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## THE USE OF TUTORIAL MODEL IN TEACHING INDONESIAN TO FOREIGN LEARNERS

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### ABSTRACT

The tutorial model was a very useful strategy in teaching Indonesian to foreign learners. The tutorial model became one of the teaching models that synchronizes between classical learning and individual learning. Tutorial model was implemented outside the classroom by utilizing cultural objects as a medium of learning. The selection of cultural objects and tutors were tailored to the learning needs and characteristics of foreign learners who learning Indonesian language. Tutorial model by utilizing the cultural object as a medium of learning could increase the confidence of foreign learners who learned the Indonesian language. In the implementation of the model, every learner was guided by one tutor in visiting cultural object. The teaching model of tutorial can improve Indonesian language competence of the foreign learners. Learners are more confident in using the Indonesian in communicating.

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### INTRODUCTION

There are many foreign learners learning Indonesian language in Indonesia. The study that conducted by Suyitno, et al. (2017) indicates that foreign learners studying at the Indonesian language learning program at Universitas Negeri Malang (UM) come from various countries. They have different cultural characteristics according to the culture of their origin country. They also have diverse expertise fields and learning objectives. The Cultural differences are reflected in their learning styles and behavior in learning Indonesian. The differences in the expertise field and learning objectives have implications for the selection of materials and the implementation process of Indonesian language learning.

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Foreign learners in learning Indonesian language not only learn the Indonesian language but also learn the Indonesian culture. In communication, they need to master the language they speak and understand the culture of the native speaker. Therefore, learning to speak Indonesian essentially also learns Indonesian culture. To be able to use the Indonesian language in real communication, they need an understanding of the cultural communication of Indonesian native speakers. Therefore, the introducing of culture to foreign learners has an important role in Indonesian language learning. Edward Sapir as quoted by Wardhaugh (2002) explained that there was a close relationship between language and culture. Through cultural learning, foreign learners can gain insights into Indonesian culture and can gain the new insights and skills needed in their lives (Van Schaik & Burkart, 2011).

To increase language skills, foreign learners need to get maximum practices in the use of Indonesian language. Such practices will be more meaningful if the use of the Indonesian language is done in a real context within the Indonesian speech community. Foreign learners are dipped directly to communicate with the native speakers of the Indonesian language. From these learning environments, foreign learners can gain a learning experience that suits their learning needs (cf. Burbules 2012).

The variety of cultures that exist in Indonesian society is a useful learning resource for foreign learners studying Indonesian language. These diverse cultures can serve as the set of topics developed in Indonesian learning materials (Suyitno 2017). Learning materials developed based on real conditions that can be observed directly able to foster the spirit of learning for foreign learners. Learners can choose materials that suitable for their needs. Lessons that give learners the opportunity to be active in making decisions about their learning are positively correlated with the increased intrinsic motivation of learning, overall achievement, creativity and higher-order thinking (Toshalis & Nakkula 2012).

Selection of learning environment becomes an important part of the process of language learning plan for foreign learners. This happens because foreign learners have diverse learning needs and learning styles (Suyitno, et al 2017). The intended learning environment includes the physical, social, and pedagogical contexts where language learning takes place. A conducive learning environment supports the smoothness and flexibility of learning so that the activities of teachers and learners in the learning practice can take place collaboratively. Such learning environments enable learners to have a wide opportunity to practice real-world language practices (see New Zealand Ministry of Education 2015a).

Indonesian language learning in UM utilizes the potential of existing culture in the community as a source of learning Indonesian language and culture for foreign learners. Cultural themes that have significance to the needs of learners are selected and used as sources and learning materials in the learning process. Accordingly, this article describes and discusses the implementation of Indonesian language lessons that utilize cultural objects. The description includes (a) designing tutorial model in Indonesian language learning, (b) implementing

the tutorial model in Indonesian language learning, and (c) influencing the tutorial model to learners language achievement.

Understanding the results of research written in this article provides an important meaning for language teachers to improve the quality of language teaching process and learners learning outcomes. Osborne (2016) said that the selection of the environment in accordance with the needs of learning can make learners eager in learning because they feel safe and avoid the stress of doing learning activities. In that context, learning plan, learning strategies, and measurement techniques of learning outcomes need to be designed appropriately. In New Zealand Ministry of Education (2015b), it is disclosed that selection of the correct approach to the learning process can improve learner learning outcomes.

### **Tutorial Design in Teaching Indonesian to Foreign Learners**

Tutorial model is one of the learning models applied for foreign learners studying Indonesian language. The tutorial model in this study can be understood as a learning model through a tutoring process for a language learner. This tutorial model is a form of individual learning in which a teacher (tutor) provides individual learning guidance to learners.

This tutorial model has advantages, among which are foreign learners who learn Indonesian get individualized learning service so that specific problem faced can be served specifically. Foreign learners can learn the language according to their speed and ability without having to be influenced by the speed of learning of other learners. This tutorial model requires careful planning both with regard to scheduling of study time and the readiness of a truly good tutor.

For designing tutorial model, tutors need to indentify cultural objects. These are used as the medium and sources of learning the language. The cultural objects used as sources and media in learning Indonesian are divided into 3 categories, namely cultural objects, cultural events, and cultural behavior. In learning Indonesian for foreign learners, the cultural materials is directed to introduce and enrich Indonesian cultural insight to foreign learners so that they can use it as stock in their daily life in Indonesian society. The principle in providing this cultural material is to equip foreign learners to be able to speak Indonesian in accordance with the situation and condition. In addition, it also introduces Indonesian culture to foreign learners so as to foster their positive and aprivative attitude towards Indonesian culture.

Cultural behavior that should be introduced to foreign learners, among others, is a way of living in family, friendship, community, and politeness in the association. Learning and recognition of cultural behavior can be done through the placement of foreign learners individually on Indonesian families. Always in the life of the Indonesian family and often discuss with family members and communities in the neighborhood, at least the foreign learners will recognize the Indonesian family's way of life. Other activities that can be done in learning cultural behavior is the activities of family visits, visits to a friend's house, or a visit to the homes of village or community leaders. Through this activity, can be

gained a meaningful experience in establishing friendly relations and the application of politeness in the association.

In learning Indonesian to foreigners, not all Indonesian cultural diversity can be reached through visiting or observation activities. Therefore, these cultures can be introduced to foreign learners in the form of cultural knowledge. This cultural knowledge can be obtained through discussion activities or expert explanations. Cultural knowledge about the development of ethnic groups in Indonesia, history and art development in Indonesia, religious system, etc. will be more easily understood by foreign learners through guest lectures or learning by presenting experts.

Indonesian cultural objects, including historical heritage objects and superior artworks, are cultural materials that need to be introduced to foreign learners. In learning Indonesian, foreign learners need to be invited to visit the historical places that became the cultural treasures of the Indonesian nation. Foreign learners also need to be introduced to the works of traditional crafts and traditional arts of Indonesian society. Such learning activities can be packaged in a visitation or excursion program.

In learning Indonesian, culture can be taught through literary works because the literary works are the result of the author's thoughts based on the author's self-contact, whether realized or not, with social reality and cultural patterns. Through literary works can be taught local culture that plays a role in shaping a universal culture. Foreign learners do not only know a universal culture, but also need to understand a local culture (Seelye, 1994). Included in the cultural teaching materials in the form of literary works is folklore. Folklore is the material that inherits tradition, both through words and customs and habits that can be people's songs, folklore, proverbs, or other material presented in words. Folklor can also be traditional tools and physical objects such as traditional ornaments, traditional symbols, and so on.

A cultural object that exists in the learning environment has a meaningful contribution to language learning. The cultural objects can be a medium and source of language learning. In the Indonesian language learning, the utilization of the cultural objects and environmental in learning have an important meaning for the learner because it can improve the meaningfulness of the process and the result of language learning (Gursoy, 2010). It showed that the design of environmental-based learning can help learners to achieve the learning objectives effectively.

Indonesian language learning for foreign learners at UM was conducted classically in the classroom and individually outside the classroom. Learning activities outside the classroom were intended to provide opportunities for foreign learners to practice more in using the Indonesian language so as to improve their fluency. In addition, the tutorial activities are also intended to introduce Indonesian cultures to foreign learners. Through such learning, foreign learners are expected to experience significant language and cultural learning according to their learning needs. DePorter & Hernacki (2008) stated that well-laid learning can facilitate in developing and sustaining achievements and

building and maintaining positive and effective attitude in managing the overall learning experience.

Learning activities outside the classroom were designed in the form of individual tutorial model. In learning outside the classroom, each foreign learner was accompanied by a tutor (native speakers of Indonesian) who have almost the same age. Therefore, this activity is often referred to as peer tutor learning. The tutor in the activity acts as a speech partner who accompanies the foreign learner to visit a pre-designed cultural object. The role of tutors in learning Indonesian is not as a teacher to deliver learning materials, but as a figure to assist foreign learners in learning Indonesian language. The tutor is not solely responsible for presenting the subject matter but rather serves to provide a learning reference to be followed and / or identified by the learner. Dhindsa (2008) said that collaborative and cooperative learning can help foreign learners to be independent, increase courage to express opinions, improve understanding of cultural diversity, and integrate learners with cultural backgrounds learned.

In the planning of the tutorial-individual activities, the determining peer tutors who will accompany foreign learners in visiting the cultural object was part of the activities in designing the Indonesian language learning. In the process of learning Indonesian for foreign learners, the role and function of a tutor is very important, especially in (1) creating a truly conducive learning-learning atmosphere, (2) making the process and rhythm effective and efficient, and (3) utilization and management of the class optimally-functional. To be able to realize the demands of roles and functions above, a tutor should be able to condition themselves and place/put themselves as the following figure, that are (a) tutor should be the driving force of learning (motor of learning), (b) tutor as far as possible to be a model figure or model figure, especially in the actualization of Indonesian language, (c) tutor is a facilitator, a source of information, and a place to ask or place to solve linguistic problems as well as learning media, (d) tutor is an organizer, ie process manager and learning interaction, and (e) tutors are also evaluators, assessors or observers of learning developments, both in the process and results. The basic considerations which were used as a reference for determining the tutor include (a) the age of the learners, (b) gender of the learners, (c) the ability to speak Indonesian of the learners, and (d) hobbies of the learners. The information was obtained from the document of learners curriculum vitae, initial orientation, and placement test.

The selection of tutors and the variety of cultural objects was intended to improve the relevance of learning activities to the learning needs of Indonesian language learners. Morisson, Ross, and Kemp (2001) said that the design of learning can help teachers to create learning activities more effective, efficient, productive, and interesting. A designer of a learning program cannot create an effective learning program if it only recognizes one model of instructional design.

In the development of the learning design, program designers need to master the principles of developing a design. Sagala (2003) explained that the principles of learning design include (1) determining what activities the teacher will undertake, when and how to do it in the implementation of learning, (2) limiting the objectives on the basis of the learning objectives and establishing the

implementation of work to achieve results (3) developing alternatives appropriate to the learning strategy, (4) collecting and analyzing information essential to support learning activities, and (5) preparing and communicating the plans and decisions relating to learning to interested parties. Rosyada (2003) said that to create a good learning plan and that supports an effective and efficient learning process, teachers need to know the elements of learning preparation, which among others are the analysis of learner needs, objectives to be achieved, various relevant strategies, and correct evaluation criteria.

The design of Indonesian language learning is beneficial for teachers and learners. Sagala (2003) explained that the design of learning aims to direct and guide the activities of teachers and learners in the learning process. In line with the statement, Hamalik (2009) explained that instructional design serves as a means to (a) provide clearer understanding to teachers about learning objectives, (b) help teachers understand learning targets, (c) assist teachers to recognize the needs of the learner, (d) reduce the activities of trial and error in teaching, and (e) help teachers maintain the spirit of teaching.

### **The Tutorial Implementation in Teaching Indonesian for Foreign Learners**

Tutorial activities were a very effective learning in the early weeks. The focus of tutorial activities is directed to the needs of the learners, for example to the post office, to libraries, banks, markets, historical objects and so on. The principles that need to be considered in the implementation of this tutorial include (a) coordination with the formal tutor, especially in the target and objectives of the linguistic training of the learner, (b) selection and preparation of Indonesian language usage forms/models appropriate to the learner, (c) the suitability of interests and hobbies between the learner and the accompanying tutor or escort, (d) the frequency and intensity of the training during the activities, and (e) an analysis map of the Indonesian learner's errors and the background of the cause.

The implementation of tutorial activities can be divided into two, namely (1) classical formal tutorials, and (2) individual informal tutorials (peer tutors). Classical formal tutorials are formal and structured learning processes in the classroom structured in the learning program. This activity is oriented on the provision of patterns, forms, vocabulary and models of Indonesian language usage. The priority of activities in this classical formal tutorial is training and improvement by showing and conditioning learners and the use of pragmatic, pragmatic Indonesian language in a factual and acceptable way. Training should be focused on creativity growth, critical power, and inductive-inquiri contextual-analysis efforts.

The tutorial model was conducted in Indonesian language learning in order to improve the fluency in Indonesian speaking of foreign learners. Meanwhile, the tutorial technique conducted in language learning was intended to provide a convenience to foreign learners in recognizing the culture of the communities in which they learn. In these activities, Indonesian language learning is conducted outside the classroom through visiting cultural objects that are considered important to be understood by foreign learners. The focus of this

tutorial activity was to increase the communicative competence of foreign learners in using the Indonesian language in real situations.

Tutors should be able to engineer multi-disciplinary and communicative learning interactions and be able to develop models of variation and comparison quickly and accurately. Principally, the tutor should anticipate and predict the possible obstacles, interruptions, and errors that will arise along with alternative treatment.

In the tutorial learning model, tutors played a role as learner partners in learning the Indonesian language. In such activities, tutors should be able to create communication events that direct learners to learn the Indonesian language. Therefore, before the tutorial activities were conducted, the tutor was trained to be able to (1) develop a conducive learning-productive environment, (2) strive for effective and efficient learning processes and (3) manage the class optimally-functionally. In doing tutorial activities, the tutor acts as (a) the motor of learning, (b) the model figure in the actualization of the Indonesian language, (c) the facilitator, the source of information, and the place of questioning or place of solving the language problem as well as the learning media, (d) the organizer that capable of managing learning processes and interactions, and (e) the evaluators that able to monitor the development of learning processes and outcomes of foreign language learning.

Learning language with this tutorial model is a model of learning that is informal, the service is individual, free, but still in control/boundaries of the whole learning program. This form of activity is more recreative and is intended as an arena as well as a media application ability and training in Indonesia in a concrete field. Thus, this outline has two main objectives: (1) facilitating learners in the perception and comprehension of formal tutorial materials with objects, phenomena, and real situations and (2) improving the fluency, accuracy, and kekomunikatifan Indonesian language. Hott, Walker, and Sahni (2012) suggested that tutorial activities are flexible learning strategies. In these activities, tutors are learning media for learners. As a learning media for foreign learners, tutors must have the ability to speak Indonesian well that can be used as a source of learning as well as a good model for Indonesian speakers.

In the learning activities, learning tutorial through the visit of cultural objects was integrated with classical learning activities in the classroom. These activities were effectively implemented in the early weeks of Indonesian language learning. In this learning, learners were invited to visit important places that needed by foreign learners, for example to the post office, library, bank, market, historical objects and so on. To monitor the effectiveness of the tutorial activities, there were some aspects must be noted, that was (1) time of visit and cultural object visited, (2) ability and skill of the Indonesian language to be trained, (3) words and sentences prioritized in training, (4) outline of conversation and discussion or conversation that happened or done during the tutorial, either with tutor or others, (5) factors that help the smoothness of tutorial activities, whether sourced from learners or from outside, (6) factors that interfere and or reduce the activity of tutorials, both derived from (7) forms of misuse of the Indonesian language of the learner, (8) the means used to correct the mistakes

of the Indonesian language of the learner ar, and (9) suggestions that need attention for the handling of learning in the classroom.

Based on the description above, it can be argued that the activity of this visit is a series of activities with language learning activities in the classroom. Therefore, the activity requires a complete source of information and careful planning rather the activities of the tutorial can take place in a focused manner (Sutherland & Snyder 2007). The focus of the visit is to optimize the language training activities.

In general, the principles of handling and managing individual informal tutorials are not much different from classical formal tutorials. However, the handling of informal tutorials is required as optimal as possible for training activities, both in frequency and intensity. In order for the implementation of informal tutorials really reach the learning objectives and lead to the reference load of learning should be prepared carefully and organized. The guidelines for implementation and the target reference and demands should be clearly defined.

### **The Impact of Tutorial Teaching to Language Skills of Foreign Learners**

At the first and second day of visiting object, foreign learners only looked at the objects they visit. They did not talk much because they have not mastered enough Indonesian vocabulary to communicate. In these circumstances, the tutor tries to ask the learner by using simple language (what, who, where). Foreign learners answer the question in English. Upon that answer, the tutor said *ini surat* (it's a letter), *ini perangko* (it's a stamped), *ini amplop* (it's an envelope), and so on. Foreign learners imitate the tutor's words and then write them in his notebook.

In the third day of tutorial activity, foreign learners have started to dare to ask about the names of new objects and events that he saw. In this case, tutors play more role as resource persons who answer their questions. The language used by the tutor was adapted to the mastery of the foreign language. An example of a tutor's answer is *itu becak* (it's a becak), *itu namanya andong* (that's *andong*), *itu pak kusir* (that's the driver's coach), *itu sopir mikrolet* (it's a mikrolet driver), and so on. New words spoken by the tutor are recorded by the learner.

On the next visiting (third week onwards), foreign learners have started to speak fluently. In these activities, foreign learners and tutors can already cooperate in communication. By leveraging the media of the cultural objects he/she visits, they talked about the cultural events he/she saw. The cultural objects that are used as learning media at this advanced stage include traditional markets, temples, museums, traditional food factories, traditional handicraft factories, magical cultural centers, Indonesian proclaimed tombs, and cultural heritage.

There were several factors that need attention in Indonesian language learning with tutorial model that integrate the cultural objects. The factors were (a) attitudes of foreign learners, (b) learning styles of foreign learners, and (c) speed in language learning of foreign learners. These factors influenced the diversity of their language mastery. To control and harmonize the diversity of vocabularies that the learner learns, the range of learning through the tutorial activities was tied to the cultural theme. Foreign learners were classically visiting

the same cultural object even though the learning activities were done through individual tutorials. It was intended to monitor the language development of learners and facilitate the preparation of language materials in classroom learning.

Based on the description above, it can be said that Indonesian learning done through tutorial model with the utilization of cultural objects has significant benefit in increasing the competence of Indonesian of foreign learners. Spencer (2006) said that learning by using tutorial techniques can increase learners' self-confidence competence. It can be understood that in the middle of the learning program, foreign learners were able to speak Indonesian in a more communicative manner. They are more daring to express their ideas in communicating in the classroom as well as outside the classroom. In communicating, they can use Indonesian more fluently even though sometimes still they still use some English words. At the end of the program, foreign learners can write papers and present their papers in the seminar as the final exam.

## Conclusion

The tutorial model in Indonesian language learning for foreign learners provided significant benefits in improving the competence of Indonesian foreign learners. This tutorial model became one of the learning models that synchronizes between classical learning and individual learning. Learning tutorial model was implemented outside the classroom that utilizes cultural objects as a medium of learning. The selection of cultural objects and tutors were tailored to the learning needs and characteristics of foreign learners who learning Indonesian language.

Tutorial model by utilizing the cultural object as a medium of learning could increase the confidence of foreign learners who learned the Indonesian language. At the end of the learning program, foreign learners who learning Indonesian language were able to speak Indonesian fluently and have the self-confident to communicate their ideas in scientific forums. Therefore, the article has a significant contribution to readers who organize and teach a language for foreign learners to improve the quality of their learning outcomes.

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