
THE IMPORTANCE OF THE STUDY PROGRAM OF INDONESIAN EDUCATION IN TIMOR LESTE

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ABSTRACT

Many Timor Leste students choose to continue their studies in Indonesia. In studying in Indonesia, they did not experience any problems because socially Timor-Leste with Indonesian society had emotional closeness and similarity. They experience various obstacles academically, especially in relation to the completion of their study assignments. This is a burden that often hampers the smoothness of the study process of East Timorese students because of the gap in Indonesian language competence. Therefore, the Government of Timor Leste needs to develop learning the Indonesian language, especially the development of Indonesian language education study programs in universities. The Indonesian Language Education Study Program is one of the study programs that have the authority to produce graduates who have formal academic qualifications in the field of Indonesian language education. Through the education process in the study program, students will be given adequate learning experiences to be able to become Indonesian language teachers.

Keywords: study program, Indonesian education, Timor Leste

INTRODUCTIONS

The Democratic Republic of East Timor (RDTL) is a country in the north of Australia and the eastern part of the island of Timor. The Head of State of the Republic of Timor Leste is a president, who is directly elected with a term of service for 5 years. Timor Leste is administratively divided into 13 districts: Aileu, Ainaro, Baucau, Bobonaro, Cova-Lima (Suai), Dili, Ermera, Lautem (Lospalos), Liquica, Manatuto, Manufahi (Same), Oecussi-Ambeno (Pante Makassar), Viqueque (Cabira-Oan).

Timor Leste has 2 official languages, namely Tetun and Portuguese. In addition, the constitution also states that English and Indonesian are used as working languages. In daily practice, many people use Portuguese Tetun as a spoken language. Meanwhile, Indonesian is widely used for writing. For example, school children at high school level still use Indonesian for the final exam. Many students and lecturers prefer to use

Indonesian as the language of instruction and write scientific essays. In addition, there are also dozens of regional languages, including Bekais, Bunak, Dawan, Fataluku, Galoli, Habun, Idalaka, Kawaimina, Kemak, Lovaia, Makalero, Makasai, Mambai, Tokodede, and Wetarese.

Every year many East Timorese students choose to study in Indonesia because Indonesian is easier to understand and the tuition fees in Indonesia are cheaper compared to Portuguese, Australia and other countries. The problem is that when they return from Indonesia they have to take another Portuguese course. This process is happening in Timor Leste. This generation, armed with the Indonesian language, has to deal with a new generation born in the era of independence, namely the East Timorese people who, because they have begun to adapt in the 'Portuguese' environment, are more fluent in the language. The schoolroom is one where these two generations meet. This Indonesian language generation acts as a teacher. Therefore, you can imagine communication difficulties that occur due to different language tongues.

A large number of East Timorese students who continue their studies in Indonesia in recent years is an academic phenomenon that needs attention. The educated young generation of Timor Leste who study in Indonesia are in the undergraduate (S1), master (S2), and doctoral (S3) levels. In terms of socio-culture in daily communication, those who study in Indonesia do not experience any problems because socially Timor-Leste with Indonesian society has emotional closeness and similarity. However, in terms of academic communication, they seem to experience various obstacles, especially in relation to the completion of academic tasks. Various demands for academic assignments need to be conveyed in Indonesian language exposures. This is a burden that often hampers the smoothness of the study process of East Timorese students because of the gap in Indonesian language competence.

The above facts seem to be well understood by the Government of Timor Leste. The policy on learning the Indonesian language included in the school curriculum is one of the strategies in overcoming the gap in Indonesian language competence. At present, Indonesian is one of the subjects taught to students ranging from elementary school to elementary school. The policy has a very strategic meaning for the young generation of Timor Leste who are interested in continuing their studies in Indonesia. The experience

of learning the Indonesian language in East Timor students will provide positive access for themselves in facilitating the completion of their studies in Indonesia.

In line with the policy regarding the inclusion of Indonesian language lessons in the curriculum at various levels of schooling in East Timor, a question arises:

- 1) Who teaches Indonesian at school?
- 2) Does the teacher who teaches Indonesian have sufficient Indonesian language competence?
- 3) Does the teacher who teaches Indonesian have formal qualifications as a professional teacher?
- 4) Does the teacher who teaches Indonesian have the formal academic right to teach Indonesian?

Some of these questions need to get more serious attention and thought. Therefore, to develop education in Timor Leste that is more dignified and professional, the preparation of qualified and professionally qualified teacher teachers needs to be considered. For this reason, the preparation and opening of the Indonesian Language Education Study Program in Higher Education in Timor Leste are one of the most strategic policies in addressing the challenge.

DISCUSSIONS

The Importance of the Study Program of Indonesian Language

The Indonesian Language Education Study Program is one of the study programs in universities that have the authority to produce graduates who have formal academic qualifications in the field of Indonesian language education. Through the education process in the study program, students will be given adequate learning experiences to be able to become Indonesian language teachers. In addition, students will also get cultural experience from the language they are learning so that they will get the opportunity to fulfill their needs in their daily lives.

In connection with the importance of learning Indonesian, there are three needs that encourage a person to learn a language, namely; (1) the need for work, (2) the need for vocational training programs, and (3) other needs. In line with the statement, it can be revealed that foreigners learning Indonesian aim to (1) attend classes at Indonesian

universities, (2) read books and newspapers for research purposes, and (3) communicate verbally in daily life in Indonesia (Suyitno, 2007). Each of these three objectives can still be expanded into a number of specific objectives, for example, to study in a university in Indonesia requires knowledge of Indonesian in accordance with the fields of study (social sciences, engineering, economics, etc.).

By learning Indonesian, East Timorese students will be able to open their horizons in communication internationally. This happens because Indonesian is already known in the ASEAN region, America, Europe and has been used as a subject or subject in several schools and universities in several countries such as; Australia, Singapore, Thailand, Philippines, Cambodia, Vietnam, Laos, Japan, South Korea, and other countries (Suyitno, 2017). Related to this, the Indonesian language has so far been taught to foreigners in various institutions, both at home and abroad. In the country today there are not less than 45 institutions that have taught Indonesian to foreign speakers. Meanwhile, abroad, BIPA teaching has been carried out in approximately 36 countries with a number of not less than 130 institutions, consisting of universities, foreign cultural centers, the Indonesian Embassy, and course institutions (Ministry of Education and Culture 2017).

This is an opportunity for the young generation of Timor Leste to open opportunities to learn Indonesian with the aim of getting greater opportunities for both study and work. The history and geographical location make Timor-Leste a country that has a greater opportunity if its people are given the opportunity to formally study Indonesian in both schools and at the university level. The opportunity to formally study Indonesian at the institute provides an opportunity for the people of Timor-Leste to study without having to go to Indonesia. In addition, the need for Indonesian language learning will continue to increase not only because of academic needs alone but also in enhancing foreign cooperative relations, especially in the ASEAN region. The rapid flow of globalization, the people of Timor-Leste will be better prepared to deal with these changes, this is due to the availability of qualified human resources and the role of Indonesian language education institutions that are continuously able to provide language education and training services Indonesia in a professional manner.

Language is indeed something that is typical of humans because it is not owned by other creatures. Animals also communicate with each other but do not use language. Human-generated language occurs because humans have their own physiological characteristics that do not exist in other creatures. The specificity of these physiological characteristics lies in the human teeth and larynx which can produce a variety of different sounds.

In general, the function of language is as a communication tool. As for more specific, Sibarani (2004) revealed that language functions can be divided into two categories, namely based on micro functions and macro functions. Micro function, namely the use of language in its function that is more specific to the needs of every human being. These micro functions include language functions that are more concerned with individual needs or personal interests such as logical functions, emotional functions, communicative functions, recording functions, identifying functions, physical functions, and functions giving pleasure. These micro functions function in the lives of all humans. Everyone uses it in his life personally and in his social life. Macro functions are related to broad language functions that meet social needs beyond personal interests. This macro function includes ideational functions, interpersonal functions, functions of language aesthetics, textual functions, and sociological functions. These macro functions emphasize the theoretical function of language in communication systems.

Buhler (in Halliday and Hasan, 1994) divides the function of language into expressive language, conative language, and representational language. Expressive language is a language directed at oneself; conative language, namely language directed at the other person; representational language, namely language that is directed at other facts, namely anything other than the speaker or interlocutor.

Based on the explanation above, it can be concluded that the discussion of language can be viewed from two aspects: nature and function. From the aspect of the nature of language studied and described by linguists. Broadly speaking, language is a system of requirements (semiotics) which consists of signaling elements and the relationship of these elements. The language element that is best known to common people is the word, but it is precisely this element that is most difficult to be

scientifically defined by linguists. Other elements of language are sound units or phonemes, the smallest unit of meaning which has a meaning or morpheme, a unit of word elements consisting of one or more than one morpheme, a unit of elements consisting of one or more than one word commonly called a phrase, which becomes the main element of a larger element, namely the sentence (Nababan, 1991). As for the functional aspects of general language functions as a means of communication between people. Aside from being a means of communication, languages can also have various other functions according to their perspective.

An understanding of the aspects of the nature and function of the Indonesian language will be achieved adequately if studied in more depth in the formal lecture process. Through lecture activities, Indonesian language education study program students will study various theories and skills in the Indonesian language. They will gain more adequate experience in Indonesian language, literature, and culture so that they will hold a professional degree in Indonesian language education.

The Relationship between Language Learning and Cultural Learning

Between culture and language does have a close relationship because indeed language is a reflection of the way of thinking of a society. But, does teaching language mean "must" teach the culture of the language it originates from? According to Ticko (1995), the best language teaching is if it has to do with the background of students and not teach patterns of thinking based on the background of outsiders. He also added that any language that was taught must still pay attention to the culture of the place where the language was taught. The failure of teaching English in Southeast Asia, according to him because in general the learning material is still too much carrying British culture and not paying attention to local culture. He gave an example, there was a dialogue between people who had just met later in the dialogue, people who had just been known were asked to make their own coffee. This incident is common in England, but not so in Southeast Asian countries. In this case the according to the Ticko is not appropriate because the learner's cultural knowledge is not in line with the culture of the reading he is studying.

Another example of a material that does not pay attention to local culture is reading about Roll Roys for children in Vietnam, even though they are only able to imagine rickshaws or motorbikes. If students don't have a picture of what they are learning, how can they understand the language they are learning? Even though the purpose of language learning is so that students can use the language they learn correctly. Then the Ticko suggests that language learning must pay attention to two things: (1) material, and (2) how to deliver. The material must still pay attention to what has to do with the cultural background and thinking of students. Likewise in the way of delivery must also be in accordance with the background of students' thinking and cultural abilities, especially if the students come from diverse backgrounds.

In line with the above thoughts, Saravanan (1995) said that Indian language teaching in Singapore was also less successful because the learning material was taken from India which was actually a different culture from Indians in Singapore. Because Indian language in Singapore is only used in the language of association between Indians only and is not used in higher communication situations, the teaching material does not need to be the same as that taught in the original country, India. In Indian countries, Indian language is indeed used in almost all aspects of life, so it is natural that the material is also related to various fields of life, such as politics, economics, law, etc. But this is not the case for Indian language users in Singapore. Thus, Indian language teaching in Singapore should only be related to everyday problems.

If Indians want to be able to maintain their language and culture in the midst of Singaporeans who are concerned with English, Saravanan (1995) suggests that the selection of material and how to deliver it must also be interesting. The material should be in accordance with what students need in Singapore, not necessarily the same as the material taught in India (the original country). Likewise, the appearance of teaching materials must also be made as interesting as English teaching materials. If English language teaching materials are made in the full-color edition, Indian Language teaching materials should not only be "black and white" which indeed will make students less confident.

The two exposures above show that language teaching that does not pay attention to the learner's cultural background tends to be less successful. The original

culture of language that is learned does not have to be taught if it is not in accordance with the culture that surrounds the learner. The question that arises is: "Is it true if there is a failure in language teaching because in the teaching material that still brings the native culture of the language learned? Is the failure of teaching English as complained in the previous presentation also because English language material in Indonesia also still "incorporates" its original culture and especially those that do not exist in Indonesia? If indeed the answer is "Yes", it would be necessary to do further research on the factors that affect the failure of language teaching.

Why do you need further research? Because there is another opinion that says that teaching languages must also teach the culture at once. Learning a language cannot be separated from learning how language is used in everyday life, especially how the language is influenced and also shapes the culture of native speakers. This implies that someone who studies a particular language without understanding his culture has the potential to become a person who is "eloquently foolish" (Bennet, Bennet & Allen, 2003 in <http://file.upi.edu>). So in language learning, the ability to speak fluently like a native speaker (community) is no longer the most important thing. Understanding the culture of the language being studied proves to play an important role in determining the success of the delivery of messages and the establishment of smooth communication between the speaker and the interlocutor. This ability is often referred to as intercultural competence.

Riesky (in <http://file.upi.edu>) revealed that in the trend of language teaching (especially foreign languages) that develop communicative language skills have encouraged language teachers to be able to build "intercultural competence" (IC) in their learners. IC becomes an important thing because basically, people practice cultured primarily through language. In relation to cross-language communication, IC becomes a bridge between the culture of language learners and the target culture of the language being studied. So by learning a language at the same time, it has also studied a culture. Language learners will be competently intercultural, like being on "third place" (third place). This "third place" is likened to a place (or rather a position) where language learners can act like an "outsider" and "insider" simultaneously, have an "etic" perspective (as an outsider) and also an "emic" perspective (as an insider) to the culture

and culture of the language learned. IC will emerge when the learner of the language is able to emerge cultural sensitivity, which is marked by changes from what had been "seen reality only from the standpoint of its own culture" to "realizing that there are many other points of view in this world.

Chaer (1994) said that language is unique and indeed has a very close relationship with the culture of the wearer's community, so when analyzing a language only applies to that language and cannot be used to analyze other languages. An example is the use of the word fish in Indonesian refers to the type of animal that lives in water and is usually eaten as a side dish; in English commensurate with *fish*; in Banjar language called *iwak*. But the word *iwak* in Javanese does not only mean fish or fish but also means that meat is also used as a side dish (rice-eating friend). In fact, all side dishes such as tofu and tempeh are often also called *iwak*. Likewise in the culture of the British people who do not know *rice* as the staple food, there is only the word *rice* to declare *padi*, *gabah*, *beras*, and *nasi*. Therefore, the word *rice* in a certain context means *padi* in another context means *gabah* and in another context means *nasi* or *beras*. Then because eating rice is not a British culture, it is in English and also in other languages where the community is not cultured to eat rice; there is no word that states side dishes or *iwak* (Javanese).

With the above explanation, it becomes clear that language teaching cannot be separated from its culture, because a common word in a language can have different meanings in another language. Therefore, is it true that failure of language teaching so far because in the learning material also includes elements of language culture that are taught even though not the same as the learner's culture? So, which is more appropriate: teaching language does not have to bring the language culture that is taught but adapted to the learner's culture, or in language teaching while also teaching the culture of the language being taught?

Tuhusetya (in <http://sawali.info>) said that the low score of the National Examination for Indonesian Language Subjects was caused by several reasons, among others, because often in multiple-choice questions the answer could be more than one, but the question maker had sentenced " there is only one correct answer ". Creativity and critical attitude of students in arguing "taboo". Students must submit to the authority

of the maker of the question. So if the National Examination exam questions in the Indonesian Language are given to 100 Indonesian Language teachers, not necessarily a hundred teachers will give the same answer. This complexity has always been a matter of controversy. The problem that should be able to make the future children of this country think multidimensionally is actually reduced by multiple choice questions which are linear and interpretive. The trouble is, the single interpreter of the question maker who at the same time makes the answer key is often inviolable. In other words, the authority of the question maker has become a "poison" to kill and kill students' reasoning and critical attitudes.

About the failure of teaching English, according to Subekti (2012) because English is only the second language that is not used directly in everyday life. This is different from teaching English in Malaysia and Singapore which are used in everyday life. So far, English has been studied only in theory and science. This is certainly contrary to the concept of learning a language: where learning a language learns 4 language skills (listening skills): listening (listening), speaking (speaking), reading (reading) and writing (writing). So, if the language is a skill that must be used, the use of English in real life is the key to success in mastering the language. For example, a student who has a large vocabulary may not be able to speak or understand English well, a student who memorizes all types of tenses or grammar is not necessarily able to write English well, and a child who knows a lot of English expressions is not necessarily can use it properly.

As for the causes of not attracting regional language lessons for certain students because indeed the language is something very foreign, while his friends have been very mastered. Some vocabulary that has been mastered turns out to be of little help when it comes to memorizing the names of the animals or the names of flowers from various plants. Meanwhile, what they memorized was almost never used in everyday communication in communities where the regional language was studied.

Based on the explanation above, it is the teacher's job to be able to present meaningful learning. As long as students feel they get the meaning of what they are learning, of course, they will learn better. Similarly, if they do not get the meaning of what is learned, they will lose the spirit of learning. So to be able to present meaningful

learning, a teacher must indeed have several competencies. Based on Law No. 14 of 2005 concerning Teachers and Lecturers, the competencies that must be possessed are (i) personality competencies, (ii) pedagogic competencies, (iii) professional competencies, and (iv) social competencies.

Pedagogic competence is the ability to understand students, design and implement learning, evaluate learning outcomes, and develop students to actualize their various potentials. Personality competency is a personal ability that reflects a stable, stable, mature, wise and authoritative personality, becomes a role model for students, and has a noble character. Professional competency is the mastery of learning material widely and deeply, which includes mastery of curriculum subject matter in schools and scientific substance that overshadow the material, as well as mastery of scientific structure and methodology. The social competence is the ability of teachers to communicate and interact effectively with students, educational staff, parents/guardians of students, and the surrounding community.

Based on the explanation above, each instructor must master the field of science to be taught, including being able to choose material that is suitable with the learning objectives. The same is true of language learning in Indonesia. Besides, the material must be suitable with the learning objectives, the material must also be carefully chosen. According to Richards and Rodgers (1986) learning material should be able to (1) support the achievement of communication skills, (2) direct the focus of learning on mastery of communication, (3) encourage learning activities in creative mastery of language, and (4) vary the number and types so learners are more flexible in developing their language skills.

In addition to the above view, Larsen-Freeman (1986) also suggested that the material that supports the development of communication competencies is material taken from authentic language samples. The authentic material can be taken from the use of language in real communication. According to Lopez (in Ghazali 2010: 36) the shape and size of the authentic material varies and can be classified according to communication facilities: audio, visual, video, and print. Announcements via loudspeakers in public places such as at the train station or terminal are examples of the

use of authentic language through audio. With authentic material, it is expected that learning materials will become more interesting.

Goodman (in Dawud, 2008: 49) suggests how the language is easy to learn and shows the reason why learning languages become difficult. More complete advice such as those exposed below.

Learning languages is easy, if	Learning Language is difficult if it is
Real and natural	Artificial
Intact	broken
Meaningful	Meaningless
Interesting	Boring
Relevant	Not suitable for students
In line with students	Not in line with students
Part of the situation	Get out of context
Having social benefits	Has no social value
Having goals	Not clear goals for students
Choice of students	Other people who choose
Students are able to use	Students unable to use

In a slightly different way, Syafii'e (2011: 85-86) provides several considerations when the instructor will organize Indonesian language learning material. Some of the things that must be considered are as follows.

- (a) Knowledge and language skills taught should be useful for daily communication (meaningful). In other words, in order to avoid material presentation, (especially linguistic material) that is not useful in everyday communication, for example, knowledge of highly linguistic grammar.
- (b) The need for real language students must be the priority of the teacher. Study materials are suggested to be authentic.
- (c) Students are expected to be able to capture ideas expressed in language, both oral and written, and able to express ideas through language.
- (d) Classes are expected to be productive Indonesian language users. The teacher is expected to trigger oral and written language activities.
- (e) The tasks of language learning are carried out in a variety, intermittent, and enriched both material and activities. It must be remembered that language activities are of an unlimited nature.

By paying attention to the views above, teaching materials should indeed be compiled based on learner needs analysis. According to Yalden (1987) needs analysis includes (1) identification of communication needs, (2) identification of personal language, (3) identification of language motivation, (4) learner characteristics, and identification of friends in learning language learners. Based on the results of the analysis of various needs, it is expected that the learning program designed can be beneficial for learners. In the implementation of learning the role of the teacher is no longer the most powerful person in the class or who dominates the course of the learning process. Teachers only act as motivators, providers of learning facilities, learning guides, and provide inspiration to bring up student ideas to develop better.

In addition to the matter of selecting material, the approach used by the teacher must also be appropriate. Because language learning is essentially learning to communicate, it is appropriate that language learning uses a communicative approach. The communicative approach is oriented towards the language learning process based on the tasks and functions of communication. The basic principles of the communicative approach are: (a) material must consist of language as a communication tool, (b) material design must emphasize the teaching-learning process and not the subject matter, and (c) material must encourage students to communicate naturally (Siahaan in Pateda, 1991: 86).

In a communicative approach, the reference is to learners' needs and language functions. The communicative approach seeks to make learners have language skills. By itself, the main reference for each unit of study is the function of language and not grammar. In other words, grammar is presented not as an end in itself, but as a means of carrying out the purpose of communication.

Learning strategies in communicative approaches are based on active student learning, which is now known as Student Centered Learning (SCL). The way of active learning is a development of Dewey Learning by Doing theory (1854-1952) (Pannen, et al. 2001: 42). Dewey strongly disagrees with rote learning 'learning by memorizing'. Dewey applies the principles of learning by doing, namely students need to be involved in the process of learning spontaneously or actively involved in the learning process. As for the communicative approach, there are several methods that can be applied, namely

the simulation method (The Simulation Method), and the method of reviewing experience (The Inquiry Method) (Pateda, 1991: 87).

CONCLUSIONS

The main function of language is a means of communication. Teaching language means teaching the language so students are able to communicate well. The choice of material and learning strategies chosen by the teacher will greatly influence the success of language teaching. It is indeed impossible to teach language without teaching the culture of the language being taught. Teaching Indonesian certainly will also teach Indonesian culture. What teachers need to pay attention to is in terms of material selection. Hopefully, the material presented is material that is "meaningful" because it is indeed needed by students in supporting the success of their communication. Such conditions will only be obtained from teachers who are professional in their fields. Therefore, it should be understood that the Indonesian Language Education study program is very much needed for the preparation of truly professional teachers in Timor Leste.

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