

Conference Paper

Learning: Javanese Students, Non-Javanese Students

M. Amirul Halim

Universitas Kanjuruhan Malang

Abstract

Learning is an important activity that must be done by students. If you want to know a course material or information, of course, students must look for it. One of the ways to look for something is by learning. Students at Kanjuruhan University come from various regions in Indonesia. The researcher divided the students into two large groups, namely students from Java and Non-Java. Both have unique and different ways to absorb information. Their learning methods are affected by the background of their respective regions. Each lecturer should know the background of each student, especially about the origin of the region. The results of this study indicate that lecturers are better of using a descriptive approach when explaining material to Javanese students. Meanwhile, when lecturers explain the material to students non-Java it is better to use a prescriptive approach. In this way the lecturer will find it easier to explain the lecture material that will be delivered. In addition, students will also have no difficulty in absorbing lecture material delivered.

Keywords: Prescriptive, Descriptive, Javanese Students, Non-Javanese students

Corresponding Author:

M. Amirul Halim

halimamirul07@gmail.com

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1. Introduction

Learning is an important activity that must be done by students. If students want to know a course information or material, of course students must look for it. One way to look for it is by learning. The style or learning pattern of each student is different (Widyawati, 2016: 107). The main study time for students is during lectures. When lecturing students carry out learning activities that have been determined and designed by the lecturer. The lecturer when deciding on a lecture method certainly has considerations, such as looking at the material, the condition of the student and the background of the student's home area.

Students at Kanjuruhan University in Malang come from various regions in Indonesia. The researcher divided the students into two large groups, namely students Javanese students and Non-Javanese students. Both have unique and different ways to absorb information. Their learning methods are affected by the background of their respective regions. Knowing the background of students is something that must be done by the

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lecturers. Similar research has also been carried out in various parts of the world (Lehmann & Ifenthaler, 2012; Wilson, 2012; Awla, 2014; Singh, et al, 2015; Juliani, et al, 2016; Papilaya & Huliselan, 2016; Arumsari, 2017; Junaedi, 2017; Mitasari & Istikomayanti, 2017; Rahimi, et al, 2017).

The lecturer strategy when learning has an important role in determining success and improving the quality of the learning process (Bella & Ratna, 2018: 281). The quality of the learning process in lectures will increase if the strategies for delivering learning messages are applied by lecturers in accordance with the learning characteristics of students. The occurrence of harmony between the delivery strategies applied by the lecturer and the learning characteristics of students will influence the increasing ability of students to capture and understand the learning messages delivered.

Increasing the ability of students to understand and capture the material messages they receive appears in to ability of students to respond any stimulus message they receive. The ability to respond learning stimulus is characterized by an increase in curiosity, high motivation to ask questions, craft in attending lectures, and the ability of students to answer any questions which given to them.

However, in practice there are many complaints from lecturers and students because of misunderstandings during the learning process. The lecturer considers all students can receive the same material message in the same way, while students are reluctant or awkward to express the difficulty of absorbing the material messages delivered by the lecturer. Based on the description above, the researcher considers the problem to be investigated. So that researchers are interested in examining how the learning patterns of Javanese students and students non-Javanese students. The researcher hopes that the results of this study can provide information specifically for lecturers to apply the method of delivering material in accordance with the background of each student.

1.1. Preskriptif dan Deskriptif

To address this, can use a prescriptive and descriptive approach. In lingusitik, a prescriptive approach explains how "supposed" language is expressed by someone, while descriptive explains how "real" language is expressed by someone (Febriana, 2017: 80). Learning in the classroom is certainly more likely to use a prescriptive approach, but it would be wiser if the teacher also understands and is able to use a descriptive approach to explain to students what is really happening in the use of language by the community.

Furthermore, Febriana (2017: 80) explains that these two learning theories should be complementary, so that they become a learning concept that is really needed by students. However, to explain and provide a descriptive understanding, lecturers should be able to pay attention to the method and remain in a polite condition. The success of lecturers when they are able to package and combine this two learning theories so they become simple languages will make easier for students to understand the learning material delivered. In addition, the application of both theories in learning is useful for students in understanding and explaining the use of language in accordance with the situation. In line with Febrina's opinion, Chaer (2007: 12-13) explains that linguistics approaches language in a descriptive manner, and is not prescriptive. That is, the important thing in linguistics is what is actually expressed by someone, and not based on what should be expressed.

2. Method

This study uses a qualitative approach. Moleong (2009: 9) states that qualitative research is research that produces analytical procedures that do not use statistical analysis procedures or other quantitative methods. The researcher described the learning patterns of Javanese students and non-Javanese students. So this type of research is a type of descriptive research with a qualitative approach.

The data in this study are the results of observations and student questionnaires for the sixth semester of the 2018-2019 academic year in the Indonesian Language and Literature Education Department at Kanjuruhan Malang. While the data source in this study is the result of filling out the questionnaire. After the researcher obtained the results of observations and answers to the questionnaire, then the data was analyzed by identifying data and classifying data. Then the last step, the researcher analyzes and draws conclusions from the findings. After the data analysis process, researchers discussed the findings of the data. Then the researcher checks the validity of the results of the study.

3. Finding and Discussions

This research was conducted on 73 students. Based on the questionnaire data found, the results are classified as follows.

The language used by the lecturer when explaining the material to students in the class shows that there are students who easily understand the use of the Language

No	Point of Answer to the Questionnaire	Frequency
1	Easy to understand language	47
2	Difficult to understand language	26

and there are those who have difficulty understanding the Language. Based on the results of the questionnaire, as many 47 students answered easily to understand, while as many 26 students answered it was difficult to understand.

The condition of the students studied came from various regions. With a total of 73 students, 47 students easily understood the language of lecturers when explaining material in class. Of the 47 students, 35 Javanese students, while as many as 12 students came from non-Javanese students.

Students who are able to understand the language of lecturers easily because the lecturer explains the material using a descriptive approach. The descriptive approach is how the language is actually expressed by someone. This is in accordance with the opinion of Febriana (2017: 80) and Chaer (2007: 12-13) who say that linguistics can be seen from descriptive, which means how the language is actually expressed by someone who intends to explain or understand. After the researchers observed, the lecturers used a descriptive approach, so that Javanese students more easily understood the material explained in the class.

Difficulty in understanding the language of lecturers when lecturers explain the material experienced by 26 students. As many as 2 Javanese students and 24 non-Javanese students. Based on the results of the questionnaire obtained, more non-Javanese students experienced difficulties in understanding the material explanation by the lecturer. This is because non-Javanese students have different regional backgrounds. When they were in high school, they were used to using their local languages and few teachers who taught in the class used Bahasa Indonesia. As the interview with one of the non-Javanese students, HN (21) said,

“Kami jarang pak bicara pakai Bahasa Indoensia, ya Bahasa asal paling sering dipakai.” (W/LJ/3)

Sama halnya dengan HN (21), LY (22) juga mengatakan,

“Kalau dulu saat SMA kami punya guru sering berbicara dengan Bahasa asal kami. Pake Bahasa Indonesia pernah tapi jarang.” (W/LJ/4)

In addition, their teachers use more mixed languages. Mixed language means a combination of Indonesian and regional languages. the teacher uses mixed language aims

so that students understand more about the material explained. This is in accordance with the explanation of LN (22) which says,

“Saat di kelas guru kadang pakai bahasa daerah, kadang juga pakai bahasa Indonesia.” (W/LJ/6)

KK (21) also said,

“Campuran pak, *pake* Bahasa Indonesia ya Bahasa daerah. Intinya anak-anak paham.” (W/LJ/7)

The same opinion is also said by DER (22),

“Biasanya Bapak guru awalnya *pake* Bahasa Indonesia saat menjelaskan, tapi kalau anak-anak tidak paham bapak guru langsung menjelaskan ulang *pake* bahasa daerah pak.” (W/LJ/9)

The explanation above shows that the background determines one's language understanding. This is in accordance with the opinion of Febriana (2017: 80) that the prescriptive approach is how the language should be expressed by someone. In line with the opinion of Febriana (2017: 80), Chaer (2007: 12-13) explains that a prescriptive approach is how language should be expressed by someone. When researchers make observations, lecturers teach or explain material using a descriptive approach, while non-Javanese students are accustomed to using prescriptive approaches. This situation caused a misunderstanding between lecturers and non-Javanese students, causing difficulties for non-Javanese students to receive material with a descriptive approach.

4. Conclusion

The results of this study indicate that Javanese students are more suitable to use a descriptive approach when the lecturer explains the material. Meanwhile, non-Javanese were more suitable to use a prescriptive approach when the lecturer explained the material. Both approaches can be used separately or combined. It would be better if the lecturer was able to package and apply the two learning theories into a simple language that would make it easier for students to understand the learning material delivered. In this way the lecturer will find it easier to explain the lecture material that will be delivered. In addition, students will also have no difficulty in absorbing lecture material delivered.

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