

Abstract

This project was aimed at evaluating the implementation of Lampung language revitalization program in educational settings in Bandar Lampung, Indonesia. The result of this project was used as input for the improvement of the design of the program and for the formulation of language planning and policies that could effectively support the success of the program.

Introduction

Lampung language is an indigenous language primarily spoken in the Province of Lampung, Indonesia. The language has two dialects: Lampung Api and Lampung Nyo. In 2000, Lampung Api had 827,000 speakers, and Lampung Nyo had 180,000 speakers (Lewis, et.al, 2016). In spite of these figures, native Lampung ethnics under 20 years old commonly do not speak the language anymore both at home and outside, as they prefer speaking in Indonesian. Gunarwan (1994) even predicted that in 75 – 100 years, the language could be extinct. Since 1997, Lampung language has been taught for 2 hours a week in grade 1 – 9, and in grade 1 – 12 since 2014. However, the result has never been evaluated, although the trend of diglossia remained stronger and more massive (Katubi, 2007; Hasan, 2009). This study, then, tried to fill this gap.

Some scholars pointed out the potentials of schools to be the vehicle to help revitalize an endangered language (McCarty, 2003; Hornberger, 2008) and youth as the focus of the revitalization program, as they are the one who will continue using the language (Wyman, 2012; Wyman, et. al, 2013). The program at school, however, will not work without full support from parents and community. In this study, I attempted to look at how this appeared and affected the success of the program.

Research Questions

1. To what extent has Lampung language revitalization program at schools in Bandar Lampung achieved its main goals?
2. What were the challenges that schools still faced in the process of teaching and learning of Lampung language in their institution?
3. What were the available resources that could be used / supported for the development and the improvement of the program?

Method of the Research

- Student and parent surveys
- In depth interviews and focus group discussion (FGD) with junior and senior high school students, parents, and Lampung language teachers at junior and senior high schools in Bandar Lampung
- Documentation of teaching materials, policy documents, etc.
- Observation of written and oral language uses in public places
- Writing and speaking tests

Results and Discussion

1. Students' Language Competence

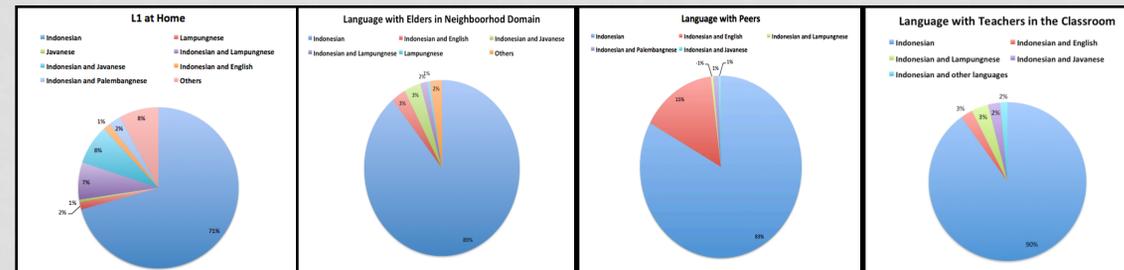
Writing Score			
Scores	Description	N of Participants	Percentage
91 – 100	Can write sentences in Lampungnese alphabet perfectly, complete a written dialogue with complex ideas, and write a short paragraph very effectively with no mistake in grammar and diction	26	12.87%
81 – 90	Can write sentences in Lampungnese alphabet well, complete a written dialogue with complex ideas, and write a short paragraph effectively but with few mistakes in grammar and diction	11	5.44%
71 – 80	Can write in Lampungnese alphabet quite well, complete a written dialogue with quite complex ideas, and write a short paragraph quite effectively with some mistakes in grammar and diction	15	7.42%
51 – 70	Can write in Lampungnese alphabet well, complete a written dialogue with simple sentences and ideas, and write a short paragraph but often not too effective with major mistakes in grammar and diction	33	16.33%
21 – 50	Cannot really write well in Lampungnese alphabet, complete only some parts of written dialogue and often not logical, and write a short paragraph with few simple sentences but often not effective and have major mistakes in grammar and diction	63	31.18%
0 – 20	Cannot really write sentences in Lampungnese alphabet, complete a written dialogue, and write a short paragraph	54	26.73%

N = 202, age mean = 15 years old, score mean = 45.91, part 1 mean = 67.93, part 2 mean = 41.46, part 3 mean = 32.9

Speaking Score		
Scores	N of Participants	Percentage
91 – 100	5	7.1%
81 – 90	3	4.2%
71 – 80	3	4.2%
51 – 70	10	1.4%
21 – 50	20	42%
0 – 20	28	40%

Note: 91 – 100 is equal to A1 in Common European Framework of References for Languages (CEFR), 81 – 90 to A2, 71 – 80 to B1, 51 – 70 to B2, 21 – 50 to C1, and 0 – 20 to C2. Mean Age = 16.8 years old, Mean Score = 45.57

2. Challenges



- **Students' Ethnic and Linguistic Diversity:** Of 201 students, they consisted of 53 students with mixed ethnicities (Lampungnese with other ethnicities), 26 Javanese, 21 Lampungnese, 7 Palembangnese, 5 Bataknese, 4 Balinese, 4 Sundanese, and 81 others with one or combination of various ethnicities.
- **Lack of Support from Parents and Community:** No space to use Lampung language, except during Lampung language lesson at school.
- **Obstacles at Schools:** Limited number of teaching hour (two hours a week), limited teaching resources except textbooks, lack of oral communication practice, focus on knowledge instead of skills, the teaching of two dialects at the same time, and the unavailability of teachers with required qualification.

3. Opportunities

- **Students' Positive Language Ideology:** Is it important to be able to speak Lampung language? Important 62%, not really 0.2%, not important 35%. Important, because they are ethnically a Lampungnese, they live in Lampung, and they need it to communicate with Lampungnese. Not important, because most people do not speak it anymore, English is more important for their future, and they are ethnically not a Lampungnese.
- **Students' Technology Ownership, Use, and Literacy:** Students have access to internet on a daily basis, are the users of social networking sites, such as Facebook, Twitter, and Instagram.
- **The Appearance of Grassroots Movements and Initiatives:** Youth gathering in cafés in Bandar Lampung to practice using Lampung language initiated by the Department of Lampung Language, the University of Lampung, the production of movies and the publication of books in Lampung language by local NGOs, and the production of programs and columns that use Lampung language in local newspapers, radios, and TVs.
- **Local Government's Commitment:** New regulation to teach Lampung language for 2 hours a week from grade 1 – 12 since 2014, and the production and distribution of monthly magazine that uses Lampung language and Indonesian to all school libraries in the Province of Lampung.

Conclusion

- The teaching of Lampung language at schools has not been able to make students able to communicate fluently in Lampung language. The main focus was not on oral communication skills, but more about writing practice in Lampungnese alphabet and the knowledge about Lampung. Often, it was taught in Indonesian, instead of Lampung language.
- The number of the teaching hour was too limited and not really ideal for the purpose of language learning and oral communication practice.
- Teachers with required qualification were almost not available.
- The supporting materials relevant for students were limited.
- Parents and local community have not been actively involved to support the teaching of Lampung language at schools.
- Diglossia in the home domain of Lampungnese family in Bandar Lampung remains strong.
- TV and radio programs, short movies, and published books and articles in Lampung language were not really targeted for children and youth.
- Grassroots movements and initiatives are starting to appear and need support.

Recommendation

- The University of Lampung needs to reopen their undergraduate degree program in Lampung language teaching, produce new teachers with required qualifications, upgrade the quality of current in-service teachers, and conduct more research for this purpose.
- In collaboration with the University of Lampung, the Government of the Province of Lampung and the City of Bandar Lampung need to consider building pilot schools adopting immersion model with full support from parents and local communities.
- In public and private schools, the teaching of Lampung language should be at least for 4 hours a week. It is a language enrichment program for non-heritage learners, and a language competence development program for heritage learners and native speakers.
- Lampung language needs to be advocated to become second official language of the Province of Lampung, and the Government of Lampung needs to ensure the use of the language in public spaces.
- Local media and NGO need to be supported to develop programs, community events, and learning materials and spaces for youth to use Lampung language with their peers.

Selected References

- Hornberger, N. H. (Ed.). (2011). *Can Schools Save Indigenous Languages? Policy and Practice on Four Continents*. Palgrave Macmillan: New York.
- Wyman, L. T., McCarty, T. L., & Nicholas, S. E. (Ed.). (2013). *Indigenous youth and multilingualism: Language identity, ideology, and practice in dynamic cultural worlds*. Routledge: New York.