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PROSIDING

KOLITA 15

Konferensi Linguistik Tahunan Atma Jaya Kelima Belas

**Koordinator:
Yanti, Ph.D.**

**Pusat Kajian Bahasa dan Budaya
Universitas Katolik Indonesia Atma Jaya
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GORONTALO LANGUAGE PRESERVATION: A PROJECT TO PRESERVE LOCAL LANGUAGE IN GORONTALO THROUGH TEACHING DIGITAL LANGUAGE MATERIAL AT ELEMENTARY SCHOOLS

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ABSTRACT

The existing condition of local language in Gorontalo discovers the huge problem of Gorontalo language in terms of the degradation of number of speakers and the use of Gorontalo language. Results of survey which involved 493 respondents in one city and five regencies in Gorontalo province prove that 40% of respondents cannot speak Gorontalo language and most of them are under 30 years of age. In terms of the use of Gorontalo language, some respondents can only understand simple words of Gorontalo language particularly words that used in daily communication even some of them never use Gorontalo language on daily basis. They only use Gorontalo language when their parents speak to them whereas their parents seldom use Gorontalo language. Moreover, Gorontalo language is mostly only spoken by people who are 30 years of age or more. This situation is getting worse when some factors predominantly play as supporting causal factors such as there is no policy from government to solve this problem, the language attitude from Gorontalo people towards their local language—they feel that Gorontalo language is a symbol of stupidity, and the position of Malay language as the lingua franca in Gorontalo—not Gorontalo language. Regarding this, scholars in Gorontalo propose that the preservation of Gorontalo language is inevitable to prevent this phenomenon to be worse. One of effective ways to preserve Gorontalo language is providing an accessible program for Gorontalo people and youth in particular. Teaching digital language material at elementary schools as the current project is one of the solution where the scholars compose digital material of Gorontalo language and write digital books which can be accessed freely by Gorontalo people. This project is established to ensure that youth can increase their exposure of Gorontalo language through appropriate media which meets their needs as digital natives. The more exposure they have, the higher their ability in speaking Gorontalo language.

Keyword: Gorontalo Language Preservation

INTRODUCTION

The extinction of languages does not only cause the extinction of cultural heritage of a country, but most importantly it is the loss of culture, value system, even civilization of a society. Austin & McGill (2012) insist “because every last word means another lost world” which means that a death of a language, local language in particular, will cause a devastation of human kind because local languages are the cultural tools to preserve world civilization. Consequently, to overcome this phenomenon, various parties should codify a plan of language preservation particularly the preservation of local languages.

One of languages that has shifted and tended to decrease in terms of its speakers and use is the Gorontalo language. This phenomenon can be seen from the decline of the number of its active speakers and also followed by a decrease in the use of Gorontalo language especially by the younger generation. Regarding this, if we do not take any actions to prevent this phenomenon to be worse, it is only a matter of time that Gorontalo language will be extremely shifted to be an extinct language because language shift that occurs continuously will cause the extinction of language.

METHODOLOGY

Based on research topic, the most appropriate research method is the qualitative one. It is suitable with the purpose of this study, which is to find out the appropriate way to preserve local language, Gorontalo language in particular, through teaching digital language materials at elementary schools. This research relies on five instruments for gathering information: (a) participating in the setting, (b) observing directly, (c) interviewing in depth, (d) analyzing documents and material, and (5) designing tools of language preservation.

This research takes place in Gorontalo Province and selects some eligible participants as the source of data. Research site is selected based on reasoned considerations. Since the main problem of this research is to create appropriate materials for Gorontalo language teaching and learning at elementary schools, this research collects the data from 6 regions in Gorontalo, city and districts. Finally research

result is displayed to discover the ideas to create the best way to maintain the existence of Gorontalo language as the main local language in Gorontalo.

ANALYSIS

Teaching local languages should be implemented through teaching digital materials that meet the mutual understanding of both culture and aspects of language. It is considered that teaching local language should involve the aspect of culture to reach the goals which is the increasing of number of speakers of local languages. We should change our common thought that teaching language is only the process of increasing students' language skills. Teaching local language nowadays is quite similar to teaching foreign language because the low exposure of local language. As a result, this paper promotes several points which can drive the teaching approach of local languages through digital materials at elementary schools.

- Teachers should consider that teaching language is also a process of transferring the cultural values, thoughts and ways of life so that teacher should teach the aspect of cultures in their teaching material and teaching process.
- Teachers should increase students' cultural awareness of local languages so that students can easily understand the cultural aspect of language.
- Teacher should make them realize that using local language is their identity.
- Teachers should increase students' ability in understanding and interpreting those aspects in their daily life.
- Teacher should increase students' willingness in learning local language by making the classroom and teaching process interesting and enjoyable.
- Teachers and school management should create an eligible atmosphere for students to learn local language, make them able to practice and to use local language at school.
- Teacher should involve parents in encouraging students to learn and to practice local language at home.

Regarding the effort of language preservation in Gorontalo, this paper offers the way to preserve Gorontalo language. The effort should be implemented through teaching and learning process in formal educational institutions particularly in elementary schools. Elementary schools are selected based on several considerations; 1) teaching language as early as possible is the best way to increase people's language skills and language awareness, 2) elementary schools have more opportunities to teach local language to students through local content subject, and 3) teachers in elementary schools would be able to help students in increasing their exposure of local language by teaching them digital language material, 4) teaching students through digital media allows them to meet their needs as digital natives. These concerns make elementary schools eligible to be the milestones of language preservation programs.

More recently, these factors are taking into account because they are crucial in terms of the process of involving schools as the formal educational institutions in the whole process of language preservation. Since students of elementary schools have been digital natives, the digitalization of learning material should have been done regarding their needs and styles of learning. Concerning the importance of digital learning material, this project is now promoting the digitalization of elementary school teaching material by producing digital books and apps that can be accessed freely. The apps also contain Indonesian and English words that enable students to acquire foreign language as they learn local language. Ultimately, students have a great opportunities to be exposed with Gorontalo language as well as to increase their English language skills.

CONCLUSION

Speakers of Gorontalo language have decreased for few decades, consequently preservation of Gorontalo language is inevitable. It is definitely crucial and one of appropriate ways to preserve this local language is by teaching digital language materials at elementary schools and the materials should include cultural and linguistic aspects of Gorontalo language. This project encourages children to learn Gorontalo language by themselves through digital material, apps, and to lead them in inquiring new horizon through appropriate strategies and tools that inevitably meet their needs as digital natives. This is also beneficial to assist both children to acquire Gorontalo language and government of Gorontalo to increase number of speakers of Gorontalo language in which its active speakers have decreased over these five decades.

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