

International Training Program (ITP)

On-Site Education of Practical Language for Area Studies

Report in 2008

--Makassarese, Hasanuddin University, Indonesia, 3 Aug. 2008 - 2 Feb. 2009--

Year of Enrollment: 2007

Graduate School of Asian and African Area Studies

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On my Research Theme

In the Buginese-Makassarese society of South Sulawesi at the pre-colonial era, there had been the patron-client relationship between aristocrats and the poor (usually peasants), and subsistence of the poor were under the protection of the aristocrats. However, after the national independence, government system and social institutions had drastically changed and their patron-client relationship had gradually disappeared. As a result, those who lost their patrons had to seek their daily bread by themselves and became migrate workers to the big city or borrowed money from informal money lenders in order to supplement their income shortages. Under such situations, it had been said that the high interest rate of the informal money lenders caused aggravation of economic conditions of the poor. However, on the other hand, there are some studies which proved that moneylender had the role of complement inconstant income of the poor.

Therefore, this research is trying to reveal the actual conditions of the subsistence economy of the poor by examining the details of the relationship between money lenders and the poor in one village in Jeneponto Regency which is assigned as the poor area in the South Sulawesi as a case study.

Outline of my Trained Language

Makassar language is spoken by the Makassarese who composes one of the main ethnic groups in the South Sulawesi. Makassarese is divided into three dialects, which are *Lakiung*, *Turatea* and *Konjo*. Among these dialects, Lakiung is regarded as the standard Makassarese, therefore in this language training Lakiung was taught.

Content of the Training

The first three months of the training (from August to October) was class lesson at Hasanuddin University and the second half was the practical lesson in the Regency of Jeneponto which is my research field. Class lesson was a person-to-person lesson which 3 teachers taught in rotation every day from Monday to Friday. Ms. Muslimat taught basic phrases on Monday and Tuesday, Ms. Asriani taught basic grammars on



Ms. Asriani correcting my homework



Mr Kahar talking interesting story

Wednesday and Thursday, and on Friday basic vocabulary was taught by Mr. Kahar. Besides, as homework I composed several sentences which I would need later for my field research and teachers corrected them in the class everyday. During this period of training I took 30 lessons and a list of vocabulary had built up to 1,000 words.

In the practical lesson, I lived in East Turatea Village in Tamalatea Subdistrict, Jeneponto Regency, and I learned Makassarese through everyday's conversations with villagers. For example, Every time I heard new

words I asked the meanings to the villagers and repeated pronouncing the words in front of them. Also, every month I went to the Makassar city and took 2 or 3 lessons at Hasanuddin University and asked teachers what I hadn't understand from villagers' explanations.

Impressed Experiences

In the class lesson teachers did not only teach Makassarese but also told me a lot about customs and traditions of Jeneponto. For example, Mr. Kahar told me that in that region, even in the village, people (especially women) tended to wear golden ornaments such as necklace and bracelet in order to show their fortune in general. When I moved to the Jeneponto, I was surprised because what I was told was true.

In the practical lesson, all the villagers became my teacher. They were very interested in me because there had never been any foreigners before me who wanted to learn their native tongue. They were so enthusiastic teachers. They were very delighted every time I noted down or pronouncing Makassarese words. Besides, the more vocabularies related to my research topic were built, the smoother my questions and their answers became when I talked to them. I realized again the importance of learning local language for field research.



Enthusiastic teachers in the village

Achievement and Reflection

Achievement: I could say I had mastered daily conversation in Makassarese, but I could have not yet fully understand long and complicated phrases. As for vocabulary, I had learnt over 1,000 words but which I could use by myself fluently was still few.

Reflection: When I talked to villagers, first I tried to use Makassarese as much as possible. But I often depended on Indonesian and spoke only Indonesian in many occasions. Besides, in the village I couldn't spare time for "study Makassarese", therefore new words which I noted down kept increased but left them not memorized. This was partly because I thought "my Makassarese ability would improve automatically because I lived in Makassarese village surrounding their local tongue everyday". I should have spare time for at least memorizing the words even in the village in order to improve my Makassarese.