

**Penggunaan Bahasa Lokal Sebagai Pengantar Pengajaran Bahasa Inggris Untuk Anak Sekolah Dasar di Wilayah Pedesaan Kabupaten Sumbawa**

***The Use of Local Language as a Medium in English Teaching for Elementary School Students in Sumbawa Rural Areas***

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**Abstract:** *The purposes of this program were to train children's skills in English, to minimize educational disparities in rural and urban areas, and to train and develop teacher trainees' skills in teaching. There are six stages in the general implementation of this service program, namely the tutor selection stage, the tutor debriefing stage, the observation stage and the selection of target schools, the stage for preparing teaching materials or materials, the mentoring stage, the report preparation stage. The tutor assistance process used four teaching methods, namely the Grammar Translation Method (GTM), the Oral Method, the Question and Answer Method, and the Conversational Method. The use of methods is adjusted to the needs of the material or teaching materials at each meeting. During mentoring activities, there are five materials taught by tutors to program participants. The material is self-introduction, greeting, knowing numbers, names of family members, and objects in the surrounding environment. One important conclusion is that the use of the local language as a medium of instruction for children is one of the factors that determine the level of children's understanding of the material.*

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**Abstrak**

Tujuan dari program ini adalah untuk melatih keterampilan anak-anak dalam bahasa Inggris, untuk meminimalkan kesenjangan pendidikan di daerah pedesaan dan perkotaan, serta untuk melatih dan mengembangkan keterampilan para calon guru dalam mengajar. Terdapat enam tahapan dalam pelaksanaan program pengabdian ini secara umum yaitu tahap pemilihan tutor, tahap pembekalan tutor, tahap observasi dan pemilihan sekolah sasaran, tahap penyiapan bahan atau bahan ajar, tahap pendampingan, penyusunan laporan panggung. Proses pendampingan tutor menggunakan empat metode pengajaran yaitu Grammar Translation Method (GTM), Metode Lisan, Metode Tanya Jawab, dan Metode Percakapan. Penggunaan metode disesuaikan dengan kebutuhan materi atau bahan ajar pada setiap pertemuan. Selama kegiatan pendampingan, ada lima

materi yang diajarkan tutor kepada peserta program. Materinya adalah pengenalan diri, salam, mengenal angka, nama anggota keluarga, dan benda-benda yang ada di lingkungan sekitar. Salah satu kesimpulan penting adalah penggunaan bahasa daerah sebagai media pengajaran bagi anak merupakan salah satu faktor yang menentukan tingkat pemahaman anak terhadap materi.

**Kata Kunci:** Bahasa Lokal, Bahasa Pengantar, Pengajaran Bahasa Inggris untuk Anak, Wilayah Perdesaan

## **I. INTRODUCTION**

Education has a very important role in the life of the nation and state. The importance of education for the progress of the nation is clearly seen in the opening of the fourth paragraph of the 1945 Constitution, which states that the Indonesian state government strives to educate the nation's life. This means that since the day of independence the founding fathers of the nation have fought for the interests of the education of their people. Through education, humans can gain knowledge, training in problem solving, and become a place to develop self-potential. In the National Education System Law No. 20 of 2003, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual strength, religion, self-control, personality, intelligence, noble character and the skills needed by themselves and society. According to KBBI, education is the process of changing the attitude and behavior of a person or group of people in an effort to mature humans through teaching and training efforts. Thus, education is a conscious effort to form human beings who have intelligence, noble character and have good spiritual strength.

One indicator of a country's progress is equal distribution of education for all Indonesian people, both those living in urban areas and those living in rural areas. Quoted from [Republika.co.id](http://Republika.co.id), the Ministry of Education and Culture believes that the barometer of a nation's progress is education and culture, so seriousness is needed in its management. Efforts to advance education in Indonesia cannot be separated from the collaboration between the central government and local governments in terms of formulating policies according to the needs and conditions of these regions. In addition, the public has a big contribution in advancing education. In addition to infrastructure, the ability of teaching staff is the most important supporting factors in efforts to educate the life of the nation. Therefore, regular training is needed for all teaching staff to improve their abilities in accordance with current developments.

The development of information, technology and communication encourages people to learn new things. The entry of the 4.0 revolution requires people to master various things from mastering technology to mastering foreign languages. Mastery of technology is very important for life today. Reported on [tempo.co](http://tempo.co), President Joko Widodo stated that the latest technology and artificial intelligence technology are very important things for the community to master.

In addition, mastery of a foreign language is very necessary. This is because most of today's technology is loaded in a foreign language use in international interaction. An international language is the most important aspect of communication between people of different nations. With globalization, people are required to learn at least one foreign language, especially English, to facilitate communication. Learning such a foreign language can be done early. In big cities, students have studied foreign languages since elementary school.

However, not all schools provide a place for students to learn foreign languages, especially for children who live in rural areas. Economic limitations are also an obstacle for children in rural areas to learn foreign languages. Another aspect that is a challenge in teaching English to children in rural areas is the tendency of children to speak the local language in every aspect of life, including in the field of education. They use their mother tongue more in communicating both at home and in the school environment.

In the policy treatise on the use of regional languages related to early grade learning, it is revealed that as many as 79 percent of Indonesians use their mother tongue in their daily lives, especially those who live in frontier, remote, and disadvantaged areas (Inovasi, 2019). According to Ibda (2017), mother tongue is the first language learned by children according to the environment or area where they live.

The problems and challenges above are a concern among English language education students in Sumbawa district. As a solution to the unavailability of a place for students to learn and the inability of parents to pay for English tutors, STKIP Paracendekia NW Sumbawa students carried out community service as language volunteers in several schools in Sumbawa Regency. In this regard, the use of the mother tongue as the language of instruction in the classroom in the teaching and learning process is the focus of attention in this service program. Through a student organization, the Student Executive Board (BEM) Education and Research Division, it is hoped that educational equity in the field of teaching English can be felt not only for students in urban areas but also in rural areas.

## II. METHOD

A community service activity in the form of teaching English in elementary schools located in Sumbawa district involved several parties, namely the service team as English tutors, the Student Executive Board as the program organizing committee, MI Al-Ma'rif students, SDN 2 Moyo students, students of SDN 2 Karang Jati, and students of SDN Kerato as program participants. As presented in Table 1, there were nine classes joining the program. Each class had on average 30 students. Thus, in total there were 270 students benefiting from the program.

**Table 1. Participant Profile**

Name of School	Number of Classes	Grades Involved
MI Al-Ma'rif	2	4 <sup>th</sup> and 5 <sup>th</sup>
SDN 2 Moyo	3	3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup>
SDN 2 Karang Jati	2	4 <sup>th</sup> and 5 <sup>th</sup>
SDN Kerato	2	4 <sup>th</sup> and 5 <sup>th</sup>

There are two methods in this activity, namely the general implementation method and the teaching method.

### 1. General Implementation Method

The general implementation began with pre-assistance and mentoring activities. The pre-advisory activities were in the form of selecting language volunteers or English tutors who went to several schools in the Sumbawa district. Then, observations of schools targeted by the program were carried out. After that, the language volunteers met the school principal to get permission to carry out the planned program.

The details of community service activities based on language teaching located in Sumbawa district are as follows.

- a. Selection Stages: the chairperson and vice chairman of the Student Executive Board (BEM) of STKIP Paracendekia NW Sumbawa made a selection of language volunteers. Participants consisted of BEM members from all divisions. In this selection, prospective volunteers were asked to demonstrate how to teach English to elementary school students. The volunteers were asked to teach the material that had been determined. This selection stage was attended by fifteen participants. The final result in this selection was eight volunteers who were ready to go into the field as English tutors.
- b. Provisioning Stage: the selected language volunteers joined debriefing for two days. In the debriefing process, information was conveyed regarding teaching methods and approaches as well as English material suitable for beginners. This training was expected to be able to help volunteers when they went into the field as tutors.
- c. Observation Stage and Selection of Target Schools: language volunteers or tutors chose schools targeted by the program. The results of this phase identified four elementary schools in Sumbawa district as program targets. The schools are MI Al-Ma'rif, SDN 2 Moyo, SDN 2 Karang Jati, and SDN Kerato. After that, each group of volunteers met the school principal to arrange permission to carry out the program.
- d. The preparation of teaching materials by language volunteers or tutors: This activity involved the entire board of BEM STKIP Paracendekia NW Sumbawa. It was intended that the preparation of teaching materials could suit the needs of children as beginners in English. This stage produced teaching materials in the form of self-introduction, number recognition, greetings, names of family members, and objects in the surrounding or environment.
- e. Assistance or Mentoring Stage: Mentoring activities were carried out for one month with a total number of twelve meetings. Mentoring activities were carried out in the classrooms in the afternoon outside normal class hours of each partner school.
- f. Preparation of activity reports: The results of the report from this activity were contained in the Accountability Report (LPJ) as evidence of the activities of student organizations during a term of one year.

## **2. Teaching Methods**

The teaching method is an important aspect of the learning process. The use of interesting methods could increase students' motivation and interest in the subject matter. In this activity there were several teaching methods used as follows:

- a. Grammar Translation Method (GTM): This method focuses on translating vocabulary into mother tongue (local language). This method aims to make students interested in learning English because it involves their everyday language.
- b. Oral Method: This method is used to train students in English pronunciation. In this method, students were asked to read material presented by language volunteers or tutors on the blackboard. Language volunteers or tutors read the vocabulary first, after which the students repeated the vocabulary or sentences spoken by the volunteers.
- c. Question and answer method: The next method used in the learning process is the question and answer method. The purpose of this method is to determine student mastery of the material that they had previously learnt.

- d. Conversational Method: The use of this method focuses on training students to carry out conversations in English. This aims to make students accustomed to using English even though it expresses very simple things such as asking someone's identity.

### **III. RESULTS**

#### **1. Implementation of Activities**

This community service activity aimed to provide English understanding and training to students in several elementary schools in the Sumbawa district. This activity was also intended for children to get to know English earlier. This is because the English subject was generally taught to students at the Junior High School (SMP) level. This is certainly different from other elementary school students who were in big cities where they had been able to learn foreign languages, one of which was English since they were in elementary school. Even some kindergartens in big cities had provided a place for children to learn foreign languages. Therefore, this program was very important for children who lived in the rural areas. Another objective of this program is to train the university students' skills in teaching. Through this program, the students developed their potential as prospective teachers. This program also provided experience to students on how to become real teachers and how to solve problems encountered in the teaching and learning process.

This English teaching activity started from November 2019 to December 2019 with five teaching materials such as self-introduction, greetings, introduction to numbers, names of nuclear family members, and objects in the surroundings. Each material was studied in two meetings where one meeting was held for 60 to 90 minutes. The detailed explanation related to the application of the material is as follows:

##### **a. Self-introduction**

Self-introduction material is something that must be learned by beginners who are learning English. This material contains how individuals introduce themselves in English and also ask someone's identity. The points contained in this material are introducing name, age, hobbies, place of residence and status. This material was given in three meetings using the Grammar Translation Method (GTM) and the Conversational Method. The use of this method succeeded in getting students interested in learning English.

The use of regional languages helped students understand English well. It is clear that by presenting the everyday language that students used in communicating as a method of initial introduction to English made students interested in learning. Using this method was quite easy to do because language volunteers or tutors only needed to translate English into the regional language, which in this case was Sumbawa. At the first meeting, the language volunteer or tutor provided an explanation of the material and only asked students to follow the volunteer's words. At the next meeting, students were asked to introduce themselves one by one and then carry out a conversation in front of the class in pairs.

##### **b. Greeting**

This material is considered important for beginners to learn. The points in this material are greetings of good morning, good afternoon, good evening, good night, goodbye, how are you, and see you soon. The material for greeting was learned by the students in three meetings. In the first meeting, volunteers taught students how to pronounce English vocabulary or sentences correctly. At the next meeting the volunteers reviewed this material and conducted question and answer sessions with students randomly. Language volunteers or tutors mentioned sentences or vocabulary in English then students translated in Indonesian. Vice versa, when volunteers mentioned

vocabulary or sentences in English then students translated them into English.

**c. Recognize numbers**

The next material provided by language volunteers or tutors is the introduction of numbers in English. This material was only given during two meetings because students were able to master this material well. Most students were at least able to count from 1-10 using English so that introducing numbers of tens, after tens and hundreds becomes easier. The teaching of this material used the Question and Answer Method at the end of the meeting.

**d. Name of Nuclear Family Member**

The next material that students learn is the names of family members such as father, mother, younger brother, sister, grandfather, grandmother, uncle and aunt. The method used in teaching this material is GTM and Oral Method. GTM functions to increase students' vocabulary and Oral Method functions to train students' pronunciation of vocabulary related to family members. This material was studied by students during two meetings. At the first meeting students remembered the vocabulary and also its meaning. At the next meeting the language volunteer or tutor reviewed the mastery of the material. After that, one by one the students practiced vocabulary mastery to language volunteers or tutors.

**e. Objects in the Neighborhood**

In this material, students were invited to pay attention to any objects around them, which in this case was the classroom. Language volunteers or tutors asked students to name objects in Sumbawa language or Indonesian that they found in the classroom. Then, the language volunteer or tutor recorded the vocabulary on the blackboard. After that, a language volunteer or tutor translated the vocabulary into English. This material was studied by students for two meetings. There were ten vocabulary words chosen by language volunteers or tutors. At the first meeting, students were taught how to pronounce the vocabulary in English. After that, the language volunteer asked students to choose a minimum of five words to practice at the next meeting.



**Table 2. Teaching Materials**

No	Topics	Materials
1	Self-introduction	My name is... ( <i>singen kaji...</i> ) I am ... years old ( <i>umer kaji..... ten</i> ) My hobby is... ( <i>hobi kaji...</i> ) I live in ... ( <i>kaji tedu pang...</i> ) I am a student ( <i>kaji ta siswa</i> ) What is your name? ( <i>apa singen mu?</i> ) How old are you? ( <i>pida umer mu?</i> ) What is your hobby? ( <i>apa hobi mu?</i> ) Where do you live? ( <i>pang me mu tedu?</i> )
2	Greetings	Good morning ( <i>selamat pagi</i> ) Good noon ( <i>selamat siang</i> ) Good afternoon ( <i>selamat sore</i> ) Good evening ( <i>selamat malam</i> ) How are you? ( <i>apa rungan?</i> ) I am fine ( <i>kaji balong-balong si</i> ) I am good ( <i>rungan kaji balong si</i> ) Nice to meet you ( <i>kameri katemu ke sia</i> )
3	Numbers	1 (one), 2 (two), 3 (three), 4 (four), 5 (five), 6 (six), 7 (seven), 8 (eight), 9 (nine), 10 (ten), 11 (eleven), 12 (twelve), 13 (thirteen), 14 (fourteen), 15 (fifteen), 16 (sixteen), 17 (seventeen), 18 (eighteen), 19 (nineteen), 20 (twenty), 30 (thirty), 40, (forty), 50 (fifty), 60 (sixty), 70 (seventy), 80 (eighty), 90 (ninety), 100 (one hundred), 1000 (one thousand).
4	Family members	Father ( <i>bapak</i> ), mother ( <i>emak</i> ), sister ( <i>kakak/adik sowai</i> ), brother ( <i>kakak/adik selaki</i> ), grandmother ( <i>papen sowai</i> ), auntie ( <i>bibi</i> ), grandfather ( <i>papen selaki</i> ), uncle ( <i>paman</i> )
5	Objects in the surroundings	Chair ( <i>kursi</i> ), table ( <i>meja</i> ), book ( <i>buku</i> ), pen ( <i>pulpen</i> ), pencil ( <i>pensil</i> ), eraser ( <i>penghapus</i> ), wall ( <i>tembok</i> ), picture ( <i>gambar</i> ), whiteboard ( <i>papan tulis</i> ), clock ( <i>jam</i> ).

#### IV. DISCUSSION

Based on the problems and challenges described in the results, the language of instruction is an important aspect and the focus of this English teaching-based service program. Problems related to the language of instruction in education have become a hot issue in the world of education in Indonesia. In this service program, the initial language of instruction used by language volunteers in the learning process is the mother tongue, which in this case is Sumbawa. It aims to help children understand English. Involving the mother tongue as the language of instruction in the learning process is a form of transition towards teaching the national language (*Bahasa Indonesia*) and

ending with English as the language of instruction in English classes.

In practice in the field, it is observed that the use of the mother tongue as the medium of instruction in the process of teaching English really helps children absorb the subject matter. Thus, in addition to the teaching method, the use of the language of instruction is a determining aspect of the child's success in understanding the material provided by tutors or language volunteers.

## **V. CONCLUSION**

Based on the results of English learning assistance activities by language volunteers in several elementary schools located in the Sumbawa district, it can be concluded that:

1. The purpose of this program is to train children's skills in English. This program also aims to minimize educational disparities in rural and urban areas. In addition, another objective of this program is to train and develop students' skills in teaching.
2. There are six stages in the implementation of the English teaching-based community service program, such as the tutor selection stage, the tutor debriefing stage, the observation stage and the selection of target schools, the stage for preparing teaching materials or materials, the mentoring stage, the report preparation stage.
3. The tutor assistance process uses four teaching methods, namely the Grammar Translation Method (GTM), the Oral Method, the Question and Answer Method, and the Conversational Method. The use of methods is adjusted to the needs of the material or teaching materials at each meeting.
4. During mentoring activities, there are five materials taught by tutors to program participants. The material is self-introduction, greeting, knowing numbers, names of family members, and objects in the surrounding environment.
5. The selection and use of the appropriate language of instruction for children can be one of the factors that determine the level of children's understanding of the material being taught.

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