LANGUAGES ACQUISITION AND TEACHING IN KELAPA GADING – NORTH JAKARTA (CASE STUDY TAKEN AT SAINT PETER'S JUNIOR HIGH SCHOOL)

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ABSTRACT

The application of two or even three languages is very possible for students at the Junior High School level in metropolitan cities because they are usually directed by their families and environment in adapting to challenges. Especially in private schools in big cities, such as Jakarta, learning languages other than Indonesian are also applied, such as learning in Mandarin and also English. The use of languages (English and Mandarin, in addition to Indonesian) at home also needs to be considered, because it really helps the implementation of language acquisition at home and teaching at school. This study aims to examine students' skills in speaking in three languages.

This study uses a qualitative method in comparison with the results of the end-of-semester assessment which is the result of the application of the use of the three languages for students, at home and at school.

Keywords: *Languages Acquisition, Languages Teaching, Saint Peter's School, North Jakarta*

INTRODUCTION

Language has emerge as the most effective means that human beings have in order that it's far used as a verbal exchange device to bring intentions and messages while interacting socially (Velentzas and Broni, 2014). This concerns the mind and in various interactions between human beings. Therefore, language has played an important role in human life. Language is one of the many advantages of humans when compared to other creatures. From an early age, humans have been given the ability to communicate even though they have not been able to use it properly according to the grammatical structure. Every child in early childhood has a program in mind in his brain that functions for the ability to acquire language, which is called "LAD (language acquisition device)". Basically, language acquisition in children for the first time obtained from the family (Ramacciott and Eccles, 2019). However, in language learning, it is always possible that language acquisition and learning will mutually influence how children, especially at an early age, communicate. Indeed, if language acquisition and language learning are used by children at home, at school and in their environment, it will strengthen the use and effectiveness of a language, both socially and grammatically. This can be seen in school children, who are indeed in grades 1-3 Primary School are not required to learn another language other than Indonesian. This is in accordance with the direction of Indonesian education experts who focus students at the grade level on thematic learning.

Empirically, it can be believed that students who live in cities (but not in big cities or metropolitan areas), will be quite skilled in communicating one language, because usually the language used at home, in the environment and at school is generally the same. Tam (2013) argues that strategies, techniques and curricula in language acquisition and language learning will encourage and support each other because of the equivalence and similarity of communication and social interaction. The use of one and only required to learn one language only for students in the learning process will indeed maximize the acquisition of teaching results in science, because students are not charged with learning other languages (Othman and Shah, 2013). However, the demands and challenges of students in each region must be recognized as different. The use of language in communicating and learning in the city is very different from that in big cities (metropolitan cities) and rural areas.

According to Hepburn (2011), in rural areas and culturally autonomous provinces, local governments will usually require students to learn their native or traditional language. Students in West Java, will be directed and taught to use Sundanese in addition to using Indonesian as the

national language in their learning system. The effectiveness of implementing this directive is not very visible in cities in West Java, but some areas such as Bekasi, Bandung and Karawang regencies still apply Sundanese apart from directives from the local education office. This is because the Sundanese language in these areas still has many native speakers and even the cultural service still looks very respectful of traditional leaders, cultural experts and regional writers. The same thing also happened in the Toba Tapanuli area - North Sumatra which uses the Batak language and the Provinces of Central Java and East Java use the Javanese language. The use of two languages, namely the regional language and the national language, is often used together or alternately, both in communicating at school, family and social circles.

In big (metropolitan) cities such as Jakarta, Medan, and Surabaya, perhaps the use and necessity of using regional languages is not as obvious. This is believed because the people in these metropolitan cities usually have a lot of mixed population other than the natives of the area (Naab and Kasanga, 2013). Both from students, immigrants and even people from other countries, it seems they are not required to master the language of the intended area, even though in better ethics, they must understand. However, the challenges of students in these big cities are usually influenced by the challenges, beliefs, and intentions of their parents in their art of surviving and struggling in big cities. Usually, students who are educated in private schools will instead be required to speak a language that is not a regional language, but a foreign language (Rivers, 2018). In general, these private schools will direct and teach learning, apart from the Indonesian language, they are also directed to learn English, Mandarin.

In its development, the point of view of the dynamics of language in society has become a concern for experts and researchers, which at least concerns the beginning of its acquisition (Owen, et el 2021). It caused the stages are unique before reaching the well-communicative language used. This can be seen from the form of articulation in the initial process of acquiring a child's language which looks different from the language used by adults. According to García and Sylvan (2011), people who are in the environment around students, both in regions and large cities are always amazed at the acquisition of that language, where they are able to understand at least two or three languages to communicate. The process of language acquisition in children is interesting to observe and research (Larsen & Long, 2014). Urban students, who are of Chinese race whose families communicate in Mandarin, will study in English and Indonesian at the school. With these differences, cultural and linguistic contact cannot be avoided in the student's family. Even though what usually happens is that children are taught to use neutral language acquisition from everyday language, for example Mandarin and Indonesian, at school they will use language teaching in Indonesian, English and Mandarin.

Observed from the biological, cognitive, and social aspects of a child's acquisition of language, they tend to focus on interactions with the environment to form language maturity at an early age. Therefore, the role of the environment (especially family and school) significantly gives dominance to a child's language development, both in acquisition and in language learning. The existence of these two environments is a form of reinforcement for language behavior. The emergence of reinforcement is influenced by the interaction of a child with his environment that shows a conditioning, the presence of a stimulus from the environment that can cause a child's response as a recipient (Pierce and Cheney, 2017). Therefore, when there is a change in the environment, it can affect feelings and thoughts about a child's language behavior gradually. The existence of a stimulus-response has the opportunity to direct the acquisition of a child's language through a repetition process which is a form of imitation due to the repetition of the frequency of one word and the sequence of words that are always spoken by children, both in the family and at school (Dolati, 2012).

Observing the situation, it is recommended that the family and school environment form good, effective and positive language behavior from the start. However, it must be noted that periodic reinforcement needs to be adjusted to the cognitive abilities of students at school and children at home with the aim that these students or children are effective in the process of acquiring and learning their language (Denton, 2013). The idea of acquiring children's language emphasizes the practice process in the form of questions and cross-stimulus communication because it can bring up an answer to the child's response in language. It is highly recommended that questions be asked ranging from simple forms to complex categories in standard grammatical languages or those that are not structured but can still be understood by children. With the right questions according to their level of cognition, the child can provide responses in good language. Thus, the process of getting used to the environment, especially family and school, can help children to gain stability in language, both two and three languages (Baker, 2011).

According to Saville and Barto (2017), children or students in realizing the language acquisition process certainly has a strategy in language acquisition and teaching that is tailored to the age level and cognitive development. In general, there are several language acquisition strategies in children including imitation, productivity, feedback, and operating principles, which are meant as a systematic orientation carried out by a child in language acquisition and honing his ability to communicate. According to Ortega (2015), there are two processes that arise when the acquisition and learning of a child's language begins, namely the competence process and the performance process. The competency process is the process of mastering grammar which needs to be guided in a social environment such as school and family. In the end, a child can present performance in language through the way they communicate as they carry out the competency process. Therefore, communicating in the application of competency and performance processes requires two other processes, namely understanding and producing language, which involves the ability to observe or perceive speech and produce appropriate responses.

The language is acquired by a child (either one language or more) due to existing mental processes is then strengthened through interaction with the social environment and helped by the development of his cognition. This provides an understanding for researchers in an effort to determine the processing and teaching of children's and students' language (Samson and Collins, 2012) . In this study, the researcher examines several students at Saint Peter's School, especially the Junior High School unit, to examine how these students can use and apply two or more languages in their environment, school and family. Saint Peter's Junior High School is a school located in North Jakarta - Kelapa Gading. This school teaches Indonesian, English, as well as German or Mandarin as a choice of third language learning options.

METHODOLOGY

In this study, the researcher used a qualitative method that combined with a comparative studies approach in applied teaching at Saint Peter's Junior High School. This qualitative method will describe the acquisition and teaching of language to students at Saint Peter's Junior High School. According to Rivers (2018), language acquisition and teaching is a linguistic communication process which is a conscious threshold activity, and takes place in the target language community with a natural and informal nature and refers more to the demands of communication. According to Smith et el (2017), in the qualitative method in this study, the assessment of the final results of a learning process and juxtaposed on the use of language at home or in the family will be considered good because qualitative studies are examined from the results of a language use. To limit the research sample, the researcher used two classes, namely grade 8 students who were in two classes (8A and 8B) with a total of 44 students.

FINDINGS AND RESULTS

Findings

A. Saint Peter's School – Subjects Delivered

Saint Peter's School integrates the National Curriculum (K13) with well-known supplementary subjects which are taken from International Program (Cambridge Curriculum, HSKChinese and Goethe Deutsch Program). Here is the subject periods taken and in language delivered.

Lessons delivered an applied in Saint Peter's Junior High School - Grade 8				
No	Curriculum	Subject	Language delivered	Periods/ week
1	National	Religion Study (Katholik)	Indonesian	2
2	Curriculum	Civics Study	Indonesian	3

3	(K 13)	Bahasa Indonesia	Indonesian	6
4		Matematika (Maths)	Indonesian	6
5		IPA Sains– Fisika (Physics)	Indonesian	4
6		IPA Sains– Biologi (Biology)	Indonesian	4
7		IPS (Social Study)	Indonesian	4
8		Bahasa Inggris (English)	English	4
9		Seni Budaya (Arts and Craft)	Indonesian	4
10		Physical Education	Indonesian	2
11		Cultural Study	Indonesian	2
12		Spirituality of Saint Peter	Indonesian	2
13	Cambridge Program	Pre IGCSE - English Literature	English	3
14		Pre IGCSE - Mathematics	English	3
15		Pre IGCSE - Combined Science	English	3
16		Bahasa Mandarin (Mandarin)	Mandarin	3

Note:

1. All Indonesian delivered subjects are delivered by Indonesian teacher in which could communicate proficiently

2. All non-Indonesia delivered subjects are delivered by Indonesian teachers but proficient and competent in teaching based on Human Resources data.

3. Each period stands for 40 minutes

B. Students' communicative language at home

This survey is taken from the 44 students in which they and their family communicates.

Language used in Daily Communication	Daily Used	
	Major used	Minor used
Indonesian	44	0
Mandarin	0	32
English	0	10
other language	0	2*

Note:

1. Other language indicates that two students minorly using tradition language at home (Bataknese)

Results

A. Final Score of Language Study

These scores are recorded and taken from Final Scores of students in Grade 8 for Report Card Distribution (July 7, 2021). These scores are used as the proficient language data in listening, speaking, writing and reading as given for Level Grade (Lower Secondary)

Language Lessons	Skills	Average Score	Highest Score	Lowest Score
Bahasa Indonesia (Indonesian)	Listening	88	100	72
	Speaking	89	96	70
	Writing	90	95	65
	Reading	92	100	72
Mandarin	Listening	86	95	68
	Speaking	87	100	66
	Writing	90	100	70
	Reading	92	96	72
English Study*	Listening	92	98	70
	Speaking	88	99	70
	Writing	87	100	62
	Reading	90	95	72

Note:

1. English Study's scores are taken averagely from Bahasa Inggris
(National Curriculumand Cambridge Curriculum)
2. These scores are taken completely from 44 students

Based on the data collection on the comparison of scores above, both in the threshold of teaching lessons in various languages (Indonesian, English and Mandarin) and compared with the acquisition and communication of the language used by students at home, it can be seen the results of the achievement of linguistic scores on the Semester Final Test assessment conducted. is the final assessment seen from the values of linguistic lessons. Coordination of language acquisition and language teaching to students can be said to be effective if it results in synchronization and final assessments obtained and assessed by competent teachers. The average score on the aspects of listening, speaking, reading and writing skills shows a very good score. This is assessed by

researchers because of the coordination and synchronization of the use of language delivery, which, although delivered in more than one language, can be achieved with good results.

CONCLUSION

The application of language acquisition and teaching will be better when these languages are used not only at school but also at home. The application of using more than one language in the learning of students (especially in this study, namely Junior High School level students) will be their provision in the future. This is also expected to be implemented, not only in the schools where this research was taken but also in several schools in order to improve language skills. The student's ability to speak, especially in three languages (Indonesian, English, and Mandarin) looks very good, because of the effective application at home and at school in sync.

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