



Developing Student-Centered Grammar Materials for Beginners' Level Indonesian

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Abstract

Curriculum development is an integral element in determining the success of language learning. The selection and preparation of teaching materials is one element that needs to be considered in curriculum planning. It is important to have materials tailored to students' needs in order to facilitate better learning and to enhance their learning experiences (Richards, 2001; Tomlinson, 2001). This article discusses the pedagogical considerations, design and development of the student-centered "Communicative Practical Indonesian Grammar" materials and the "Pelangi Bahasa Indonesia" podcasts for beginners at the National University of Singapore. The grammar materials were developed in accordance with communicative language teaching principles. Grammatical structures are presented in the materials in accordance with the inductive approach through which students learn the use of the structure through practice of the language in context and formulate the rules from practical examples. They discover and generate the rules from their experience of using the target language (Brumfit & Johnston, 1979; Ellis, 2001; Richards, 2006). Research has shown that podcasting has many advantages. They are portable, convenient, attractive and motivating (Chan, Chen, & Döpel, 2011). The "Pelangi Bahasa Indonesia" podcast materials were produced as a supplement to the "Communicative Practical Indonesian Grammar" materials to reinforce grammar knowledge, and encourage learning beyond the classroom.

1 Introduction

Curriculum development is an integral element in determining the success of language learning. The selection and preparation of teaching materials is one element that needs to be considered in curriculum planning. It is important to have materials tailored to learners' needs in order to facilitate better learning and to enhance their learning experiences (Richards, 2001; Tomlinson, 2001).

In the academic year 2010/2011, the Indonesian Language Program at the National University of Singapore (NUS) received a Teaching Enhancement Grant (TEG) from the university's Centre for Development of Teaching and Learning (CDTL) for its material development project entitled "Integrating Communicative Practical Grammar, Online Authentic Reading Materials and Podcasting in Learning Indonesian as a Foreign Language." This material development project is divided into three stages. The first stage is the materials development phase, the second the implementation of the new materials in the curriculum and the third the feedback collection phase. This article is an exploratory paper and only discusses the first and the second stage for the development of the "Communicative Practical Indonesian Grammar" (CPIG) materials and the "Pelangi Bahasa Indonesia" (PBI) podcasts. It describes the pedagogical considerations, the rationale and the design of both sets of materials for the development of students' grammatical competence and

how they are implemented in the curriculum. The third stage of the materials development project is an ongoing process that will be reported in a later article.

According to *Communicative Language Teaching* (CLT) principles, language learners should acquire communicative competence through the use of the target language as a means of communication in real-life contexts. Canale and Swain (1980) mentioned that communicative competence includes grammatical competence, sociolinguistic competence and strategic competence. Canale (1983) refined the definition by adding discourse competence. The goal of developing the CPIG materials and the PBI podcasts is to provide suitable materials for beginners' level students learning Indonesian as a foreign language to develop their grammatical competence – or “knowledge of lexical items and of rules of morphology, syntax, sentence-grammar semantics, and phonology” (Canale & Swain, 1980, p. 29) – as one of the components that constructs communicative competence as one entity. In every semester, there are eleven weeks available in the academic calendar to nurture students' language proficiency and only one hour of grammar class is conducted every week. Considering the limited time available, it is necessary to have a compact, concise and practical set of grammar materials to meet students' need. A careful selection of important language functions, grammar and vocabulary is necessary in designing the teaching material. A new medium that can be used to reinforce grammar knowledge beyond classroom time and space is required as well due to the time constraints of the course.

2 Theoretical framework

2.1 Grammar and second language learning

In the language learning context, the word ‘grammar’ can be very daunting for both teachers and learners. It is one of the aspects of language that is difficult to teach well. Hinkel and Fotos (2002) mentioned that there may not be any single best approach to grammar teaching that would apply to all situations. However, language teachers should be familiar with different approaches to grammar instruction and language learning so that they can apply those approaches in accordance to their particular situation. Ellis (2002a) stated that the place of grammar instruction in the second/foreign language curriculum has been strongly debated for many years and deciding the place of grammar in the language curriculum involves seeking the answers to three main questions concerning the general timing of the grammar instruction, the intensity of grammar instruction and the relationship between the grammar and the communicative components of the syllabus.

Traditionally, grammar teaching is viewed as the presentation and practice of discrete grammatical structures. However, as will be obvious, this need not be the case. Ellis (2006) mentioned that some grammar lessons might consist of presentation by itself (i.e. without any practice), while others might entail only practice (i.e. no presentation). Grammar teaching can involve learners discovering grammatical rules for themselves (i.e. without presentation or practice) and it can be conducted simply by exposing learners to input and providing multiple exemplars of the target structure. Lastly, grammar teaching can be conducted by means of corrective feedback on learner errors when these arise in the context of some communicative task. According to Ellis (2006), “grammar teaching involves any instructional technique that draws learners' attention to some specific grammatical form in such a way that it helps them either to understand it metalinguistically and/or process it in comprehension and/or production so that they can internalize it” (p. 84).

According to the CLT approach, which is the current language learning and teaching approach, the grammar of the target language is better taught inductively by giving students the opportunity to generate grammar rules from the experience of using the target language (Brumfit & Johnson, 1979; Ellis, 2001; Richards, 2006).

The Centre for Language Studies' (CLS) “Framework Syllabus” (2007) states that teaching grammar should not be as an end by itself but mainly as a means towards achieving communicative competence. The grammar topics and structure should enable students to perform the targeted

communicative tasks. They should be contextualized, embedded in specific authentic contexts and situations, which will allow learners to see their pragmatic functions and apply them effectively in communication. The grammar taught should not just introduce the forms, but also the meanings and uses of different grammatical structures. Teachers should focus on those grammatical structures that are known to be problematic to learners rather than try to teach the whole of grammar (Ellis, 2006).

In one of his studies on methodological options in grammar teaching materials, Ellis (2002b) mentioned that there are three sets of options related to general aspects of materials: explicit description, data and operations. Explicit description refers to whether the materials provide learners with an explanation of the grammar point or whether they require learners to develop their own explanation. Data involve the specification of the text containing the examples of the target structure. The operation is the part where the students have to perform certain activities related to the targeted grammar point. Richards (2001) stated that there is a need for a systematic approach to selecting grammar structures for teaching purposes. Some of the categories that can be used to select specific grammar points are simplicity and centrality, learnability, intrinsic difficulty, communicative need and frequency. The teaching material should be properly sequenced and controlled. It is also important to draw learners' conscious attention to the targeted structure, since it brings positive results in students' language acquisition. (Fotos, 1994; Fotos & Ellis, 1991).

Michael Long (1991) stated that focus-on-form instruction in second language teaching (FonF) is an attempt that "overtly draws students' attention to linguistic elements as they arise incidentally in lessons whose overriding focus is on meaning or communication" (p. 45–46). In contrast, focus-on-forms instruction (FonFs) is limited to instruction on discrete points of grammar in isolation, with no apparent focus on meaning. The FonF instruction was introduced since focus on meaning alone, which is usually emphasised in CLT, is considered insufficient. It is necessary to draw learners' attention to certain language forms, since the lack of accuracy may result in communication breakdown in the target language.

In the Indonesian as a foreign language context, there are several sets of published and unpublished grammar materials available. One of the books available is "Beginning Indonesian Through Self-Instruction" written by John U. Wolff, Dede Oetomo and Daniel Fietkiewicz (1992). The grammar forms and rules are explained in the book using a lot of drilling exercises. English and Indonesian translations are also provided in the book. As stated in the title of the book, it seems that this book was written for self-learning. Therefore, the lessons presented in the book are not communicative and it is difficult to use this type of book in the Indonesian Language Program at the National University of Singapore (NUS), since the objective is for students to be able to use Indonesian as a means of communication. The approach used in the book does not meet the CLT approach adopted by the Indonesian program. Another book available is "Understanding Indonesian Grammar: A Student's Reference and Workbook" written by James N. Sneddon (2000). This book is designed primarily for intermediate and advanced students learning Indonesian as a foreign language. The book describes all the major structures of the Indonesian language, from words to complex sentences in detail. This book is best used as a reference book for learners and teachers to understand the rich and refined structures of the Indonesian grammar. However, it is not suitable as a textbook in the classroom, especially for beginners. The next example is the unpublished course pack "Mengenal Tata Bahasa Indonesia" written by Ellen Rafferty, Molly Burns and Shintia Argazali-Thomas (2000). This course pack was later published by the University of Hawaii Press in 2011 under the title "Asyik Berbahasa Indonesia: A Grammar Practice Text" (Rafferty, Burns, & Argazali-Thomas, 2011). The course pack materials were used as the sole materials for grammar lessons in the Indonesian Program at NUS. Various grammar forms and structures are discussed in this grammar course pack, which is the strength of this set of grammar materials. This course pack also provides dialogues as samples in context. However, as previously mentioned in the introduction, because of the curricular time constraint, it is difficult to use these materials to address our students' needs. There is also some overlap in the topics discussed in the interactive tutorials and the grammar class. Moreover, some topics that our students found difficult to under-

stand and need more practice in cannot be discussed thoroughly due to the limited time available in our one-hour grammar lesson. Therefore, there is need to for customized grammar materials for the program.

2.2 Podcasting and second language learning

Previous studies have noted the pedagogical potential of podcasting in language learning. Kulkuska-Hulme and Traxler (2005) mentioned that language learning has been identified as one of the disciplines likely to benefit from developments in podcasting. Podcasting offers a richer learning environment for language learners (Sloan, 2005, as cited in Rosell-Aguilar, 2007). "Podcasts have evolved at a rapid pace. Whereas in 2005 podcasting was limited to audio files, in 2007 there is a range of multimedia content available. Video podcasts are increasingly available." (Rosell-Aguilar, 2007, p. 474) Chan, Chen and Döpel (2011) defined a podcast as a media stream consisting of audio and/or video files, but it can also contain PDF files. The meta data of these files (URLs, titles and descriptions) are stored in a file called 'RSS feed,' which is checked regularly by software called 'podcatchers' and the files are downloaded automatically.

Stanley (2006) mentioned that "podcasts could be used as a supplement to textbook material, a source of authentic listening materials, a way for students to gain information on specific aspects of the language such as idiomatic expression or grammatical construction" (as cited in O'Bryan & Hegelheimer, 2007, p. 165). "Podcast can support students' learning not just in listening but in other language skills and areas as well such as grammar, pronunciation, vocabulary, speaking and learning strategies" (Chan, Chen, & Dopel, 2011, p. 34). Podcasting facilitates self-paced learning and offers slower learners a platform for remediation (Sloan, 2005, as cited in Rosell-Aguilar, 2007). Kaplan-Leiserson (2005) stated that podcasting can provide another channel for material review and assist auditory learners (as cited in Rosell-Aguilar, 2007). The implementation of podcasting can facilitate self-paced learning for native speakers who learn the target language since it allows them to pause, fast-forward, rewind or skip accordingly (Kaplan-Leiserson, 2005, as cited in Rosell-Aguilar, 2007).

Rosell-Aguilar (2007) mentioned that in the language learning context, podcast resources can be classified into two main categories: authentic content provided by native speaker, and language teaching content specifically designed for language learning that is used as an independent course or supporting materials. The taxonomy of uses of podcasting for language learning constructed by Rosell-Aguilar (2007) is reproduced in Figure 1.



Fig. 1. Taxonomy of uses of podcasting for language learning (Rosell-Aguilar, 2007, p. 476)

In developing podcasting materials, Edirisingha (2006) recommended, among other things, the following design principles for podcast implementation in foreign language learning (as cited in Chan, Chen, & Dopel, 2011):

- a. integrate podcast into online courses with strong links to other activities and resources;
- b. make them partly reusable and recyclable; and
- c. make sure the file size is small enough so that they are downloadable onto mobile devices.

In the Indonesian as a foreign language context, there are several podcasts available online in iTunes store, for examples, “Learning Indonesian Podcast,” “Indonesian-Survival Phrases Podcast” and “IndonesianPod 101”. However, the available podcasts do not cater to our students’ needs at the beginners’ level in our Indonesian program, since the topics presented in the podcasts are very general and the podcasts do not focus on the development of learners’ grammatical competence. There are no explicit explanations of the targeted structures that are problematic to our students.

3 The materials development project

3.1 *The background of the project*

The purpose of this project is to develop customized teaching materials that can be used to enhance learners’ grammar knowledge at the beginners’ level of Indonesian. The outcome of this project would be teaching materials to be used in the Bahasa Indonesia I (LAB 1201) module of the Indonesian Program in NUS-CLS.

Bahasa Indonesia I (LAB 1201) is a beginners’ module offered to students who have no prior knowledge of or exposure to the target language. There are five contact hours per week, consisting of four hours of integrated tutorials (Tutorial A and Tutorial B), where the four language skills (listening, reading, writing and speaking) are practiced, and a one-hour grammar lesson (Tutorial C), where the focus of the lesson is to explain the rules of the target language. Tutorial A and Tutorial B start in the third week of every semester, followed by Tutorial C in the following week. This is done to give students sufficient exposure to the target language prior to explicit grammar instruction.

However, there are some drawbacks with this arrangement. Student feedback exercises conducted at the university and the program level at the end of every semester showed that the students saw the need for more contact hours for explicit grammar explanation. Some examples are shown below:

Grammar class seems a bit too short/quick.

Could have focused more on grammar in the initial part of the module. I think we should start with learning the grammar first.

It will be good if more time is allocated to the grammar class. The teacher often has to rush through as there is not enough time to clarify things.

The students think that it is necessary to develop their grammatical competence in order to be able to use the language as a means of communication, as the following statements suggest:

Grammar rules are important as sometimes a small mistake could mean a totally different meaning. It is important in order to bring the message through clearly and accurately.

Even the simplest sentences have to obey grammar rules to be proper and make sense to others. Understanding grammar rules is very important.

Being able to use appropriate sentence structure and be understood by others is then considered to have learnt to communicate effectively (verbal & written).

In addition to the students’ feedback, students frequent produced errors when using certain grammar features in their assignments and test papers. Some of their mistakes are very critical,

since the intended meaning cannot be conveyed properly and the errors create confusion that disrupts communication. Examples of students' mistakes are as follows:

Table 1. Examples of students' grammar mistakes

<p>Saya <i>meninggal</i> di Singapura</p>
<p>Meaning: I passed away in Singapore</p> <p>Grammar Points : The use of different kinds of Verbs – Simple Verb and MeN-Verb</p> <p>Problem: In level one, the students learn three kinds of verbs, namely simple verb, MeN-verb and Ber-verb. For MeN- verb , the prefix MeN- should be added in a written form. E.g: <i>tulis</i> (to write) – <i>menulis</i> (to write). In this context, the verb <i>tinggal</i> is not a MeN-verb. <i>Tinggal</i> is a simple verb and it doesn't need prefix MeN- in a written form. The adding of MeN- will change the meaning of the word.</p> <p>Possible intended meaning or correction: I live in Singapore (Saya tinggal di Singapura)</p>
<p>Dia bisa ditawar jeruk itu di pasar</p>
<p>Meaning: He/she can be bargained by the oranges in the market.</p> <p>Grammar Point: Active and Passive Voice</p> <p>Problem: In Indonesian, adding prefix MeN- to the verbs indicates that the sentence is in the active voice, whereas adding prefix di- before the verb indicates that the sentence is in the passive voice. In this context, there is confusion in the use of prefix MeN- and prefix di-</p> <p>Possible intended meaning or correction: She can bargain (over the price of) the oranges in the market (Dia bisa menawar jeruk itu di pasar)</p>
<p>Apa nama Anda?</p>
<p>Meaning: What's your name?</p> <p>Grammar Point: Question words</p> <p>Problem: In Indonesian, the question word <i>apa</i> cannot be used to ask questions related to human beings. Even though in English the question word <i>apa</i> is translated into <i>what</i>, it cannot be used in this context, the question word <i>siapa</i> (who) should be used, since it is addressed at a human being.</p> <p>Possible intended meaning or correction: Siapa nama Anda?</p>

Students' frequent errors in relation to certain grammar structures support the argument that it is important to draw students' attention to the linguistic features of the language. Based on the information mentioned previously, we attempted to revise the format of the course. Since CLT has been adopted as the underpinning teaching and learning approach and it is stated in the CLS "Framework Syllabus" (Teaching Development Committee, 2007) that the teaching of grammar should not be an end in itself but should serve mainly as a means towards achieving communicative competence, we believe that we should provide students with more language exposure and communicative tasks in relation to the time given for explicit grammar explanation in the grammar class. We also assessed the course materials for the grammar class and found that the available grammar materials, which are taken from one of the volumes of "Asyik Berbahasa Indonesia: A Grammar Practice Text" written by Ellen Rafferty, Molly Burns and Shintia Argazali-Thomas, is rich in its content but that there are some overlaps, as topics already discussed in the integrated tutorials were also discussed in the grammar class. With very limited time available for the grammar lesson, it is not viable to describe every grammar point presented in the book in detail and to give additional attention (including explicit explanation and practice) to important grammar points considered to be more difficult to understand than others. This might be the cause of the frequent errors produced by the students, for example, in the use of negation, the formation of noun phrases and the use of question words. As previously mentioned in the theoretical framework, Richards (2001) stated that there is need for a systematic approach to the selection of grammar structures for teaching purposes. Even though the existing grammar materials used in the program has its own strength in being rich in its content, it is challenging to use the materials effectively due to the time constraint in our academic calendar. Therefore, we decided to develop a new set of grammar materials for beginners that is more compact, concise and practical. Such customized grammar materials cater better to our students' needs and focus only on those grammatical structures that are known to be problematic to learners rather than on teaching the entire grammar in a very limited time. The one-hour grammar lesson will be used to draw students' attention to the linguistic elements of the language, taking into consideration their problems in the integrated tutorials, which interfere with the expression of meanings in communication.

In addition, considering that the current time constraint might also apply to the newly developed grammar materials, supplementary materials are needed to provide students with additional practice to reinforce their grammar knowledge, using a new medium that is not bound by time and space. Podcasting materials can be seen as a means to answer this need, since it has many advantages such as being portable, convenient, easy-to-use, attractive and motivating (Chan, Chen, & Dopel, 2011; Kulkuska-Hulme & Traxler, 2005; Rosell-Aguilar, 2007).

3.2 Communicative Practical Indonesian Grammar materials

The CPIG materials were designed to achieve the following objectives:

- to provide students with tailored grammar materials which are concise, practical and student-centered; and
- to enable students to use the grammar structures both in speaking and writing.

In accordance with the CLS "Framework Syllabus" (Teaching and Development Committee, 2007) and CLT, an inductive grammar teaching approach is adopted for the newly developed materials, in which learners become the focus of the teaching and learning process. Students are involved in discovering grammatical rules for themselves.

Given the importance of a systematic approach to the selection of a particular grammar point for teaching purposes, the selection of the targeted structures is based on the teachers' observation of common mistakes in students' assignment and tests, and a survey conducted to uncover students' problems related with particular targeted structures. In addition, the categories selection mentioned by Richards (2001) in the theoretical framework to select specific targeted grammar structures is also considered in the selection process. This materials development project is also based on the focus-on-form instruction proposed by Long (1991) where the grammar structures

selected for the grammar materials focus on learners' needs instead of being prescribed by the materials developer. The grammar class is used as a setting for noticing the linguistic features of the language that are problematic for learners and to practice these linguistic features in context. Finally, eleven chapters were designed and developed in the new set of grammar materials, as detailed in Table 2:

Table 2. Communicative Practical Indonesian Grammar materials

LESSON	CONTENT
Lesson 1. Mari Mengeja! (Let's spell the Indonesian way!)	Alphabet
Lesson 2. Kata Ganti (Pronoun)	Singular Pronoun Plural Pronoun Possessive Pronoun
Lesson 3. Penggunaan <i>-nya</i> (The usage of <i>-nya</i>)	<i>-nya</i> As a Possessive Pronoun for Third Person Singular <i>-nya</i> As a definite article
Lesson 4. Susunan Kalimat dan Frasa Kata Benda (Sentence Structure and Noun Phrase)	Subject Predicate Object (SPO) Simple Sentences Noun Phrase
Lesson 5. Bukan dan Tidak (Negation)	Bukan + Noun and Pronoun Tidak + Verb, Adjective
Lesson 6. Penggunaan Ada, Punya, Adalah (The usage of <i>Ada, Punya, Adalah</i>)	Ada: to have, to exist (to be), there is/are Adalah: to be (am, is, are, was, were) + noun/noun phrase Punya: to have, to own
Lesson 7. Kata Tanya (Question Words)	Apa/Apakah (what): What...?/.....what? Siapa (who), Bagaimana (how), Kapan (when), Di/Ke/Dari Mana (asking position/direction), Berapa (how much/how many), Mengapa (why)
Lesson 8. Kata Depan (Prepositions)	Di: on, in, at (position), Ke: to (asking direction towards), Dari: from (asking direction from) Pada: on, in (date, day, month, year), Kepada: to (a person)
Lesson 9. Kata Keterangan (Adverb)	Belum: not yet, Sedang: on going process, Sudah: already Baru: just, Sudah: already, Hanya: only
Lesson 10. Kata Kerja (Verb)	Simple Verb: verb without any affixes Verb with the prefix <i>ber-</i> Verb with the prefix <i>meN-</i>
Lesson 11. Mengenal Kalimat Aktif dan Kalimat Pasif (Introduction to Active and Passive Sentence)	Passive Sentence Type One (di+verb) Passive Sentence Type Two (root word+ Subject)

It was also stated in the theoretical framework that one way to involve learners in discovering grammatical rules for themselves is to expose them to input and to provide multiple exemplars in the target language. Therefore, comprehensive examples in context in the form of sentences with pictures, dialogues or reading passages are provided at the beginning of every chapter in the grammar book. The purpose of providing examples in context is to draw students' attention to the targeted structure. The students are encouraged to observe and analyze the examples. They need to find the common patterns and formulate the grammar rules.

The new materials are applied in three phases to develop students' grammatical competence. These are the pre-grammar, while-grammar and post-grammar phases. In phase one or the pre-

activity, learners' attention are drawn to the targeted structures by asking them to observe the examples, find similar patterns, discuss the patterns in a group and try to generate the rules. In the while-activity, learners are given the opportunity to use and apply the targeted structures in guided exercises in order for them to become familiar with the targeted structures and to have enough practice in the use of the targeted structures in context. Different varieties of guided exercises such as role play, information gap, survey and pair work activities are provided for students to apply the rules of the targeted structures. In the post-activity, learners are provided with more unrestricted communicative tasks where they can apply their linguistic knowledge and also focus on using the language as a means of communication. At the end of every lesson, comprehensive notes related to the grammar points discussed in the chapter are also included in order to ensure that learners understand the targeted structures. The notes are usually presented after the students have finished the while-activity and before they start the post-activity.

Detailed examples of the classroom use of the materials will be discussed as follows. The teaching of Chapters two and nine in the grammar class will be described here as examples.

In Chapter two, the use of pronouns is discussed. Dialogues and pictures are provided to introduce the targeted structures to students. Students have to read the dialogues and comprehend the meaning. They can also look at the pictures as a reference guide to aid them in understanding the targeted structures. Since in Indonesian there are two different kinds of singular pronouns (for formal and informal use), the dialogue provided also presents two different settings and different examples of pronoun use. Students should be able to infer from the context given for the examples and decide when to use a certain pronoun in formal or informal situations. Subsequent to the pre-activity, after students have generated the rules of the targeted structures, they are asked to practice the use of the targeted structures. In the practice for the while-activity, a dialogue is provided for the students. In the dialogue, the pronoun is omitted. The students are asked to read the dialogue, provide the missing pronouns in the dialogue, according to the context given, and decide whether they should be formal or informal. In the post-activity, students are requested to use the pronouns that they have learned in the pre-activity and while-activity to create a dialogue with their friends based on a given situation. The materials of Chapter two can be seen in Appendix 1.

In Chapter nine, the use of adverbs *belum*, *sedang* and *sudah* is discussed. A series of pictures are given in Task one with the use of the three adverbs in sentences to describe the pictures. This method is used to contextualize the targeted structures so that students can draw conclusions by looking at the examples and generate the rules on how to use the adverbs *belum*, *sedang* and *sudah*. The teacher will ask students to look at the pictures and the sentences that describe the pictures. Students must try to explain and decide how they use *belum*, *sedang* and *sudah*. After the students have understood how to use the adverbs *belum*, *sedang* and *sudah* in the pre-activity, they will then read someone's timetable in the while-activity and use the targeted structures to answer questions based on the timetable. Following this activity, the students are asked to create a story using the targeted structures based on the picture given and to share the story with their friends. The materials of chapter nine can be seen in Appendix 2.

Through the three-phase approach in using the tailored grammar materials, it is expected that students will have more opportunities in the classroom to discover and generate the grammar rules in their learning process. The teacher will be the facilitator who assists students in their learning process. Authentic and in-context examples that resemble real life communication are also provided since grammatical competence involves the ability to apply linguistic knowledge in context to aid communication in the target language.

3.3 *Pelangi Bahasa Indonesia* podcast

The podcast materials were designed to achieve the following objectives:

- Encourage mobile learning outside the classroom.
- Expose students to more listening texts
- Enhance grammar knowledge and vocabulary

- Provide additional writing practice
- Provide students with information about the culture of the target language.

When the podcast materials were first introduced to students, information related to the podcast was explained in the classroom. “Pelangi Bahasa Indonesia” was chosen as the name of the podcast. The word *pelangi* means “rainbow” in English. The URL of the RSS feed and information on the hardware and software were provided on a podcast page created on the Interactive Multimedia Courseware website of the Bahasa Indonesia Programme (<http://courseware.nus.edu.sg/IM@BIP/>). Instructions for subscribing to the podcast were posted on the website. The podcast units are only accessible to registered NUS students and the university server is used to store all the data.

Five podcast units were created. The topics are:

1. Selamat Datang di Indonesia (Welcome to Indonesia)
2. Keluarga Saya (My Family)
3. Makanan Indonesia (Indonesian Food)
4. Kegiatan Akhir Minggu (Activities during the Weekend)
5. Tempat-tempat Menarik di Indonesia (Places of Interest in Indonesia)

The development of the podcast began with the scripting of every unit planned to be included in the PBI podcast. For every lesson, the functions, grammar points and tasks were defined. There were listening, grammar and writing tasks for each lesson. Cultural notes related to the topics were also added and discussed. Traditional and pop music were included as a means to enhance the cultural awareness and knowledge of the target culture.

There are standardized intro and extro musical inserts at the start and end of every podcast unit. Traditional music was chosen for this purpose to induce an Indonesian ambience. Pop songs were also inserted in every unit before the writing task to demonstrate how the grammar and vocabulary learned in the respective units are used in real-life contexts and also to introduce the pop culture of Indonesia to students.

The contents of the podcast were presented in the form of recorded narrations or dialogues. The narrations and the dialogues included the use of the grammar highlighted for the respective units. This was intended to give students more input to allow them to see how the grammar is used in suitable contexts. Explicit grammar explanations were given after the students have grasped the use of the new grammar from the context. Notes on aspects of culture, which were related to the podcast unit’s topic, were also provided in every unit, since culture is one of the sub-skills that should be mastered by students in learning foreign languages.

The grammar structures included in the podcast units are in line with the ones discussed in the CPIG materials. Since only five podcast units were developed, the structures included in the podcast are those considered to have a higher intrinsic level of difficulty and to be of high frequency in communicative use. Therefore, it is important to give additional reinforcement exercises and explicit explanations for these structures through the podcast. A summary of the podcast contents and progression can be found in Table 3:

Table 3. Pelangi Bahasa Indonesia podcast

LESSON	TOPIC	TARGETED GRAMMAR STRUCTURES	TASK
Lesson 1: “Selamat Datang di Indonesia” (Welcome to Indonesia)	Introduction of places in the neighbourhood Culture Notes: Yogyakarta	“ada”, “adalah”, “punya”	L - personal information G - creating sentences using “ada”, “adalah”, “punya” W- listen to dialogue and rewrite it in paragraphs.
Lesson 2: “Keluarga Saya” (My Family)	People, relationship, physical appearance. Culture Notes: The roles of extended family in Indonesia	Negation : “bukan” and “tidak”	L - describing people G -answering questions using “bukan” and “tidak” based on dialogue in task one. W - describing family member using negation
Lesson 3: “Makanan Indonesia” (Indonesian Food)	Taste, ingredients, measurement, preference, Culture Notes: Different kinds of food from different areas in Indonesia	Question Words “apa”, “siapa”, “di mana”, “ke mana”, “dari mana”, “kapan”, “mengapa”	L - ordering Food G - create question using correct question words W - writing a dialogue to continue the dialogue in task one
Lesson 4: “Aktivitas Akhir Minggu” (Activities on the Weekend)	Clock times, times of day, commencement, termination, sequence, duration Culture Notes: Different leisure activities usually done by Indonesian. Wet market vs supermarket	Adverb “sudah”, “belum” Preposition: “di”, “ke”, “dari”	L - sequencing with “belum” and “sudah” G - “di”, “ke”, “dari” exercise W - writing a dialogue based on the narration in task 1 (Listening)
Lesson 5: “Tempat-tempat Menarik di Indonesia” (Places of Interest in Indonesia)	Modes of transportation Duration Itinerary Culture Notes: Different traditions practiced in different races living in Indonesia .	Types of verbs: simple verb meN-verb ber-verb Passive Voice	L - finding a place on Indonesian map G - identifying different kind of verbs. W - writing holiday plan using passive voice

L: listening; G: grammar; W: writing

Since the podcast was developed as an extension of the CPIG materials, it was broadcast every other week after the face-to-face grammar lesson. The nature of the podcast, which is portable,

convenient, attractive and motivating as discussed in the theoretical framework, is one consideration why it was chosen as a platform to reinforce grammar knowledge and give additional practice beyond the classroom. It is expected that the time constraint issues in the curriculum can be solved by integrating the podcast with the face-to-face grammar instruction conducted for one hour every week.

As previously mentioned, there are three tasks in every podcast unit, listening task, grammar task and writing task. Most of the time, the podcast is used independently by the students outside the classroom context. The students download the podcast and listen to it in their own time. However, they have to submit Task two as a part of their homework for the grammar class. Task one (listening practice) and Task three (writing practice) are not compulsory, since the main focus of the podcast lessons is to provide students with a platform that can be accessed without the presence of the teacher and can assist them in developing their grammatical competence. The students are encouraged to do Task one and Task three in their own free time. They submit it to the teacher if they want to seek feedback from him/her. Only two out of the five podcast units are integrated with the grammar class, whereby the listening task and the writing task are also completed in class. The podcast unit is discussed toward the end of the grammar class after the three phases of activities. However, the limited time available has become the main concern whenever the podcast is integrated into the class contact hour. Podcast tasks that cannot be finished and discussed in class are usually assigned as homework to the students. Constant and ample feedback can only be provided by the teacher in the form of written comments on the students' homework. Students are also informed that they can approach the teacher for consultation, if they still have problems in understanding certain targeted structures in the grammar class. A sample of the podcast materials from Unit two can be found in Appendix 3.

4 Conclusion

Having suitable teaching materials is one important factor for success in language learning. Language teachers need to select and prepare teaching materials wisely such that these can fit into the circumstances of the institution where they teach and meet the needs of their students. "Grammar has held and continues to hold a central place in language teaching." (Ellis, 2006, p. 101) It is always a question whether we need to teach grammar explicitly in the classroom or not. There might not be any absolutely correct answer to this question, since there is no single approach in language teaching that is considered perfect and can guarantee the success of language learning. In terms of this material developments project, we need to obtain feedback both from teachers and students after they have used the materials in the classroom. A thorough evaluation is also needed after feedback has been received. The CPIG materials have been piloted for three semesters and, in general, there has been good informal feedback from the students and teachers who have been using the materials. However, as previously mentioned in the introduction, this is a paper that presents the rationale behind the materials development project, and the design and implementation of the materials in the classroom. A further study needs to be concluded before we can draw any conclusion about their effectiveness in enhancing students' grammar knowledge. This is only a reflective practice paper based on the materials developer's experience and point of view as one of the teachers for the module.

A pilot study was conducted to evaluate the effectiveness of the PBI podcast as a language learning medium to enhance students' learning experiences beyond classroom instruction. The findings of the study suggest that the PBI podcast can be used as a channel to encourage students to learn Indonesian as a foreign language on the move and outside the classroom setting. It facilitates self-paced learning that allows students to learn the target language at their own pace. In their feedback, students mentioned that the podcast had helped them to deepen their grammar knowledge, since we included the explanations of related grammar points in every unit. Despite the benefits generally perceived by most students, the findings also suggest that podcasting may not be highly beneficial for those who are not IT savvy. Podcasting may present a barrier to stu-

dents and teachers who are technologically challenged. Developing podcast materials also generated an additional workload for the teachers preparing the materials used in the podcast units. Therefore, some consideration should be given to these matters (Istanto & Indrianti, 2011).

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Appendix 1

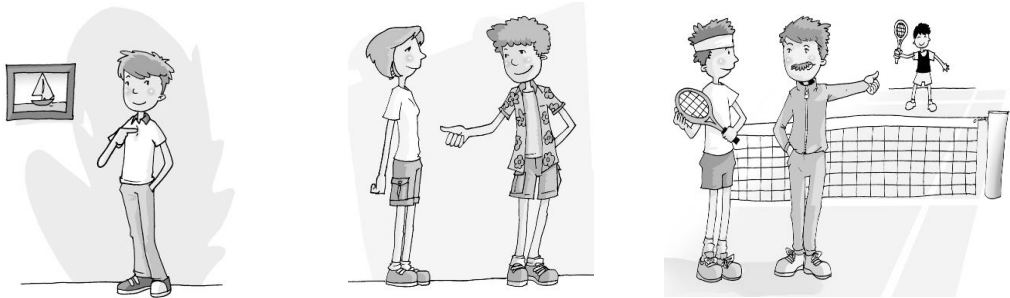
Sample from Communicative Practical Indonesian Grammar, Unit 2

PELAJARAN 2

KATA GANTI (PRONOUN)

2.1 KATA GANTI ORANG TUNGGAL (SINGULAR PRONOUN)

2.1.1. *SAYA/AKU, ANDA/KAMU, DIA*



In this lesson we will learn about first, second and third person singular pronouns

Please read the dialogue and pay attention to the underlined words.

Situation:

On campus, Anton meets his Mathematic lecturer.

Dialogue:

- Anton: Selamat pagi, bu.
 Dosen: Selamat pagi. Anda mahasiswa di kelas Matematika saya ya?
 Siapa nama Anda?
 Anton: Betul. Nama saya Anton, bu.
 Dosen: Anton, apa Anda bisa datang ke kantor saya besok pagi?
Saya harus membawa banyak buku ke kelas besok pagi.
 Apa Anda bisa membantu saya?
 Anton: Baik, bu. Saya akan datang ke kantor ibu besok pagi.
 Dosen: Terima kasih, Anton.



Anton is heading to the canteen. On his way, he meets Maryani who now becomes his close friend. (Please pay attention to the underlined words).

Anton: Hai Yan, kamu mau pergi ke mana?

Maryani: Aku mau pergi ke perpustakaan. Aku mau belajar di sana.
Kamu mau pergi ke mana?

Anton: Aku mau bertemu dengan teman di kantin. Dia menunggu di sana.



Latihan

Please fill in the blanks with the right pronouns.

- Nama saya Anton. (1) _____ dari Medan. (2) _____ mahasiswa Universitas Indonesia, Jakarta. (3) _____ tinggal dengan tante saya. (4) _____ bekerja di kantor.
- Di toko buku Anton bertemu dengan Ibu Ratna, dosen Bahasa Indonesia dia.
Anton: Selamat malam, bu.
Ibu Ratna: Selamat malam, Anton. Dengan siapa (5) _____ datang ke sini?
Anton: Saya datang dengan teman saya.
Ibu Ratna: Di mana (6) _____?
Anton (7) _____ ada di kamar kecil.
- Anton bercakap-cakap dengan Rudi, temannya, di kantin.
Anton: (8) _____ tinggal di mana sekarang?
Rudi: (9) _____ tinggal di asrama sekarang.
Anton: Apa (10) _____ senang tinggal di sana?
Rudi: Ya, senang sekali. Di sana (11) _____ bertemu _____ banyak teman dari Indonesia.
Anton: O, begitu.



kamar kecil

2.2. KATA GANTI ORANG JAMAK (PLURAL PRONOUN) *KAMI – KITA – KALIAN – MEREKA*

In this lesson we will learn about first, second, third person plural.

Please read the dialogue and pay attention to the underlined words.

Situation:

Andi and Budi are on campus. Budi is going to the cinema with his friends. He asks Andi to come along.

Dialogue:

Andi: Hai Budi, mau pergi ke mana?

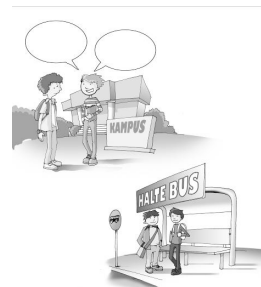
Budi: Saya mau pergi ke bioskop dengan Candra dan Didin.

Mereka menunggu saya di halte bus. Kami akan menonton film "The Forbidden Kingdom". Kamu mau ikut?

Andi: Tentu saja.

Budi: Mari kita pergi sekarang.

Andi: Baiklah.



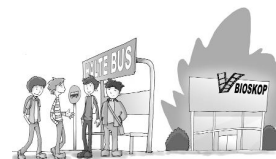
At the bus stop, Andi and Budi meet Candra and Didin.

Budi: Hai Candra dan Didin, kalian sudah lama menunggu di sini?

Candra: Ya, lumayan.

Budi: Maaf ya.

Didin: Tidak apa-apa. Eh, itu busnya datang. Ayo kita pergi sekarang.



What do you observe?

In the first dialogue: who do *mereka*, *kami* and *kita* refer to?

In the second dialogue: who do *kalian* and *kita* refer to?

How do we use *kita* and *kami* ?

Latihan 2

Please fill in the blanks with the correct pronouns (kata ganti orang) or the equivalence.

Situasi 1. Tono dan Andi teman kuliah di Universitas Mulia. Sekarang mereka sedang bercakap-cakap di depan ruang kelas.

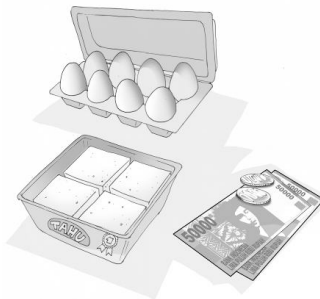
- Tono: Andi, aku mau makan siang di kantin. Apa (1) _____ mau ikut?
 Andi: Ya, aku mau ikut. Aku juga belum makan siang. Aku mau makan nasi goreng. Nasi goreng di kantin Arts enak sekali. (2) _____ mau makan apa?
 Tono: (3) _____ juga mau makan nasi goreng. Eh, itu Mirna. Mirna, (4) _____ mau makan siang di kantin. Apa kamu mau ikut?
 Mirna: Bagaimana kalau (5) _____ makan di restoran saja? Hari ini ulang tahun saya. Saya juga mengundang Mario dan Suryo. (6) _____ sudah ada di restoran. Ayo, (7) _____ ke sana bersama-sama.
 Tono & Andi : Baiklah.



Situasi 2. Ibu minta Mirna, anaknya, untuk pergi ke pasar.

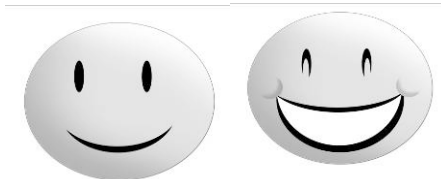


- Ibu: Mirna, ibu sedang memasak, tetapi garamnya sudah hampir habis . Apa (1) _____ bisa pergi ke pasar sekarang membeli garam?
 Mirna: Baik, Bu. Saya akan pergi ke pasar sekarang. (2) _____ perlu apa lagi?
 Ibu: Saya juga perlu tahu dan telur. Ini uangnya. Terima kasih ya.



Situasi 3. Andi sedang di ruang dosen Ibu Rina, dosen bahasa Indonesianya.

Andi: Bu, boleh saya bertanya?
 Ibu Rina : Tentu saja.
 Andi: Apa (1)_____ senang bekerja di sini?
 Ibu Rina: Ya, saya senang sekali bekerja di sini. (2)_____ berasal dari mana?
 Andi: Saya berasal dari Sumatra. (3)_____ dari mana?
 Ibu Rina: Saya dari Jawa Barat.
 Andi: O, begitu.



Latihan 3

Student A:

You go to your friend's house to study together. When you come to his/her house, your friend has not reached home yet. His/her mother opens the door for you. Please create a dialogue with your friends' mother. Please use the correct pronouns (singular and plural).

Student B:

Your son/daughter's friend comes to the house to study with your son/daughter. However, your son's/daughter is not home yet. Please create a dialogue with your son's/ daughter's friend. Please use the correct pronouns (singular and plural).

Note:

1. *Kami* is used when the interlocutor is excluded.
Kita is used when the interlocutor is included.
2. Besides using *Anda* or *kamu* , one can also use the name of the person, or with the term of address, or just the term of address to refer to the second person singular.

Appendix 2

Sample from Communicative Practical Indonesian Grammar, Unit 9

PELAJARAN 9

**KATA KETERANGAN
(ADVERBS)**

9.1. KATA KETERANGAN “*belum*”, “*sedang*” and “*sudah*”

In this lesson we will learn about the usage of adverb “*belum*”, “*sedang*” and “*sudah*”.

Look at the pictures and pay attention to the bold and italic words



Dono ***belum*** makan.



Dono ***sedang*** makan.



Dono ***sudah*** makan.

Dono *belum* minum.Dono *sedang* minum.Dono *sudah* minum.

When do you use “belum”, “sedang” and “sudah”?

Latihan 1

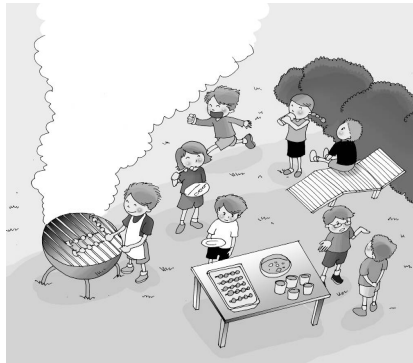
Please look at Dono’s timetable and fill in the blanks with *sudah*, *belum* or *sedang*.

Jam	Kegiatan
06:00	Bangun pagi
06:15 - 06:30	Mandi pagi
06:30 - 07:00	Makan pagi
07:00 – 07:30	Naik MRT ke kampus
08:00 – 10:00	Belajar bahasa Indonesia di kelas
10:00 – 11:30	Bertemu dosen bahasa Indonesia
12:00 – 12:30	Makan siang dengan teman di kantin
13:00 – 15:00	Belajar Matematika di perpustakaan
16:00 – 16:30	Pulang ke rumah naik MRT
16:45 – 17:00	Mandi sore
17:15 – 19:00	Membuat PR
19:00 – 19:30	Makan malam
19:30 – 21:30	Menonton TV
21:30	Tidur

- Pada jam 06:10 Dono _____ bangun pagi tetapi dia _____ mandi pagi.
- Pada jam 06:45 Dono _____ makan pagi.
- Pada jam 06:45 Dono _____ berangkat ke kampus
- Pada jam 08:00 Dono _____ ada di kampus.
- Dari jam 08:00 sampai jam 10:00 Dono _____ belajar bahasa Indonesia di kelas.
- Pada jam 11:45 Dono _____ bertemu dosen bahasa Indonesia.
- Pada jam 12:00 Dono _____ belajar matematika di perpustakaan. Dia _____ makan siang di kantin.
- Pada jam 15:30 Dono _____ naik MRT.
- Pada jam 16:45 Dono _____ pulang ke rumah.
- Pada jam 16:50 Dono _____ mandi sore.
- Pada jam 17:00 Dono _____ membuat PR
- Pada jam 17:45 Dono _____ membuat PR
- Pada jam 19: 45 Dono _____ makan malam dan dia _____ menonton TV.
- Pada jam 20: 15 Dono _____ tidur.
- Pada jam 22:00 Dono _____ tidur

Latihan 2

Please look at the picture and describe what the people in the picture have/haven’t done and what they are doing. You can use your imagination to create any story based on the picture.



Note:

1. **belum:** is an adverb used to indicate that the action has not been done yet and it might be done later.
sedang: is an adverb used to indicate that the action is in progress.
sudah: is an adverb used to indicate that the action has already been done.

2.

tidak vs belum

Tante saya tidak menikah, dia lebih suka menjadi wanita karier.
Rony dan Yuli belum menikah. Mereka akan menikah sesudah lulus universitas.
tidak: not (married) now and not even in the future.
belum: not (married) now, but they will/might (marry) in the future.

Appendix 3

Sample from Unit 2 of Pelangi Bahasa Indonesia Podcast (My Family)

Sample of Handout, Unit 2

Task One - Listening

Situation: Sara is visiting Tuti and she sees a photo on the table. Please listen to their dialogue and find which one is Widya, Rita, Ronald, Olivia and Sandra

Please identify the person according to the description in the dialogue



The script of a recorded dialogue of unit 2:

- Sara: Mbak Tuti, ini foto siapa? Apa ini foto teman Anda? (Mbak Tuti, whose photo is this? Is it your friend's photo?)
- Tuti: Bukan, itu bukan foto teman saya. Itu foto keluarga mbak Widya kakak saya. (No, it's not my friend's. It's my elder sister's, Mbak Widya, family photo)
- Sara: Oh, mbak Widya. Dia tinggal di Jakarta ya? (Oh, Mbak Widya. Does she live in Jakarta?)
- Tuti: Tidak, dia tidak tinggal di Jakarta. Dia tinggal di Bali. (No, she doesn't live in Jakarta. She lives in Bali)
- Sara: Oh, yang rambutnya pendek dan sedikit keriting ini ibunya kan? (Oh, the one with a short and rather curly hair is her mother, isn't she?)
- Tuti: Bukan, itu bukan ibu kami, itu tante Rita, adik ibu saya. (No, she is not our mother. She is aunt Rita, my mother's younger sister.)
- Sara: Oh, begitu. Yang laki-laki ini suami Mbak Widya ya? (Oh, I see. This man is Widya's husband, isn't he?)
- Tuti: Betul, dia mas Ronald, suami Mbak Widya. Dia botak tetapi tampan lho. (Correct, he is Mas Ronald, Mbak Widya's husband. He is bald but he is handsome.)
- Sara: Kalau begitu dua anak perempuan ini anak Mbak Widya dan Mas Ronald ya? (So, the two girls in the photo are Mbak Widya's and Mas Ronald's daughter, aren't they?)
- Tuti: Betul, yang besar namanya Olivia dan yang kecil namanya Sandra. Mereka rambutnya keriting. Lucu ya. (Correct, the older one is Olivia and the younger one is Sandra. They have curly hair. They are really cute, aren't they?)

Task Two – Grammar

In the dialog you listened how the negation “*bukan*” and “*tidak*” were used. When do you use “*bukan*” and when do you use “*tidak*”?

Keep in mind that “*bukan*” is only followed by noun and pronoun. For example:

Sara *bukan* orang Indonesia .

Dia *bukan* Tuti.

“*Tidak*” is followed by verb and adjectives. For example:

Seno *tidak* makan

Rambut Seno *tidak* lurus.

Please listen again to the dialogue, see the picture, and answer the questions based on the information in the dialog and the picture

- 1) Apa Rita rambutnya panjang dan lurus? (Is Rita's hair long and straight?)
- 2) Apa rambut Widya keriting? (Is Widya's hair curly?)
- 3) Johanna Wulansari Istanto and Indrianti
- 4) Apa rambut bapak Olivia pendek? (Is Olivia's father's hair short?)
- 5) Apa Widya adik Tuti? (Is Widya Tuti's younger sister?)
- 6) Apa Rita itu ibu Tuti? (Is Rita Tuti's mother?)
- 7) Apa Ronald itu suami Rita? (Is Ronald Rita's husband?)
- 8) Apa Sandra kakak Olivia? (Is Sandra Olivia's older sister?)

Task Three – Writing

After you get to know about Widya's family, please describe your family in 50 words. Use the negation *bukan* and *tidak* in your description.

Cultural Notes:

In this lesson we are going to talk about Indonesian family. Generally, most Indonesian live in an extended family consisting of grandparents, parents, children, uncles, aunties and cousins under the same roof. However, in urban Jakarta more people live in a nucleus family consisting of parents and children only. As Indonesian values extended family, the relationship among the family member is usually quite close. Important matters in life such as marriage, education, and housing are often discussed among the members of the extended family.

Music:

[Author's note: Besides the intro and extro (traditional) music used in the beginning and the end of each unit, a selected popular song which contains the function taught in the lesson is inserted before the writing task. In unit 2 students learn about negation "bukan" and "tidak" so part of the song "Ku bukan Superstar" is played to reinforce the usage of the negation "bukan" in real life context.