

ENHANCING STUDENTS' LOVE FOR INDONESIAN LANGUAGE THROUGH SHORT STORIES

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Abstract: *A language skill, especially in Indonesian language is essential. It plays an important role in learning process. In learning activities, using standard Indonesian language is one of the most important elements to do. The effort to enhance of learners' love for this language has actually been done from an early age; at the age of 2. This language skill has gradually grown by itself as the result of listening to and understanding the surroundings, including deliberate study intended for learners as a capital or provision for them to go beyond the limits of ignorance and misunderstandings associated with language skill itself. The method used in this study is a qualitative study which aimed to enhance students' love for Indonesian language through short stories*

Keywords: *Language skill, Indonesian language, short stories*

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INTRODUCTION

Indonesian language is the national identity. To speak Indonesian is to have a deep nationalist spirit. The use of Indonesian should be carried out nationally because it has strengthened the unity and of the Indonesian nation. This harmonizes with one of the contents of the 1928 articles of the oath of young men "We are Indonesian youths; we have one unity language, Indonesian language."

Language has a central function as communication tools between individuals, groups, and social organizations in various areas of life. The use of Indonesian language in the 34 provinces of Indonesia has been shown to have had a positive effect as a means of unifying the region and tribes scattered across parts of Indonesia. Language is a means of communicating with others. In this sense it is all cover the way to communicate, mind, and feeling is expressed in spoken, written, signed, or motion by using words, symbols, pictures, or paintings. Through language, everyone is able to know themselves, their fellows, the realm around, science, and moral or religious values. At school, developing a child's language is enhanced by giving both mother tongue and Indonesian lessons. It is expected that students will be able to master and use it as a tool to communicate well with others, expressing their thoughts, feelings, attitudes, or opinions, as well as understanding the content of each reading material. At school, children are expected to communicate appropriately in English. But as we know, in the learning process the majority of students speak the mother tongue or local language. The lack of communication in Indonesian itself is usually due to daily living, both in the family and in the environment that rarely speak Indonesian language. In the context of

Indonesia, the mother tongue always refers to a particular local language as the diversity of different tribes and regions. Mother tongue in English called native language which is the first language for a child to overcome or acquire.

Wherever the child is born, if it acquires or has the first language, then the dominant language is the mother tongue. As connected with Indonesian usage to make it more interesting and fun for students, there is a solution to overcome by a short story. In addition to developing learners' love for Indonesian language, students can also master the language properly.

LITERATURE REVIEW

First Literature

Indonesian is the official language of the Republic of Indonesia and the national unifying language. Through human language they can communicate, share experiences, learn from one another, and improve intellectual skills. Indonesian is a variety of languages. This is because the Indonesian language is so broad in its use and the great variety of speakers. Therefore, a speaker must be able to choose the language to which he/she is spoken, whatever his/her background is. The Indonesian language is the national identity, and speaking Indonesian means having a high nationalism towards the republic of Indonesia.

Language acquisition is a process in which children acquire the ability to capture, generate and use the word for understanding and communication. This activity involves such abilities as syntax, phonetics and extensive vocabulary. The language it acquires can be as vocal as in spoken or gestural. It is a process by which children adjust a complex set of hypotheses

to their parents' words until they understand the point of the language. The first language children acquire is the mother tongue, which is either indirectly acquired or unknowingly done. It is experienced directly by a child without a formal learning activity.

Skinner (Parera, 1991) says that language must be treated as a conditioned response to hidden stimulants both internal and external. All the linguistic knowledge available to humans evident in language behavior results from the integration of linguistic events experienced and observed by humans. At the stage where a child gets the sound system of his mother tongue, he initially pronounces the sound system of all the languages in the world. However, because the environment has set a continuous example of the sound system in its mother tongue, and the motivation continues to mimic its mother tongue system. So eventually the language system that the child was in control of was its mother tongue system.

Chomsky (Herniti, 2010:1) argued that language is restricted to human rule. This view is based on some assumptions, among others: First, language behavior is something that is handed down (genetics), each language has a common development (is something universal), and the environment that has a small role in the maturing of languages. Second, it can be mastered in a relatively short period of time. Third, the child's language environment cannot provide sufficient data for the complex grammatical mastery of adults. It is something so complex and complex that it is impossible to master in a short amount of time.

The theory of nativism believed that every human born was equipped with a device for obtaining language acquisition device.

Baradja (1990) all normal children can learn the languages spoken by the people in the neighborhood. When banished from birth, the child had no language, in lad's sense not having the proper intake so that the device did not have the first language it was supposed to have. Without lad, no child could master the complex language system. Besides, lad also lets a child be able to distinguish between the sounds of language and the sounds of language.

Chaer (2003), language is not a separate trait of nature but one of several abilities derived from cognitive ability. Most important must be achieved, cognitive development, before knowledge can come out in the form of language skills. At the end of one year of age, the child will be able to understand permanent nature so that the child begins to use the symbol to represent things that are not present in front of him. This symbol then developed into the first words of a child.

Today in the world Indonesian education has been designated a mandatory subject. Of course the material also discussed in all aspects of it contained in Indonesian. Such as principles, methods, functions, benefits, and goals in communicating in Indonesian. It relates to what children like to hear stories or tell stories. Children's love for this story can be used as a step to implementing the literacy culture, which is one way to cultivate and enhance the Indonesian educational love through short stories. A short story is one type of prose that the story is not a real event and merely made up. The number of words in the short story is no more than 10,000 words. The writing of a short story involves a narrative, solid, direct figure of speech. The cranes in these elementary schools tend to like and lubricify short stories because children prefer the ones that come to the point (stop rambling). The most

popular story is usually the fable, which is the story that tells the behavior of a human animal. Besides being pleasing, fable stories also contain a moral message that they are indirectly receiving.

Language skills in Indonesian learning are a thing that students need to master. Language skills are integrative in that of relating to or relating to other skills. Language skills include listening, speaking, reading, and writing skills. The four aspects are interwoven between one another, so it is necessary to develop on every level of education. Reading and writing skills have a close relationship. Reading is an activity that proclaims messages and information that writers want to convey in written language. Additionally, reading can add insight, knowledge, vocabulary, and certain terms to other activities, such as writing. Writing is a productive language activity. Writing as a language skill is complex because writing requires that one arrange and organize written content. Writing activities require that a person express ideas, ideas, experiences and opinions in a written form. Ideas put in writing came from reading.

The ability to understand literature is closely related to the ability to read insight. Agust:15 (2000:15) reading insight requires that the reader not honk or spell the words but that he only USES his eyes and heart and mind to understand them. Reading comprehension is one of those activities that aims to grasp the content contained in the literature.

Broughton (in tarigan, 2008:55) suggests that reading comprehension is most appropriate (silent reading), whereas Smith (in Tarigan, 2008:56) explains that reading understanding is an interpretation or interpretation of experience, connecting new information with known, finding answers to cognitive questions, and reading materials.

Where as the Tarigan (2008:58) reading understanding is a type of reading intended to understand literary standards or norms, critical reviews, written dramas, and fictional patterns. By August: 18 (2000:18) the purpose of reading understanding is to capture the content or meaning of ideas found in the literature, which is in the form of understanding and undeviant interpretations of the reading. This understanding can then be born, expressed again, or reproduced when desired.

Tarigan (2008:58) the goal of reading understanding is (a) understanding of literary standards or literary norms, (b) critical reviews, (c) literary (dramatic), and (d) fictional patterns (variations of fuction). From the expert's point of view, the goal of reading insight is to understand the content found in the literature so that the reader can absorb information from the material. In this regard, students are required to understand a storybook in order to become easier at knowing and learning Indonesian. Short or better known as the storyboard acronym is one of the most popular literary genre. According to Nugroho Notosusanto (in Tarigan, 2011:180) a short story is about 5000 words long or about seventeen pages of a completely centralized single-space quartz on its own. Ajip Rosidi (within Tarigan, 2011:180) is a short story and is a unanimity. According to Muhardi and Hasanuddin WS (1992:20) short stories are a work of fiction and inside every one of its creations, a work of fiction is built by a structure and an element. In general, it has elements that build up from within the fiction itself (elements intrinsic) and elements that influence the creation of fiction from outside (extrinsic).

According to Nurgiyantoro (2001:10), it reveals that the pen has elements that

support it both from the inside (intrinsic) and from the outside (extrinsic). The intrinsic element of the short story consists of themes, discourses, plots, Settings, styles of speech, and viewpoints

METHODOLOGY

Research Strategy

The method used in this study is qualitative study by using observation as the instrument. In observing, researchers observed directly on the subject and used no action-like instrument. Observation was used to obtain data while students went to school, at the beginning of learning, in core learning, while having break, in resource space, and at the end of learning, to align data on previous questionnaire, and to complete unanswered questionnaire.

CONCLUSION

Children of that age acquire the language's skill from the process of seeing and listening that is associated with the activity of the participants. Furthermore, children also acquire language ability from the deliberate and conscious learning process, this activity is usually done formally in school. Therefore, the instructions on language skills especially Indonesian should be done and implemented especially at the level of elementary school as a firstaid of child for early communication and expression. In fact, in today's education, Indonesian has been introduced into curriculum and has become a required subject

Language skill is the most important point of communication and is affected other abilities, such as thinking, delivery, and presenting both in a nonformal, informal form of even formal. The language abilities a child receives are divided into two, between the ability of a mother tongue and Indonesian language. This mother tongue is the first language the child is either indirectly or subconsciously acquired and is experienced directly by the child without having a formal learning activity, whereas Indonesian language is the second language that children acquire through deliberate learning. It is usually done in formal educational institutions. Today, Indonesian language is designated a mandatory subject. In relation to the learner's passion for

DISCUSSION

Result

The result shows that most students at the elementary school have inadequate language skills. Limitations in this language cause students to feel even more embarrassed when they are about to present something like asking about learning, sharing opinions, answering questions, telling stories, explaining and so on. A student's lack of ability in this language has a profound effect on the student's ability to communicate, both mentally and delivery. The effects arising not only are the subject only, but there are other aspects which also matter, among other things; lack of guidance on both the parents and the teachers, lack of understanding of the language, learning of language ability etc. This language skill actually began to reach the child at the age of 2-7. At this age, the child begins to learn the language subconsciously, it means that it is introduced without being exposed or planned.

the short stories, this subject also has a discussion on them. One of the stories the students love most is fable, in which the stories tell about the life of animals behaving like humans. Besides being fun, it also contains a moral message that is having a good effect on the indirect forming of learners' characteristics. In the short stories, we strive to cultivate and enhance the love of learners in Indonesian. Of course, it will need to be realized by all the elements of both the common and the Indonesian people who are obliged to understand and communicate Indonesian properly.

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