

The Teaching Constraints of Indonesian as a Foreign Language in Thailand

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Abstract: This study aims to describe the constraints of teaching Indonesian for Thai students in the Southeast Asian program. Data collection is done by observation and note-taking techniques and sees competent or interview involved. The data that has been obtained is then analyzed. The results of this study are presented informally or use words from the author's description. The results of this study have constraints in linguistic and non-linguistic aspects. The results of the analysis show that non-linguistic constraints consist of problems of cultural differences between Indonesia and Thailand, environmental influences that cause disruption, and the negative impact of the Internet use, especially when students use google translation. Meanwhile, linguistic constraints include several aspects of language in Indonesian linguistic forms such as the acquisition of pronunciation, acquisition of grammar, and acquisition of vocabulary related to the first language (Thai) and second language (English).

Keywords: Indonesian, constraint, error, Thailand students, teaching.

I. INTRODUCTION

Indonesian now is one of the languages in the world that is studied by many foreign citizens, especially from countries that have political, economic, Sociocultural, arts, and so on with Indonesia. Indonesian is also supported by the fact that in ASEAN organizations there are three countries that use Indonesian or Malay, namely Indonesia, Malaysia, and Brunei Darussalam. On the other hand, BIPA has been taught in about 36 countries in the world with not less than 130 institutions consisting of universities, foreign cultural centers, the Republic Indonesia Embassy, and language course institutions[1].

The Indonesian language is increasingly gaining attention from abroad, within the country also the Indonesian government does not forget to pay attention to in the form of education, based on data obtained from the Ministry of Education and Culture[2], there are 72 universities that have to teach Indonesian as Foreign Language in Indonesia (BIPA). The Indonesian government organizes BIPA programs both at home and abroad by promoting Indonesian on the international scene, including by providing scholarships for foreign nationals, so they can learn about languages and introduce Indonesian culture. This is proven by at least 219 institutions in 74 countries, both domestically and abroad, which are organizing BIPA[3]. Thailand itself is currently the Southeast Asian country most eager to learn Indonesian. In fact, this country is one of the biggest destinations as Indonesian language teaching places abroad. Thailand is also

the only country abroad that has its Indonesian Teachers Association for Foreign Speakers (APBIPA).

The foreign language that is developing lately in Thailand is Indonesian. Along with the times and technology, the existence and mastery of Indonesian as a foreign language began to increase. With this development in several universities, Indonesian language courses have been included as one of the elective courses to be studied. This was proven in [4] by saying that many educational institutions in Thailand included Indonesian language lessons in their official curriculum, starting from the lowest level of education (SD) to the highest level of education (university). There are several universities in Thailand that collaborate with the Indonesian State in learning Indonesian such as Chiangmai University, Silpakron University, Kanes University, Mahasarakham University, and Mahidol University. Indonesian at the university is taught by Indonesian lecturers [5].

Thailand there are several campuses that require students to take language courses in ASEAN countries as the elective courses and from that language the most favorite is Indonesian. They study Indonesian to get to know Indonesia more deeply, namely at Thammasat University conducting Indonesian language courses in Southeast Asian studies majors, students are required to choose to study one language in a Southeast Asian country, so, they have an overview of countries in Southeast Asia. Indonesian is the first door of knowledge that brings them to the door of another knowledge, both cultural, political, economic, and so forth. In line with [6][6] said that learning Indonesian is a necessity to get to know Indonesia more closely.

Teaching Indonesian for Foreign Speakers requires quite a different effort than teaching it to the local community. Teaching Indonesian for foreigners requires a fairly detailed strategy because this language will be taught as a second or fourth language and often those who learn it is still not familiar with this language. This was revealed by [7] each BIPA student has his native language or first language (L1) which he mastered. The structure of the first language will certainly affect the process of learning Indonesian as a foreign language (L2) for them.

The use of Indonesian as a third language for Thai students are not free from mistakes, the higher the number of errors, the lower the level of achievement of language learning goals. Problems that often become obstacles on both sides in the teaching process include, among others, non-

linguistic and linguistic constraints, these two forms of constraints are factors that inhibit the sustainability of the teaching process appropriately. Like Thai students, on average they cannot speak Indonesian, nor can they speak English fluently, so, they must use picture media and also have to work on local languages to teach. Another obstacle he faced was in the form of different characters used by Indonesians and Thais. So in Thailand, there must begin to teach writing the ABC alphabet again from the beginning. Previous research by [8] said that Thai speakers have difficulty pronouncing vowels, and they also had difficulty pronouncing the two and three consonant sound groups tricked by inserting certain phonemes between multiple consonants.

Many factors relating to students on the one hand and learning situations on the other, such as situational factors, inputs, student differences, learning processes, and linguistic outputs [9]. However, to implement the program, a constraint needs to be solved because it does not only inflict the learning achievement, but also influences the teachers to work in managing the teaching-learning process [10]. In this paper, the authors limit the scope of the discussion to only the constraints of learning Indonesian at Thammasat University Bangkok, Thailand. As for some learning constraints the author will describe in this paper based on the results of the writer's observation and interviews with several students and lecturers in the Southeast Asia Program.

II. METHODOLOGY

The method used in this research is qualitative with descriptive data. namely, by making a real description because the qualitative methodology is a research procedure that produces descriptive data in the form of written and oral words from people and observed behavior. This research was conducted at Thammasat University, Thailand. Students who study Southeast Asian majors are required to choose to study a language in a Southeast Asian country so that they have an overview of countries in Southeast Asia. Indonesian is the first door of knowledge that brings them to the door of another knowledge, both cultural, political, economic, and so forth. The research strategy used in this study is a single study at Thammasat University, Thailand, and will focus on one problem that is about constraints in teaching Indonesian, this study uses a single case strategy. Types of data sources used in this research are (1) Information or resource persons, in this study, there are three kinds of informants, key informants namely teachers, students as actors in classroom learning activities, and coordinator of Thammasat University. (2) Events or Activities, Events or activities selected as data sources in this study are events of Indonesian language learning activities in the classroom. (3) Documents or Archives, Documents or archives examined are documents that are used as data sources are a syllabus, question archives compiled by the instructor, learning material, documents regarding student background, documents regarding the instructor background. The data collection method uses observation, interviews, and document

analysis techniques. This paper will discuss the constraints of teaching Indonesian in Thailand as mentioned above.

III. RESULTS AND DISCUSSIONS

1. Non-Language Constraints in Teaching Indonesian Language in Thailand

The intended non-language constraints are obstacles encountered in the Indonesian language teaching process and are not directly related to grammar issues. These constraints include issues of cultural differences between Indonesia and Thailand, the linguistic environment that is not supportive because learners are in a Thai-language environment daily, and the negative impact of using internet technology.

Already know that the culture of the Thai nation is definitely different from the culture of Indonesian people. This difference raises its own problems related to learning Indonesian. Because between Indonesian and Thai, there are fundamental differences. learning foreign languages is very important in understanding sociolinguistic phenomena, feelings, language learners, stereotypes, expectations and prejudices of target languages [11]. Culture has an important portion of the language teaching process because language and culture have mutually reinforcing links. Culture is a series of opinion and senses system, action, and creation which created by human-beings in social life which acquired with studying [12]. So, it can be stated that if you want to speak well you must understand language culture too. As experienced by Thai students when learning about vocabulary related to religious aspects, students also have some difficulties. Students have difficulty understanding words related to religious aspects because students in the Southeast Asian program are almost all Buddhists, so when they get vocabulary related to Islam as the majority religion in Indonesia. Words such as *qada*, *kalbu*, *zakat*, circumcision of the apostle, etc. these words are very strange in his life, so the teacher must explain in a profound way. Constraints faced by some students who are friends with Indonesian people, they often contact via chat. So, we know now that slang develops among teenagers in Indonesia, the existence of slang cannot be denied and is eliminated because it is a part of the social dynamics of adolescents. However, there is a concern that the emergence of slang language makes confusion to foreign students who learn standard Indonesian until they cannot distinguish it.

The student stated that there was no chance to speak Indonesian with Indonesian people. This is an obstacle in the practice of conversational practice with native speakers who certainly have a more perfect or clear pronunciation compared to teaching friends or non-Indonesian people. The practice of speaking that students have done so far is only in language laboratory lessons, which are more focused on unidirectional communication, conversational training lessons, and communication practices with fellow Indonesian language majors. Students at Thammasat University generally do not have the habit of students to speak Indonesian even though in

class they are not told to use Indonesian while still using Thai, especially with Thai people who do not speak Indonesian can make it difficult for students to communicate in Indonesian, students communicate with his parents, wherever they live to use their mother tongue every day, in this situation the influence of mother tongue is very strong on the Indonesian language being studied. As stated by [13] said that the mastery of foreign languages including Indonesian does not inhibit or even strengthen the mastery of the mother tongue. Because they are not in the native Indonesian environment, they need a long time to actively master Indonesian. In line with what was explained in [14], students must stay together with native speakers of Indonesian to increase the intensity of immersion. It aims to create a natural language atmosphere and allow Indonesian native speakers to be studied every day, as well as minimize the activities of gathering and speaking in the learner's mother tongue.

Thammasat students now say the lecturer is increasingly difficult to force to open the main standard dictionary, Instead, they open very dependent on digital dictionaries and many of digital dictionaries are still weak, there are still many translation errors in it. Instant translation can produce poor results and moreover, in the process of translation through Google Translate, many words are translated incorrectly. In addition to the mistranslations of word meanings, the most common mistakes in sentence structure. The higher the technology, then they also interfere with many models for translation such as there is a program for them to be able to read the reading and direct the translation out. That makes it more difficult for lecturers to check whether they are translating themselves or only using it. So technology helps but it also turns out to be a big obstacle for language learning because it makes them dependent on it. There are also those who are lazy to write in Thai first, and then use google translate. So, we feel they do not practice theories about grammar or grammar and also translate using instantaneously through Google Translate, causing learners to make less effort to find the meaning of a word and understand it seriously.

2. Linguistic Obstacles in Teaching Indonesian in Thailand

Language constraints are obstacles encountered in the teaching process which generally cover the process of teaching a foreign language. There are often language lapses as a consequence that must be faced because the second language method is very different from the mother tongue. These constraints include acquisition of pronunciation, acquisition of grammar, and acquisition of vocabulary related to the first language (Thai) and second language (English).

From the results of previous interviews, many students in Thailand were still not fluent in pronouncing Latin letters used in Indonesian, such as the letters r, l, g, j. And cannot distinguish between the examples of the words pass-straight, tooth-pebble, road-cup. This is because of the Thai language they use daily since childhood is based on Thai

characters. Difficulties that arise in general learning a foreign language are difficulties in pronunciation of phonemes in the second language because this difficulty is caused by differences in the phonemes of both languages, both in the manner and position of articulation. Difficulties that can cause pronunciation errors, it will have a fatal impact if not taught well to students[8]. Therefore, the instructor must have the ability to explain how the sounds in Indonesian are produced by the speech tool because the knowledge of how to pronounce the sounds of the language to be taught is the first knowledge that must be possessed by a BIPA instructor [15]. But if you look at the vocals in Indonesian, this condition makes it easy for Thai students to pronounce Indonesian vowels and diphthongs because there are five vowels and three diphthongs in Indonesian, phonemes can also be found in Thai. Pronouncing the correct words makes it easier for them to communicate. Student's foreign language education programs are considered successful if they can communicate effectively in the language [16].

How to make sentences in Indonesian is not an easy thing for students who are initially learning languages, because, in Indonesian, the language is as complex as the knowledge of sentence position. Students who stay long or have summer in Indonesia sometimes also make sentences in writing or use Indonesian in daily life. They are still wrong because there are still many who do not know the correct Indonesian language according to the rules and regulations One example that is often met is how many of the students are still confused about affixes because one word if added affixes can add various meanings to a basic word, for example, "Sayang" love add ke-an to being "kesayangan" which means pity in language English. According to the students, so made it complicated. When talking about dictionaries used by students, the Thai-Indonesian-Thai dictionary can be considered a "weak dictionary" because it only provides word-for-word translations without explanation of word formation, let alone their use in context. Conversely, a number of students who have adequate knowledge of English use an English-Indonesian-English dictionary which can be considered a better dictionary. As a result, their mastery of grammar and vocabulary is better than the previous group. And also translating word for word from the native language into the target language does not always help them in reaching the target language. In fact, they also need knowledge about the target grammar.

Thai students' knowledge of English is also very difficult to pronounce the sounds of Indonesian because Indonesian and English are of course the same letters, but the grammar is very different. But English also helps as in some phonemics positions which do not appear in Thailand, phonemes / r / and / l / which do not appear in the final syllables of Thailand, so they are filled with the knowledge of English. States that one of the difficulties is students/students in obtaining a second language (second language acquisition) is if the second language or foreign language they learn has

more phonemes that are not possessed by their first or second language[17]. Thailand has a different alphabetical system than Indonesian. Thailand has a different alphabetical system than Indonesian. Thai uses Thai scripts, while Indonesian uses Roman scripts. And who made mistake on pronouncing phoneme /au/. The phoneme /au/ is pronounced became phoneme /ɔ/. Incorrectness on pronouncing /au/ became phoneme /ɔ/ didn't occur in every position. This kind of error has occurred when it positioned as initial in a syllable. This error is caused by their knowledge of the English alphabetical system interfered with them.

IV. CONCLUSION

Based on the analysis carried out above, it can generally be concluded that the process of teaching Indonesian in Thailand, especially in the Southeast Asia Program, a number of students categorized that they have weaknesses in speaking, listening and spelling sounds, understanding grammar and arranging parts, also limit the number of words in their memories. As a classroom learning arrangement, students have limited knowledge that depends on the teacher provided. In the acquisition of pronunciation, classrooms are not sufficient to get the pronunciation. There is not enough time to use Indonesian.

Visiting Indonesia or watching and listening to any media in Indonesia supports them in getting the pronunciation. The knowledge side of pronunciation, there are two other components of linguistics, namely grammar and vocabulary. Students have limited knowledge about grammar and vocabulary that is dependent on the teacher provided. Knowledge of grammar will help students arrange words, phrases, sentences, or discourse. Thai students also provide vocabulary from the dictionary.

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