Improving the Language Skills and Local Cultural Understanding with Integrative Learning in Teaching Indonesian to Speakers of Other Languages (TISOL)

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Abstract

Indonesian language is increasingly in demand not only by Indonesian people. Because of Indonesia has strategic geographical position and unique cultural diversity. Indonesian language becomes a bridge for other nations to increase their understanding of the local culture. Foreign students studying Indonesian increasingly lot. This requires the application of appropriate learning models. This research attempts to apply the integrative model of learning to teach Indonesian for foreign speakers. The purpose of this study was: (1) improve the ability to speak Indonesian, and (2) enhance understanding of local cultural treasures for students from different countries to learn Indonesian. The experiment was conducted with a qualitative research approach, and classroom action research strategy. Locations Research at the Sebelas Maret University Surakarta, Indonesia. The research included two cycles. Data taken with the method of observation, interviews, document analysis, and tests of Indonesian Language skills. The data validity obtained by triangulation method. Data analysis were done by critical analysis and comparative analysis. The results showed that the application of integrative learning can improve the Indonesian language skills and understanding of cultural treasures for foreign students in Teaching Indonesian for Speaker of Other Language (TISOL) at the Sebelas Maret University in Surakarta Indonesia

Key Words: integrative, language skill, local cultural, TISOL.

1. Introduction:

Language is very important in communication. A nation will be better known when the national language is included as one of the languages used by other nations in the world. Although the effective nation rebranding is by changing certain inappropriate image of the nation, but the role of Indonesian culture and language in diplomacy is crucial. The high interest of foreigners to learn the language and culture of Indonesia should be welcomed.

In a presentation in the plenary session of 9th Indonesian Congress. It was discussed the role of Indonesian language as Media of Diplomacy in Developing Indonesia's image in International. Stated in the hearing that at the moment there are 45 states in which Indonesian is taught there, such as Australia, USA, Canada, Vietnam, and many other countries. As an example, in Australia, Indonesian becomes the fourth most popular language. There are 500 schools in which Indonesian language is taught. In fact, children of 6th grade elementary school have been able to speak Indonesian.

In 2011, the results of an empirical study found that learning Indonesian for foreigners is aimed to support the diplomacy interest, and increase the knowledge about Indonesian, as well as increase understanding of cultural treasures. In this regard, Indonesian language modules need to be developed, so that the foreigners' need in learning Indonesian will be well-served (Andayani, 2012).

In the 32nd ASEAN Inter-Parliamentary Assembly (AIPA) in Phnom Penh, Cambodia, 2011, the Indonesian delegation fought for an important mission to make Indonesian as ASEAN language, especially in AIPA meetings. Indonesia was optimistic in fighting for Indonesian as the official language of Asean because most people in Asean are familiar with Malay language. In fact, Indonesian is derived from Malay language. The fact that Indonesian language is not only limited to be learned by the Indonesian (native speakers) opens a very wide doors for Indonesian Education Study Program graduates to jump in the profession as a teacher of Teaching Indonesian for Speaker of Other Language.

However, It needs to be emphasized that Teaching Indonesian for Speaker of Other Language is different from teaching Indonesian for native speakers. Thus, Indonesian Education Study Program graduates may only jump in the profession if they have been really professional. There are a few things to be considered by professional teacher of TISOL. The first is the attitude. Teachers of TISOL should develop an interest in the language being studied, and deeply introduce the local culture (Andayani, 2012: 11). Thus, foreigners who learn Indonesian will be motivated to continue learning.

TISOL teachers understanding should be focused on the most important things that are the need of the non-native speakers who learn Indonesian to communicate with the native speakers. TISOL teachers must prepare themselves for cross-cultural communication (Bruce, 2012). To that end, TISOL teachers are also expected to understand that the existing of linguistic code in Indonesian language is closely related to local cultural treasures of Indonesian society. The introduction of local culture to foreign speakers who learn Indonesian language cannot be served directly without any good learning design and learning tools.

Theoretical Review

1.   Integrating Local-Cultural in TISOL

Of the various problems of TISOL, the teaching-learning issue is the one which needs attention and special handling. The importance of this teaching-learning issue is not only enough to be discussed in the TISOL meetings, but also need to be addressed in a big seminar. The teaching-learning problem does have quite essential and strategic role in TISOL program. The role of teaching-learning related to the effort on creating and conditioning TISOL. In TISOL learning programs, conditioning learning is directly related to the teaching-learning process. The mechanism and assessment of TISOL teaching-learning process should be observable. The introduction of local cultural treasures needs to be integrated in the teaching-learning process as well as assessment process, because local cultural treasures have close links with the language being studied.

Various previous studies have found the importance of the development of TISOL learning model. Empirically, it is stated that problems which frequently arise in the implementation of TISOL program are rooted on the problems of Indonesian language learning which refers to solely the study of structure and vocabulary. This is what makes TISOL less complete, so it is necessary to integrate the understanding of local cultural treasures.

As is known, the delivery of TISOL programs in a certain institution is different from the other institutions. This difference in one way illustrates a positive thing, especially for the benefit of TISOL program development. However, in terms of instructional, the difference seems to be a specific problem. This difference is clearly outlines that TISOL program is still not having a referral pattern and clear parameters for the purpose of determining measurable qualifications of TISOL. As a system, TISOL should have a referral pattern and specific characteristics which marks the entity of TISOL. This entity is the one which can clearly distinguish TISOL as a distinctive form of learning.

For a TISOL program operation, referral patterns which become the TISOL basic principles are not something that should be standardized. However, if the TISOL form which is in accordance with the correct procedure would be developed, a teaching and learning benchmark has become an urgent requirement to be met. Whatever is planned and implemented in TISOL cannot be separated from the referral patterns which become the base and guidelines of the teaching-learning process. The role and function of the TISOL referral pattern is not only as a indicator of the program, but also a foundation for further development of the learning program. Thus, it can be said that the integration model of understanding local cultural treasures in TISOL integrative-based learning is an embodiment of the basic principles which are selected and used as a referral patterns.

TISOL models that integrate understanding of local cultural treasures with an integrated learning approach can be used to solve strategic problem associated with an increase of role of Indonesian language in international. TISOL is basically has its own characteristics. However, the specifications of the teaching-learning process cannot be separated from the essential things that should exist in teaching-learning in general. The essential things are the TISOL components, principles, and basic rules. Therefore, for the sake of TISOL, it is indispensable to have sufficient understanding of the essential things. Furthermore, this understanding can be used to view and set accurate tutorial perspective model from various aspects, especially in terms of applicable feasibility.

TISOL can be seen as a system which consists of a number of supporting components, namely instructional component and non-instructional component. Relationships and functional interaction between these components will create the learning process and learning outcomes (Flor, 2013: 620).

In TISOL the existence and role of the learner is a prominent component. It can be said that this learners component is the one which significantly differ TISOL from teaching Indonesian for native speakers. It was found in the previous research by Andayani & Suyitno (2011: 112), that the TISOL learners came from various countries, as a foreign speaker of Indonesian language, they had certain characteristics which mainly seen on: (1) personal characteristic, (2) background, (3) field, (4) knowledge, (5) interest, (6) learning aims, and (8) learning time.

In the other empirical study, it was found that the learners' existence and condition have an implication toward the role and the connection toward the other instructional components in TISOL embodiment. Furthermore, learners' characteristics have also had implication toward the materials which should be considered as influential and determining variable in TISOL (Stern, 2007). TISOL has a specific target, which is creating a natural language user. In a broader sense, this fairness is related to other things, including a culture which always sticks in the substance of the language (Rivers, 2008). Therefore, in addition to the issue of personal characteristics of learners, cultural issues are also involved in the creation of TISOL (Stern, 2007). Moreover, if TISOL is held in Indonesia, then socio-cultural considerations are becoming increasingly important. It is so since these considerations become the vehicle and the need for the learners to communicate directly and factually.

TISOL is expected to have a clear foundation as it appears on the basic principles of learning in general. Similarly, as a language learning, it should also make a conceptual rule of foreign language learning a as a foundation of the approach. The conceptual rules here are primarily rooted in the language theory and language learning theory. From aspectual point of view, TISOL specifications could be seen in (1) the learning purpose; (2) the learning objectives; (3) the order of the material; (4) the choice of the approaches; (5) the use of sources/media; (6) the learning activities; (7) the learning evaluation, and (8) the learning problems. In regard that the embodiment of the learning aspects is a complex matter, it needs a clear TISOL basic concept. Without clear reference, it is highly possible for TISOL to have a bias direction and negatively influence the learning result and the foreigners' interest to learn Indonesian language.

Such effort requires a specific learning management system, especially in regard to learning mechanism which is effective, accommodative, conducive, and learners' needs/interests oriented. That means, learning plan and process should be developed systematically, carefully, and aimed to foster learner motivation and awareness on clear learning targets. Besides, in regard to the existence of language as a behavior subsystem, it is necessary to also develop learning patterns that can direct the learning interest to make speaking Indonesian habituation in the form of factual experience. This habituation is the one which closely related to the understanding of cultural treasures. In foreign language acquisition; factual experience has a very important role, especially in the input embodiment and output achievement (Krashen & Terrel, 1997).

The foreigners who learn Indonesian hope that factual experience in language learning is also supported by an understanding of local cultural treasures. Andayani's research (Andayani, 2011) found out that foreign students studying Indonesian were mostly learning the structure of the language. What to be expected is learning to be skillful language user and in the same time having a side effect of recognizing the cultural treasures. From the explanation about the nature of cultural understanding in teaching Indonesian for speaker of other language, it could be concluded that learning Indonesian for foreign speakers is not merely aimed to understand the Indonesian language structure. TISOL could be enhanced into understanding the local cultural treasures. By understanding the local cultural treasures, it means that TISOL gives a nurturing effect in a form of understanding Indonesian language as well as recognizing the local cultural treasures. It enhances various sectors such as social, economic, education, and tourism.

2. *Teaching Indonesian for Speaker of Other Language (TISOL) with Integrative Learning*

Integrative Learning is a language learning approach which integrates several aspects in one language learning process. Integrative could be divided into inter-disciplinary learning and intra-disciplinary learning. Inter-disciplinary means learning a certain material from several aspects of a single discipline which is then integrated. For example, teaching speaking is integrated with teaching listening and writing. While intra-disciplinary means integrating materials from several disciplines. For example, Indonesian language is integrated with social sector, cultural sector or other sectors. The effort of integrating the understanding of local cultural treasures into teaching Indonesian for speaker of other language is intra-disciplinary integration. Result of applying integrative learning on teaching learning process has been revealed by Buckley (2006).

The characteristics of this learning process are: (1) the learning experiences and the learning activities are relevant to the students' need; (2) the activities chosen in the integrated learning are referred to the students' interests and needs; (3) the learning activities are meaningful and memorable to the students so that the learning result could last longer; (4) presenting a pragmatic learning activities in accordance with problems which are often faced by the students in the environment; and (5) developing the students' social skill. Integrative learning approach is integrating some subjects. In this case, the integration can be done by presenting a certain theme. Theme in this study is used to, among others: help students to focus as it is centered on a specific theme and also develop the students' knowledge and competencies of several integrated subjects in a single theme. As the effect, an understanding of the subject matters becomes more profound and memorable. In addition, students are more likely to feel the benefits and significance of learning because the material is presented in the clear context of a theme (Buckley, 2006).

In addition, an integrated learning approach provides several advantages for teachers, they are: the teacher is given the authority to determine and choose a theme that is tailored to the characteristics of the local area, the teacher can save time because some subjects presented can be prepared at the same time so that there is an excess of time that can be used for remedial activity, as well as enrichment activity. With the several positive benefits, it is clear that there is a good relevance in the development of the integration model of understanding local cultural treasures in learning Indonesian for foreign speakers based on integrative learning. It will improve and enhance the learning quality of the students studying TISOL and can optimize the potential of Indonesian teachers as needed.

Research Method

This research method is a class action research, the research was done in his own class teacher to improve processes, and learning outcomes of Indonesian language skill and understanding its local culture manners were less successful. The research was conducted in TISOL-class in Sebelas Maret University, Central Java, Indonesia. During a four-month study period. The source of data in this study is the event, the perpetrator of events, the venue for learning, and the document. Data collection techniques used include: observation, interview, test, and document analysis.

The technique used for this is the triangulation of data validation and review of key informants. Triangulation is used of data sources and data collection methods. Review of key informants is confirming data or interpretation of the findings to the principal informant, in order to obtain agreement between the researcher and the informant about the interpretation of the data or the peer's validation. The data analysis technique used critical-analysis and comparative descriptive analysis.

The Result of the Research

This research was conducted in two cycles that represent the stages, namely: (1) planning, (2) implementation of the action, (3) observation and interpretation, and (4) analysis and reflection.

1. Cycle-1

a. Action Planning

Cycle-1 planning activities carried out on March 2016 in the staffroom. The first action carried out in this first cycle, including increased teachers' understanding of Classroom Action Research (CAR), the integrative learning approach, the preparation of the learning device (syllabi and lesson plans), creation of assessment instruments, as well as the implementation schedule.

b. Observation Implementation of Student Performance Cycle-1

These research observations using instruments that have been prepared by the researcher. Based on observations, students are more active and happier to follow the learning that begins with integrative-learning. Learning to speak Indonesian manners went pretty smoothly although not all students reach Minimum Passing Criteria. This is evident in the enthusiasm of the students during the learning process. Student's interest to the Indonesian language is increased. Students assume that learning Indonesian and local cultural with integrative learning were quite interesting. They are eager to work in groups. This is because they assume that is considered a difficult task can be solved together.

Integrative learning help students overcome difficulties in Indonesian language. Students are included in a large group can ask freely in their group. Boredom that usually an obstacle in learning to talk can be reduced by way of discussion. Students seemed to seriously follow learning to speak Indonesian. Students who become smaller groups there are still some stiff when speaking. There are still students who are shy when speaking as not serious. Based on the observed data of student performance, can be described that students are more active, not saturated, and easier to follow the Indonesian language learning. More students seem enthusiastic and happy to discuss with the integrative learning model. Activity of students in listening to the explanation achieves 82% percentage. In order to follow the learning activity of students in achieving a percentage of 81%. Students in responding to questions and answer the questions the teacher reaches the percentage of 73%. In discussion groups of students reaching the percentage of 80%. While the students' ability to carry out the duties of teachers reach a percentage of 79%. In other words, the intensity of student learning or performance of students in the learning process better than ever before.

c. Observation of Teacher Performance Cycle-1

Lesson plan that has been designed and specified by the researchers and collaborators have conducted sasuai teachers to plan and stage-by-stage rules or integrative learning. In learning, teachers can not fully to condition all students. There are still many students who play, or talking with a friend when a small group discussion. Activities of teachers in the learning process is not optimal speak Indonesian and understanding of local cultural with integrative learning.

Performance of teachers who performed during the Indonesian language learning in the first cycle has been increased compared to before first cycle. The activity are pre-learning activities to prepare the points of space, tools, and instructional media and check the readiness of the students got a score of 4 on 1st meeting and a score of 4 on second meeting. In the second activity, the preliminary activities with points give apperception and inform objectives, and indicators to be achieved in learning to get a score of second on the first meeting and a score of 6 at the 2nd meeting.

Then on core activities, which are composed of points mastery learning materials, approach and learning methods, use of media learning, learning triggering and maintaining student engagement and learning outcomes assessment process and obtain a score of 43 on the first meeting and a score of 46 on the 2nd meeting. Finally, in the fourth activity, that activity gets a final score of 3 at a meeting of 1 and a score of 4 on 2nd meeting. the total score of obtained in the first cycle is 112 with an average value of 66,7.

d. The Indonesian Language Skills and Local Cultural Understanding of Cycle-1

After the researcher assessed participants of learning to Indonesian language skills and the understanding of local cultural of students, it can be seen that the learning outcomes of students in the first cycle has not reached the set targets. There were eight students (29%) scored more than 76 in both categories, eleven students (39%) obtained a value of 71-75. However, seven students (25%) still exist whose grades 66-70. While the value of 61-65, there are two students (7%). Looking at the results of the data it can be seen that there are 33% or 9 students who received grades below the standard minimum completeness criteria value is 75. The students who meet the minimum standards completeness criteria amounted to 19 people, or about 68%. Target achievement in this study is the value of the Indonesian skills 80% of students reached a value of at least 75, while in the first cycle, there are only 68% of students reached a value of at least 75, then the learning cycle has not been completed or otherwise not reached the target. Thus, need to be improved for the second cycle of learning process.

e. Reflection of Cycle-1

Based on the results of the Indonesian language skill and the understanding of local cultural assessment first cycle, students of TISOL-class has reached an average value of 79. Ten students are still below the passing grade, or approximately 35%, while the eighteen students had reached a value above mastery learning some vital lessons or about 65%. Of the five aspects of the assessment criteria in Indonesian language skill, the lowest aspect of the acquisition value is the aspect of vocabulary, which only reached an average value of 71%. Aspects pressure reaches an average value 78%, reaching understanding aspects of the average value of 77%, aspects of grammar reach an average value 86%, and aspects of the smooth achieve an average value 86%. For the quality of the learning process, which consists of aspects of student performance and aspects of teacher performance, the performance of students mcncapai average value of 81% of the five aspects.

As for the performance of teachers of planning reached an average value of 75%, whereas for the implementation of teacher performance reached an average value of 78%. In the implementation of the first cycle of learning there are some notes, namely (1) Competence of students is quite diverse, the need to regulate the spread of student teachers to facilitate the learning process. (2) Teachers need to give more attention to the members of the group who tend individually, so there is no dominance of one or two students. (3) The teacher needs to be firmly rebuked students who tend to be passive or not serious in learning. (4) To enhance the learning activity, the teacher needs to prepare students to understand the vocabulary diverse manners so that all students can be actively involved in the learning process. (5) The aspect that still has not reached the students is vocabulary, pressure, and understanding. Therefore, the second cycle of the three aspects that need special attention.

2. Cycle-2

a. Action Planning Cycle-2

In cycle-2 researcher and teacher collaborators held a meeting to discuss the implementation plan that accompanied the second cycle improvement for the target value in the second cycle can be achieved later. Based on the results of the first cycle speaking skills, vocabulary aspect, pressure, and understanding the very need to be considered, because it is still below the average of the target value of Minimum Passing Criteria. At the beginning of learning, the teacher will do some sort of quiz game which is technically designed by the teachers themselves.

This is done with the intention that the students get a lot of knowledge about the Indonesian language vocabulary and local cultural, how to pronunciation, intonation and how attitudes upload-correct when speaking to older people who could ultimately add students' Indonesian language skills with a minimum target value expectations. Students will be reached in the second cycle.

b. Observation and Implementation of the   Action Cycle -2

Cycle-2 planning activities carried out on April 2016 in the staffroom. The second action carried out in this second cycle, including increased teachers' understanding of Classroom Action Research (CAR), the integrative learning approach, the preparation of the learning device, creation of assessment instruments, as well as the implementation schedule.

b. Observation of Student Performance Cycle-2

Students seem more enthusiastic and happy to discuss about Indonesian local cultural with integrative learning. Activity of students in listening to the explanation achieves a percentage of 89%. In order to follow the learning activity of students in achieving the percentage 86%. Students in responding to questions and answer the questions the teacher reaches the percentage of 85%. In discussion groups of students mcncapai percentage 84%. While the student's ability to perform the task reaches the percentage of 91% of teachers. In other words, the intensity of student learning or performance of students in the learning process better than the condition of the first cycle and increased significantly.

c. Observation of Teacher Performance Cycle-2

Performance of teachers in the second cycle has been increased compared to the cycle-1. Activities of this cycle about prepare space, tools, and instructional media and check the readiness of the students got a score of 6 on first meetings and a score of 8 at the second meeting. In the second activity, that preliminary activities about give apperception and inform the competence objectives, and indicators to be achieved in learning to get a score of 4 on first meeting and a score of 6 at the second meeting. Then on core activities, which are comprised points mastery learning materials, learning methods, use of sources and media learning, learning that trigger and maintain student engagement and learning outcomes assessment and the process of getting a score of 51 on the first meeting and score 59 at a second meeting. Finally, in the fourth activity, that activity get a final score of 5 at a first meeting and a score of 7 on the second meeting. The total score of the second cycle is obtained in a group of 84 with an average value of 86.9 with a very good category. Record observations of teacher performance appraisal are attached.

d. The Indonesian Language Skills and Local Cultural Understanding of Cycle-2

The results of the second cycle assessment showed that the Indonesian language skill and Local Cultural Understanding were: 1) students who scored 71-75 for 3 people, 2) students who scored 76-80 of 7 people, 3) students who scored 81-85 of 7 people, 4) students scored 86-90 as many as nine people, and 5) students who scored 91-95 by 2 people.

Looking at the results of the above data it can be seen that more than 80% of students have gained value over the standard minimum completeness criteria value is 75 in other words, the target of this research have been achieved.

e. Reflection of Cycle-2

Based on the results of the Indonesian Language skill and the Local Cultural Understanding at second cycle, the students of TISOL-class in Sebelas Maret University, Central Indonesian, already reached an average value of 84. Two students are still below the passing grade, or approximately 7%, while the students get the right Minimum Passing Criteria is 75. Seven students have reached a value above mastery learning precisely the value ranges 76-80 or about 25%. Seven students, or about 25% of students nendapatkan good value or gain value ranges between 81-85. Nine students were in the range of values 86-90 or 32%, and two students received the highest score 91-95 or 7%.

Of the five aspects of the assessment criteria of Indonesian languages skill, the first aspect of vocabulary reaches an average value of 79%. Aspects pressure reaches an average value 92%, reaching an understanding aspects of the average value of 81%, aspect-unggguh unggah¬ achieve an average value 88%, and the smooth aspect reach an average value of 95%. For the quality of the learning process consisting of aspects of student performance and aspects of teacher performance, the performance of students achieving an average value of 87% of the five aspects. Performance of planning teachers reached an average value of 86%, whereas for the implementation of teacher performance reached an average value of 92%. Integrative learning success in improving the quality of the learning process and the results Indonesian languages skill and the understanding of local cultural can be described in the following discussion of the results of this study.

Discussion

1. Quality of Learning Process About Students' Indonesian Language Skills and Local Cultural Understanding

Based on the results of preliminary observations, the results showed that the Indonesian language skills and the understanding of local cultural of students are low. So also with the quality of the Indonesian language, learning manners is not maximized. Causes of low skills students speak Indonesian language not interested about their learning. This happens is as a result of poor-quality learning process. In teaching, teachers still tend to use the old pattern. Students are more often silent, sit, listen, and record in listen to teacher materials. The teacher is the only source of learning and become central. Students are less actively participates in learning. As a result of learning to be less excited and fun. This has a negative impact on the learning Indonesian language skills. Based on the results of the above observations it can be concluded that the relationship between the qualities of the learning process very closely with the learning outcomes. The quality of the learning process would be good if the performance of the teacher and student performance is also good. To realize that learning can improve students' skills, there must be cooperation and relations or communication smoothly between teachers and students. In addition, innovations and strategies of teachers in selecting appropriate learning methods to overcome the problems in learning is the key to success in learning. Appropriate learning methods to overcome the problems in learning are the key to success in learning.

2. The Indonesian Language Learning and Local Cultural Understanding with Integrative Learning

Based on the results of the implementation of the first cycle and the second cycle can be stated that an increase in the quality of the learning process of the Indonesian language skill with application integrative learning. By increasing the quality of learning to speak Indonesian, there is also an increase in the understanding of local cultural. Students in small groups presented their work surrounded by outside groups that serve as observers. This large group observes what was said his friend, and how the language is spoken. The shape of these discussions led to integrative learning is also called Inside Outside Circle (Barkley, 2005: 145).

Learning to speak Indonesian with integrative learning preceded by, (1) teachers convey the material to be presented, explained about the Indonesian language skills and procedures for carrying out learning the integrative learning with a short, (2) Teachers instruct students to form small groups membered 2-4 people and make a circle in the classroom, then the remaining students form a large circle around the small circle. (3) Students are briefed, only a small circle who may speak, the outer ring serves as an observer. Observers told to make records related to the discussion, of course, outside of this group will be given the opportunity to speak express their opinions. (4) Students are given a problem to be discussed, and (5) Students are assigned to make conclusions how the discussion.

Observed and assessed the discussion of aspects of vocabulary, pressure, comprehension, grammar, fluency, based on pre-determined benchmarks. Based on the results Indonesian language learning with integrative learning start the first cycle to the second cycle an increase in the quality of the learning process and increase the Indonesian language skills and the Local Cultural Understanding.

3. Improving the Quality of Learning Process in the Indonesian Language Skill and the Local Cultural Understanding Using Integrative Learning

Having implemented the Indonesian language learning and the understanding of local cultural using integrative learning start the first cycle to the second cycle an increase in the quality of the learning process in TISOL-class. It looks at the increased performance of students and teachers in the learning performance. Based on aspects of assessment criteria, the performance of students has increased. First cycle performance of students achieved an average value of 78.8, while in the second cycle reached an average value of 84.3.

Table-1: The performance of student' achievement

N	Action	Percentage of Success
1	Cycle-1	78,8
2	Cycle-2	84,3

Similarly, the performance of teachers, based on observation and assessment criteria ranging aspects and planning phase to the implementation phase of the teacher's performance has increased.

In the first cycle of teacher, performance can be said enough already with the average value obtained as 66.7. In the second cycle, increasing teacher performance. The average value obtained as 86.9 with very good category. So all components of learning from cycle I and II all have increased both the process and the performance of the students very well evident from the observations and the value of the performance of students and teachers experiencing an increase.

Table 2: The performance of teacher experience

No	Action	Total Score	Result
1	Cycle-1	56	66,7
2	Cycle-2	73	86,9

4. Improved the Indonesian Language Skill and the Understanding of Local Cultural Using Integrative Learning

As described at the beginning of this report, the problems encountered in this study are the Indonesian language skills and the Local Cultural Understanding of students are still poor. A competence minimum standard that must be achieved by students who have been assigned the Minimum Passing Criteria is 75, and in classical completeness is 80%. The second factor is the lack of ability of teachers to give students the chance to explore the potential in him and expressing ideas or ideas in oral form. Learning to Indonesian should be implemented by giving the involvement of students in the process of observation indirectly through the scenario and the development of new ideas and speak Indonesian nese manners. As it has been described in this study that the problem is lack of Indonesian language skills of students. Competency to be achieved by students and set the Minimum Passing Criteria is 75. Apparently the ability of students in accordance with the curriculum has not been fulfilled. Based ierse but problems, researchers applied integrative learning to improve Indonesian language skill that their ability to reach the limit, or meet the target of this study is 80% of students achieving grades 75.

In the first cycle, students who have completed many as 19 students or by 68%. While 9 students or 33% of students have not been completed, so it is necessary to continue learning the second cycle. In the second cycle, students who completed amounted to 26 or by 93%, while 7% have not completed or as much as 2 students. The target in this study was 80% of students have reached a value above 75. In the second cycle 93% of students have reached minimum competence criteria or reach an average value above 75. Thus, in the second cycle of research targets have been achieved. In the first cycle, the average value of the Indonesian language skills reached 74.5. There are nineteen (68%) of students received grades 74-81 or better category. However, nine students (33%) still exist whose grades 66-73 with sufficient category. In the first cycle, there is still 33% or 9 students who scored below the standard minimum completeness criteria value is 75. The students who meet the minimum standards completeness criteria amounted to 19 people, or about 68%.

In the second cycle, the average value of the Indonesian language skills of students reached 84.6 manners. There are two students (11%) scored more than 91 in the excellent category, nine students (32%) obtained a value of 86-90 or better category. For students who received grades below 75 with still enough there are 2 categories of students. In the second cycle of more than 80% of students have gained value over the standard minimum completeness criteria value is 80.

Table 3: Improved the Indonesian Language Skill

No	Action	Complete	Not Complete
1	Cycle-1	19 (68%)	9 (32%)
2	Cycle -2	26 (89%)	2(11%)

5. *Weakness and Excess in Learning the Indonesian Language Using Integrative Learning*

The success of learning will be influenced by various factors. According Hamied (2012: 167) Factors that affect learning are, 1) the characteristics of learners, 2) the basic competencies are applied, 3) teaching materials, 4) the time available, 5) infrastructure, 6) teaching strategies applied by the teacher. This is consistent with what is happening in this study. Although in this study an increase in the quality of the learning process and increase the Indonesian language skills and the Local Cultural Understanding using integrative learning, but there are still shortcomings.

The Indonesian language learning using integrative learning were: 1) spend a lot of time, 2) there are students who do not abide by the rules and whispering with friends next to it, 3) social situation created in the class can not be completely the same as situations that occur in the environment, 4) learners are less daring, which became an observer, may be reluctant to swap roles (Stern, 2007: 14).

The advantages of learning the Indonesian language skills and the Local Cultural Understanding using integrative learning were: 1) all students can participate and have an equal opportunity to demonstrate their capabilities, 2) learning activities carried out in an atmosphere of joy and filings filed opinion openly, 3) the teacher can evaluate the understanding of each students through observation when students discuss, 4) the questions will focus on the material that is evaluated as has been prepared in advance, 5) opinion will vary and be complete because the students in the two circles are interchangeable and each switch roles.

This research is relevant with research conducted by Flor (2013) that concluded the method is suitable for use in the Integrative learning discussion with a large number of members, even up to 50 students. The group can make rules like learning contract before starting the discussion. The teacher as a facilitator to guide the discussion so that the interest of students on the material being discussed awake and focused. This is in accordance with the TISOL-class with 28 students.

Goh (2013) found the research that the teachers should not forget the importance of language teaching skills honed so as to improve their professional capital to mediate the effects of globalization for their students. Ideas related to teaching speaking and listening skills in a second language because of the importance of the two language skills in developing the essential skills of the 21st century in a globalized world. Equations with the above study are the ability to speak is very important in facing the global era. Due to an increasingly global knowledge, students should be balanced with the local culture. Bruce (2012) in in his research found that the integrative learning can help all teachers to motivate students to follow a comprehensive discussion. Motivation and commitment are the keys to the success of a comprehensive learning.

Conclusion

The success of the integration model of understanding local cultural treasures to TISOL with integrative learning will be able to accommodate number of universities in various countries in which Indonesian language is taught. This indicates that the Indonesian important role as a means of international communication has almost become a reality. From the results of this study found that the understanding of cultural treasures and Indonesian language skills can be improved through the application of integrative model of learning. Implementation of integrative learning carried out by introducing local cultural treasures in the region of Central Java, when students learn Indonesian. Local cultural treasures that were introduced include: artifacts, menti facts, and socio facts. Artifacts are introduced Mangkunegaran Palace and Kasunanan Palace, traditional dance, traditional clothing, and temples in Central Java. Menti facts introduced are beliefs held Javanese, like the Javanese beliefs about sacred times, feast, and worship for the Javanese.

While sosio facts introduced is about social ceremonial of Javanese culture, a ceremony commemorating the birth, marriage customs Javanese, and Javanese memorial. The introduction of local cultural treasures can improve the quality of the learning process in TISOL. The quality of the learning process characterized by increased of liveliness of TISOL students in learning, the courage to speak, and put forward questions and opinions. In terms of teachers, the quality of the process is characterized by increasing the motivation of teachers in planning, motivating, and making assessments. At each cycle there is an increase in the students' scores understanding of local cultural treasures and the ability to speak Indonesian for students of TISOL learning participants.

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