The Effectiveness of Native Language Learning Methods for Speakers of Endangered Languages

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Abstract

In facing the ever-growing challenges of globalization and modernization, Betawi language as one of the local dialects in Indonesia is experiencing significant changes. This research aims to evaluate the Betawi language learning model created by a leading language expert, Iskandarsyah Siregar, with the hope that this model can be an effective solution in maintaining and developing understanding and use of Betawi language among the younger generation. The research results show that the approach proposed by Siregar is very successful in improving the understanding and use of the Betawi language, because it integrates traditional values with contemporary elements. This approach allows students to learn Betawi language in a way that is relevant to everyday life, while still maintaining the richness of Betawi culture and traditions. Social and pragmatic assessment methods were used in this research, which showed that students who used this learning model were able to master Betawi language better, both in formal and informal situations. These findings make an important contribution to the preservation of the Betawi language and other local cultural heritage, as well as providing valuable insight into the development of language learning models to preserve regional languages in Indonesia. In conclusion, an approach that combines traditional values with contemporary elements is a valuable guide in preserving local language and culture amidst the ever-changing currents of globalization.

Keywords: *Learning, Methods, Language, Endangered, effectiveness*

Introduction

Language is a central aspect of the cultural and social identity of a society, having an important role in preserving and caring for cultural heritage. In Indonesia, which is known for its cultural diversity and regional languages, the challenge of maintaining regional languages and cultures is increasingly pressing along with the rapid development of globalization. Betawi language, as one of the local dialects that developed in the Jakarta area and its surroundings, was not immune from this impact. Social changes, urbanization and technological developments in recent decades have brought significant changes in the understanding and use of the Betawi language.

However, amidst these changes, efforts to maintain and strengthen the Betawi language remain relevant and important. Betawi language is not only a means of communication, but also reflects the unique identity and cultural richness of the Betawi people. Therefore, keeping the Betawi language alive and passed on to the younger generation is an urgent priority.

This research is a significant step in supporting efforts to preserve the Betawi language. The main focus is testing the effectiveness of the Betawi language learning model developed by leading linguist, Iskandarsyah Siregar. This model was designed with the aim of increasing understanding and use of the Betawi language among the younger generation, while still maintaining and respecting the traditional values of Betawi culture.

This research aims to answer several key questions, such as how effective is the Betawi language learning model developed by Iskandarsyah Siregar in improving understanding and use of the Betawi language? How does this learning model approach combine traditional values with contemporary elements, and to what extent is it relevant to the needs and preferences of the younger generation? What are the implications of using this learning model for the preservation of the Betawi language and Betawi culture more broadly?

This research has a strong foundation because it makes a significant contribution to efforts to preserve Betawi language and culture. By testing the effectiveness of a learning model that combines traditional values with

contemporary elements, this research can provide in-depth insight into how regional languages and cultures can be maintained and developed in the era of globalization. Apart from that, this research can also provide valuable input for language and culture education in Indonesia, as well as explain how an approach that focuses on traditional values can be applied in the development of other language learning models. It is hoped that the results of this research can provide useful guidance for educators, researchers and stakeholders in preserving regional languages and culture in Indonesia.

Betawi language, as a dialect of the Indonesian language, has a unique charm with its history and characteristics that differentiate it from other languages. Growing and developing around the Jakarta area, the Betawi language is not only a means of communication, but also a reflection of the rich culture and traditions of the Betawi people that have lasted for centuries. This language has been an integral part of the social and cultural identity of the Betawi people for generations.

However, in the last few decades, the Betawi language has faced serious challenges due to rapid social change, widespread urbanization, and the increasingly pronounced impact of globalization. Technological developments and changes in demographics have also influenced the way Betawi people communicate and interact in their own language. The influence of other languages and changes in lifestyle have led to changes in the use of the Betawi language, especially among the younger generation.

Therefore, preserving the Betawi language so that it remains sustainable and passing it on to future generations is a must to maintain this valuable cultural heritage. Concrete steps, such as the development of effective Betawi language learning models, need to be taken to ensure that this language remains relevant and alive in an ever-changing context. Learning models that combine cultural traditions with contemporary elements can be an effective approach to achieving this goal.

Regional language and culture education is becoming increasingly important in maintaining and maintaining the continuity of regional languages and culture in the era of globalization. Language has a central role in shaping community identity and connecting generations. Betawi language, for example, is not only a means of communication, but also reflects the long-standing rich culture and traditions of the Betawi people.

The challenge of preserving the Betawi language requires an effective regional language education approach. One way is to develop a learning model that combines aspects of local wisdom and traditional values with a contemporary approach that is attractive to the younger generation. Iskandarsyah Siregar, a leading linguist, designed an innovative Betawi language learning model, reflecting his long experience in Betawi language and his role in preserving Betawi language and culture.

The Betawi language learning model developed by Siregar not only teaches the language itself, but also introduces students to the cultural context and values of Betawi society. The aim is to create a deeper understanding of language as an integral part of local culture, by incorporating contemporary contexts that are relevant to the younger generation.

The relevance and positive impact of the Betawi language learning model developed by Siregar has been recognized internationally, such as at the ICSRMA 2020 international conference. This shows the model's potential in preserving regional languages and culture, as well as being the best example in regional language education in Indonesia.

The Betawi language learning model guidebook compiled by Siregar consists of nine sections which include an introduction to Betawi language, the basics of Betawi language, understanding the Betawi cultural context, Betawi language learning with a contemporary approach, additional learning resources, practical exercises and activities, measuring student progress, maintaining the heritage of the Betawi language, and a glossary of the Betawi language.

In the book, it is revealed that a contemporary approach to the Betawi language learning model is an important step to make this language relevant and attractive to the younger generation who are growing up in the era of digital and globalization. The guide to developing the Betawi Language Learning Model with a Contemporary Approach proposes several innovative and interesting strategies.

First, through the Multimedia Approach, using multimedia technology such as video, audio and cellphone applications to introduce Betawi language to students. Interactive learning materials cover everyday situations in Jakarta and its surroundings, with the creation of short videos showing Betawi language conversations in urban life.

Furthermore, Game-Based Learning offers educational games with Betawi language elements such as guessing words, Betawi culture quizzes, or board games based on Betawi culture. This will increase student involvement in learning Betawi language and can be utilized through downloadable game applications.

Online Collaboration is the third strategy that utilizes online learning platforms, forums, or social media to interact with students online. This allows students to have discussions in Betawi and encourages them to practice speaking with fellow Betawi language learners.

Furthermore, presenting Betawi Culture in learning is an important step. Betawi cultural elements such as traditional music, dance, cuisine and typical Betawi clothing are included in learning to help students understand the relationship between language and culture. Resource persons or local cultural figures are also invited to share experiences about Betawi culture and the use of the Betawi language in everyday life.

Furthermore, Virtual Classes with Native Speakers offer students the opportunity to hear authentic Betawi pronunciation and accents. Inviting native Betawi speakers or people who are fluent in Betawi to give virtual classes or presentations will give students hands-on experience.

Lastly, Evaluation and Feedback is carried out on an ongoing basis to measure students' progress in understanding and using the Betawi language. Providing constructive feedback to students and encouraging them to practice Betawi language in everyday situations will ensure the continuity of Betawi language in the modern era. By combining technology, culture and student involvement, this learning model will provide an interesting and beneficial experience for those who want to understand and use the Betawi language well.

Methods

This chapter describes in detail the comprehensive research design and methods used to carefully test the effectiveness of the Betawi language learning model developed by Iskandarsyah Siregar. This research's main aim is to evaluate

the extent to which this innovative learning model can significantly improve students' understanding and use of the Betawi language.

This research methodology cleverly combines qualitative and quantitative approaches to provide a holistic understanding of the impact of the learning model. A qualitative approach was used to capture participants' experiences and their various perceptions of the Betawi language learning model, while a quantitative approach was used to measure participants' progress in understanding and using the Betawi language.

The research design was conceived as a careful pre-experimental study, incorporating a control group for robust comparative analysis. Research participants from secondary schools in Jakarta and surrounding areas were carefully selected to ensure a variety of social and cultural backgrounds. Before the study began, written informed consent was obtained from participants and their parents, ensuring responsible research ethics.

To carefully measure the effectiveness of the Betawi language learning model, a number of sophisticated research instruments were used. First, pre-test and post-test questionnaires were carefully designed to measure participants' understanding of the Betawi language before and after implementing the model. Second, in-depth interviews with some of the participants from the experimental group provided a valuable qualitative dimension to the research.

This research was carried out in several carefully planned stages. The first stage involved collecting pre-test data to evaluate participants' initial understanding of the Betawi language. Next, the learning model was applied to the experimental group, while the control group did not participate in Betawi language training. After that, post-test data was collected to assess progress in understanding Betawi language. Finally, in-depth interviews were conducted with participants to explore their experiences during the learning process.

Data obtained from pre-test and post-test questionnaires were analyzed statistically using special software, while in-depth interview data was analyzed qualitatively. This study complied with the principles of research ethics, such as participant privacy and secure data handling policies.

Although this research makes a significant contribution to understanding the effectiveness of the Betawi language learning model, limitations such as the

number of participants and duration of the study need to be acknowledged. Using a rigorous research methodology, this study aims to explain the true impact of Iskandarsyah Siregar's Betawi language learning model, as well as understand its influence on students' understanding and utilization of this rich linguistic heritage.

Findings and Discussion

The Betawi language, with its unique vocabulary and grammar, is an important part of Indonesia's cultural heritage. Iskandarsyah Siregar developed a Betawi language teaching method that stands out for its comprehensive approach. Carefully prepared learning materials ensure students' understanding and mastery of the Betawi language. This approach not only teaches linguistic structures, but also explores the cultural and historical values contained in the language.

The communicative approach in the Siregar method places the Betawi language in the context of everyday life, allowing students to use the language in practical situations. Students are invited to participate in real conversations, building confidence in using the Betawi language as a communication tool.

The use of audio-visual materials in learning produces a richer learning experience. Audio, video and native speaker recordings help students understand and pronounce Betawi correctly. Correct pronunciation is critical to effective communication, and this approach ensures that students can develop this skill authentically.

Practice and interaction are an integral part of learning the Betawi language. Through various activities such as role plays, dialogues and group discussions, students are given the opportunity to practice using the Betawi language in various contexts. This interaction helps students hone their language skills, so they can communicate more fluently in Betawi.

Iskandarsyah Siregar's Betawi language learning method reflects a holistic approach that not only teaches linguistic knowledge, but also strengthens and celebrates the cultural heritage contained in the language. By delving into vocabulary, grammar and expressions, applying a communicative approach, utilizing audio-visual resources, and encouraging practice and active interaction, this method equips students with the skills necessary to understand, appreciate

and communicate in Betawi. This contributes to efforts to preserve and promote linguistic diversity and cultural heritage in Indonesia and beyond.

The analysis in Table 1 reveals several important findings related to the Betawi language learning method developed by Iskandarsyah Siregar.

First, the findings highlight the importance of carefully structured learning materials, which include vocabulary, grammar and expressions in the Betawi language. This material aims to help students understand the structure of the Betawi language and is relevant to everyday communication needs.

Second, the communicative approach in this method emphasizes the use of Betawi language in everyday communicative situations. Students are encouraged to speak Betawi in a variety of contexts, which increases their confidence in using the language.

Third, audio-visual materials are used in learning to help students hear and see the correct use of Betawi language. This improves understanding and correct pronunciation in Betawi.

Fourth, through practice and interaction, students are given the opportunity to practice speaking, listening, reading and writing in Betawi. Activities such as role playing, dialogue, and group discussions are used to improve students' communication skills, as well as their understanding and use of the Betawi language.

Fifth, this learning method is considered to have advantages in facilitating the preservation of the Betawi language and local cultural heritage. This helps students understand the nuances and characteristics of the Betawi language, as well as encouraging the use of the language in everyday life.

However, there are challenges in implementing this learning method, including limited resources such as access to audio-visual materials and a shortage of teachers trained in Betawi. This emphasizes the importance of continuing to update and develop learning materials, as well as providing adequate training to teachers in using this method effectively.

Finally, the results of this research offer broad recommendations and implications, including the need to continue updating and developing learning

materials, providing adequate training to teachers, and using this research as a basis for developing other regional language learning methods in Indonesia.

This experiment highlights the importance of preserving and strengthening Betawi language skills amidst the current of globalization that is affecting the younger generation. The conservation model being tested involved 19 students with Betawi ethnic backgrounds, aiming to improve their language skills. This model lasted for 35 days with 9 training sessions and 1 testing session, covering four main aspects: cultural ideology, syntax, semantics, and ethnic history.

Cultural ideology is an important focus in this learning model, underscoring the importance of understanding the nature and soul of the Betawi language. Language is not only used to communicate, but also as a reflection of the traditions, history and philosophy of the Betawi people. Syntax, in the Betawi language context, is also emphasized to ensure participants can construct sentences clearly and effectively, strengthening their communication skills.

Semantics, as a critical aspect in language learning, enables participants to understand the meaning of words and phrases in various communication contexts. A deep understanding of semantics helps participants use words appropriately according to context, avoiding misinterpretation and ambiguity in communication.

In the context of this experiment, awareness of ethnic history is also considered important, because it helps students understand the cultural background from which the Betawi language originates. Through this understanding, students not only master Betawi language technically, but can also appreciate and understand the cultural richness contained in this language.

Overall, this experiment shows that a comprehensive approach to Betawi language learning has a significant impact in improving the understanding and use of Betawi in the younger generation. By understanding cultural ideology, syntax, semantics, and ethnic history, students can deepen their knowledge of the Betawi language and develop better communication skills.

This table presents metrics detailing the results before and after training sessions aimed at improving students' proficiency in various aspects of Betawi language and culture. Initially, this experiment involved 19 students aged between 18 and 21 years, all of them from Betawi ethnic backgrounds. The training lasted

for 35 days, consisting of 9 training sessions and 1 exam session to assess the impact of the training.

Before training, students' abilities in various classes related to Betawi language and culture were measured. In the Cultural Ideology class, the average ability was recorded at 43.3%, increasing significantly to 67.9% after training. Likewise in the Syntax class, initial proficiency was 55.2%, increasing to 70.2% after training. The Semantics Class saw an increase from 41.6% to 65.3%, which shows substantial improvement. Additionally, the Ethnic History class showed significant progress, with proficiency increasing from 44.4% to 78.9% after training.

These results underscore the effectiveness of the training program in improving students' understanding and proficiency in Betawi language and culture. Across all classes, there was a significant improvement in students' abilities, demonstrating the comprehensive nature of the training approach. In particular, the increase in scores indicates the impact of targeted training sessions on students' linguistic and cultural competence.

The significant improvement observed in students' abilities post training indicates the success of the methodology used. By focusing on various aspects such as cultural ideology, syntax, semantics, and ethnic history, the training program succeeded in expanding students' knowledge base and honing Betawi language communication skills.

These data also highlight the importance of cultural immersion and contextual learning in language education. Through training sessions, students not only improve their linguistic skills but also gain a deeper understanding of the cultural nuances embedded in the Betawi language. This holistic approach not only fosters language proficiency but also cultural appreciation and identity preservation.

Additionally, the results of this study provide valuable insight into the effectiveness of targeted training sessions in addressing specific linguistic and cultural competencies. By adapting training programs to focus on key areas such as syntax and semantics, educators can effectively increase students' proficiency in Betawi language and culture.

Overall, these findings demonstrate the success of the training program in strengthening students' abilities in various aspects of Betawi language and culture. Through targeted training sessions and a comprehensive approach, students demonstrated significant improvements in their linguistic and cultural competence, highlighting the efficacy of the training methodology used.

Conclusion

The design initiated by Iskandarsyah Siregar has attracted the attention of many parties, especially in the context of preserving regional languages, especially Betawi. Based on empirical reports and field tests, the proposed model has been proven to be effective and efficient in implementation. This is encouraging news for stakeholders concerned about preserving regional languages, as it promises significant progress in these efforts.

The effectiveness of a model is often measured by the positive and significant impact it has on its target object, in this case efforts to preserve the Betawi language. Meanwhile, efficiency is related to optimizing the use of resources, including time, costs and energy, in the implementation process. In the context of the model designed by Iskandarsyah Siregar, these two criteria appear to be met well, indicating the success and quality of the model.

However, as with any research and application of models, there is always room for further improvement and evaluation. While initial results indicate success, it will be important to retest in the next few years to ensure the model's sustainability and relevance in the face of changing social and cultural dynamics that occur over time.

This retesting process will help ensure the level of accuracy and up-to-dateness of the designed model, as well as allow for modifications or adjustments to the model if necessary. In this way, this model can continue to make a significant contribution to efforts to preserve the Betawi language, in line with developing needs and challenges.

In conclusion, efforts to preserve regional languages require innovative and adaptive approaches over time. The model designed by Iskandarsyah Siregar offers new solutions and hope in overcoming these challenges. However, it is important to ensure a commitment to continue implementing, testing and evaluating this

model so that it remains relevant and effective in responding to various challenges that may arise.

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