

# Indonesian Language Acquisition for Japanese Descendants in Sanur-Bali

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## Abstract

In social interaction with indigenous people (Indonesian people), Japanese people must equip themselves with Indonesian language skills to establish good communication. The same is true of the descendants of those who will make association with Indonesian children. In this case Indonesian is very important to be taught so that children of Japanese descent can interact and live well with the surrounding community. This is what attracts researchers to find out, patterns or ways of Japanese society in teaching Indonesian to their children. This research was conducted in the Sanur area, Denpasar City, Bali. This study uses the theory of sociology of language, teaching Indonesian, and using a questionnaire as a tool to obtain data. The results of this study reveal that the teaching pattern used consists of two types, namely the naturalistic and the formal type. While teaching Indonesian to his children, he found several problems. One of them is the complexity of using polite language and special expressions when communicating to each person in their respective positions. From the parameters of language skills, the most important thing to be taught to children of Japanese descent is the ability to speak (conversation).

**Keywords:** language sociology, Indonesian language teaching, questionnaire

## 1. Preliminary

The existence of Japanese society in Bali is a lot. This is in accordance with the records of the Bali Province Tourism Office during January to June 2015, as many as 104,127 Japanese or contributed as much as 5, 44% of the 1.9 million people who visited Bali. This can be seen from the increasing number of Japanese communities living in several areas in Bali. One of them is the Japan-Bali Friendship Foundation (Japan Club) on Jl. Kutat Lestari, Sanur-Denpasar, is a gathering place for Japanese people from various regions in Bali.

In social interaction with indigenous people (Indonesian people), Japanese people must equip themselves with Indonesian language skills to establish good communication. The same is true of the descendants of those who will make association with Indonesian children. In this case Indonesian is very important to be taught so that children of Japanese descent; both the results of the marriage of fellow Japanese people as well as the results of mixed marriages between Japanese society and the Indonesian people, can interact and live well with the surrounding community.

This is what attracts researchers to find out, patterns or ways of Japanese society in teaching Indonesian to their children. In this study, the Sanur area was chosen, Denpasar-Bali City as a research area, because Sanur is a study village of the Faculty of Arts, Udayana University. In addition, many Japanese people who live in the Sanur area as an attraction and convenience for researchers in doing this research.

## 2. Theory and Concept

The theory in this study includes the theory of sociology of literature as the main of research and the theory of teaching Indonesian language. In the concept section explained about the use of questionnaires in the data retrieval process.

### *2.1 Language Sociology*

Sociology of language is a scientific discipline formed from two other disciplines; the sociology discipline and the language discipline. According to Soerjono Soekanto (2004: 1), sociology is the knowledge of social relations in shaping people's culture and awareness of similarities and differences between individuals.

The application of language sociology in this study emphasizes language teaching as a manifestation of the sociology of language in the field of linguistic education. This research review the contribution of language sociology in teaching Indonesian by parents of Japanese citizens to their children and the problems faced during the teaching process.

### *2.2 Indonesian Language Acquisition*

Indonesian Language Acquisition can be seen from two perspectives; Indonesian as the first language and the second language. This can be measured through the type of language learning. Type of language learning according to Ellis (in Chaer, 2009: 324), mentions the existence of two types of language learning; the naturalistic type and formal type. The naturalistic type which is natural, without teacher, and without intentionality. The second

type, the formal type takes place in the classroom. In this study, which type is the most widely used by parents who are Japanese citizens in teaching Indonesian to their children.

### 2.3 Questionnaire

According to Arikunto (2006), Questionnaire is a written statement that is used to obtain information from the respondent in the sense of personal reports or things he knows. While according to Sugiono (2008), a questionnaire is a technique of data collection conducted by giving a set of questions or written statements to respondents to answer.

From the two definitions, it can be concluded that the questionnaire is a set of methods / techniques for collecting data by giving a number of questions or written statements to the respondent about the person or things he knows.

## 3. Analysis

In this section analyzed the data obtained from the questionnaire. Distribution of questionnaires in the Sanur area, 74 questionnaires were obtained. The following is the analysis based on the type of information you want to obtain for this study.

### 3.1 *The Pattern of Teaching Indonesian Language by Parents of Japanese Descent to Their Children*

From 74 pieces of data obtained, it can be classified regarding the pattern of teaching Indonesian language by parents of Japanese descent to their children based on two types of language learning, namely naturalistic and formal types. In this study there were also informants who did not teach Indonesian to their children even though they were in Indonesia. Here's the analyst.

#### a. Naturalistic Type

The number of informants who applied this type of teaching pattern were 31 people. They familiarize their children to speak in Indonesian to their parents who are Indonesian citizens and let their children get along with Indonesian children.

#### b. Formal type

The number of informants who stated that Japanese descendants were taught Indonesian in this type were 19 people. Parents of Japanese nationality invite the private tutors for teaching Indonesian for their children.

In this research, there were informants who said they did not teach Indonesian to their children by 15 people. The reason is that most of the neighborhoods are Japanese and their children go to international schools so that the use of Indonesian is very rarely used. The remaining 9 people did not answer in this section.

### 3.2 *Problems Faced While Teaching Indonesian to Children of Japanese Descent*

Of the 74 questionnaires collected, there were 23 questionnaires which stated the problems faced while teaching Indonesian to children of Japanese descent. A total of 35 questionnaires

from informants stated that they did not feel any problems in teaching Indonesian to their children. With the reason that one of his parents uses Indonesian language actively communicates with his children. In addition, because they feel that education in schools about teaching Indonesian is quite good for their children. On the other hand, a number of 9 informants, their parents themselves did not understand well about Indonesian so they had not found a problem regarding Indonesian. The remaining 7 informants did not answer.

The problems faced while teaching Indonesian to children of Japanese descent, among others, state that there is a complexity about the use of polite language and special expressions when communicating to each person in their respective positions, it is difficult to get books that are suitable for young children to learn such as fairy tales, the rare use of Indonesian in both the school and in the neighborhood where the language is mastered.

Some of the informants wrote solutions that dealt with the problems faced, as follows. Learning is more active by increasing learning time and communicating more frequently with the Indonesian user community.

### *3.3 Language Skills, Which Are Considered Important to be Taught to Children of Japanese Descent*

Language skills include listening, speaking, reading and writing. From these language skills, what is considered important to be taught to children of Japanese descent is

- a. The ability to listen to as many as 6 people, by reason of listening is the starting point of other language skills.
- b. Ability to speak (conversing) as many as 45 people, with the reason that the conversation is most often used in this life. By having a conversation, we can convey our intentions to the other person.
- c. The ability to read as many as 1 informant, without giving reasons.
- d. The ability to write there is no informant who chooses as a more important ability than other language skills.
- e. Ability to speak (chat) and write as many as 1 person, without giving reasons.
- f. The ability to hear and speak (conversing) as many as 4 people, with the reason we can have a conversation over the information we hear first. If we can hear well, we can talk well too.
- g. The ability to read and speak (conversing) as many as 2 people, for reasons of communication originated from the things we read.
- h. All language skills are considered as important as 10 informants, arguing that because they live in Indonesia, they must be able to master all the language skills. Informants who do not understand language skills as much as 2 people, without giving reasons.
- i. Informants who did not answer as many as 3 people.

## 4. Conclusions and Suggestions

### 4.1 Conclusion

Based on the analysis of 74 collected questionnaires regarding the research entitled "Indonesian Language Acquisition for Japanese Descendants in the Sanur-Bali Region" conducted in the region of Sanur from the beginning of April to mid May 2016, conclusions can be drawn as follows.

1. The pattern of teaching Indonesian language by parents of Japanese descent to their children can be classified into two according to the type of teaching. Type of naturalistic teaching (31 pieces) and formal type of teaching (19 pieces). In this study, there were informants who said they did not teach Indonesian as many as 15 people. The remaining 9 people did not answer in this section.
2. Problems faced during teaching Indonesian to children of Japanese descent, among others, state that there is a complexity about the use of polite language and special expressions when communicating to each person in their respective positions, it is difficult to get books that are suitable for young children to learn such as fairy tale, the rare use of Indonesian in both the school and in the neighborhood where the language is mastered.

Some of the informants wrote solutions that dealt with the problems faced, as follows. Learning is more active by increasing learning time and communicating more frequently with the Indonesian user community.

3. The language ability that is most considered important to be taught to children of Japanese descent is the ability to speak (conversation) with the reason for the conversation most often used in this life. By having a conversation, we can convey our intentions to the other person.

### 4.2 Suggestion

In this study there are many things that have not been discussed and need to be discussed further to achieve perfection. For example, from the teacher who teaches Indonesian to Japanese descendants or from a psychological and cultural perspective from parents who are Japanese citizens to the use of Indonesian by their children. It is expected that in the next study can find new things to complement this research.

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