

**“PREPARATORY UNIT” AS THE MATERIAL TRANSITION BASED ON
MULTILITERACY APPROACH FOR LEVEL-0 STUDENTS WHOSE
MOTHER TONGUE IS NOT USING ROMAN/LATIN ALPHABET
(Based on the Case Study on Korean Speakers)**

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ABSTRACT

This study aims to develop learning materials that can improve the language competency of level-0 students who have mother tongue is not using the Rowami/Latin alphabet. Difference in alphabet symbols not only affects students 'ability to write these symbols, but also affects students' ability to interpret sounds in Indonesian that they hear and say. Therefore, the R&D method was used in developing this learning material in which the results of research on South-speaking speakers in producing Indonesian sounds were employed as the foundation of material development. The results of this study were divided into four parts. The first part presented pre-research conducted to find phonological difficulties faced by Korean speakers when they learn Indonesian. As a result, it was found that Korean speakers experience difficulties associated with a minimal Indonesian pair, liquid voice, and syllable system. The second part, the author developed learning material to help level-0 students in developing the ability to perceive and produce sounds in Indonesian. This "Preparatory Unit" consists of three units which focus not only on orthography but also on phonological systems. The third and fourth sections explained the methods and approaches used in designing the unit. By using the Meaningful Chunks of Text (MCT) method and multiliteracy approach, this learning material aims to help students to maximize their abilities and creativity in the learning process and gather the knowledge they need for the learning process at a later stage.

Keywords: “Preparatory unit”, MCT, Multiliteracy, Level-0 students, Korean speakers.

INTRODUCTION

BIPA is a great opportunity to strengthen the Indonesian economy due to the increasing interest of foreign investor to Indonesian business. What we need to underline here is that every student who comes to learn has different goals. Some students learn Indonesian only for vacation, some for academic reason such as because they are Indonesian language department students, some for working in Indonesia, and some for living for good in Indonesia, and many more. With these various reasons the learning process must be designed by adapting the needs of those students. Not only the varied goals of the learners, the native language of the learners carries much weight to the material design. The distinguish characteristic of their first language might cause interference over the target language production.

Muliastuti (2017) stated that increasing the interest of the international community towards Indonesian language should be balanced with an increase in the quality of BIPA teaching and learning materials which cover all parts, such as: a) curriculum development, b) development of teaching materials and teaching methodologies, c) professional development, e) development of educational facilities. All development must be tailored to the needs of students so that they can optimize teaching and learning activities.

However, by the varied students' background and goal. So, for accommodating the differences the materials are designed based on the students' language characteristics, even some books design translation practices from the first language of the learners. As the result, the Indonesian language learning materials which can be found in the market are so varied.

Due to the varied materials found in the market government and some language communities proclaimed a reference to generate the standardization of the curriculum and materials. As a result, the Common European Framework of Reference (CEFR) is adopted as the guideline of developing curriculum and materials.

At first, the CEFR was applied only in Europe as the reference framework of teaching and evaluation of foreign languages. The CEFR was

established by the Council of Europe in 1989 and 1996. In 2001 European Union Council Resolution employed CEFR as the reference for establishing a validation system of language competence. However, nowadays CEFR is not employed as a reference in European countries only. Many Asian countries, including Indonesia, exploit CEFR as the reference for standardizing the curriculum and the learning systems.

Discussing standard reference, CEFR is acknowledged as the most suitable reference applied in Indonesia. It is because of the leveling system which this reference adopted. Most of the materials was developed by referring to Common European Framework of Reference (CEFR). This reference has been employed to many curriculum and material designs in many languages.

Not only guiding the approaches, CEFR also guide the leveling process of the learners. CEFR purpose 3 main level of learning, and each main level is divided into 2 sub-level. Here the CEFR levels.

- 1) Basic Speaker
 - A-1 Breakthrough
 - A-2 Waystage
- 2) Independent Speaker
 - B-1 Threshold
 - B-2 Vantage
- 3) Proficient Speaker
 - C-1 Effective Operational Proficiency
 - C-2 Mastery

Besides, not all BIPA learners come from western countries. Many of them come from Asians countries. As we know, many countries in Asia are multilingual because the speakers from those countries usually employ at least two languages in their daily life depends on the situation; the local language and national language.

However, after doing this research, the research attained one need which is forgotten by many material designers. In the beginning, CEFR was employed only by European countries which have the same Roman alphabet.

However, most Asian countries have their alphabet, for example, Thai, Vietnamese, Japanese, and Korean. Most of BIPA books which employ CEFR start with a daily greeting in the first chapter. They forgot to introduce Indonesian alphabet and the sound system in the Indonesian language. So, this research is eager to design a preparatory unit to help the learners whose mother tongue is not using the Roman alphabet.

As mention by Mulyana (2003) that research is an obligation before developing materials. So, for designing the preparatory units the researchers did some research towards Korean learners to compare the sound system of both languages. The research result helps to identify which sound systems must be emphasized in the preparatory units.

METHODOLOGY

The *preparatory units* focus on the Indonesian alphabet (orthography), which means Roman/Latin alphabet, and the Indonesian language sounds (phonology). To design the *Preparatory Unit*, the research was conducted using Research and Development methodology. The result of the research was a product named “preparatory unit” which was aimed at helping the students to learn Indonesian language alphabet and sounds. The procedure of the research will follow ADDIE model proposed by McGriff (2000) which are divided into 5 steps; *analysis, design, development, implementation, and assessment*.

Step 1: Analysis

The analysis process starts by identifying the characteristics of the students, especially the students’ mother tongue sound characteristic. This analysis was aimed to see the interference which occurred when the students spelt the alphabet and recognized the Indonesian language sounds.

In this step, the teacher asked the student to read some single and compound phrases in Indonesian language to check whether they were able to read the Indonesian language phrases correctly or not. At some point, when the students found difficulty to read the phrases, the teacher helped to pronounce the phrases and the students repeated after the teacher. It aimed to see whether the

students had the same sound perception or had under-differentiation of phonemes that they hear and the produce.

Step 2: Design

After analyzing the learners and the needs, the researcher identify the learning contents that should be covered in the *preparatory units*. The contents will be organized based on the analysis result of the students' needs and the nature of Indonesian language alphabet and sounds which is different from the nature of Indonesian language.

The learning material design not only focus on the written material, but also the media and the learning activities that can be used in class. Moreover, the multiliteracy approach is employed here so that the materials need the technology assistance and integrated approach which is able to enhance the performances of the 4 skills.

Step 3: Development

However, to make them be understood by low stage learners, the information is provided in chunks. So, not only focus on spelling and sound perception/ production, these units provide meaningful chunks of text (MCT). The MCTs are the words or compound phrases in Indonesian language which not only contain sound confusion for the Korean speakers but also the meaning. So, the students will not only gain information about the alphabet and sounds but also new words.

The *preparatory units* consists of 3 units. In the first unit focuses on the introduction of the Indonesian language alphabet and how to pronounce it. The second unit focuses on the spelling and the allophones of the sounds when they are placed in onset and coda position. This units discusses the minimal pairs and the lateral and trill sounds which are the problematic sounds for Korean speakers. The third unit focuses on the consonant sequences in Indonesian language words and phrases. In Korean language, assimilation occurs when they produce certain consonant sequence because some Korean consonants are strong and they affect the neighbor sounds. This chapter can reveal the interference which might occur while the Korean speakers produce the consonant sequence.

Step 4: Implementation

The implementation of the *preparatory units* is class activities using the materials support by some media and class activities which are able to enhance the students ability in spelling alphabet, and producing and interpreting the Indonesian language sounds.

Step 5: Assessment

The assessment of the *preparatory units* application can be done through observation. The teachers can assess students' progress through observation in the learning and teaching activities.

RESULT AND DISCUSSION

This paper will present two results. The first focuses on the results of research on the ability of Korean speakers to produce Indonesian language sounds. The second part will describe the design of "preparatory units" teaching materials tailored to the needs and background of the first language of students based on phonological research that has been conducted on speakers of Korean.

1. Indonesian Language Sound Production and Sound Perception of Korean Speakers

The Korean Language uses the Hangeul letter as its phonetic alphabet. Hangeul itself was discovered by a King named Saejeong (1417-50). Hangeul is an icon of Korean culture. Hangeul was created because King Saejeong had concerns about people who had difficulty using classical Chinese letters (Song, 2005). This orthographic form of Korean letters is said to have been created based on the shape of the tongue and mouth when saying the sound. While Indonesian itself uses the Latin alphabet which is widely used in languages of the Germanic Family.

In Indonesian, the phonemes are divided into two categories, namely segmental and supra-segmental phoneme. Segmental sounds are consonant and vocal sounds, sounds which are the focus of this research. If the number of vowel sounds is not debated by linguists in Indonesia, namely 6 pieces,

different from consonants. Some experts have different opinions. Aminoedin (1984) stated that there are 20 consonant sounds in Indonesian. Whereas Thoir and Wayan (1987) stated there are only 18 consonant sounds. In Standard Grammar (1993) there are 22 consonant sounds, the same as those described by Muslich (2008). Whereas Chaer (2009) stated that the consonant sound in Indonesian reaches 23 pieces.

In his book Shin, Kiaer, and Cha (2013: 4) stated that the Korean language has 24 basic letters and 16 complex letters. If it is distinguished by consonants and vowels, there will be 14 consonants and 10 vowels.

The sounds of Indonesian and Korean are indeed different, as shown in the sound classification. In Indonesian, the sounds that become the object of this research are divided into three groups (Chaer, 2009), namely the stops /p, b, t, d, k, g/, the affricates /c, j/, and the continuum sounds /l, r/. While, in Korean there are only two classification, they are stops /p, b, t, d, k, g, c, j/ and liquid sounds /l, r/ (Shin, Kiaer & Cha, 2013). This clearly shows that the acoustic system of the two languages is different.

Besides, consonant sounds of Indonesian language are distinguished in two significant categories, namely voices and voices, or minimal pairs. While in Korean language stops and affricates are divided into three categories, namely plain sounds, aspirated sounds, and tense sounds.

Judging from the vocal cords, two groups are produced, namely voiced and voiceless. These sounds are produced from the vibrations of the vocal cords. If the vocal cords do not vibrate, the sound produced is a voiceless sound, whereas if the vocal cords vibrate then the voiced sounds will emerge. Minimal pair is proof that the vibration of the vocal cords is very important to distinguish sounds. Here it can be seen that the sounds /b/, /g/, /d/, and /j/ are voiced sound, and the paired sounds, which are voiceless sound, are /p/, /k/, /t/, and /c/. The minimal pairs are so important to know the meaning of the word contains that sounds.

Besides, the Korean language does not have the same method for pairing voiced and voiceless sounds. In Korean sounds, the obstruents are

categorized into three categories. The sound of the obstruent consonant is not divided into voiced and voiceless sounds but into aspirated, tense, and lax/plain. These three categories of categories are based on laryngeal features.

Next, we will discuss the sound character /l/ and /r/ in both languages. Trill sound is the sound produced by the air current that is opened and closed repeatedly, such as the sound /r/. Lateral sound is sound that is produced by closing air currents but some air can still come out through one or both sides, for example, the sound /l/. Whereas in Korean, the two sounds are categorized in the liquid sound and only appear in certain positions; /r/ at the onset position and /l/ in the coda position.

In the process of acquiring foreign languages, learners experience difficulty in producing acceptable sounds. In this study, the consonant production was based on sound distribution. Not only is the sound distribution in the initial position and the end of the word, but also the consonant distribution in the consonant and consonant groups. The distribution is considered interesting because many phonological processes that occur in words that contain clusters and certain consonant sequences. Besides, in Korean also voices and voices only appear in certain distributions, so that not all sounds can appear in all sound distributions. It is the reason that encourages research on Korean-speaking speakers in producing Indonesian words and phrases that have different consonant distributions.

Moreover Korean language has limited sound distribution. the distribution are $\sigma vk_v\sigma$ or $\sigma v_kv\sigma$. Due to the limited sound distribution the strategic variety used depends on the sound around it. The distribution helps them to pronounce the words and let the tongue slides easily.

Basically, the Korean speakers do not find difficulties in pronouncing the sound /k/ and /g/, especially in the onset position. Almost all the words which have /g/ in the onset position can be produced correctly. The sound /g/ or [g] is lax stop sound, instead of voiced sound, which will appear in the initial position, such as [gʌʌ] and [gʌʌh]. Due to the position of the sound within word also in initial, such in word *galah* and *gala* this sound is successfully

produced by Korean speaker. The same successfulness is also found in the word *guru* and *gigi*. The result shows that the speakers also successfully produce it. So, the nucleus is does not matter in this research, as long as the sound /g/ is placed in initial position.

However for the sound /k/ in initial position undergoes some variations. The sound /k/ in the initial position, *kalah*, underwent some variation such as [k^h], tense aspirated stop, dan [kʰ], tense unaspirated stop. two speaker pronounced it as [k^h], such as [k^hʌʌ], speakers from Geoje and Seoul, and the rest pronounced as [kʰ], such as in [kʰʌʌh]. In the word *kiri* some Korean speakers pronounce the sound as [kʰ]. While in the word *kurun* the sound /k/ becomes [k^h]. Based on the result we can see that the nucleus is really matter in the sound variations.

Not only in position initial, the research also try to find the sound production of the sound in position onset after another syllable, or in the sound sequence. As the result, the sound /g/ becomes the sound /k/ after other stops, and the neighbor sound /n/ usually become /ŋ/. It means that the sound /g/ and /k/ are strong sounds in Korean because it can change the neighbor sound in sound sequence.

Going to the next minimal pair sound /d,t/, we will see that the voiced sound /d/ can be pronounced correctly. All the speaker pronounced the word *dua* as [dʊʌ]. While, the voiceless sound, in word *tua*, was substituted using [t^h] as in [t^hʊʌ] and [tʰ] as in [tʰʊʌ]. The sound /t/ also will undergo a variation if the sound meets the sound /h/ in sound sequence. It always changes into [t^h] as shown in the word *tapi* after the word *murah* in phrase *murah tapi jelek*.

Next, the sounds /b/ in the word *babi* is able to be pronounced by the Korean speakers. All of them successfully pronounce it as [b̄ʌbɪ] using lax stop sound in initial position. While, the voiceless sound /p/ is pronounced as tense aspirated stop [p^h] such as in [p^hʌp^hɪ], and tense unaspirated stop [pʰ] such as in [pʰʌpʰɪ]. While, in sequence the sound /p/ will be nasal sound if it is followed by other nasal sound, like in phrase *gelap nian*. If the phrase is pronounced quickly without pause the sound /p/ will be /m/.

The next part will deal with liquid sound. Liquid sound is more complex for Korean speaker because actually they only have one symbol for the sound so that sometimes it is difficult for them to identify those liquid sound [r] and [l]. Korean liquid is really hard to distinguish when it is placed in initial position, for example in the word *lari* and *lama*. In these two word many speakers pronounce the /l/ in initial position as /r/. They pronounce /r/ using dark /r/ which is usually used by Northern American English, or [R]. It is caused by the position of the tongue. Actually, when Korean produces liquid sound the tongue does not interact with teeth or gum, it interact with the top middle palatal, that is the reason why they find difficulty to mark /l/ and /r/. With that fact and the effort to produce the sound, unconsciously she produced dark English sound (Lee, 2008). Based on the result we can see that the liquid [r] often occurs than [l] in initial position (Lee and Ramsey, 2000). However, if the sound /l/ is able to be pronounce, the variations occur here, such as [l], and [ɫ] or dark /l/.

Not only sound substitution strategy found here, but also the sound insertion strategy occurs here. In this case the sound insertion strategy which is employed is paragoge. Paragoge is an action to add short vowel in the end of word (Jenkins, 2009). It happened in the phrase *ular air* which is pronounced as [ɔlɑrɯɑɪrɯ] For the speaker, placing the [r] in the end syllable was difficult so that the speakers added the short sound to help. In this case, the speaker added schwa sound [ɯ] which is the shortest sound in Korean, the symbol is (ㅡ). This sound is employed whenever they have consonant clusters or consonant ending, or coda, which is not accepted in their language system.

The next strategy is sound deletion. Sound deletion is the strategy where the non-existing sound is not produced within the words or phrases. It happens because the sound is not easy to produce or too weak when the sound is in the ending (Katamba, 1989). So, when the speakers have /r/ in the end of the word, coda position, the sound will be deleted. They pronounce the word *ular* as /ula/.

Besides, when they found nasal sound is placed close to liquid sounds, the nasal sounds will be deleted and replaced with the liquid /l/, such as in consonant sequence /nl/ or /ln/, the sequence will be /ll/.

However, the sound production is not the only problem for Korean learners. The sound perception is the matter as well. During the data collection process, the level-0 students found difficulties in reading some words. For helping them, the teacher read the word first and the student can repeat after that. However, they still cannot imitate the correct sounds that they heard from the teacher. Based on their previous knowledge, they cannot relate to the sound and the spelling of the word that they saw. It is because they have the sound assimilations that only permit some sounds to come in sequence. So, we can say that the students have a different perception of sounds here.

2. The Design of the “Preparatory Unit”

Based on the research that has been done, the “preparatory unit” has three aims. Each aim is covered in one unit so that the “preparatory unit” consists of three units. The first unit talks about the letter, the spelling, and the sounds. The second one tried to introduce the sounds in Indonesian language which might not exist in the native language. The last unit is created to help the students to be able to produce the sounds in sequences and cluster. As we know, Korean language has limitation in sound sequences, not all sound can be pronounced after or before a certain sound, and no consonant clusters. Also, this chapter will help the students to deal with the consonant endings (coda) which are not accepted in the native language.

a. Preparatory Unit 1 (Orthography and Phonology)

This unit focuses on introducing the Latin/Roman letters to the learners and the Indonesian sounds. The orthography here talks about the writing letter and

spelling. While the phonology part here tries to introduce the sounds to the learners. This unit aims to the basic knowledge of Indonesian language; the letters and the sounds.

1. The Introduction of the Indonesian Letters

In this part, the students will find a table contains the Roman letters. While reading the letters in the table, the teachers will play the recording which plays the way to read the letter in the Indonesian language.

2. Tracing the Letters

The teacher will play a recording and the students must trace the letter in the paper based on the recording that they listen. Tracing letters helps the students to get used to the Roman letter. As they always write Hangul in their daily life, this practice helps them to write the Roman letter in good shape.

3. “Spell It, I will Write It!” Games

The students will work in pairs. Each pair will get a set of flashcard contains the words. One person will spell the word and another will write down the letters. This game aims to the learners to get used to the Indonesian letters and how it is spelt.

4. “Give Me the Word” Games

In this game, the student will be divided into two teams. They will compete with each other in this game. At first, the teacher will scatter the flashcard with the letter cards on the floor. Then, the teacher asks each team to send a student as the reader. The reader from each group will read a word given by the teacher and deliver the word to the group. After that, the group members will search the flashcard on the floor to make the word that they listen.

b. Preparatory Unit 2 (non-existent sounds)

This unit focuses on the non-existent sound in the native language but it exists in the target language. As discussed in the research result, the Korean language does not have minimal pair, the limit fricative sound, and liquid

sounds who can appear in the same position. So, to make the students get used to the sounds, the drilling is important here. Here some materials and activities that can be used.

1. Choose the Word based on the Listening

The teacher will play the listening and the students must circle the correct spelling word on their book based on what they hear in the recording.

2. “Di Bacaanini Saya Menemukan Kata” Games

The students have to work in pair. They get a set of media; a set of cards with a word on each card and a poster with a reading. They have to take the turn to take a card and read the word on it loudly, and another must find the word among the words in the reading.

3. Dictation

This is an old method but still very useful. The students will listen to a recording consists of some words and the students must write down what they hear.

4. Quizlet

Before doing the activities using Quizlet, a site to learn vocabulary, the teacher will play a video. The video is very simple because it only contains pictures and sound which mention the name of each object in the pictures. The teacher will play for several times until the students remember the name of each object that they hear. After that, the teacher will ask the students to play Quizlet. They have to match the picture of the object and the spelling of the name in the Quizlet game.

c. Preparatory Unit 3 (the consonant sequence, the consonant cluster, and the consonant endings (syllable system))

This unit focuses on the sequences of sounds and how the students can deal with them. As shown in the research results, there are many Indonesian sound sequences which cannot be accepted in the speakers’ native language. Also, Korean has a specific consonant ending system, which some

letters are not pronounced as the letters read, but replace it into another sound. Which mean the orthography here does not matter with the sounds. Moreover, we cannot find consonant clusters in the Korean language. So, this unit aims to explain the syllable system of Indonesian language.

1. “Komunikata” Games

Inspired by the old TV show, this game is created. The students stand in line. The teacher whispers one word to the student who stands at the end of the line. Then, she/he will whisper it to the next student and repeat like that. The student in the head of the line will write down the answer she/he gets from the friends on the whiteboard.

2. Kahoot! Jumble (Unscramble Words/ phrases)

Using Kahoot! Jumble, a site to make quizzes on the internet, the students have to unscramble the letters given to make a meaningful word. After solving the scrambled letter quizzes, the students are asked to read loudly the answers to check the pronunciation of certain sound sequences.

In the end, all the activities and games can be applied in any stages. It is possible to use the same activities and games in different units. They are replaceable.

3. Meaningful Chunks of Text (MCT) Method in the “Preparatory Unit”

Yamashita and Ichikawa (in Kadota& Tada, 2010) reported that the results of observations of Japanese students who learn English in reading class at the basic level show that Japanese students exhibit high comprehensive abilities when they read text presented in short phrases with separating slashes. This form is called chunked text. In his research, it was said that the ability of students studying with the chunked text method had better results compared to students who read the text as a whole.

In his research, Yamashita and Ichikawa mentioned that there were three types of meaningful chunks in text, those were sentence-by-sentence, phrase-by-phrase, and word-by-word. Each type showed different results to students, depending on the form of the text as well.

The segmentation method shows the division of the text into several forms, such as whole-text, single words (word-by-word), meaningful chunks (chunk-by-chunk), and fragmented word-groups (fragment-by-fragment). The full text gives a reading experience in natural conditions. However, by dividing it into several parts or chunks, the students can understand it better. So usually the division starts from the form of word-by-word that focuses on the meaning of each word, then to sentence-by-sentence to see the information that the reading wants to carry. After using the MCT method the students need to read again the whole text to get complete information and the aim of the text.

The design of the “Preparatory Unit” shows the stages of the MCT. As already explained in the previous part, there is the gradation of difficulty in using the MCT method. At first, the activities use the letter-by-letter method. In the next stage, the teacher uses the word-by-word method by introducing some words in the Indonesian Language. After the students get used to the words, the teacher can upgrade the difficulties by giving phrase-by-phrase activities. By considering the students' ability and the previous knowledge, this “preparatory unit” is designed to help the students to overcome the gap of difference between the mother tongue and the target language.

4. Multiliteracy Approach in the “Preparatory Unit”

Kalantzis et.al (in Everett, 2006: 9) stated that the New London Group found a theory regarding the pedagogical framework which can cover the four components, namely:

1. The situated practice provides opportunities for students to experience a new experience that also involves the interest, knowledge, and previous experience of the students.
2. Overt instruction emphasizes teaching that aims to help students see the language patterns and gain an understanding of the language's purpose.
3. Critical framing aims to make students think critically. Using students' previous knowledge and the critical framing the students can create new meanings of language.

4. Transformed practice emphasizes to the application of knowledge that they already have into a new context to create transforming meanings.

The pedagogical framework also involves a socio-cultural perspective in which there is an understanding of culture and context. In his book, Cope and Kalantzis (in Everett, 2006: 9) stated that the process of communicating combined various modes, such as audio, visual, linguistic, attitude (gesture), place (spatial), and multimodal. In addition, Wahyuningsih (2017) cited what the New London Group already described regarding multilateral pedagogy that this pedagogy accepted and encouraged various perspectives, tools, and linguistic knowledge, as well as cultural, communication, and technology assistance. Multiliteracy itself is strongly associated with multimodal because the use of very varied models in various forms of expression. The technology assistance and communication also play a role here because with these things the variety of models which are available will be able to express themselves. Multi capital also facilitates the learning process and collects information in context effectively, resulting in understanding and describing students' knowledge.

From the statements above, it can be concluded that multilateralism is an ability to understand the meaning in various contexts and perspectives using a variety of media.

The multiliteracy approach let the teacher become creative. The teacher can use so varied media to give the materials to the students. Also, the students do not only focus on one skill because the activities are made based on multi-skill approach.

Moreover, nowadays the generation-Z students are very close to their gadgets. So, it is better for the teacher to create materials which have some activities employing technology, especially the portable gadgets such as smart phone and tablet. In this case, the “preparatory unit” not only uses paper based media, but also technology based media. Such as the recording, smart phone, Quizlet, Kahoot!Jumble, and many creative and interesting games. It shows that the “preparatory unit” uses so various media to help the students to learn about the Indonesian language alphabet and sounds.

CLOSING

Considering the students' previous knowledge, the native language, a material must be developed to overcome the gap between the mother tongue and the target language. So, this research tried to develop a material named "preparatory unit" which aims to make the students get used to the Indonesian letters and sounds. Before developing the materials, the writer researched to collect data about the obstacles might occur during the process of language acquisition. As a result, there are three units of the "preparatory unit". The first unit focuses on introducing the Indonesian letters and sounds in syllable composition which is accepted in the native language. The second one focuses on the sounds which are non-existent in the native language. The last, this unit focuses on the syllable system which means it talks about the consonant sequences, consonant clusters, and consonant ending.

This "preparatory unit" is designed using multiliteracy approach and MCT method. These materials employed technology assistance to let the students involved in the learning process, instead of centring on the teacher. Multimodal helped the students to explore their ability to solve the problem given. Also, MCT is employed by considering the level of the students and the gap between the native language and the target language. By using stages or the gradation of difficulties, the students learn from the smallest segment to more complex segment. It not only helps them to know the letters and the sounds, but also the meaning of the words and phrases that they learn.

Looking for materials for level 0 in the market is a big homework. Not many writers realize the need for the material which discusses the letters and sounds in depth and detail. They think the students can master it while they learn the Indonesian language using the contextual material. So, the writer hopes that in the future many writers talk about this need to help the level-0 students whose native language does not use Roman letters to get used to the Indonesian letters and sounds.

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**LAPORAN CATATAN PERSIDANGAN KIPBIPA XI
Fakultas Ilmu Budaya, Universitas Gadjah Mada, Yogyakarta, 7—9 Agustus
2019**

Hari, Tanggal : Kamis, 08 Agustus 2019

Pukul : 14.00-15.00

Penyaji Makalah: Aprilia Kristiana Tri Wahyuni

Judul Makalah :“Preparation Unit” As The Material Transition Based On
Multiliteracy Approach For Level-0 Students Whose Mother Tounge Is Not Using

Pemandu : Nuny Sulistiany Idris

Pencatat : Luluk Fauziah

Catatan Penyajian:

Pada sistem bahasa yang tidak menggunakan alfabet, biasanya pembelajar bahasa tersebut akan mencantumkan *preparation unit* sebelum masuk ke dalam pembelajaran sistem bahasa tersebut. *Preparation unit* ini biasanya berisi pengenalan huruf, cara menulis huruf dan pelafalannya. Namun, penulis tidak menemukan hal tersebut pada buku BIPA. Padahal hal tersebut cukup penting agar para pembelajar BIPA yang sistem bahasa ibunya tidak menggunakan alfabet, juga bisa tahu terlebih dahulu tentang hal-hal dasar sebelum belajar Bahasa Indonesia. *Preparation unit* dalam buku bahan ajar BIPA bisa berisikan *spelling*, pengenalan bunyi-bunyi konsonan, atau bunyi bunyi spesifik yang mungkin tidak ada dalam sistem bahasa lainnya. Dengan demikian, semua pembelajar BIPA akan lebih mudah dalam belajar Bahasa Indonesia sebelum masuk belajar tata bahasa, kosa kata, dan lain-lain.

Diskusi/Tanya Jawab

Penanya 1

Nama : Puji

Instansi : Depok

Pertanyaan:

Pada kasus pembelajar korea, biasanya mereka kurang bisa mengucapkan kosa kata yang akhirnya adalah konsonan. Bagaimana caranya agar pengucapan mereka bisa seperti native?

Tanggapan :

Dalam sistem Bahasa Korea, terdapat istilah *bacim*, yaitu kosa kata yang akhirnya konsonan memang terbatas. Oleh karena itu, dalam pengajaran BIPA perlu adanya pembiasaan pengucapan yang baik dan benar.

Penanya 2

Nama : Yusuf

Instansi : -

Pertanyaan:

Pada video yang ditayangkan pemakalah tadi, terdapat semacam kuis yang mana mahasiswa diharuskan mengambil huruf-huruf acak yang disebar di lantai kelas lalu menyusunnya menjadi sebuah kata yang guru ucapkan sebelumnya. Apakah tidak sebaiknya huruf-huruf acak tersebut diletakkan di meja? Lalu, mengapa tidak ada petunjuk atau *clue* mengenai klasifikasi kosa kata yang muncul dalam kuis tersebut?

Tanggapan:

Huruf memang sengaja disebar di lantai menjadi satu tempat saja dan tidak dibagi ke dalam beberapa tempat. Hal ini dikarenakan, apabila huruf-huruf acak tersebut diletakkan di masing-masing meja, maka keaktifan mahasiswa kurang maksimal. Mahasiswa akan cenderung minim dalam menggerakkan tubuhnya, sehingga fokusnya kemungkinan akan terpecah. Lalu, kosa kata yang dikeluarkan dalam kuis memang sengaja tidak ada petunjuk atau *clue*nya. Hal ini dikarenakan, kata-kata yang keluar dalam kuis adalah kata-kata yang sekiranya dianggap sulit untuk mahasiswa Korea. Contohnya adalah kosa kata yang mengandung huruf /l/

Isu Utama/Isu Penting dalam Diskusi

Buku BIPA diperlukan dalam pengajaran BIPA. Namun, hal yang harus diperhatikan juga adalah isi dari buku tersebut. Pencantuman *preparation unit* yang berisikan pengenalan huruf-huruf, bunyi konsonan dan vokal, dll. dalam buku BIPA merupakan suatu usaha agar dalam pembelajaran BIPA bisa menjadi lebih mudah, khususnya bagi para pembelajar BIPA yang tidak menggunakan alfabet dalam sistem bahasanya, seperti Bahasa Korea, Jepang dan Tiongkok.