

On-site Education of Practical Languages for Area Studies

2012 Academic Year Report

–Hasanuddin University, Indoensia (From 15 July 2012 to 15 September 2012)–

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Graduate School of Asian and African Area Studies

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About my research

The word “poverty” is created by developed countries. It is defined mainly based on amount of income, so from such data we cannot find easily what to do specifically for poor people. This is because we cannot get enough information from statistics data; such as why people are suffering in this area or what key point is to improve, although macroscopic data gives us much valuable information such as whole budget or total amount of population. So in my research I would like to do fieldwork, including participant observation or talking with local people. My purpose is to make people in developed countries understand more clearly about poverty problem, which in the world is one of the biggest problems. NTT, Nusa Tenggara Timur Province, my research area in Indonesia, is one of such poor regions; in this province people have been suffering from many problems, including crisis of survival. I would like to research people in coastal village in Rai jua island, where it is hard for people to sell commodities because markets are far from Rai jua. Moreover, especially in coastal village, they can scarcely grow up crops because the nutrient of soil is very poor. Through participant observation and interviews, I would like to find various information about their life; for example how they own things, how to use time, and the difficulty of living. My purpose is to uncover the real state of poor, which we cannot find from statistics.

The explanation about Indonesian language

Bahasa Indonesia is national language in Indonesia and the literacy rate in Indonesia is over 90%. At the late 1990s it is constructed by Suharto, the president of Indonesia at that time, as unified language. It is constructed from Murayu Language used in the Sumatra Province, the western part of Indonesia. Although many people now can use Bahasa Indonesia, they usually in daily life use local language because since long time ago they have used such language through culture in their own region. Over 500 is known as regional language in Indonesia.

About language study

In Hasanuddin University, in which I learned Bahasa Indonesia, I take personal lecture to learn Bahasa Indonesia in field station constructed by Institute of Southeast Asia, Kyoto University. I took the personal lecture 5 times a week (1 lecture was about 90 minutes). In this lecture I learned Bahasa Indonesia through English. I used textbook of Bahasa Indonesia written in English and learned many example sentences and the use of each word. As a homework, everyday I translated about 20 example sentences from English into Bahasa Indonesia. I have got skills to write and read Bahasa Indonesia through making and reading aloud example sentences. Outside the lecture I tried to go around towns in Makassar to speak Bahasa Indonesia. There, I learned various ways of

using Bahasa Indonesia, especially I learned colloquial language in Indonesia that I cannot learn through reading textbooks or taking lectures. I could study and memorize such speaking words smoothly through using continuously in conversations, but without basic study, such as grammar, was always based on practices of conversation. To learn Indonesian culture and language, Andi Amri Ph.D, my counterpart in Indonesia, took me to various parties or dining. Talking with many students and staffs in Hasanuddin University about research topics and culture in Japan and Indonesia, I was able to get how to make conversation with Indonesian people in daily life.



Picture 1: The lecture in UNHAS



Picture 2: Mrs. Nur, my teacher of Bahasa Indonesia

The Impressive Event through Training

However, I strongly felt that to study only Bahasa Indonesia is not enough because people living there scarcely use Bahasa Indonesia in daily life. In this area transportation is very poor or expensive and local people have almost no money to go markets (they usually even don't have their own motorboats!). Therefore, they have almost no opportunity to get in touch with people in other region in Indonesia. Moreover, most of adults there have no experience to study in even elementary school; many of them cannot read and write. That's why I have to study Bahasa Savu, the regional language used in Savu and Rai jua islands. In this summer I stayed for about 2 weeks in this area and studied Bahasa Savu along with studying Bahasa Indonesia. For me to study Bahasa Indonesia is not a final goal. For specific research I have to study Bahasa Savu even more.

Picture 3 (left): Palm trees in Rai jua Island



Picture 4 (right): Seaweed for market



Degree to which objectives were achieved

In Hasanuddin University I was able to study both grammar and conversation. In addition, the pre-research for NTT Province, I was able to talk with local people about their daily life using local language, although a little. However, when I research formally in such area, I have to study even further Bahasa Indonesia and Bahasa Savu. Also, I have to prepare questionnaire list written in Bahasa Indonesia and Bahasa Savu. To collect further information more accurately, I felt that more practice in Bahasa Savu is needed.

After this language training program, I plan to go NTT Province again for further research to write pre-doctoral thesis. As basic study, this opportunity to study Bahasa Indonesia was very valuable for me. I would like to be appreciated for ITP Office, professors and many people supporting my study in Indonesia.