



Conditions for Learning Regional Languages that are Almost Extinct in the Outer Islands of Indonesia

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Abstract. One of the causes of the extinction of a regional language is because speakers or people who use the language no longer use the language. One of the ways to overcome this issue is to include the Enggano regional language and literature into local content subjects. This study aims to reveal the conditions of learning the Enggano language at the level of formal education at the seventh-grade class of junior high school number 17 and 18 (henceforth SMPN 17 and 18) in North Bengkulu - Sumatera Indonesia, based on the activities of students and teachers. This study is a descriptive quantitative study and the data was collected through observation checklist instrument which is then analyzed quantitatively. The components observed in this scientific learning are preliminary activities, core activities (observing, analyzing, gathering information, reasoning, and communicating), and closing activities. The participants of the study were 50 students and two teachers from each class. The result shows that the Enggano language learning applied at the seventh-grade class of SMPN 17 and 18 North Bengkulu, by implementing the 2013 curriculum with a scientific approach and the develop materials are in a very good category (4.82) from the teacher's point of view (5.82), and is in a good category (4.39) from the students' point of view. This means that the teacher has maximally implemented the developed material according to the indicators specified in scientific-based learning, but the students still need to respond more optimally to what the teacher does. The condition of learning the almost extinct language in the outer islands of Indonesia is influenced by the habits of students in using the local language every day; the ability of the teacher to process the class; familiarity of students and teachers; the teacher's strategy in applying the scientific approach; teaching materials used; and the teachers' mastery of the regional language.

Keywords: Larning regional language · almost extinct · outer Islands

1 Introduction

Enggano language is known as a language that is almost extinct in Bengkulu Province because its speakers are under 10,000, namely 4241 with details 30% are immigrants [1]. In addition, the extinction of this language is one of the most important causes and needs serious attention, namely the lack of conservation of the Enggano language users

in the community. In general, people and the younger generation rarely use Enggano in their daily communication. Older people rarely use Enggano, so the younger generation rarely uses Enggano. One of the efforts made is in the form of preserving the Enggano language through formal education [2]. Formal education is the right place in preserving language for the younger generation, for example by incorporating local language and literature into local content subjects.

In addition, this extinction is due to the Enggano language writing system is unfamiliar so it is difficult to be preserved and learnt. Another reason is due to the limited number of young people and adolescents in learning the Enggano language, both in the family and school environment. Therefore, the maintenance and preservation of the language through formal education [3, 4] is needed so that it will not extinct. One of the efforts is through the development of teaching materials as a real effort in the language preservation. Through the developed teaching materials, it will be easier for teachers to teach the Enggano language to their students. So far, there has been no written evidence in learning Enggano, although previously there were attempts to do so from some information from teachers who had taught about Enggano, such as tradition, art, and culture.

Enggano language is a **sui generis** language or non-Austronesian isolate due to geographical factors so that it is different and slightly related to the surrounding languages [5, 6]. This is reinforced by the Summer Institute of Linguistics (2006) that the Enggano language belongs to the Austronesian, Malayo-Polynesian family which has nothing to do with other languages [7]. Controversy about the genetic affiliation of the language claims that it is not an Austronesian language but an isolate [8, 9]. Almost all work on Enggano's genetic affiliation is based on Kahler's work, which was done on a single visit in 1937–8 and published as a grammatical dictionary and a series of texts [10–12]. The accuracy of Kahler's transcript has been questioned, despite the centrality of the data in this study. There are very few original works other than Kahler in Enggano; another relevant study, namely examining loanwords based on an interview with a native speaker in Padang for 3 months, and a recent study on vowels based on data collected during a two-week visit to Enggano Island [13]. The condition of the Enggano language which is threatened with extinction has led to various studies of the Enggano language and culture examining Enggano language verbs in relation to aspects of the perfective and imperfective aspects marked by prefixes [14]. The perfective aspect of the Enggano language is marked with *ho-* and *hodeher* which is accompanied by a morphological process and some verbs undergo a morphophonemic process in the process of word formation. Meanwhile, the imperfective aspect is marked by the prefixes *ka*, *kah-*, and *ki-*. On the other hand, morphophonemic processes also occur in transitive verbs, including phoneme changes, phoneme deletion, and phoneme addition of the regional language of Enggano.

A regional language is the potential and uniqueness of the region that form regional understanding and wisdom that can equip students in terms of attitudes, knowledge, and skills. This has been regulated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 79 of 2014 in the 2013 Curriculum. Local content is study material or subjects in educational units that contain content and learning processes about local potential and uniqueness (Article 1 Paragraph 1). Language is one

of the recommended local contents, in addition to cultural arts, crafts, technology, and physical education. However, in its implementation and until recently there has been no government or regional effort to implement one of the local contents as a subject taught in schools, especially in the Enggano area and in general in the Bengkulu area. In fact, through local content subjects, they are able to introduce their language and culture so that they can grow their love and identity for the nation and their homeland. In addition, the diversity of Indonesian language and culture will become the national identity which will remain sustainable despite the developments and progress of the times.

Permendikbud No. 65 of 2013 concerning Process Standards mandates the use of a scientific approach by digging information through observing, asking questions, exploring/trying, and communicating. The learning approach can be said to be a scientific approach if it meets seven learning criteria [15]. First, learning materials are based on facts or phenomena that can be explained by certain logic or reasoning. Second, teacher explanations, student responses, and student teacher educative interactions are free from preconceived notions, subjective thinking, or reasoning that deviates from the flow of logical thinking. Third, encourage and inspire students to think critically, analytically, and accurately in identifying, understanding, solving problems, and applying learning materials. Fourth, encourage and inspire students to be able to think hypothetically in seeing the differences, similarities, and links of the learning material. Fifth, encourage and inspire students to be able to understand, apply, and develop rational and objective thinking patterns in responding to learning materials. Sixth, based on concepts, theories, and empirical facts that can be accounted for. Seventh, the learning objectives are formulated in a simple and clear, but attractive presentation system. This study aims to reveal the conditions of learning the Enggano language at the level of formal education in class VII SMP based on the activities of students and teachers.

Meanwhile, in character-oriented learning, it should be oriented to the pillars of character building. Each character pillar theme is set to last for two to three weeks. Each pillar theme consists of various examples of practical activities for educators that focus on methods: knowing the good, feeling and loving the good and acting the good. The ten pillars of character are wisdom, justice, fortitude, self-control, love, positive attitude, hard work, integrity, gratitude, and humility [16, 17]. Referring to the pillars of character, the characters that are expected or must grow in students through research on the development of these teaching materials are honesty, discipline, responsibility, tolerance, mutual cooperation, courtesy, and self-confidence. This is also in accordance with the seven desired attitude assessments in the 2013 Curriculum in assessing students. Cultural character education and national character are interpreted as education that develops cultural values and national character in students so that they have their own values and character and be able to apply those values in life as a member of society and a citizen who is religious, nationalist, productive, and creative.

2 Methodology

This study is a part of the research and development study which used a descriptive quantitative approach. Descriptively it describes the regional language learning activities in class, while quantitatively observing learning activities in class by quantifying or

percentage of learning quality. This research method used observation and interview methods [18, 19]. Observations are made in observing scientific learning activities and interviews were carried out in exploring various problems in learning experienced by teachers and students. This research was conducted in Class VII SMPN 17 and 18 North Bengkulu approximately 50 students in total with two teachers in each class. The observers consisted of three observers; two researchers and one partner teacher. The observation sheet follows the 2013 Curriculum scientific learning model.

3 Results and Discussion

3.1 Results

This research is part of research and development. After the needs analysis, draft of teaching materials, validation of teaching materials or expert test of teaching materials have been carried out, then the teaching materials are applied in learning activities at school. After being implemented in learning activities, teaching materials were revised based on input and responses from students and teachers so that effective and efficient teaching materials were obtained in learning the Enggano regional language. The research in this section was carried out after the teaching materials were prepared completely in accordance with the stages above, and the Enggano language teaching materials were tested for expert validation of the teaching materials to be used. There are three experts, three lecturers and two teachers involved in the development of the teaching material. After the expert validation test was carried out, this teaching material was implemented for class VII SMPN in Enggano.

The teaching materials used in the implementation of Enggano language learning are suitable for use based on expert validation tests. The expert's validation was based on the content, language, presentation, graphics, and science, which reached 4.48 with good categories. There are several things that still need to be made explicit in the teaching materials based on expert advice, namely adding aphorisms or proverbs from each chapter of the presentation of teaching materials in order to bring out the character of the Enggano community as a form of preserving and inculcating the character of the younger generation.

Based on the results of the validation test of the developed teaching materials, the teaching materials were revised several times to improve according to the advice of experts and teachers. The teaching materials developed were implemented in class VII SMPN 17 and 18 North Bengkulu, Enggano District on 7, 8, 9, 11, and 12 October 2021 in chapters I and III of the developed teaching materials. Chapters I and III were chosen as the implementation of learning materials. It is hoped that by representing the chapters taught, they can provide role models and improvements to other teaching materials so that valid and effective teaching materials are produced in their development.

The learning activities were carried out at SMPN 17 Bengkulu Utara, Kahyapu village, followed by 30 students, the majority of whom were Enggano people and spoke Enggano, only about 6 students came from Banjar Sari village. These people daily language was Javanese because the majority there were Javanese who participated in transmigration, while other students use the Enggano language in their daily life. In this class, the students are generally more active and communicative in the Enggano language, but they still have difficulty in writing it so that they need a deeper and serious understanding to write the correct phonetic symbols. The learning is also more natural so that the teacher does not experience difficulties in communicating using the Enggano language. Something different was done at SMPN 18 Bengkulu Utara which is located in the village of Kahyapu. The students are immigrants from Serawai, Besemah, Bengkulu Malay, and Java, so that communication at home generally uses Bengkulu Malay. The learning is slower and the teacher uses a lot of translated language into Indonesian because some of the students don't understand it. In this class of 15 students only 4 students are active in using the Enggano language orally. Other students still have difficulty in understanding and using Enggano language.

The application of teaching materials in learning activities has been carried out by the teachers by applying each scientific stage. The application of these teaching materials is not completely done in learning activities because students have difficulty in writing and understanding the Enggano language. This is because students rarely use Enggano either at home, with family, friends, or at school. In addition, this material is difficult for them because almost all students do not do the writing activity of the teaching materials given. Students do only the stages of observing, asking, and gathering information, while the stages of reasoning and communicating with new topics students have difficulty. However, in the implementation of learning the teacher is very creative and actively adapts to the students that the stages of reasoning, and communicating are processed and applied based on the topics presented in the three scientific stages at the beginning. This stage of reasoning and communicating requires higher and critical thinking and understanding in writing and speaking skills. The results of the implementation of the development of teaching materials can be seen from the following Table 1.

Based on the observation table of scientific learning that has been applied in learning the Enggano language, it shows that the learning is very good (4.82) when viewed from the aspect of the teacher, while in terms of the students it is good (4.39). It means that the teacher has maximally implemented according to the indicators specified in scientific-based learning, but the students still need to respond more optimally to what the teacher does. The different conditions were caused by the fact that students still did not dare to be observed by foreigners or observers in learning activities because they were still shy. The next meeting, the students started to be more active and enthusiastic because the observers were getting closer and the teacher prepared gifts for students who were active in learning so that almost all students got gifts in the form of chocolates and school stationery. The components observed in this scientific learning are preliminary activities, core activities (observing, analyzing, gathering information, reasoning, and communicating), and closing activities.

Table 1. Description of Regional Language Learning Conditions with a Scientific Approach

No	Teacher Activities	Category	Student Activities	Category
Preliminary activities				
1	Greet and greet students attentively	5	More than 90% of students answered greetings and greeted the teacher with enthusiasm	4.6
2	Checking student attendance by asking absent students	5	The student representative notifies the teacher about his friend who did not enter	4.6
3	Preparing students' conditions for learning, such as asking students to pray, or preparing their books and writing utensils	5	More than 90% of students prepare themselves for learning by praying and preparing their books	4.6
4	Give apperception that is relevant to the material being taught	4.6	All students listen to the apperception of the teacher	4.3
5	Delivering learning objectives clearly	5	All students pay attention to the teacher's explanation	5
6	Provide motivation related to the subject matter being taught	4.6	More than 90% of students are motivated by the teacher's explanation	4.3
7	Directing students to group with at least 4 members in 1 group	4.6	Students form groups according to the agreement or instructions from the teacher	4.3
8	Distribute LKPD to each group	5	Each group of students receive LKPD	4.6
Core activities				
Observe				
9	Ask students to observe what is in the LKPD	4.6	More than 90% of students read and observe the information contained in the LKPD	4.3
10	Directing students to pay attention to procedures or steps to answer some problems in LKPD	4.6	More than 90% of students listen to the teacher's explanation regarding the procedure in answering questions in the LKPD	4.3
Ask				

(continued)

Table 1. (continued)

No	Teacher Activities	Category	Student Activities	Category
11	Encouraging students to ask questions related to how to solve problems in the distributed worksheets	4.6	More than 70% of students ask the teacher about how to solve problems in LKPD	4.3
12	Answering student questions by giving instructions in the form of reminding some of the concepts that have been studied previously	4.6	More than 90% of students listen to the instructions given by the teacher and then relate them to new problems they find in the LKPD	4.3
Collecting Information				
13	Directing students to actively discuss groups in answering problems in the LKPD	4.3	More than 80% of students actively discuss in their groups to answer problems in LKPD	4.3
14	Ask students to identify the steps for solving each form of problem/question.	4.3	More than 90% of students identify the correct steps of various problems	4.3
15	Guiding students to collect important information from each step of solving a problem	5	More than 90% of students can find unique information from each characteristic of the problem/problem	4.6
Reasoning/Processing Information/Associating				
16	Ask students to process the information that has been obtained to solve the given problem	5	More than 85% of students can process the information they have obtained into questions	4.3
17	Directing students to re-discuss their work with their group mates	5	In groups, students discuss the results of the correct answers to the problems given	4.3
18	Directing students to find shapes or patterns that match the steps to solving a problem or problem	4.6	More than 80% of students can make a pattern that fits the shape of the question	4.3
19	Ask students to find important points from the information they have obtained	4.6	More than 80% of students make notes of important information from the activities they have done	4.3

(continued)

Table 1. (continued)

No	Teacher Activities	Category	Student Activities	Category
Communicate				
20	Pointing or asking voluntarily, representatives of student groups present the results of their discussions	5	Representatives of groups of students who dare to be appointed to present the results of their discussions	4.3
21	Ask other groups of students to respond to the results of the presentations from the group that advanced/performed	5	Each group representative in the class gave a response to the results of his friend's presentation	4.3
22	Give awards to groups of students who present their work in front of the class	5	More than 80% of students appreciate the results of their friends' presentations appointed by the teacher	4.3
23	Evaluating the results of student presentations by providing reinforcement for the right solution	5	Listening to the results of the reinforcement/evaluation given by the teacher in solving a problem	4.3
Closing				
24	Ask students to reflect on the learning activities they have done	5	More than 80% of students reflect on the learning activities they have done	4.3
25	Pointing/asking students to conclude the core of the learning activities that have been given	5	Representatives of designated groups/students convey conclusions from the material that has been studied.	4.3
26	Summarizing the material/learning activities that will be carried out at the next meeting	5	More than 90% of students listen to the information given by the teacher regarding the material activities to be studied next.	4.3
27	Giving assignments to do at home	5	More than 90% of students take notes on the assignments given by the teacher	4.3
28	Closing the lesson with greetings	5	More than 90% of students answered the teacher's closing greeting	4.6

(continued)

Table 1. (continued)

No	Teacher Activities	Category	Student Activities	Category
	Total Score	4.82 (very good)		4.39 (good)

3.2 Discussion

A good teacher is an experienced teacher, besides that it is also necessary to have adequate teaching materials and learning media. This condition is already owned by the Enggano community, two teachers of the native language of the Enggano community, so that adequate development of teaching materials is needed. In the context of local government, language defense through learning in schools becomes a field of study for local content requiring local regulations governing it so that what is being done can be sustainable and be strong in language development in the future. At least this policy starts from the regent, the education office, sub-district, to community leaders or traditional stakeholders in the Enggano area. It is hoped that the community will be able to monitor the sustainability, development, and maintenance of language and culture in the future. The authority of the government and the authority of the province as an autonomous region for Indonesian and regional languages (Government Regulation No. 25 of 2000). Language policy as an improvement in the quality of the use of regional languages can be carried out by implementing programs, namely research problems, teaching regional languages and solutions, curriculum formulation, preparation of special programs for teaching regional languages that can directly produce regional language experts, determining didactic and methodical languages that best fit, and library development. The various policies and programs set out above have yet to be felt. Besides being caused by the severity of regional language development, the attitude of local language speakers is less positive, the use of the national language is increasingly dominant, and regional languages are also considered as the language of instruction in elementary schools [20].

Each region has its own authority to maintain and develop regional languages as part of elements of Indonesian culture which have their own language (Law number 22 of 1999 and Article 36 of the 1945 Constitution). This situation will create conditions of mutual competition between regions in developing the potential that exists in their respective regions. However, in contrast to the conditions in Bengkulu Province of nine regencies and one city, only one district applies local languages in classroom learning as local content, namely Rejang Lebong Regency. The Rejang Lebong Regional Regulation Number 2 of 2009 concerning the Education Delivery System in Rejang Lebong states that the regional language can be used as the language of instruction in the early stages of education if it is necessary to convey knowledge (Chapter X Article 44 Paragraph 2). The regional languages used are the Rejang language and the Lembak language in Rejang Lebong. In its development, the regional language policy is inseparable from education policy. The education policy in supporting regional languages in the scope of education, namely curriculum, cheap and even free books, school operational assistance, evaluation, networking, new classes, and facilities. The existence of this educational policy will greatly affect the development of the quality of regional languages in learning.

In addition, local government policies in this case local education are far more important in carrying out the sustainability of regional languages in the scope of education [21].

The development of these teaching materials begins at the junior high school level because Enggano is the mother tongue in the area so that at the age of children or before adolescence or at the elementary school level it is hoped that students will already have mastery of the Enggano language well through acquiring the Enggano language. In addition, the Enggano language is taught in Latin so that it is easier for students to recognize it from learning Indonesian in low grades to high grades in elementary school. At the elementary school level, it is hoped that the local content will be more on Enggano art and culture, while at the junior high to high school level the local content is related to the Enggano language. This is also in accordance with Permendikbud number 27 of 2017 concerning Graduate Competency Standards. This proves that the design and preparation of good learning tools, such as adequate teaching materials can make learning better and more successful [22]. The application of the Enggano language learning has been going well, both in terms of teachers and students.

The teaching materials were developed in the form of a balance between the exposure of the rules (theory) with practice, the Enggano language teaching materials in their presentation prioritized practice over theory. The approach uses a scientific/scientific approach and Enggano language teaching materials in their presentation adjust the teaching materials in the form of LKPD (Student Worksheet) by balancing Enggano language skills, namely listening, speaking, reading, and writing. This is in accordance with the specific objectives of language teaching that master the four aspects of language skills which include listening, reading, speaking, and writing skills according to the level (Permendikbud number 27 of 2017). The scientific approach consists of five stages, namely observing, asking questions, gathering information/reasoning, and communicating [23].

The texts developed in the teaching materials are in the form of texts typical of the Enggano area in themes including folklore, customs, arts, plants, and animals found on the island of Enggano. This is in accordance with competency-based and text-based teaching as the focus of learning. The learning process is carried out in an interrelated and continuous learning cycle with a focus on the four language skills which begins with receptive skills both listening and reading and leads to productive skills both speaking and writing (Permendikbud number 27 of 2017). The topics presented in the teaching materials relate to family, daily activities (visiting, introductions), arts and culture, transportation, young people's association, knowledge of plants and animals, gardening, marine conservation, buying and selling, and fishing. Of the ten text topics developed, each of the five texts in odd semesters and even semesters. This will maintain the local language through learning, as in the national language policy giving wider and deeper attention to regional languages [24]. This is also in accordance with Article 36 of the 1945 Constitution which states that regional languages that are properly maintained by their speakers will be respected and maintained by the state because these regional languages are part of the living Indonesian culture.

4 Conclusion

Learning the Enggano language which is almost extinct is applied in Class VII SMPN 17 and 18 North Bengkulu, namely learning in implementing the 2013 curriculum with a

scientific approach that follows the teaching materials developed both from the teacher's point of view (5.82), while in terms of the students it is already good (4.39). That means that the teacher has maximally implemented according to the indicators specified in scientific-based learning, but the students still need to respond more optimally to what the teacher does. The different conditions were caused by the fact that students still did not dare to be observed by foreigners or observers in learning activities because they were still shy. The components observed in this scientific learning are preliminary activities, core activities (observing, analyzing, gathering information, reasoning, and communicating), and closing activities. The condition of learning local languages which is almost extinct in the outer islands of Indonesia is influenced by the habits of students in using the local language every day; the ability of the teacher to process the class; familiarity of students and teachers; the teacher's strategy in applying the scientific approach; teaching materials used; mastery of regional languages in teachers.

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Authors' Contributions. **Arono:** Concept and design, data acquisition, data analysis/interpretation, and admin. **Wisma Yunita:** Drafting manuscript, critical revision of manuscript, technical or material support. **Irma Diani:** Statistical analysis, securing funding, supervision, and final approval.

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