



Indonesian Learning for Korean Students at Jakarta International School: An Observational Overview of Teaching Method

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ABSTRACT

This article review is part of my research to design a learning model for Korean students at Jakarta International School. Korean students have a basic need to use Indonesian because they have lived in Indonesia for some time and even attended junior high school education in Indonesia. From the initial survey, it was found that they did not speak Indonesian but spoke Korean to their family members. Even though they watch TV in Indonesian and read information in Indonesian on their androids, their speech impediments remain limited. On average, they have lived in Indonesia for more than two years. Opportunities to use Indonesian are limited to housekeepers, gardeners, drivers, school security guards, and school canteen staff. The rest still use Korean to their fellow Korean children. Indonesian language lessons at school are only two hours per week for 90 minutes per meeting. Writing this article aims to 1) map the ability of Korean students to learn Indonesian, and 2) measure students' learning needs to speak Indonesian. The data for this article were obtained through observation, interviews with teachers, and speaking tests in Indonesian. The results of the study concluded that the obstacles students did not adopt Indonesian quickly were due to several reasons; 1) Indonesian language lessons are very limited, 2) they do not socialize widely in the play environment, 3) the language of instruction at school is generally Korean, 4) they do not have the widest possible opportunity to speak Indonesian, including at home

Keywords: *Indonesian Learning, Korean Students, Social Environment, Teaching Method*

1. INTRODUCTION

Indonesian language teaching in Indonesia is mandatory at all levels of school, from kindergarten to tertiary institutions, including in International Schools which can be found in Indonesia, especially in Jakarta. This is mandated in Law no. 2003 concerning National Education System in Indonesia). International schools can determine the curriculum and language of instruction but Indonesian language lessons must still exist to encourage students to know Indonesian because they are in Indonesia.

This research is intended to determine the basic abilities of Korean International School students in the East Jakarta area. In 2023, this school will accommodate around 1,650 students, who are generally children of Korean expatriates working in Indonesia. The reason parents send their children to international schools that

are characterized by their respective countries of origin is because they are worried that their children will find it difficult to adapt to the education system in their country of origin, bearing in mind that they are not in Indonesia to settle down. Of course, the same is true of Indonesian children who follow their parents as expatriates abroad.

In general, these children only understand a few common terms in Indonesian but have limitations in interacting in Indonesian, even though the desire exists, they are limited by a limited social and social environment. At school they are guided by Indonesian teachers for Indonesian language subjects but because of the dominance of the language environment, these teachers sometimes get lost in Korean, because in general they are university alumni in Korea.

Jakarta International School

Jakarta Indonesia Korean School (JKS, Korean: 자카르타한국국제학교), formerly Jakarta International Korean School, is a South Korean international school in East Jakarta, Indonesia. As of 2005 it is the largest overseas South Korean school, with 1,450 students. As of 2009 the school's student body is twice as large as that of the Korean International School, HCMC in Ho Chi Minh City, the next-largest South Korean international school. The School was first established on February 1, 1975. Korean companies in Jakarta established JKIS. It initially had 26 students but the student population grew. In 1990 the Indonesian government gave the school a license to be an international school (Wikipedia, 2023).

The types of international curricula that are commonly applied are the Montessori Curriculum, Cambridge International, International Baccalaureate (IB), International Primary Curriculum (IPC), Singaporean Primary Curriculum (SPC) (Menloparkschool, 2023). For exams, in addition to following school regulations, each student is required to take international scale exams such as the International Baccalaureate (IB) or Cambridge International Examination (CIE) exams.

The Indonesian language teacher's handbook was prepared by the teacher himself with the composition of the four macro skills as follows;

Table 1. Skills Proportion in Learning Indonesia

No	Skill	Proportion (%)	Remarks
1	Listening	30	
2	Speaking	30	
3	Reading	15	
4	Writing	25	

This proportion can be seen in the teaching materials used by teachers, even with different content, in each grade and level. Specific data collection is carried out in one class for each level. The proportion of speaking here shows the proportion that is considered important for student learning. Speaking (Junaidi, et al., 2020) what is meant in this study is a person's ability to encode thoughts and concepts into oral form.

2. INDONESIAN TEACHING METHOD

As in other schools in Indonesia, Indonesian Subject at school is taught in four macro skills namely reading, writing listening, and speaking. This research focuses on speaking.



Figure 1. The four macro skills in Language Learning

From the initial survey, it was known that they did not speak Indonesian but spoke Korean to their family members. Even though they watch TV in Indonesian and read information in Indonesian on their androids, their speech impediments remain limited. On average they have lived in Indonesia for more than two years. Opportunities to use Indonesian are limited to housekeepers, gardeners, drivers, school security guards and school canteen staff. The rest still use Korean to fellow Korean children. Indonesian language lessons at this school are only two hours per week for 90 minutes per meeting per semester.

3. DISCUSSION

Language teaching, including Indonesian, with an emphasis on aspects of speaking requires a separate strategy (Weda et al., 2021). In practice, no one is able to speak a foreign language unless he has good listening skills. Mastering a certain language with good speaking skills requires a condition of a qualified learning environment and social environment (Al-Obaydi, et al., 2022). There is no mastery of a foreign language that stands alone but is related to one another (Rahman, 2018; Ritonga, et al., 2020).

It is a real condition, the school has never conducted a survey on the motivation to learn Indonesian for Korean students attending JKIS. Then it becomes important to know whether learning Indonesian and the desire to speak Indonesian are important for students considering that the social language at school is more important in Korean.

If the desire to master speaking Indonesian becomes important, then schools, Indonesian teachers and families are obliged to build a language environment that allows these students to speak Indonesian. Just look at the limitations of these students speaking Indonesian, in their home environment, for example, they only have the opportunity to use Indonesian with housekeepers, gardeners, drivers, school security guards and school canteen staff as mentioned earlier.

These students are actually in the process of acquiring a second language (Riski, et al., 2018). Under such conditions, their language acquisition is largely determined by several factors, motivation, intelligence, and pride in what they have achieved. It is then coupled with external factors, such as conceptual models of language learning, language aptitude, and linguistic partners in language learning. In addition, environmental factors and milieu are also very decisive. These two factors can be engineered by teachers who are experienced in teaching second language learning (Anggawirya, et al., 2021).

Look at the picture below, listening and speaking are two pairs of skills that support each other. By focusing on the study of speaking, the environmental and milieu factors are again very much needed

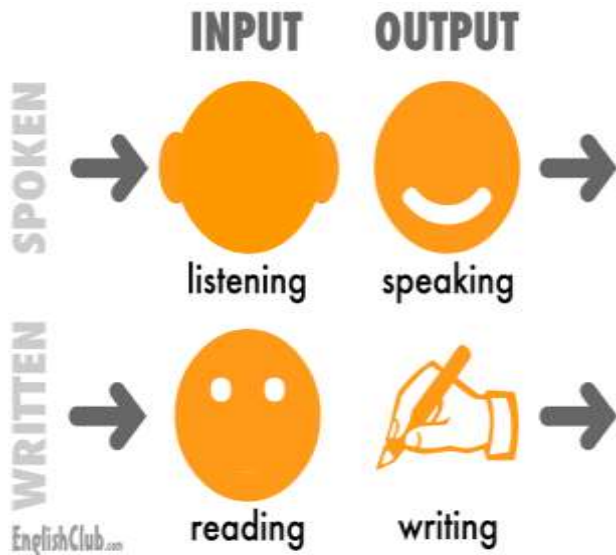


Figure 2. Speaking in the four macro skills

As explained earlier, one of the four skills mentioned above, speaking is the focus of this discussion and it is understood to be in the realm of productive skills, although it is also known that writing is also part of productive skills, but speaking is more on femininity. In other words, learning a language with a focus on speaking requires at least 5 important aspects, they are 1) a professional teacher, 2) a good lesson plan, 3) an active learner, 4) a conducive learning environment, and finally 5) available linguistic partners to encourage active learners to use the language without hesitation.

Researcher has distributed questionnaires to 50 students by random sampling to determine students' perceptions in relation to learning Indonesian (speaking). Based on the survey that has been conducted, the students' interest in learning Indonesian, especially speaking, is shown as follows

Table 2. Students' Responses on Interest in Speak Indonesian

No	Questions	Students' Responses		
		No	Not Really	Yes
1	Are you interested in learning Indonesian?	2 (4%)	6 (12%)	42 (84%)
2	Do you watch Indonesian language TV?	21 (42%)	18 (36%)	11 (22%)
3	Do you greet friends in Indonesian?	17 (34%)	27 (54%)	16 (32%)
4	Does your language teacher explain in Indonesian?	13 (26%)	23 (46%)	14 (28%)
5	Do you speak Indonesian at home?	44 (88%)	3 (6%)	3 (6%)

The answers to the first question were quite encouraging (84%), while the answers to the second question showed the reality of the child's situation in their home with the number saying 'no' as much (21%). As for the third question, more than half of the respondents (54%) said they sometimes greet friends in Indonesian. This means that there is a desire for them to speak Indonesian.

Furthermore, for the fourth question, it was almost a balance between the teacher explaining the lessons in Indonesian or in Korean. This is very possible because their teachers are alumni of universities in Korea. What was surprising was the answer to the fifth question, (88%) stated that they did not speak Indonesian at home, of course that meant they spoke Korean. In general, it can be explained that situations like this are the obstacles faced by students in general. With mapping like this, the purpose of writing this article is fulfilled.

4. CONCLUSION

Based on the discussion above, it is clear that several points that are of concern to this research are; 1) the teacher's role in encouraging students to learn Indonesian, 2) students' interest in learning Indonesian, 3) milieu factors and a conducive learning environment, and 4) constraints faced by students in general in learning Indonesian

The results of the study concluded that the obstacles students did not adopt Indonesian quickly were due to several reasons; 1) Indonesian language lessons are very limited, 2) do not socialize widely in the play environment, 3) the language of instruction at school is generally Korean, 4) do not have the widest possible opportunity to speak Indonesian, including at home. The

implications of this research can be an important note for teachers and parents to provide opportunities for children to interact in Indonesian so that it becomes an opportunity for their children to have Indonesian and can become their potential advantage after returning to their respective countries.

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