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STRENGHTENING AND DEVELOPING LOCAL LANGUAGE LITERATION THROUGH LOCAL CONTENT CURRICULUM OF PRIMARY SCHOOL: SYSTEMIC- FUNCTIONAL LINGUISTIC PERSPECTIVE

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Abstract: Local language, which is maintained and respected by its speakers, is protected by the government as local language is a part of Indonesian culture stated in the national constitutions of UUD 1945, the TAP MPR No. II/MPR/1988, the National Language Politic and Policy of National Language, and constitution No. 24 dated in 2009 about languages. The Implementation of those regulations is written on Formal Education Curriculum that is in local content curriculum. One of the local content curriculum aspects is the lesson plan which consists of material component: texts or handouts, especially for primary school students. The opportunity for strengthening and developing the local language on Curriculum 2013 is integrated within the material of art and culture. Referring to the percentage of hours for learning local language in Art-Culture, it lack of time for local language materials. Consequently, the local language materials should be developed and strengthened, so the coming up generation of local language speakers will have optimal vocabulary for maintaining and developing mother tongue. This problem is discussed by applying Systemic-Functional Linguistics.

Key Words: *Developing, strengthening, literacy, local language*

INTRODUCTION

Entering the 19th century many years ago, the existence of local languages in Indonesia, known as Nusantara languages, had been influenced by Malay until the Youth Pledge on 28 October 1928 with a point that *Bahasa Indonesia*, Indonesian, becomes the National language. Moreover, far before the Youth Pledge, Indonesian had been influenced by some foreign languages, such as Sanskrit, Dutch, and English (Sutama, 2017, Tjia, 2013).

The influence of so many languages for Nusantara languages indicates that basically the Indonesian speakers are bilinguals. The quality of being bilingual in a multicultural context is linguistically positive as the continuation of foreign languages might be absorbed as the borrowing words. Therefore, this condition will lead to be negative bilingualism; even it is dangerous for the local language existences since it will decrease the function and role of local languages as communication medium and the local cultures.

The decreasing of local language vitality in socio-cultural contexts indicates that there is a phenomenon of literacy shift, threaten and weakness of local language speaker generations. The phenomenon of this local language literacy decreasing is supported by the facts of diminish and language death of some local languages globally, nationally, or regionally.

These situations also happen for the speakers of Balinese, the *Bali Language* (called as BL) and the *Dayak Ngaju Language* (DNgL). The young generation of those two local languages shows that there is a decreasing in local language competencies in general. This reality can be related to transferring of the local language which is known as language acquisition.

The literacy decreasing is closely related to the speakers' language acquisition through informal or formal situations. Informally, the language acquisition level is determined by the situations, such as through family domain or daily life in socio-cultural community. Moreover, through formal situations, such as through education, especially for primary school level, functioning as the first basic use of local language or mother tongue. These two situations for language acquisition are very important for the language input, although formal situation is more complete and the prospect of this acquisition is measurable, effective, and efficient. While, informal situation will lead to two skills, those are neural-oral (listening – speaking), formal situation will have four skills, those are listening, speaking, reading, and writing.

Local language acquisition as mother tongue in revitalization context through formal situation should be noticed as this effort is very strategic for preserving the local language maintenance from extinction or language death. For this reason, the mandate stated on the national constitution of UUD 1945, chapter XV, verse 36, the constitution of *Undang-Undang* No. 24, dated in 2009, the Laws of the Ministry of Home Affair '*Permendagri*', No. 4, dated in 2007, and the local laws products are important to be implemented for revitalizing and maintaining local languages (Sutama, 2017).

Relating to the local language decreasing, of BL and DNgL are the local languages that should be analyzed as there is a declining literacy competence for the young generation speakers, especially for those who are in primary school level. This declining can be seen from the lack of general use of local language skills (listening, speaking, reading, and writing.

A pre-observation and exploration showed that formal language acquisition, which is stated on local content curriculum and on the materials of primary school level, the BL and DNgL are still lack. This pre-observation is important to examine the problems objectively based on assumption and theories that the lack of materials influences the language acquisition and language competence, so the goals cannot be achieved optimally. This article focuses on the deeds for strengthening and developing local language literacy through local content curriculum at primary school level from the perspective of Systemic-functional linguistics.

Regarding to the explanation above, there are some problems related to the local languages in contexts of social, education, and culture. The educational focus related to local content curriculum can be implemented as the following questions.

1. How are the psychological burdens of local language speakers of the primary school age?
2. How are the government efforts for developing local language learning?
3. How is the content of local content handouts for primary school level?
4. Is there any opportunity for developing and strengthening literacy handouts for local content curriculum?

METHOD

Conceptually, literacy of local language context lays on the language metafunction: ideational, textual and interpersonal (Halliday and Hasan, 1992: 133). Therefore, the perspective of when the local language used is focused on social context, which is on social function forming the language, and the development of social context of systemic linguistics perception. Systemic linguistics refers to the social and culture systems which consists of social institutions and social structures. In this frame, language becomes the media which record human experiences, and one of the social institutions is education society or school. The learning process refers to social and environment processes which 'the school' is social institution. Science is taught in a frame of socio-cultural contexts (Halliday and Hasan, 1992).

In metafunction of language, the language function is more natural, which describes or explains human experiences about universe or environment non-lingual that sooner or later will be realized into semiotic-linguistic experiences and will be recorded into mental dictionary, and systemic linguistics introduces this process as transitivity (Saragih, 2002).

Teaching learning process for local content of local language is in the frame of thematic subjects: local language, arts, and cultures. This social process maintains the linguistic experiences and social metafunction. Linguistic experiences preserved are the psychological dimension which is called as language acquisition. The entire metafunction of linguistic experiences is called by texts, as they refer to the linguistic interactions completely (Eggins, 2004).

From systemic-functional linguistic perspective, the teaching learning process at primary school involves 2 kinds of texts; they are oral texts which are produced by the relationships of participants of teacher and students, and written texts in forms of teaching materials or handouts. These two texts are the inputs for the students' local language acquisition in formal institution of primary school level.

FINDINGS AND DISCUSSION
Psychological Aspects

Globalization brings forth multicultural and multilingual which effects bilingualism that is a competence in mastering two languages or more simultaneously. Based on communication and information, bilingualism is positive, especially for establishing national and global cooperation, equivalence, and welfare. Therefore, in teaching learning process context, it might lead to negative effect in achieving the goals of learning stated in curriculum when the learners mix two or three languages, such as local language, national, and international. The learners' language skills will interfere among those three languages.

Comparatively, teaching two or three languages should be in harmony. Those two or three languages should be mastered in equality. The facts show that it is not as easy as what stated by comparative concept as the process in mastering language through formal situation will effect on negative competitive; it can be used to detect which language is the winner and the looser, which language is excellent and fail, which language is

more favorite and worse, and which language is more important and not important.

The phenomenon of local language marginalization in educational concept of local content curriculum is considered as the reflection of psychological and mental burdens for young learners in primary school level. On one side, the community expects optimal achievements in learning the languages, but one the other side, the treatment for local language learning stated on local content curriculum is not balance, either on the time allocation and the number of teachers, so that it affects on psychological burdens/ aspects from the community and the government.

Ideologically and pedagogically, the unsymmetrical conditions will bring forth the psychological burden of local language young speakers, especially those who are in primary school level, in the process of achieving local language in formal situation at school. The expectation delivered by the Minister of the National Education of the Republic of Indonesia in international forum of SEAMEO-QITEP is "*bahasa bukan sekedar sebagai aspek fungsional tetapi memiliki peran penting sebagai identitas suatu bangsa, serta merupakan cerminan kondisi terkini dan mendatang suatu bangsa. Bahasa mencerminkan kemuliaan peradaban dari bangsa itu sendiri*" (Pikiran Rakyat, 2010) 'language is not only seen from functional aspects, but it has important role as national identity, and as the reflection of actual and future of a nation. Language reflects the civilization of the nation itself'.

Relating to the expectation in achieving local languages, the following table is the description of language acquisition of the local languages (BL and DNgL), the national language, Indonesian, and the international language of English.

Table 1: Language Acquisition

Age	BL	DNgL	Indonesian	English
7 year old (First Graders of Elementary School)	450	360	1.400	2.500

The efforts of Language Maintenance and Development in Local Content Curriculum

The local language is considered as important part of national and local cultures. The Central Government keeps maintaining its existence for developing the national language and continuing the local cultures. The development, establishment, and maintenance of local languages are also conducted by the local government (Ragam Bahasa Kita, 2015). The

efforts have been done step by step, systematically, and continuously by the local governments under the coordination with the Language Institute, then technically, they are organized in the Central Government regulation.

There are some regulations provided by the Central government such as *Permendagri* No. 40, dated in 2007 in form of the Guidance of Language Maintenance and Development for Preserving the National and the Local Languages, PP No. 32, dated in 2013 and PP No. 19, dated in 2005. For the Government of Bali, the regulations are included in *Perda* No. 3, dated in 1992, refers to BL: alphabets, and literature, the Approval Letter of Bali Governor No. 179, dated in 1995 about BL maintenance, establishment, and development, as well as *Pergub* Bali, dated in 2013 to regulate the allocation of time for local content class in elementary school, which is stated 2 hours learning. For DNgL, the regulation is stated in *Pergub Kalimantan Tengah*, No. 22, dated in 2011 and it is stated in local content curriculum that there is 3 hour learning (Pratiwi, 2015).

All of government regulation products above are the efforts in maintaining local languages. The follow-up of what the government has done for the language maintenance and development is the involvement of community in doing so. The government has included the local content as one of the subjects in Curriculum 2013 in all traditional culture themes. The Government of Central Kalimantan has stated that all primary school should prepare the local content based on 12 themes: (1) language and literacy, (2) local arts, (3) handcraft, (4) custom and laws, (5) local history, (6) traditional technology, (7) environment and ecosystems, (8) herbals and traditional medicine, (9) culinary, (10) traditional fashion, (11) traditional sports, (12) local values (Pratiwi, 2015). It is assumed that the local content curriculum is focused on vocabulary and reading texts. The local content book, "*Muatan Lokal Bahasa Dayak*" (Tara, et. al., 2017), which is designed for primary school level is also based on Curriculum 2013, and it is the only book for Kotawaringin Timur Regency.

While, for the Balinese schools, as the teachers are the part of Hindu religion and they are also as language community speakers, they prepare the main books that can be used in the class with title of ***Dharma Sastra Bahasa Bali for the Elementary School.*** The books contain the materials for the first up to the sixth graders, and they become the main book used by the most elementary school in Denpasar, Bali. The materials of the book refer to BL maintenance and development through education for the level of elementary school. The following table is description of the books' content for the first to sixth graders.

Table 2: Local Content Materials for the Balinese Language

No	Material	Text Goal	Prediction of Mastering vocabulary
1.	Reading text	Reading skill and interpretation	300
2.	Question text	Writing skill and essay answer	300
3.	Question text	Comprehension skill and matching answer	300
4.	Question text	Reading skill and general knowledge answer	300
5.	Question text	Reading Skill, Comprehension skill. Pictures clues answer	300
6.	Latni Bali language text	Writing skill. The written answers in Bali alphabets	300
7.	Reading text	Listening and writing skills	300
8.	Dialog questions text	Speaking skill and multiple choice answer	300
9.	Prediction of total number of vocabulary acquisition from the first to sixth graders		2.400

Based on the table above, it can be described that the main books for the first to sixth graders contain about 2.400 vocabularies. The number is assumed based on the word class: noun, verb, adjective, conjunction, and personal pronoun. Each book (6 books) consists of 400 vocabularies for the first graders, 425 for the second, 450 for the third, 500 for the fourth, 500 for the fifth and 500 for the sixth. Quantitatively, there are 3000 vocabulary, but qualitatively it is assumed only 2.400 vocabulary can be acquired. This is because the occurrence of some lexicons repeatedly. Every year, the graders who learn Bali language may get new vocabulary about 250 to 300. The acquisition is described by one book of *Dharma Sastra Bahasa Bali* and *Muatan Lokal* of Dayak Ngaju Language. The acquisition of one academic year can be described as the following.

Tabel 3: The Acquisition of Estimated Vocabulary

No	Category	BL		DNgL	
		Vocab	%	Vocab	%
1	Noun	375	50%	390	65%
2	Adverb	150	25%	78	13%
3	Verb	125	15%	72	12%
4	Adjective	80	5%	24	4%
5	Conjunction	25	3%	18	3%
6	Preposition	15	2%	12	2%
7	Numbering	5	1%	5	1%

Table 2 shows that language aquisition *input* (vocabulary) is dominated by nouns, followed by adverb, verb, adjective, conjunction, preposition and numbering. This condition is in line with Gentner's thesis in 1992 (in Mulyani, 2009), in which he states that a child will master the nouns first, and so the total number will be the most

The Text Book Evaluation from the Systemic-Functional Linguistic Perspective

Learning language through the formal education is considered important and strategic to acquire language. In the Curriculum of Indonesian Education (1984 – 2013), language learning orientations are focused to get 2 kinds of competencies: linguistic competence and communication competence. Based on the evaluation result on the language teaching generally, it is found that linguistic competence is better than the communication. This result is still logic since the linguistic competence is passive (receptive) while the other, communicative competence is active (productive). The modules used in BL are more likely to those of DNgL books which are focused on 12 local tradition and cultures.

In other words, it can be explained that linguistic competence gives more focus on 2 language skills: reading and writing, while communication competence covers 4 language skills comprehensively: reading, writing, speaking, and listening. Based on this, there is a weakness in language teaching generally: English, Indonesia, and local language. This problem may be caused by the approach which is only focused on the grammar for written language as the input of language acquisition.

Actually, it is important to have another approach by other linguist as Halliday (1985) stated in Systemic-Functional Linguistic. It is about the basic concept of language learning where the text structure becomes the analysis unit. The main objective is to find the comprehensive competencies: linguistic, communication, and social-culture. It is also known as the meta-functions of language such as ideational, interpersonal, and textual (Eggins, 2004).

Based on the Systemic-Functional Linguistic perspective, the materials of the books are presented by referring to the language acquisition standard as the level of age and education. The ratio of lexico-grammar, social-culture context, and linguistic experience should be balance. The writers find that there are some weaknesses of the book such as:

1. The structure of reading text is still not good enough.
2. The content or the theme of the text does still not yet refer to the steps of social-culture context
3. Lexico-grammar is still limited

4. Most texts do not refer to particular genre

CONCLUSION

Based on the problems of local languages, BL and DNgL, especially for young learners in primary school level, the teachers as well as the government might do some efforts to solve the problems. The systemic functional linguistic perspective gives opportunity for the local language teachers to focus more on the quality of language acquisition for the students of primary schools by having the class for learning their local language. Therefore, some important points can be used as the pointers to construct local content materials.

1. Developing text material in good structure.
2. Developing text material in various genres.
3. Developing the lexico-grammar.
4. Implementing the language concept and linguistic experience.
5. Strengthening the lexicon items refer to the texts, social contexts, environment, and cultures.
6. Developing text number of the books.
7. Developing and strengthening text materials in which the contents refer to the comprehensive language skills: listening, speaking, reading, and speaking.

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