competence are very supportive (91%), but students and teachers certainly need Laha language textbooks (98%), which will be used to analyze learning objectives.

Laha language materials and textbooks focus on listening

TABLE 1  
NEED ANALYSIS RESULTS

No	Domain	Sub-Domain	Percentage (%)
1	Learning Need	Background of English learning	2.7
		Background of Laha language learning	0.0
		Monolingual	7.7
		Bi/multilingual	93.0
		Embedded/Mix to Indonesian	41.1
		Embedded/Mix to English	59.0
		Adjusting to existed-curriculum	98.0
		Basic skill	99.0
		Intermediate skill	0.1
		Environment support	87.8
		Available teacher	91.1
		Coursebook	98.2
2	Target Need	Listening	78.3
		Speaking	95.5
		Writing	23.2
		Reading	34.5
		Vocabulary/Phrases	97.8
		Grammar	21.1
		Daily dialogue	89.1
		Written spelling	86.2
		Exercise	67.3
		Using the picture in the layout	94.3

and speaking skills (95%) which contain vocabulary and



general expressions (97%) supplemented by daily dialogue (89%) harmonized with reading and practice (86%). The layout of the learning material is presented by using images to be more attractive to students (94%). The results of the analysis of student needs will serve as guidelines in preparing local language learning material (Syllabus, RPS, and textbooks) in the multilingual learning model for fifth-grade students of Al-Hilal IV Elementary School Laha.

## 5 DISCUSSION

Based on the results of the above research, it was found that regional language learning had not been applied at Al-Hilal IV Laha Elementary School even though the school had competent school resources and teachers in the Laha language. School and teacher doubts need to be eliminated by explaining the importance of Perda No. 14 of 2005 and Perda No. 3 of 2009 in maintaining and preserving and facilitating local language as a local content curriculum in schools.

As a local content, of course, schools will be overwhelmed in finding and recruiting regional language teachers, especially Laha language and formulating the Laha language learning curriculum. For this reason, it is necessary to have innovative efforts that can provide solutions for schools in teaching more economical and targeted local languages, namely through embedded-multilingual learning models that are tailored to the school curriculum, empower existing teachers, methods and materials or textbooks to be used in learning (Cunningsworth, 1995; Graves, 2000). For more details, embedded multilingual model can be seen in the figure below.

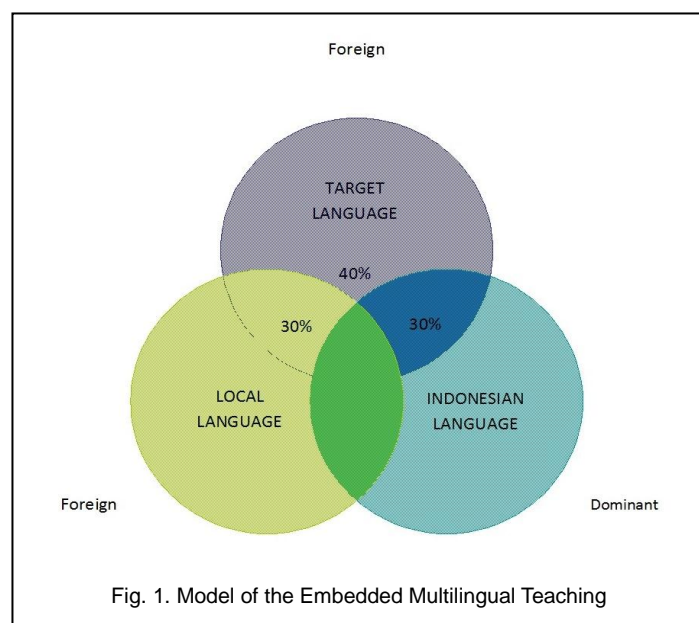


Figure 3 above shows that the embedded-multilingual model must be preceded by an applicable plan or curriculum by empowering existing competent teachers by combining the target language (TL1) as a foreign language with the target language two (TL2) also as a foreign language and mixing the dominant language (L1) with the 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 differ 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). That is, in addition to continuous multilingual learning from the first language than the second language, as well as simultaneous learning and ending in sequential also multilingual learning can be done 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. It is because the success of learning in producing quality output is mostly determined by the learner's needs for what will be learned and applied.

## 4 CONCLUSION

From the results and discussion above, it can be concluded that local language learning in Al-Hilal IV Laha Elementary School has not been implemented, but there are potential environments, teachers and students to be applied in learning. To implement Laha language learning in a multilingual learning model, it is necessary to consider student needs, namely the existing curriculum, learning level for beginner, using existing teachers, embedded in English and mixed with Indonesian, textbooks containing vocabulary, dialogue, practice, and equipped with images to better attract students in learning languages especially Laha language in embedded-multilingual learning model.

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