



**RESOLUTIONS OF
INDONESIAN LANGUAGE CONGRESSES
I—VI**

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**National Centre for Language Development
Ministry of Education and Culture
Republic of Indonesia**



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INDONESIAN LANGUAGE CONGRESSES
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**PERPUSTAKAAN
PUSAT PEMBINAAN DAN
PENGEMBANGAN BAHASA
DEPARTEMEN PENDIDIKAN
DAN KEBUDAYAAN**

National Centre for Language Development
Ministry of Education and Culture
Republic of Indonesia

Resolutions of Indonesian Language Congresses I—VI

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PREFACE

The **Indonesian Language Congress** is an opportunity for experts and other interested people to exchange views, knowledge and experience on various aspects related to the Indonesian language, including its literature. The congress participants come not only from all parts of the country, but also--especially since *Indonesian Language Congress III*--from overseas, giving the forum a national and international character.

The congress has been held six times so far. The first was in Solo (Central Java) in 1938 and the second was in Medan (North Sumatra) in 1954. Since the third Congress, in Jakarta in 1978, this foremost language meeting has been conducted every five years by the National Centre for Language Development, Ministry of Education and Culture, coinciding with the commemoration of *Youth Pledge Day* around the end of October. The third declaration made in the Youth Pledge on 28 October 1928--the firm conviction of the youth of that time to uphold Indonesian as the language of unity--is the basis on which the congress has been held. Furthermore, October has been *Language Month* since 1980, so various types of language related activities culminate every October.

The diverse resolutions drawn up by the six congresses should not be merely saved as historical documents, but be distributed so that

all the parties involved in the promotion and development of the Indonesian language can actively participate in following up those resolutions, according to their respective interests, knowledge and professions. The translation of the congress results into English, in the form of this book, is also one of such distribution efforts. Of course, another reason for the translation is so that the congress results can be accessed by many people interested in Indonesia who do not yet have an adequate command of the Indonesian language.

I would like to extend my utmost gratitude and respect to Mr. Bruce F. Jarvis, B.A., Dip. TEFL, who assiduously translated these resolutions into English, and also offer my thanks to Dr. Hans Lapoliwa, M.Phil., who assisted through fruitful editing of the translation.

Hopefully, this publication can be a useful source of information for its readers.

Jakarta, June 1995

Hasan Alwi

Head

National Centre for Language Development
Ministry of Education and Culture

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RESOLUTIONS OF INDONESIAN LANGUAGE CONGRESS I

Solo, 25--28 June 1938

- I. After hearing and discussing the working paper of Amir Sjarifoeddin, "Accommodating Foreign Words and Concepts into the Indonesian Language", it is evident that the Congress in general agrees to adopt foreign words for sciences. For contemporary sciences, the Congress agrees that such words be taken from the common lexicon. This work should be done carefully; it is therefore advisable to submit it to a body.

- II. After hearing and exchanging ideas on the working paper of St. Takdir Alisjahbana, "Language Advances and Efforts to Manage Them", the Congress is of the opinion that there have already been language advances which arose out of new ways of thinking; it is therefore necessary to manage them.

- III. After hearing the working papers of St. Takdir Alisjahbana (4th topic) and Muh. Yamin, the Congress is of the opinion that current grammar is no longer satisfactory and does not represent the reality of Indonesian. It is therefore necessary to compile a new grammar that is based on the reality of the language.

- IV. Of the people from diverse groups and various regions who attended the Congress in Solo on 25-27 June 1938, after hearing the working paper of K. St. Pamoentjak on "The Question of Indonesian Spelling", and after exchanging views on the matter, those present are of the opinion:

that the introduction of a new spelling is unnecessary until the Congress introduces its own spelling; and

that the current spelling, the Van Ophuysen spelling, is acceptable for the time being, but in consideration of economy and simplicity, it is necessary to think about the changes mentioned by the speaker.

It is therefore hoped:

1. that Indonesian people always use that spelling;
2. that the National faction in the parliament [*Volksraad*] urge the government to use the spelling intended by the Congress; and
3. that teacher associations support the resolutions of the Congress.

- V. After hearing the working paper of Adi Negoro on "The Indonesian Language in Newspapers", the Congress is of the opinion that it is time journalists attempt to seek ways of improving the language in the press.

It is therefore hoped that *Perdi* agrees on that matter with its members and the commission which is going to be formed by a new Congress Committee together with the Chairman of *Perdi*.

- VI. After hearing the working paper of Ki Hadjar Dewantara (10th topic), which is backed up by R. M. Ng. dr.

Poerbatjaraka, the Indonesian Language Congress has resolved:

that it was of the opinion and recommends that international spelling also be taught in high schools.

- VII. After hearing the working paper of Soekardjo Wirjopranoto on "The Indonesian Language in Representative Bodies", delivered and upheld by R. P. Soeroso, the Congress is of the opinion and expresses the desires:

firstly, that starting now, Indonesian be used in all representative bodies as the language of discourse [*voertaal*];

secondly, to extend appreciation in support of the efforts to make Indonesian the official language and the language for state laws.

- VIII. After hearing the working paper of Sanoesi Pane on "The Indonesian Language Institute" and the opinions of the Committee on that matter, the Indonesian Language Congress has resolved:

that a commission be appointed to study the possibility of founding an Indonesian Language Institute and that the views of the commission on that matter be announced.

- IX. After hearing the working papers of St. Takdir Alisjahbana, Muh. Yamin and Sanoesi Pane, the Congress is of the opinion that for the improvement of Indonesian society, the investigation of language and literature and the advancements of Indonesian culture, tertiary education in literature should be established as quickly as possible.

RESOLUTIONS OF INDONESIAN LANGUAGE CONGRESS II

Medan, 28 October--2 November 1954

Resolutions of Section A:

The Basis of Indonesian Spelling in Latin Script

The Indonesian Language Congress, conducted from 28 October through 2 November 1954 in Medan, after reading, analysing and discussing the working paper presented by Prof. Dr. Prijana, has resolved:

1. to propose to the government that it establish a Competent Body which is authorised: (a) in the short term, to compile a normative grammar of Indonesian for primary school, junior high school, senior high school, and so on; and (b) in the long term, to compile a complete descriptive grammar;
2. to propose to the government that the members of the Body comprise:
 - a. a language graduate as the chairman;
 - b. a person from the press as a member;
 - c. a person from the radio as a member;
 - d. several language experts as members;
 - e. several language graduates as advisers; and
 - f. others considered necessary;
3. to give the Body the task of preparing its plans within a specified time;

4. to propose that the Body be headed by person capable of leading and indeed showing his activities in the development of the Indonesian language;
5. to propose that the Body always coordinate with other bodies that have a bearing on language;
6. to propose that the Body work with a diachronic system by setting a specific date as the starting point of its investigations;
7. to propose that the government endeavour to make the outcome of the Body's work into a grammar protected by law;
8. that the origin of Indonesian is the Malay language; the basis of Indonesian is the Malay that has been adjusted to its growth in the present Indonesian society.

The Indonesian Language Congress, conducted from 28 October through 2 November 1954 in Medan, after reading, analysing and discussing the working paper presented by Prof. Dr. Prijana, has resolved:

- I. to agree that 1 phoneme be represented as much as possible by 1 symbol (letter);
- II. to agree to submit the research and further decisions on the basics of spelling to a Competent Body authorised by the government;
- III. to propose that the Body endeavour to compile:
 - a. spelling rules that are practical for everyday needs and as far as possible take scientific considerations into account;
 - b. a refined "Indonesian dialect" based on thorough investigations employing modern tools;

- IV. to agree that the spelling of foreign words used in Indonesian be determined in line with the compilation of original Indonesian spelling carried out, on the understanding that for Arabic words, collaboration be carried out with the Ministry of Religion;
- V. to propose that the spelling be established by law.

**Resolutions of Section B:
Indonesian in Legislation and Administration**

Section B in the Indonesian Language Congress, which was conducted from 28 October through 2 November 1954 in Medan, after reading the working paper presented by Prof. A.G. Pringgodigdo, and after reading and considering the working paper of Koentjoro Poerbopranoto, has drawn the conclusions presented below.

- I. That the government immediately form a State Committee, as defined in Article 145 of the Provisional Constitution, with the stipulation that in addition to the duties specified in that Article, the Committee also be given the following duties:
 - A. to carry out the improvements considered necessary regarding the Indonesian language used in Laws, Emergency Laws, Government Regulations and other State Regulations, such as:
 - 1. the word "*kebutuhan*" [need], since this word is indecent in regional languages; in general, indecent words of the regional languages should not be used;
 - 2. the word "*retribute*" (see Article 2, *Statute Book* of 1953, No. 4); similarly, words such as "*rel*",

"*ondernemeng*" in *Supplement to the Statute Books* No. 353, "*diimporteer*", "*pabrikasi rokok*", in *Supplement to the Statute Books* No. 350, "*legaliseer*", "*aparatur*" and "*inrichting van het onderwijs*" in *Supplement to the Statute Books* No. 351; in general, foreign words which are easily replaced should not be used;

- B. to examine the language of the drafts of Emergency Laws and other State Regulations prior to their being ratified;
 - C. to ensure that legal terminology has a permanent character, is clear and does not change prior to obtaining the approval of the Committee.
- II. As well as experts on law and language seated as members on the Committee mentioned in I. above, there should also be experts on *adat* [traditional customs], religion and religious law.
- III. There should also be experts on religious law seated as members in the Legal Section of the Commission on Terminology.
- IV. To attain UNIFORMITY of the legal terminology used in institutions of tertiary education and legislation, the Professors of Law in the tertiary education institutions and graduates of law should hold meetings at regular times.
- V. The government should use the same legal term for one legal concept, for example, "on the authority of the law" (*The Constitution*, Article 101, Paragraph 1) versus "based on" (in *Statute Book* No. 4 of 1953).

VI. One term should always be spelt the same, for example, "diubah", "dirubah", "dirobah" *} (in *Statute Book* No. 39 of 1954 and Article 1 of *Statute Book* No. 4 of 1953); "*Dewan Pemerintah Harian*" **} (in *Supplement to the Statute Books* No. 353) versus "*Dewan Pemerintah Daerah*" ***} (in Law of the Republic of Indonesia No. 22 of 1948).

*} changed **} Executive Board of the Government

***} Provincial Government Board

VII. Conclusions Nos. 1 through 6 drawn by Koentjoro Poerbopranoto at the end of his working paper are fully accepted, namely:

1. Indonesian legal language is a part of the general Indonesian language that covers the field of law in Indonesian society as well as upholding the law and running of courts by the institutions authorised by law. Those institutions are the official court bodies as well as the bodies and officials to whom, according to *adat* law and religious law, are entrusted the execution of *adat* and religious law, including the *Swapradja**} Courts (where they still exist).

*} autonomous region

2. The Indonesian language in legislation and administration is a part of the written Indonesian legal language used in legislation and administration, that is, by official institutions to whom are entrusted the administration and making of laws and regulations, including the codification and recording of law.

3. In general, problems of the Indonesian language are also applicable to our legal language (including the language of legislation and administration).

4. In the delving for and investigation, collection and formation of Indonesian legal terms, the bases which should be used are:
 - a. materials from the regional languages that cover the entire Indonesian legal area;
 - b. terminology from foreign languages that historically has attained a strong position in the Indonesian society;
 - c. new terminological word forms which based on consideration of their content and pronunciation are acceptable and understood by the general public.
5. In the area of administration it is very useful to have the same form or uniformity in order to facilitate correspondence and make the solving of problems faced easier. In that connection, it would be proper in administration to use the problem-solving technique called "*afdoening volgens* antecedent/precedent".
6. It has been an enormous advantage in the history of our nation's culture that as a result of the revolution of the Indonesian nation, one unifying and official language was agreed upon, namely Indonesian.

Resolutions of Section C:

Indonesian as a Language of Science, and an Etymological Dictionary of Indonesian

Section C of the 1954 Indonesian Language Congress, after considering in its sessions the working papers of Prof. Dr. Prijohutomo, "Indonesian as a Language of Science" and "An Etymological Dictionary of Indonesian", made the following resolutions to be recommended to the Congress Plenary Session:

A. Concerning Indonesian as a Language of Science, the Congress is of the opinion that:

1. in its growth and development towards being more comprehensive nowadays, Indonesian has not had many difficulties in its use as a language of science;
2. thus, to make Indonesian more complete as a language of science and culture in the widest and deepest sense of the words, an appropriate climate and atmosphere should be created so that the language can truly develop comprehensively;
3. the above climate and atmosphere can only exist if a language policy is firmly decided as an organic response to Article 4 of *The Provisional Constitution* which reads "The official language of the State of the Republic of Indonesia is the Indonesian language". At the very least in such policy, real efforts must be determined in the context of national development, inter alia:
 - a. the establishment of a competent State Translation Service, equipped with sufficient personnel, facilities and finance;
 - b. an attitude towards the position of regional languages as sources of the culture and wealth of the national language;
 - c. a firm attitude towards foreign languages, for example a reconsideration of the teaching of English in secondary schools, which is currently done in a widespread and even manner, being possibly replaced by foreign language schools (foreign linguistic schools) in the interest of the state in international relations;

- d. the existence of lecture courses on Indonesian and the regional languages, among others Malay, Javanese, Sundanese, Madurese, Balinese, Bugis, Minangkabau, the languages of the Tapanuli area, Achenese, *etc.*;
- e. the existence of lecture courses on foreign languages, in particular the languages of neighbours, such as Arabic, Sanskrit, Urdu, Chinese, *etc.*;
- f. the Arabic script, commonly called Malay script, should continue to be taught in schools in the areas that use it.

B. Concerning the idea of complementing the words required in the worlds of science and culture, the Indonesian Language Congress recommends that:

1. terms which are in common use today be recognised;
2. terms that have been circulated by the Terminology Committee be selected by means of relying on an understanding of their whole and not merely on a translation of the individual words of which they comprise;
3. all international terms in the fields of science and culture be accepted with the condition that they are synchronised with Indonesian phonology if necessary and without damaging their meaning;
4. to enrich the lexicon of Indonesian, words should be taken mainly from regional and related languages.

C. Recommendations

1. Recommend that Indonesian scholars hold specialist meetings to discuss the sciences in their fields by using Indonesian as the language of discourse.

2. Recommend to scholars that they compose books in Indonesian about their specialities.
3. Recommend to the government that it provide awards and a sufficiently attractive remuneration for every article, piece of scientific research and literary work received.
4. Establish suitably complete libraries for all schools and communities.

Concerning the working paper on an Etymological Dictionary of Indonesian, the Congress is of the opinion that the government should immediately establish an institution to compile such a dictionary.

Furthermore, the Formulating Committee has decided to recommend issuing to the public:

- a. the main opposing speech of Mr. Hamka;
- b. the speech of Herman Busser; and
- c. the speech of Prof. Dr. A.A. Fokker.

Resolutions of Section D1:

The Indonesian Language in Everyday Social Intercourse

1. In everyday social intercourse, that is, in the free relations among humans in the free domains of life, effort should always be made and priority given to the use as much as possible of Indonesian in the best possible forms.
2. To achieve such an aim, there have to be efforts in the development of Indonesian that are carried out consciously and according to ordered plans, based on a recognition and conviction of speaking one language, accompanied by activities in the advancement of Indonesian being incorporated as essential programs in the framework of national development.

3. A firm language policy that is able to foster a love of the Indonesian language and capable of removing any feelings of lack of esteem, *vis-à-vis* foreign languages, should state the position of Indonesian and its relationship with the regional languages, both in schools, from primary to tertiary level, and in the community.
4. As the basis of the language policy it should be established that:
 - a. in accordance with *The Provisional Constitution* of the Republic of Indonesia, the official language of the Indonesian state is *Bahasa Indonesia*;
 - b. the development of Indonesian cannot mean holding back the development of regional languages and, in turn, their development cannot mean rejecting Indonesian.
5. To facilitate and accelerate the development of Indonesian to become the language of everyday social intercourse for all the people of Indonesia as their mother tongue, there has to be tangible guidance in the growth and cultivation of Indonesian.
6. Therefore, this Section recommends that an Indonesian Language Institute be formed which, inter alia, is given the following tasks:
 - a. to conduct activities in the use of Indonesian that are wide-spread and comprehensive in all fields of life and for all levels of society;
 - b. to conduct activities to boost the value and quality of Indonesian by providing firm guidance in its use;
 - c. in as short a time as possible, to compile a specific and normative grammar of Indonesian, particularly for use in schools;
 - d. to endeavour to improve the spelling of Indonesian;

- e. to encourage proper respect from the outside world.
7. Public schools as places of sowing the seeds of the language of everyday social relations in its purest forms in addition to endeavouring to eliminate illiteracy, which is done by using a kind of basic Indonesian, and the radio, films and newspapers, have to consciously assist the development and cultivation of the Indonesian language as forcefully as possible.

To ensure the use of good Indonesian in the areas mentioned above, there must be thorough research and supervision by the Indonesian Language Institute and the government.

Resolutions of Section D2: Indonesian in Prose and Poetry

Section D of the 1954 Indonesian Language Congress, regretting that Indonesian literary figures had not been invited, after discussing in its session the working paper of Bahrum Rangkuti, "Indonesian in Prose and Poetry", formulated and made the following resolutions:

1. The differences between the Indonesian and Malay languages are very evident in their prose and poetry, that is, in their literature. It could be said that Indonesian has many more variations in its literature than Malay in its prose and poetry. Nevertheless, there are many kinds of classical Malay literature that deserve attention, even possibly becoming stimuli for the development of Indonesian literature.
2. A Literature Translation Centre needs to be established which has the task of organizing translation of works of the world's literature and Indonesian regional literature.

3. Broad and comprehensive research needs to be conducted on the literature of the languages of Indonesia and the literary output of neighbouring languages (Indian, Persian, Arabic, *etc.*) whose substance is to verify the influences on classical Malay literature and modern Indonesian literature.
4. Numerous works of classical Malay literature and modern Indonesian literary output need to be published. So too, the various opinions of scholars and literary figures on the works of classical Malay literature and modern Indonesian literature that are dispersed throughout diverse magazines, manuscripts and books.
5. Efforts need be made to produce books that discuss stylistics of the Indonesian language by giving attention to the features and breadth of Indonesian literature and to conduct wide research on the dialects of Malay in various regions of the country (including in Malaya itself) in order to determine the actual core of the Indonesian language.
6. Libraries of complete Indonesian literature need to be made a reality in schools, at the primary, secondary and tertiary levels.
7. An effort needs to be made to encourage the new generations of Indonesian literature, such as through drama schools, formal poetry recitals, and so on.

Resolutions of Section D3: Indonesian in Films

- I. What is meant by film language is a tool of expressing thoughts, feelings, desires, and so on.
What is meant by language in films is an element of film

language besides other sounds and pictures.

Language in films may consist of conversation, commentary, story telling, and so on.

- II. Films are acknowledged as an important tool for spreading and developing the Indonesian language as well as making it popular at all levels of society throughout the entire country.
- III. Films can assist the process of growth of common Indonesian, inter alia, by absorbing regional languages--in terms of their idioms, terminology, pronunciation, and so on--into Indonesian.
- IV. It is improper to insist on obtaining a uniform type of Indonesian for films because in creating films the language has to be adjusted to the style of stories, which varies according to the atmosphere and region of the country. Furthermore, such insistence would be in opposition to the basis of the free creation of art.
- V. Film-makers are encouraged to use good Indonesian, which is justifiable as the result of the creation of ideal art.
- VI. Because of the important functions of films, it would be proper that they are given more attention by the government, especially from the Ministry of Teaching, Education and Culture by putting the film policy more actively into action.
- VII. The translation subtitles of foreign films should be given attention by the Film Censorship Committee.
- VIII. To safeguard the use of good Indonesian in films, the language in films should go through the Indonesian Film Censorship Committee.

Resolutions of Section E:

The Functions of Language in the Press, Indonesian in the Press, and Indonesian in Radio Broadcasts

Section E of the Indonesian Language Congress, which had its sessions on 30 and 31 October 1954 in the Reporters Auditorium and the Police Auditorium in Medan, after well accepting the working papers on "The Functions of Language in the Press", "Indonesian in the Press" and "Indonesian in Radio Broadcasts", unanimously decided to recommend to the Congress session that it make the following resolutions on the Indonesian language in the press and radio.

Resolutions on the Indonesian Language in the Press and Radio

Having due regard for:

The purpose of Congress which has been to review the position and use of Indonesian in all areas of life, both as a language of social intercourse and as a language of science, in order to be a basis on which to do further research in our country and which will be also valuable for investigations of the languages of neighbouring countries;

Considering:

- (1) that the press and radio have the task of conducting widespread means of communications (mass communication);
- (2) that language is a tool of the press and radio;
- (3) that the tool of the Indonesian press and radio is the Indonesian language;

- (4) Indonesian as a language is constantly growing;
- (5) that (descriptive) grammar in fact describes in detail the growth of a language in society;

Taking into Account:

- (1) that the press and radio are required and entitled to perform their tasks as well as possible;
- (2) that language as a tool of the press and radio has to be made as effective as possible or become as good as possible;
- (3) that the effectiveness of language as a tool of the press and radio lies in the quality of its ease and clarity;
- (4) that the quality of ease and clarity occurs when it accommodates the growth of language with the appearance of new words, idioms, styles and expressions in society;

States the following opinions:

- (1) that the Indonesian language in the press and radio cannot be considered as language which is uncultivated and damaged;
- (2) that the Indonesian language in the press and radio is the language of the general public which directly follows its growth as a function of society;
- (3) that the press and radio should as far as possible attempt to pay attention to the official grammar;
- (4) that it is considered necessary to recommend that there be closer cooperation between the press and radio and language centres.

Medan, 1 November 1954
Congress Leaders

1. Mr. Mahadi
2. Dr. A. Sofjan
3. Prof. Prijana

RESOLUTIONS OF INDONESIAN LANGUAGE CONGRESS III

Jakarta, 28 October--3 November 1978

The 3rd Indonesian Language Congress, which was held from Saturday 28 October to Friday 3 November 1978 in the Indonesia Sheraton Hotel, Jakarta, with due attention to the official opening speech by the President of the Republic of Indonesia, Soeharto, on 28 October 1978 and the address by the Minister of Education and Culture, Dr. Daoed Joesoef, on 30 October 1978, and after hearing the working papers that were presented and seriously discussed, in both the plenary and group sessions, made resolutions in the form of conclusions and follow-up actions related to the problems of the cultivation and development of the Indonesian language in connection with:

1. policies of culture, religion, social affairs, politics, and national resilience;
2. education;
3. communication;
4. the arts;
5. linguistics; and
6. science and technology.

The resolutions made are as follows.

I. The Cultivation and Development of the Indonesian Language in Relation to Policies of Culture, Religion, Social Affairs, Politics, and National Resilience

a. General Conclusions

Language is an element integrated with other elements in the networks of culture. At the same time, language is a facility for the expression of cultural values, thoughts and values of the life of society. Sound national policies in the field of language must therefore be an integral part of resolute national policies in the field of culture.

The growth of Indonesian culture in the direction of modern civilization parallel to the progress and developments of science and technology demands that there are developments in ways of thinking characterised by orderliness, precision and capability of stating ideas explicitly.

These characteristics of modes of thinking and expressing ideas have to be satisfied by the Indonesian language as a tool of communication and as a means of scientific thinking in relation to the developments of science and technology as well as to the modernization of Indonesian society. Furthermore, the quality and capabilities of the Indonesian language as a means of religious communication also need to be improved. The Indonesian language must be cultivated and developed in such a manner so as to be able to express firmly, clearly and explicitly complicated and abstract concepts as well as the relations between one concept and another. To achieve such aims, a balance must always be maintained between the capabilities of Indonesian as a tool of scientific communication and its identity as the

national language of Indonesia.

The identity of the Indonesian nation is manifested not only by the Indonesian language but also by the regional languages. Therefore, the cultivation and development of the former necessarily entail the cultivation and development of the latter, in line with the Explanatory Notes of Chapter XV, Article 36 of the *1945 Constitution*. In this regard, it is necessary to have a balance among positive language attitudes--towards the Indonesian and regional languages and towards language behaviour--and between individual language attitudes and those of the nation stated in the national language policy.

The history of the Indonesian nation indicates that the developments of the Indonesian language have a complementary relationship with the developments of social and economic life--both in relation to the developments of urbanization and in relation to village life--as well as political life in Indonesia. Trends in social, economic and political life have coloured the developments of the Indonesian language. On the other hand, Indonesian as the national language and a tool of inter-regional, inter-racial and inter-cultural communication has enabled the developments of cultural, religious, social, economic and political life such as we have experienced. In this connection, the Indonesian language, which was originally a means of freedom from the reins of social stratification, today shows a tendency in the direction of differentiation of social position in the community. This tendency needs to be checked for the sake of the wholeness of the Indonesian society's identity as a democratic society.

In relation to amplifying the content and meaning of the

independence of Indonesia in the interest of the entire Indonesian society and raising the authority and identity of the Indonesian nation in the intercourse of the international community, especially in the domain of the Association of South East Asian Nations (ASEAN), the Indonesian language is a reliable tool for increasing national resilience, that is, the dynamic condition marked by the existence of perseverance and integrity that contains the ability of developing national strength. Only with an extensive authority and a firm and clear identity can the Indonesian nation play an influential role in the intercourse of the world community.

The Indonesian language can be developed and enriched with elements of the regional languages and, if necessary, with elements of foreign languages. Such borrowed elements have to be limited to those that are really necessary and whose exact equivalent is not available in Indonesian.

b. Follow-Up Actions

Follow-up actions that need to be taken in relation to the above general conclusions are as follows.

- (1) Because the national language policy is an integral part of the national cultural policy, and devised in the context of the latter, it is necessary to quickly hold a National Cultural Congress with the participation of national figures who are experienced in cultural and religious affairs as well as social, political, economic and other sciences.
- (2) The implementation of the national language policy requires the participation of all levels of society. In

this regard, a National Board for the Cultivation and Development of Language needs to be formed which has the function of directing the cultivation and development of language and which is experienced in the fields of cultural and religious affairs as well as social, political, economic and other sciences.

- (3) Positive language attitudes, language behaviour and habits of speaking Indonesian well and correctly need to be heightened, particularly in the younger generation. To achieve these aims, a positive language environment should also be developed. In this regard, advertisements and the name boards of shops, companies and so on that are written in foreign languages need to be Indonesianized.
- (4) In the interests of developing sciences and scientific ways of thinking, scientific books and other library materials that are written in foreign languages need to be distributed through translation into Indonesian. To achieve this aim, a **National Translation Agency** should quickly be formed with adequate authority, funding and professional staff.
- (5) A balance between a positive language attitude and language behaviour can be achieved by making proficiency in speaking Indonesian one of the preconditions of professions and employment in the government sector, both in the civil service and in the military, as well as in the private sector. Therefore, laws and regulations are needed to direct the use of Indonesian-speaking proficiency as a precondition of professions and employment.

II. The Cultivation and Development of the Indonesian Language in Relation to Education

a. General Conclusions

The developments of the Indonesian language such as we have today have been made possible by the efforts of educators. Conversely, the developments of our nation's education have been made possible by the existence of the Indonesian language.

Education is a formal enclosure and domain that has to receive learners from all ethnic groups in Indonesia. Therefore, and in line with the policy principles of education and culture in the *Guidelines of State Policy*, the position and function of the Indonesian language in national education are: (1) as a basic and main subject; and (2) as the medium of instruction in all types and levels of schools.

Regional languages may be used to assist Indonesian as mediums of instruction from 1st to 3rd class in primary schools in regions that still need to do so. In addition, the regional languages may be taught as school subjects.

Certain foreign languages are taught in schools to facilitate international communication and to draw science and technology from foreign books.

In relation to the three language groups mentioned above, an unpleasant matter is the fact that in some parts of society there is a mixing of the use of Indonesian with regional languages or with foreign languages. That matter might be overcome by the use of Indonesian well and correctly by all teachers.

The acquisition of a regional language as a mother tongue

occurs naturally hand-in-hand with the development of perception, abstraction, feelings and knowledge of a child. Therefore, a teaching-learning process of Indonesian with a macro-approach that encompasses cultivation through all subjects and a wider social environment would be more beneficial.

Instrumental language education input includes the curriculum, teacher and educational facilities. The Indonesian language education curriculum at all levels of school must have continuity. The number and qualifications of teachers, who hold a key role in the teaching process, are not always pleasing. Educational facilities such as text books and readers are in a similar state.

Concerning books in particular, a number of problems were found. Firstly, the quantities and types of books needed by teachers and students are insufficient. Secondly, school libraries, which are responsible for the cultivation of books and other reading media, have not developed as they should have; library staff are also in great shortage. Thirdly, there are many text books that are unsatisfactory, both from the point of view of spelling and punctuation as well as from the point of view of the language and content.

Interest in reading among the student population is generally inadequate, save for reading scientific books. The encouragement needed for the development of an interest in reading is evidently still insufficient in the teaching of the Indonesian language.

Lessons on literature are not yet satisfactory; they are taught as a sideline to Indonesian language lessons. The teaching staff and textbooks needed are still too few.

The skills in speaking Indonesian of primary and secondary school leavers evidently do not meet the minimum requirements for the use of Indonesian, both in tertiary education and in general communication in the community. This situation needs to be quickly overcome.

The use of Indonesian well and correctly by the general public, including state officials, outside formal education institutions needs to be improved.

b. Follow-Up Actions

Follow-up actions that need to be taken in connection with the above general conclusions are as follows.

- (1) To raise the quality of skills in speaking Indonesian among primary and secondary school leavers, the lesson quality has to be quickly improved through the provision of high quality teaching materials, developing better teaching methods and facilities, and upgrading the quality of teacher education in line with the aims of teaching Indonesian in primary and secondary schools. In addition, teachers, particularly those who teach Indonesian, should be quickly given inservice training in the skills of speaking Indonesian well and correctly, the use of teaching methods and facilities in line with the current curriculum, and the development of innovations in language education.
- (2) Customs and skills in writing, including the writing of scientific reports, have to be developed starting from the level of basic education to the level of tertiary education. Parallel to that, skills in speed reading also need to be developed.

- (3) Research needs to be quickly carried out on the concrete problem of consistency between the Indonesian language curriculum in all kinds and levels of schools and the capabilities of supportive facilities, such as student books, teachers' manuals, libraries and teaching aids.
- (4) The role of school libraries needs to be improved and with appropriate supplies of books. Teachers need to be trained as school librarians.
- (5) Text books need to be investigated and evaluated for the accuracy of their content and the compatibility of their language. The prices of books need to be reduced so as to be within the purchasing power of students' parents.
- (6) The variety of text books for students of different mother-tongue backgrounds or level of Indonesian-language proficiency needs to be developed.
- (7) To hasten the process of evaluating books, the authority for its execution should be given to regional teams. Such teams could be formed at the provincial offices of the Ministry of Education and Culture, and should have specialist members representing language, education and the area of study concerned.
- (8) To remove hesitancy in the field, clear instructions need to be issued concerning the matter of the medium of instruction in schools, including the position of regional languages as auxiliary mediums of instruction in the early classes of primary school.
- (9) In the context of improving the teaching of literature, a suitable curriculum needs to be compiled.

- (10) In the framework of applying macro-approaches, guidelines for the heads of schools and teachers needs to be compiled. The task of teachers who teach non-language subjects is to develop the abilities of the students in properly understanding spoken discussion and written materials in their respective subject areas. Training is also required in conducting synthesis, analysis and evaluation of concepts in the subject areas with precise language.
- (11) There needs to be a comprehensive policy on the development of Indonesian language teachers. In order to get good teachers, various matters need to be considered: the future teachers at Teacher Education Schools and Institutes of Teacher Training and Education, as well as their appointment and career development through in-service training and further education.
- (12) In relation to non-formal education, the eradication of Latin-script illiteracy and the non-speaking of Indonesian needs to be expanded.
- (13) In the context of the cultivation of regional languages, a reasonable place and time should be given to such languages in the school curriculum.
- (14) The quality of foreign language teaching, especially English, needs to be quickly improved with the aim of enabling the use of such languages as a means of digging into the wealth of modern scientific and technological knowledge, and as tools of international communication.

III. The Cultivation and Development of the Indonesian Language in Relation to Communication

a. General Conclusions

The mass media is one of the important facilities for promoting and developing the Indonesian language in the framework of the nation's development because the mass media has a wide influence in society; it has made a valuable contribution to the growth of the Indonesian language. However, the facts also indicate that there are weaknesses in the use of both written and spoken Indonesian in the mass media. For example, there are words that tend to lose their real meanings in spoken language because they do not use a standard pronunciation. In addition, in certain situations or on certain occasions, regional or foreign languages are used.

b. Follow-Up Actions

Follow-up actions that need to be taken in connection with the above general conclusions are as follows.

- (1) To prevent language erosion, thorough research should be conducted on its causes.
- (2) Collaboration between journalists and language experts on the growth of Indonesian needs to be intensified.
- (3) Indonesian language inservice training needs to be held for newspaper, television and radio journalists, both government and private.
- (4) State officials at all levels in central and provincial offices should endeavour to use Indonesian more

accurately, in both official communication and everyday social intercourse.

- (5) The possibility of the placement of language experts in both government and private offices needs to be considered in order to consolidate the use of Indonesian in their respective activities.
- (6) It would be good if newspapers and magazines in the Indonesian language provided a "Language Corner" which contained practical advice on using Indonesian.
- (7) The National Centre for Language Development (NCLD) [*Pusat Pembinaan dan Pengembangan Bahasa*] together with the Press Council and other institutions should quickly compile guidelines based on research on the standard pronunciation of Indonesian for radio and television commentators, among others.
- (8) It would be good if the NCLD, the press, television and radio could conduct more effective cooperation in an effort to make the development of good, standard Indonesian more efficient.

IV. The Cultivation and Development of the Indonesian Language in Relation to the Arts

a. General Conclusions

The Indonesian language used in many works of literature, children's stories, songs and films shows the existence of flaws. In the case of literature and children's books, these flaws are caused by the use of imperfect

language by the majority of our writers and by the still uncertain role of editors in publishing.

In the case of the publishing of children's stories, the writers need to give flexibility to the publisher to change the language of the works so that it is appropriate to the age and environment of the children. Children's readers play an important role in the efforts to increase the imagination and intelligence of children, so the accuracy of using language is a crucial factor. The flaws in song lyrics are caused, *inter alia*, by the lack of definite criteria on the accent of Indonesian resulting in the composers not having anything against which they can adjust the melody.

The use of Indonesian in films has not been done as well as it could have because films more often represent trade goods hunting a profit for the entrepreneur; most of the scenario writers chosen do not have a command of the techniques of good writing.

Indonesian is also being used more and more to translate traditional works of literature and theatre. Such efforts to spread the reach of traditional theatre by Indonesianizing the conversation, sometimes actually reduces the quality of that theatre because an imbalance in the structure of the theatre itself occurs. The Indonesianization of traditional theatre must therefore be done carefully by involving institutions of language and bodies for the education and development of art, and, the artists.

b. Follow-Up Actions

Follow-up actions that need to be implemented in relation to the above general conclusions are as follows.

- (1) Make the teaching of literature in schools effective.
- (2) Provide complete and adequate libraries.
- (3) Publish original works in regional languages.
- (4) Translate and publish original regional language works into Indonesian.
- (5) Encourage research and deepening of the regional works of literature concerned.
- (6) Translate and publish world works of literature into the Indonesian and regional languages.
- (7) Translate and publish works of Indonesian and regional literature into foreign languages.
- (8) Compile a national book policy so that every citizen has the opportunity to read books easily and inexpensively.
- (9) Intensify and encourage the creativity of our writers by providing appropriate facilities, such as literary magazines in the Indonesian or regional languages.
- (10) Hold meetings among writers, literary experts and prospective admirers of literature (in the context of socializing the appreciation of literature).
- (11) Make it compulsory for publishers to have an editor.
- (12) Conduct inservice training for editors.
- (13) Use editors who have been accredited by the National Centre for Language Development.
- (14) Record traditional theatre to be later published and translated into Indonesian.
- (15) Conduct research on the use of poetry for Indonesian songs, the results of which could be used for directing song creation.
- (16) Re-investigate the existing rules of the Indonesian language, and if there any which are no longer suitable, such rules should be improved.

- (17) Show appreciation to writers who present valuable works through the mass media.
- (18) Increase the accuracy of the use of Indonesian in children's readers, including being adjusted to the age of the students.
- (19) Enable the growth of cooperation between the publishers of children's readers and existing educational and psychological institutions.
- (20) School libraries should be truly open for the learners.

V. The Cultivation and Development of the Indonesian Language in Relation to Linguistics

a. General Conclusions

The Indonesian language that is used by all levels of society shows the development of diverse language varieties whose rules are more complicated than people imagine. The language rules contained in grammar books and which are taught in schools no longer completely represent the reality of today's language. The imbalance between the rules and use of those varieties of language gives birth to a scepticism by people towards using the language well and correctly.

Efforts to apply the *Reformed Indonesian Spelling* consciously and conscientiously by various groups and circles of society in the written variety of the language have not succeeded as hoped.

The development of the lexis of Indonesian not founded on a good language perception sometimes tends towards a disorganized growth.

b. Follow-Up Actions

Follow-up actions that need to be taken in relation to the above general conclusions are as follows.

- (1) Command of official spelling rules and standard pronunciation needs to be expanded in a wider spectrum of society, including government and private authorities, educational institutions and mass communication facilities.
- (2) Grammar that depicts civilized language norms in an integrated manner needs to be given the main priority in the Indonesian language development activities. Such a descriptive grammar should then be popularized for various pedagogical and practical purposes.
- (3) A dictionary of standard Indonesian needs to be quickly published and widely distributed. For such purpose, it is necessary that research in lexicology be conducted and specialists in various fields of knowledge be involved.
- (4) Research collaboration between the National Centre for Language Development and institutions of tertiary education needs to be expanded.
- (5) Acronyms used outside of special environments should be accompanied by the full form if any interference to communication is likely.
- (6) The standardization and modernization of all dimensions of the Indonesian language need to be intensified with the intention of increasing the use of standard Indonesian in all appropriate activities.

- (7) Research needs to be conducted on various aspects of Indonesian, such as the use of pronouns and terms of address in connection with the democratization of society.
- (8) The transliteration of the Arabic script needs to be arranged for the interests of religion, science and the public.

VI. The Cultivation and Development of the Indonesian Language in Relation to Science and Technology

a. General Conclusions

Because there is a close relationship between language and man's world of thought, the success of modernization greatly depends on the features of the world of thought of the Indonesian people that are the result of a synthesis of values rooted in traditional ethnic culture and the cultural values that have given birth to modern science and technology. This process of synthesis is thought to be a process that heightens the creative potential which is able to clarify a specifically Indonesian culture.

As well as modern science and technology being an important factor in modernization, the introduction to and command of science and technology need to be widely socialized. This socialization can only be effective and efficient when language functions as a distributor of scientific and technological concepts.

The problem faced by the users of scientific language in Indonesia is the non-uniformity of terms and names in any one discipline. In each branch of science and technology there is a tendency to make different terms and nomenclature.

Furthermore, the existence of international systems of nomenclature also needs to be taken into consideration. Thus, many terms which are easily made in one circle are not known by that circle itself.

The supply of scientific textbooks in the form of original works needs to be intensified. The potential in this direction appears to have begun to develop. Hindering factors seem to be located mainly outside the branches of science, for example:

- (a) the creativity in other fields is more materially productive;
- (b) the government's helping hand to date has not achieved the desired results.

The Indonesian language that is used in branches of science such as law considerably deviates from the rules of Indonesian. Since the language of that science must have a single meaning, its use of Indonesian has to be improved and standardized.

The use of acronyms should be limited only to the work environment concerned. Their use outside such contexts, such as in the mass media, should be avoided. If they are so used, they should be accompanied by their full form.

The basis and nomenclature of numerals in Indonesian need to be reviewed.

In the interest of developing Indonesian, especially in the field of terminology, the foreign language to be given priority as a source is English.

b. Follow-Up Actions

Follow-up actions that need to be implemented in relation to the above general conclusions are as follows.

- (1) Efforts to modernize Indonesian should give attention to the achievement of accord with:
 - a. the values that have allowed the development of modern science and technology; and
 - b. the values that are contained in the ethnic cultures.
- (2) The government and scientific community should endeavour to quickly make terminology uniform, within single disciplines and among close ones, and so that international terms are used in addition to the Indonesian ones.
- (3) In all levels of education, especially above secondary school, an effort needs to be made to gain a balance between the education of language, mathematics and logic so that the thinking of the Indonesian nation can be in harmony with the advances of the age.
- (4) The government should foster a special institution that manages everything related to translation.
- (5) The Ministry of Education and Culture should encourage private translation endeavours that show proven ability.
- (6) For the writing of original works and adaptations, there is no need to set a "target". It would be sufficient to compile a list of fields that need to be worked on and the writing offered to people considered experts. The writers should be released

from their normal duties (sabbatical leave). Concerning the writing of original works, training in textbook writing need to be held.

- (7) The production of specific guidelines for the formation of terminology and nomenclature in the respective disciplines should be derived from the agreed upon general guidelines for the formation of terminology.
- (8) Decimal numbers should be expressed with a period (.) not a comma (,) so that, for example, '0,9' becomes '0.9'.
- (9) As a realization of the 3rd Indonesian Language Congress, at the beginning of the 3rd Five-Year Development Period large-scale translation should be intensified.
- (10) An assessment body should be formed, whose members are experts from various branches of science, which works in two phases, namely (a) to select and distribute terminology and (b) to deal with the opinions (reactions) of the public as well as to decide the terms to be used.
- (11) The American names for large numbers--which are the same as those in French and Russian--should be made the basis of the names of numerals in Indonesian (for example, *miliun*, *biliun*, *triliun* and so on).
- (12) It is recommended that Indonesian use the system for the names of numbers between ten and twenty that is used in Eastern Indonesia, which is more easily accepted by children, in addition to using the current system.

- (13) The spelling of the names of numbers should be done by considering the additive and multiplicative function of figures found in the body of those numbers. Those which are additive should be written separately, while those which are multiplicative should be written as one word (for example, 23 = *duapuluh tiga*).
- (14) The use of the figure 2 for expressing reduplication and the use of the letter *x* in Indonesian spelling (*Reformed Indonesian Spelling*) should be reviewed.

Jakarta, 3 November 1978

RESOLUTIONS OF INDONESIAN LANGUAGE CONGRESS IV

Jakarta, 21--26 November 1983

Introduction

The 4th Indonesian Language Congress was conducted from Monday 21 to Saturday 26 November 1983 in Hotel Kartika Chandra, Jakarta, and was attended by people from government institutions, scientists representing various fields of science and technology, as well as other interested people from within Indonesia and abroad. With due attention to the briefing at the official opening of the Congress by Minister Nugroho Notosusanto, on 21 November 1983, and hearing the papers presented and thoroughly discussed in the plenary and group sessions, the 4th Indonesian Language Congress made resolutions in the form of conclusions and follow-up actions concerning problems in the fields of language, language teaching and the cultivation of language in relation to the position and functions of the Indonesian language as an agent of national development, namely as:

1. a tool of communication of the government and society;
2. a means of developing culture;
3. a facility of education and teaching, including compulsory education; and
4. a means of developing science and technology.

The resolutions made were as follows.

A. Language

1. *General Conclusions*

Viewed from the time of its birth as a national language in 1928 through its developments until today, Indonesian has undergone considerable growth and advancement. The functions of Indonesian have become more significant, not only as a tool of social and administrative communication, but also as a tool of communication of science and religion. This means that it possesses a sufficiently large and integrated basic core that enables people from one language background in the archipelago to communicate with people from other language backgrounds. As a means of the dispersion of science, Indonesian has also been able to perform its function well, as evidenced by the increasing number of advanced scientific books written in or translated into Indonesian.

As a constantly growing and developing means of expressing feelings and science, the Indonesian language cannot, of course, avoid being touched and influenced by the society that understands it, in the form of value and structural changes as well as in the form of other social behaviour. On one hand, the mutual relationship between language as a tool of expression with the surrounding world and its content as a social phenomenon adds to the linguistic richness of the Indonesian that we possess in common. On the other hand, this contact also gives rise to variety. Without careful and thorough cultivation, it is not impossible that some of the varieties may deviate too far from the basic core of our language.

Parallel to those deviating varieties, many speakers of Indonesian cannot use the language well and correctly,

including university students, tertiary education teachers, intellectuals, and leaders holding influential positions. This is evident, *inter alia*, in:

- (1) the use of sentences, punctuation and discourse grouping that does not express clear, logical and systematic thought;
- (2) the use of foreign terminology to replace existing vocabulary which has the same semantic characteristics and which is already in common use;
- (3) the use of non-uniform technical terms in sciences;
- (4) the pronunciation of words that deviates from the rules considered standard; and
- (5) the spelling of words or phrases which does not conform to spelling principles.

2. *Follow-Up Actions*

Follow-up actions that need to be taken are as follows.

- (1) A grammar of standard Indonesian needs to be quickly compiled as a reference grammar that is complete with attention to various varieties of both written and spoken language.
- (2) A comprehensive dictionary of the Indonesian language needs to be quickly compiled which not only contains lexical forms but also the pronunciation considered standard, the syntactical category of every word as well as usage limits, and complete examples of use. If possible, this dictionary should be complemented by pictures and etymological information.

- (3) The compilation of dictionaries of the regional languages that are sources of enrichment for the national language needs to be intensified.
- (4) The writing and translation of books that are useful for various fields of knowledge need to be encouraged.
- (5) Government (ministerial and non-ministerial) institutions and private bodies that are active in the sciences are urged to conduct cooperation for unifying scientific terms. The formation and unification of terminology and nomenclature should be made with a descriptive framework whereby such terms satisfy the instinctive tastes of the users so as to be really acceptable and usable. The National Centre for Language Development should be given the task of coordinating the cooperation and distributing its output.
- (6) The careful attitude in choosing elements from other languages, especially foreign ones, should be strengthened.
- (7) All university students should receive training in the skills of writing scientific works in Indonesian.
- (8) Guidelines need to be set for the transliteration of Arabic words into the Latin script of Indonesian.

B. Language Teaching

1. *General Conclusions*

The general aim of the education and teaching of Indonesian in educational institutions is to consolidate the position and functions of the language. From the point of view of native speakers, the general aims of teaching Indonesian are:

- (1) the attainment of a use of standard Indonesian that is intelligent, accurate and efficient, that is, the use of Indonesian well and correctly;
- (2) the attainment of a repertoire of good skills in using Indonesian as a genuine tool of communication and knowledge;
- (3) the attainment of a positive attitude towards Indonesian, closely related to a sense of responsibility, which is evident in everyday behaviour.

In accordance with the general aims of the education and teaching of Indonesian and with the policy principles on education and culture in the *Guidelines of State Policy*, the functions of Indonesian in relation to national education are: (1) as the basic and main subject; (2) as the medium of instruction in all types and levels of education; (3) as a language of reasoning; and (4) as the language of expressing self-development as the outcome of education.

As the basic and main subject, the Indonesian taught is:

- (1) a language with the features and conditions of the spoken and written varieties of the standard register;

- (2) a language of science, technology and culture that functions as a modern language.

As a medium of instruction, reasoning and expressing self-development, the Indonesian language used in educational institutions has the following features:

- (1) the capability of performing the task of an effective and efficient tool of communication, that is, being able to convey information precisely with various connotations;
- (2) an aesthetic form;
- (3) the flexibility to enable it to be used for expressing new meanings; and
- (4) varieties which are in accordance with the level of the educational institutions.

The language situation in Indonesia that is very complex with the existence of many regional languages, spread throughout the archipelago, has not been utilized in the education and teaching of the Indonesian language. In the teaching of Indonesian, the communicative features of language have not been given attention through the use of various components of communication, both as the language used in the process of teaching and as the outcome of the teaching itself.

The aim of teaching literature in schools as an inseparable part of the teaching of language has not been achieved in line with its function as a developer of the value concepts of life and culture.

The national policy model concerning the consolidation of the position and functions of the Indonesian language as a

facility of education and teaching is essentially a strategy that guides the Indonesian language educators in developing the basic actions of such consolidation.

2. *Follow-Up Actions*

Follow-up actions that need to be taken are as follows.

- (1) By way of reinforcing the resolutions of the 3rd Indonesian Language Congress, it is recommended that the quality of the teaching of Indonesian in all types and levels of education be elevated by various means, such as: (a) improving the capabilities of the teachers of Indonesian; (b) developing teaching materials that are in accordance with the communicative and integrative functions of language, culture and reasoning; and (c) providing learning experience to students for acquiring skills in the process of learning Indonesian.
- (2) To consolidate the position and functions of the Indonesian language as a facility of education and teaching, a national language policy model should be compiled. With this model, various actions need to be taken, comprising: (a) the determination of teaching strategies for forming language-speaking skills which are gradually followed by presentation of knowledge about language in the advanced levels of primary and secondary education; (b) the development of a normative grammar; (c) the use of Indonesian well and correctly as a medium of instruction; (d) the consolidation of Indonesian-speaking proficiency as a precondition for various kinds of employment positions/promotion; and (e) the use of the mass

media as a model of using Indonesian well and correctly.

- (3) The teaching of Indonesian literature has to be emphasised in order to assist the implementation of elements of the humanities in the curricula of educational institutions.
- (4) Indonesian language teaching materials need to include exercises on listening, speaking, reading and writing. In the context of keeping up with the rate of development of scientific works, the teaching of speed reading needs to be specially developed.
- (5) The cultivation and development of Indonesian should make use of professional organizations and social institutions at the village level in order that: (a) national development in the field of culture, particularly the language sector, runs effectively and efficiently; and (b) the language proficiency of members of society can be improved.
- (6) Cultivation of the appreciation of literature needs to be done as early as possible, from pre-school level to tertiary education institutions and within the family.
- (7) In addition to the teaching of Indonesian aimed at general language speaking skills in primary and secondary schools, materials need to be developed for teaching the language required in specific fields.
- (8) Education in a bilingual atmosphere whose strategies are aimed at guaranteeing the right to live of regional languages and cultures should have a positive value.
- (9) Programs of Indonesian language education should be

put into the curricula of institutions of tertiary education.

- (10) The results of research on language and language teaching should be widely distributed and utilized.
- (11) The cultivation and development of Indonesian needs to make use of the implementation of compulsory education.

C. Language Cultivation

1. *General Conclusions*

Indonesian national development is actually an effort to make changes in all aspects of the life of our nation toward a better level. The success of national development greatly depends on the ability of the Indonesian language to fulfil its functions as the national language and the official language, in addition to the capabilities of our nation to utilize modern science and technology. The reality faced by the cultivators of Indonesian is that the use of the language in society--especially in the institutions, bodies and organizations that play an important role in the life of the nation and the state--has not been pleasing.

The Indonesian used in sciences, such as law and administrative science, greatly deviates from the rules of the language. Because scientific language has to have single meanings, the use of Indonesian should be constantly improved and the efforts of standardization increased.

The mass media is one of the important facilities for cultivating and developing the Indonesian language in the framework of development of the nation because it has a

wide influence in society. The facts also show that the use of both written and spoken Indonesian by the mass media still has weaknesses. The tendency to leave out certain words in the printed media, for example, often causes the meaning of sentences to go astray or disappear altogether. Furthermore, in certain situations or occasions there is an unnecessary use of regional or foreign language elements.

The use of Indonesian as an everyday tool of communication by the public has shown a significant increase and the number of people using it as their first language is rising. However, the level of proficiency in using Indonesian well and correctly still needs to be given attention by the educators and speakers of the language.

2. *Follow-Up Actions*

Follow-up actions that need to be taken are as follows.

- (1) The use of Indonesian in all fields, particularly in law and legislation, needs to be worked on in a conscientious, gradual and integrated way since law which is understood by every member of society will more ensure the achievement of national development in a consolidated, smooth and ordered manner.
- (2) All government bodies--in particular, those directly involved in the planning, compilation, ratification and execution of the law--have to possess adequate capabilities and skills in the Indonesian language so that the laws/legislation produced and which have to be implemented is easily understood and does not give rise to differing interpretations.

- (3) All government officials--especially those in direct contact with the public, such as the *lurah* ^{*}), teachers, information officers, *RRI/TVRI* ^{**}) broadcasters and editorial staff of the printed media--have to possess proficiency and skills in speaking Indonesian well and correctly. One method that should be quickly taken up is that every ministry, non-ministerial institution and private organization plan language activities in such a way that every officer or member of the body possesses Indonesian-speaking skills which are at least consistent with his job needs.

*} head of government administration sub-district

**} *RRI = Radio Republic Indonesia*

TVRI = Television Republic Indonesia

- (4) The government needs to quickly take actions which allow the creation of a language atmosphere or climate in such a way that the Indonesian language is the major tool of communication in the state of the Republic of Indonesia. Unnecessary foreign words or terms, particularly in the business community (names of enterprises, advertisements and public notice boards), should be quickly replaced with Indonesian words/terms.

In this regard, integrated cooperation is urgently required among various authorities (the Ministry of Justice, Ministry of Industry, Ministry of Education and Culture, Ministry of Information, Ministry of Home Affairs, Ministry of Defence and Security, and other ministries, as well as provincial governments and community organizations).

- (5) The young generation needs to be equipped with language attitudes and discipline of which one can be proud.
- (6) To back up the efforts in the cultivation and development of language carried out by various institutions, both government and private, the assignment of language experts to, or their maximum use in, various sectors needs to be planned.
- (7) More intensive efforts in the development of Indonesian need to be made and given the top priority in regions where the level of understanding of Indonesian is still low.
- (8) The function of the Indonesian language as a tool for unifying the nation needs to be consolidated. An easy way to do this is to avoid, or at least reduce, the use of foreign and regional language words in matters/events of a national nature.
- (9) The campaign for using Indonesian well and correctly needs to be continually expanded, particularly during *Language Month* (October every year).
- (10) The Indonesian-speaking proficiency and skills of teachers, particularly the teachers of Indonesian, need to be continually upgraded, in addition to the efforts of raising the quality of Indonesian language teaching.
- (11) Books published (both original works and translations), newspapers and magazines circulated, and library collections should endeavour to use Indonesian well and correctly.
- (12) Efforts in the development of the Indonesian language

need to be planned and directed in such a way that a dynamic attitude and good discipline as well as the Indonesian-speaking skills of the users at all levels of society can be soundly increased. To enable the achievement of such aims, formal, informal and information channels need to be utilized as well as possible. Furthermore, efforts to popularize the *General Guidelines on the Reformed Indonesian Spelling*, the *General Guidelines for the Formation of Terminology* and dictionaries of standard Indonesian need to be done in a better way so that those guidebooks and reference books can reach and be reached by the general public.

- (13) Elements of regional languages are an important potential in the cultivation and development of the Indonesian language. In this regard, the use of elements of regional languages which are intended to enrich Indonesian needs to be done more carefully so that it does not give rise to any negative affects either towards the development of the language itself or the developments of the Indonesian society overall. The potency of the Indonesian language as a symbol of the unification of the nation must be constantly assured and national resilience cannot be disrupted because of the number of regional language elements used in Indonesian.
- (14) The results of the standardization of Indonesian achieved by the National Centre for Language Development, need to be backed up by implementation instructions in every ministry, institution and organization.

- (15) The 4th Indonesian Language Congress endorses the resolution of the 3rd Congress that the status of the National Centre for Language Development be raised to that of a non-ministerial institution so that its authority and mobility in the cultivation and development of Indonesian are more efficient.
- (16) The Congress recommends that the Indonesian language be included in the Indonesian Archipelago concept since it is the main element of national culture and at the same time functions as the main tool of communication and unification in the life of the nation and state.
- (17) In future censuses of the Indonesian population, genuine and complete data on languages need to be collected. Such data are needed for the cultivation and development of Indonesian.
- (18) The Congress assigns the National Centre for Language Development to monitor the implementation of the Resolutions of the 4th Indonesian Language Congress and later report the results to the 5th Congress.
- (19) Regulations concerning the traffic of books and other printed matter written in Indonesian, particularly in the ASEAN region, need to be reviewed.

Jakarta, 26 November 1983

RESOLUTIONS OF INDONESIAN LANGUAGE CONGRESS V

Jakarta, 28 October--3 November 1988

The 5th Indonesian Language Congress whose opening was at the Presidential Palace, Jakarta, on Friday 28 October 1988 and whose sessions were held until Thursday 3 November 1988 at Hotel Kartika Chandra, Jakarta, with due attention to the official opening speech by the President of the Republic of Indonesia, Soeharto, on 28 October 1988, and the briefing by the Minister of Education and Culture, Prof. Dr. Fuad Hassan, on 29 October 1988, and after noting the report of the Head of the National Centre for Language Development, Anton M. Moeliono, as well as listening to and thoroughly discussing the papers presented, both in the plenary sessions and in the group sessions, which were related to:

a. the lines of action:

1. language planning (Indonesian, regional languages and foreign languages);
2. teaching;
3. the Indonesian language outside formal channels;
4. supportive facilities;
5. domestic and foreign language cooperation;
6. the cultivation of human resources in the development of the Indonesian language;
7. translation;

b. the domains of language use:

1. language and reasoning;
2. language and expression of feelings;
3. language and creativity;
4. the role of the Indonesian language in the development of sciences;
5. the role of regional languages in the teaching of Indonesian;
6. the contribution and hindrance of foreign languages to the development of the Indonesian language;
7. developments in the Indonesian language;
8. developments of research on the Indonesian language;
9. reports of research;

c. the growth and development of literature:

1. the popularization of literature;
2. literature in education at primary school;
3. literature in education at secondary school;
4. the development of literature;
5. research of literature;
6. Indonesian as a language of literature;
7. the relations of Indonesian literature and regional literature;
8. the Indonesian language in theatre and films;

d. the Indonesian language abroad:

1. views from abroad;
2. views from Indonesia,

made the resolutions as detailed below.

I. LANGUAGE

A. *General Conclusions*

The position of Indonesian nowadays is increasingly stable as a means of communication, both in social relations and in formal relations. The use of Indonesian from primary school to institutions of tertiary education shows the stability of Indonesian as the national language. However, there are still many users of our national language who do not use it well and correctly, appropriate to the context of its use. Therefore, the education and teaching of Indonesian need to be continuously increased and expanded. Similarly, research on the Indonesian language needs to be intensified so that the development of the national language will continue to be based on directed and integrated research findings.

B. *Follow-Up Actions*

Follow-up actions that need to be taken in connection with the above general conclusions are as follows.

- (1) In the cultural context which gives emphasis to the principle of followership, the Congress appeals to all officials that they be more careful in using Indonesian so that society obtains language input which is good and correct.
- (2) Because the mass media is a communicator of development that uses Indonesian, mass media such as newspapers and magazines should possess language staff especially for cultivating the language transmitted so that the language of the mass media can become an example for society.

- (3) In developing Indonesian to be a scientific and modern language, native speakers should not be trapped into forming an attitude of excessively narrow nationalism (chauvinism). Indonesian needs to be developed and in that development its speakers do not need to be afraid of borrowing new words, both those unearthed from their own land and those from outside, according to the situation and need.
- (4) The Indonesian language should be put into the *Eight Paths of Equality*, or become the ninth path, in the *Guidelines of State Policy*. Eradication of the non-speaking of Indonesian should be intensified so that there would no longer be any groups in Indonesian society which have not enjoyed the equality of development.
- (5) To keep up with the developments of science, the activity of translating foreign books into Indonesian needs to be intensified. It is recommended that language experts conduct cooperation with information scientists to investigate the possibilities of, and to develop, translation machines. Education in translation and the supply of terminological dictionaries in the sciences are important preconditions.
- (6) Government bodies that issue official documents, such as laws, should pay attention to the rules of the Indonesian language so that their standard variety of language can be a model for the public.
- (7) A national book policy needs to be quickly compiled because publishing and book endeavours in Indonesia that do not develop will hinder the cultivation and development of language.

- (8) A positive attitude towards the Indonesian language that contains the elements (i) pride in the language, (ii) loyalty to the language, and (iii) awareness of language norms, still needs to be fostered.
- (9) The resolution of the 4th Indonesian Language Congress on the removal of the use of foreign languages on public building name signs, such as shops, is reinforced by recommending to all provincial governments that they be firmer in applying the regulations on such matters.
- (10) The mobilization, cultivation and education of language staff, including forming cadres, need to be done with planning.
- (11) Messages conveyed to the public on development concepts should use familiar language, and the content of the development message should be relevant to the needs of the general public and consistent with their ability to understand.
- (12) For the purpose of testing Indonesian-speaking proficiency, language testing materials of a national nature (which are similar to the *TOEFL* tests) should be constructed.
- (13) The use of scientific language by researchers that is precise, simple and logical needs to be made customary.
- (14) Considering that the cultivation of religious congregations is an important part of the development of the whole Indonesian person, and the Indonesian language is a facility in religious life, the teaching of Indonesian in the domain of religious education

should be continually upgraded and should be coordinated with the teaching of Indonesian in public schools.

- (15) Language research in Indonesia faces many constraints, such as libraries that are inadequate, researchers who need to improve their science, and the low proficiency in foreign languages of researchers. It is hoped that institutions of tertiary education give attention to the physical facilities required and endeavour to raise the quality of researchers so that research can be carried out in accordance with all its requirements.
- (16) It is hoped the National Centre for Language Development is able to promote and, if necessary, improve the recently published *Kamus Besar Bahasa Indonesia* *) and *Tata Bahasa Baku Bahasa Indonesia* **}.
*} *Comprehensive Dictionary of the Indonesian Language*
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- (17) It is necessary to compose a grammar for school textbooks according to the level of education by using the *Tata Bahasa Baku Bahasa Indonesia* as its reference.

II. LITERATURE

A. *General Conclusions*

Literature, when viewed from its functions, is able to give satisfaction and education to its readers. If appreciated well, works of literature can add to the readers' knowledge about life, understanding of mankind, culture, art and

language. Literature can give practical lessons about various ways of using language. Literature also develops the imagination and fantasy--something that is often overlooked in raising the general intellectual quality of students and readers. Therefore, prose, poetry, drama and works of literature in general, as well as being able to be a creative and dynamic vehicle for the development and distribution of the Indonesian language, can also increase the intelligence of and humanize mankind.

The language used in works of literature shows that there is an overlapping of literary codes of expression which sometimes conflict with the rules of standard language. This is caused by the need to convey thoughts in literary works. Generally, the language used in works of literature differs from that in non-literary works. It is appropriate, therefore, that readers be aware of this so there is no misunderstanding any longer in accepting the aims and objectives of such literary works.

Literature can be utilized in the education of the nation. So, the quality of works of Indonesian and regional literature also needs to be increased. Research on literature needs to be intensified so that its development, quality and even varieties can still be monitored for the cultivation and development of literature generally.

B. *Follow-Up Actions*

Follow-up actions that need to be taken in connection with the above general conclusions are as follows.

- (1) Concrete ways of raising the quality and number of works of literature need to be undertaken.

- (2) Intellectual education needs to be developed in a planned and directed manner to enable intellectual taste to grow and at the same time germinate an interest in reading literature.
- (3) Traditions need to be pioneered in popularizing literature through formal scientific meetings, drama performances as well as reading poetry and novels.
- (4) Boldness in inviting all levels of society from an early age to know literature needs to be reinforced.
- (5) To attract interest in reading literature, a publication needs to be created showing "The Face of Indonesia in Literature", which is the result of research on Indonesian literature, and "Literature and Culture of the Nation", the result of research on regional literature. It is hoped that these two publications can be displayed at the 6th Indonesian Language Congress.
- (6) Planning needs to be made of the cultivation and development of literature in determining the direction of literary developments in Indonesia.
- (7) Books need to be composed on literary theory and criticism relevant to works of Indonesian literature that can be used as references by teachers and researchers of literature.
- (8) Research on poetry, prose and drama needs to be increased, for which a model of literary research is required that is all-encompassing, integrated and graduated, with a detailed program that can give a picture of Indonesian literature.

- (9) The outlook of researchers on literature needs to be trained and developed. Lecture courses on literary research methods should be compulsory in every institution of tertiary education that has a language and literature department so that a front line of quality researchers emerges.
- (10) Literary critics should join in the compilation of secondary school curricula to participate in determining which works are suitable for teaching.
- (11) The use of the people's stage art as a means of the social mixing of regional literature and as the identity of its community needs to be expanded.
- (12) Experts on literature should join in taking responsibility for the development of literature.

III. THE TEACHING OF LANGUAGE

A. *General Conclusions*

The aim of Indonesian language education is to develop the skills of students in using Indonesian well and correctly in an effort to raise the quality of Indonesian people as a preparation for facing life now and in the future. The aim of Indonesian language education is an inseparable part of the goals of national education.

In achieving the aim of Indonesian language education, the language curriculum, textbooks, teaching-learning methods, teachers, family and community environments, and school libraries play an important role. The language curriculum has to be flexible and able to develop the teachers' creativity in teaching-learning activities; the content and

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In achieving the aim of Indonesian language education, the language curriculum, textbooks, teaching-learning methods, teachers, family and community environments, and school libraries play an important role. The language curriculum has to be flexible and able to develop the teachers' creativity in teaching-learning activities; the content and

method of presentation of language textbooks have to be interesting and support the cultivation of skills in using language well and correctly; teaching-learning methodology has to enable the growth of teacher-student interaction in such a way that it develops the abilities of criticism, creativity and responsiveness of the students in facing their lessons and life; language teachers and non-language teachers in various levels and kinds of education, as well as in the family and community environments, must be able to give a good model of using language well and correctly; and the quantity and types of school library books need to be increased.

Regional languages in certain areas can be made into school subjects without interfering with the Indonesian-language education. Therefore, the curricula, textbooks, teaching methods and other facilities of regional-language education need to be developed.

Certain foreign languages are taught in schools especially with the aim of fostering the ability to understand and utilize science and technology that is expressed in books or publications in foreign languages.

B. *Follow-Up Actions*

Follow-up actions that need to be taken in connection with the above general conclusions are as follows.

- (1) The current language curriculum in primary and secondary schools needs to be quickly improved by giving attention to the psychological and sociolinguistic aspects of language as well as to the flexibility and continuity of the content.

- (2) The education and teaching of language should give more emphasis to language-using skills and aspects of literary appreciation than to aspects of the theory of language.
- (3) The content, quality and method of presentation of the language textbooks published by the Ministry of Education and Culture for primary and secondary schools need to be quickly improved.
- (4) To increase and broaden the outlook of language teachers in primary and secondary schools, various reference books need to be quickly composed and developed, such as handbooks on using Indonesian well and correctly, pedagogical grammars and guidebooks on communicative language teaching. In addition, language teacher inservice training needs to be improved with regard to management, curriculum, methods, and the production of lesson materials.
- (5) The teaching of Indonesian in tertiary education institutions outside the Indonesian literature departments should be a national policy and integrated in the general basic lecture courses.
- (6) The promoters of Indonesian language teaching overseas need to establish cooperation in the supply of teaching materials and the exchange of experience and information.
- (7) The Indonesian Government needs to assist the development of educational institutions abroad which teach Indonesian, by establishing cooperation, inter alia, through providing Indonesian teaching staff to teach overseas, teaching materials and up-to-date

language information as well as providing facilities to students who wish to deepen their knowledge of the language, literature and culture of Indonesia.

- (8) The establishment formation of an international study centre on the Indonesian language needs to be considered.

IV. THE TEACHING OF LITERATURE

A. *General Conclusions*

The general conclusions on the teaching of literature are as follows.

- (1) Wider opportunities are needed to encourage the creativity of teachers and students in the implementation of teaching literature so that the function of the Indonesian language teaching curriculum as a guideline for teaching does not materialize into an all-too-tight constraint that removes any mobility for the initiative of teachers and students.
- (2) The teaching of Indonesian literature as structural-functional teaching is built on the foundation of relevant literary science, literary output and educational science.
- (3) The aim of teaching literature is to enable the intelligence of the students to grow and develop through activities of experiencing literature, that is, the appreciation and expression of literature, and through the activities of research on literary matters so that a fondness emerges for reading and

appreciating literature as something that is meaningful for life .

- (4) Literature teaching materials should include:
 - a. works of literature, in the form of prose fiction, poetry and drama, that are chosen from the point of view of quality with due consideration of variety, in terms of the types, forms, themes and time periods, as well as of the level of difficulty and suitability for the students;
 - b. knowledge about literature (the theory and history of literature) as a complement to the students' thinking that is useful for obtaining a deeper experience from and enjoyment of literature; such material can avoid mere theoretical knowledge that becomes a burden of memorization.
- (5) In the teaching of literature, a teaching-learning process is required which at the same time directly involves the students' experience, knowledge and evaluation of literature so that a dynamic interaction occurs between the students, the literary works and the teacher. The learning activities are the media for giving birth to and testing ideas, as well as carrying out pioneering and further thinking about literature and its relationship to life.
- (6) Teachers of literature need the freedom to prepare themselves by reading and choosing literary works, compiling materials and creating models of teaching as well as putting them into action and evaluating the outcome. The task of teaching literature that is concurrent with the teaching of language cannot be

done liberally. A division should therefore be made in the duties of teachers, that is, between those whose task is to teach literature and those whose task is to teach language.

- (7) The students are required to read works of literature that have been chosen as literature teaching material. In class the students are given the freedom to produce their own opinions. With the teacher's guidance the students find the similarities of those opinions in the context of building up the meaning of literature for themselves.
- (8) The availability of books and magazines containing literature, especially that chosen as teaching material, is a condition for carrying out its teaching. In every school, literary works should be available in numbers sufficient for the study needs of the students.
- (9) The relationship between Indonesian literature and the diverse varieties of literature throughout the country is very strong. The teaching of literature that treats Indonesian and regional literary works in one Concept of an Archipelago of Literature will enable the growth of the students' awareness of the *Indonesian Archipelago Concept*.

B. *Follow-Up Actions*

Follow-up actions that need to be taken in connection with the above general conclusions are as follows.

- (1) The teaching material of literature should be reduced so that there is flexibility for the teachers and students to carry out development and creativity.

- (2) Teachers need to be given an opportunity to increase their reading of works of literature and improve their creativity in teaching literature.
- (3) In the school domain an internal initiative needs to be taken to introduce a division of duties among teachers so that the teaching of language and the teaching of literature are not held by one teacher.
- (4) A list of literary books should be compiled (fiction stories, poetry and drama) that are compulsory to be read by students in every type and level of school. Those books of works of literature must be available in every school.
- (5) Research on and compilation of literary teaching materials need to be done for every type and level of the school system.
- (6) Considering that the teaching of drama in schools has to be handled by people who understand and are able to act in plays, it is recommended that drama departments be established in institutions of tertiary education which give the authority to its graduates to become drama teachers in schools.

Jakarta, 3 November 1988

RESOLUTIONS OF INDONESIAN LANGUAGE CONGRESS VI

Jakarta, 28 October--2 November 1993

INTRODUCTION

The 6th Indonesian Language Congress, which was held at Hotel Indonesia, Jakarta, from 28 October to 2 November 1993 and attended by 770 participants from all over Indonesia and 53 participants from abroad (Australia, Brunei Darussalam, Germany, Hong Kong, India, Italy, Japan, Malaysia, the Netherlands, the People's Republic of China, Russia, Singapore, South Korea and the United States of America), discussed the main problems as stated below.

1. The Roles of Language and Literature in the Development of the Nation

- 1) The Indonesian Language and National Development
- 2) The Indonesian Language in Running the State
- 3) The Indonesian Language in Conducting Education and Culture
- 4) The Indonesian Language in Religious Activities
- 5) The Indonesian Language and the Young Generation
- 6) The Indonesian Language and the Roles of Women

- 7) The Indonesian Language and National Resilience
- 8) Literature in the Life of Society
- 9) The Indonesian Language Toward the Year 2000
- 10) The Indonesian Language and the Development of Human Resources
- 11) Language and the Development of Modern Science and Technology

2. The Development of Language and Literature

- 1) The Development of Language Registers and the Development of Modern Science and Technology
- 2) The Development of Indonesian Language and Literature through Translation
- 3) The Life of Language and Literature in Indonesia
- 4) The Development of Indonesian Language and Literature
- 5) Works on Language and Literature as Facilities of Developing Language
- 6) The Development of the Indonesian Language in Connection with Regional Languages
- 7) The Development of the Indonesian Language in Connection with Foreign Languages
- 8) Translation and the Development of Modern Science and Technology

3. The Cultivation of Language and Literature

- 1) Language and Literature Training
- 2) The Roles of Professional Organizations/Associations in the Cultivation and Development of Language

- 3) The Contributions/Roles of the Mass Media in the Socialization of the Results of the Development of Language and Literature
- 4) Strategies of the Promotion of Indonesian Language and Literature through Professional Organizations
- 5) Strategies of the Socialization of the Results of Language Development
- 6) Editing and the Improvement of Indonesian Language and Literature
- 7) Publishing and the Development of Modern Science and Technology
- 8) Publications as the Main Facility of the Socialization of the Results of Language Development

4. The Teaching of Language and Literature

- 1) The Teaching of Indonesian Language and Literature
- 2) School Education as a Path of the Socialization of the Results of Language Development

5. The Developments of the Indonesian Language Abroad

- 1) Developments of the Study of Indonesian Abroad
- 2) Developments of the Teaching of Indonesian as a Foreign Language
- 3) Increasing the Role of the Teacher of Indonesian as a Foreign Language
- 4) Elements of Indonesian Culture in the Materials of Teaching Indonesian as a Foreign Language
- 5) The Developments of Related Languages

with due attention to:

- a. the *1928 Youth Pledge*;
- b. the *1945 Constitution* (particularly Article 36 and its explanatory notes);
- c. the Resolutions of the 1st--5th Indonesian Language Congresses;
- d. the 1993 *Guidelines of State Policy*;
- e. the of the President of the Republic of Indonesia at the ceremony commemorating *Youth Day* and the 65th Anniversary of the *Youth Pledge*, opening the 7th Youth Congress and National Committee of Indonesian Youth, and opening the 6th Indonesian Language Congress on 28 October 1993 at the Jakarta Hilton Convention Centre;
- f. the papers which were presented and discussed in the plenary sessions, namely:
 - (1) Report of the Head of the National Centre for Language Development
 - (2) *The Roles of the Indonesian Language in the Development of the Nation* by Ir. Azwar Anas, Minister Coordinator for Public Welfare
 - (3) *Language and the Development of Modern Science and Technology* by Prof. Dr. B.J. Habibie, State Minister for Research and Technology
 - (4) *The Indonesian Language in the World of Education* by Prof. Dr.-Ing. Wardiman Djojonegoro, Minister of Education and Culture
 - (5) *The Indonesian Language in Running the State: the Roots and Impact of Political Terms* by Drs. Moerdiono, Minister of the State Secretariat

- (6) *The Roles of Psychology in the Cultivation of Language and Literature* by Prof. Dr. Fuad Hassan, Member of the Supreme Advisory Council
- (7) *The Roles of the Indonesian Language in the Unification and Unity of the Nation* by (Retired) Lieutenant General of the Indonesian National Armed Forces, M. Yogie S.M., Minister of Home Affairs
- (8) *The Indonesian Language in Planning National Development* by Ir. Drs. Ginanjar Kartasasmita, State Minister for National Development Planning and Chairman of the National Development Planning Board
- (9) *The Indonesian Language and the Young Generation* by Hayono Isman, State Minister for Youth Affairs and Sport
- (10) *The Indonesian Language and National Resilience* by (Retired) Vice-Admiral of the Indonesian National Armed Forces, Machmud Subarkah, Secretary General of the National Defence and Security Board
- (11) *The Indonesian Language in Developing National Culture* by Prof. Dr. Edi Sedyawati, Director General of Culture, Ministry of Education and Culture
- (12) *The Indonesian Language Approaching the Year 2000* by Dr. Hasan Alwi, Head, National Centre for Language Development
- (13) *Continuity in National Language Policies* by Prof. Dr. Amran Halim, Chancellor of Sriwijaya University
- (14) *The Indonesian Language in Religious Activities* by Dr. H. Hasbullah Mursyid, Head, Research and Development Agency, Ministry of Religion

- (15) *The Development of Language Registers in the Development of Modern Science and Technology* by Prof. Dr. Anton M. Moeliono, Professor, Faculty of Arts, University of Indonesia
 - (16) *Indonesian Literature and Developing the Young Generation* by Emha Ainin Nadjib, writer
 - (17) *Literature in the Life of Indonesian Society* by Goenawan Mohammad, writer
 - (18) *The Indonesian Language and the Development of Human Resources* by Dr. Boediono, Head, Planning Department, Ministry of Education and Culture
- g. the papers presented and discussed in the group sessions and discussion panels; and
- h. the views, responses, proposals and recommendations of the participants,

the 6th Indonesian Language Congress, by the grace of Almighty God, reached agreement and made the resolutions as stated below.

PART I. GENERAL ASPECTS

1. The language problem in Indonesia is a network of issues which are tied together by (1) questions of the national language, (2) questions of regional languages, and (3) questions of the use of foreign languages. These three groups of language issues are inter-related and, therefore, inseparable. In other words, the three groups are a unity. Because language issues involve the interests of all levels of society, all state authorities, all businesses, in both the government and private sectors, and all other organizations or bodies, the

implementation of any national language policy needs an institutional support which has authority, mobility and also a national scope. Therefore, to manage the entirety of language issues in Indonesia a **National Language Policy** is required, that is a national policy in the field of language.

2. The national language policy needs to include limitations and provisions concerning:
 - (1) the position and function of the Indonesian language, both as the national language in line with the *1928 Youth Pledge* and as the language of the state in accordance with Article 36 of the *1945 Constitution*, as well as its cultivation, development, teaching and popularization;
 - (2) the position and functions of the regional languages as living components of Indonesian culture, in accordance with the Explanatory Notes of Article 36 of the *1945 Constitution*, as well as their cultivation, development, teaching and preservation; and
 - (3) the position and functions of foreign languages in Indonesia as well as their teaching and/or use.
3. The national language policy needs to be furnished with long-term (25-year), medium-term (5-year) and annual strategic plans with clear targets, which are compiled realistically so that the aims to be achieved can actually be realized.
4. In order that the national language policy can really function as directives and criteria in the management of language issues in Indonesia, it needs to be formulated in a planned, directed, detailed, integrated and complete manner in the form of a **Language Law of Indonesia**.
5. To manage all the language problems and implement the Language Law of Indonesia, the 6th Indonesian Language

Congress is of the opinion that the National Centre for Language Development should be promoted to a non-ministerial institution called the **Indonesian Institute of Language**, which is responsible directly to the President of the Republic of Indonesia.

6. Because the question of language in Indonesia is a national question and concerns the interests of all levels of society, the Indonesian Institute of Language should be equipped with a language advisory council or board which has the primary task of providing language advice, requested or not, to the Head of the Indonesian Institute of Language. The advisory council or board should consist of language experts, scientists and public figures from both the government domain as well as the general public.
7. So that it really possesses a national scope and is able to carry out its functions effectively and efficiently, the Indonesian Institute of Language should be backed up by similar institutions called **Indonesian Centres of Language** in every province in Indonesia. These Centres, as auxiliaries of the Indonesian Institute of Language, should be responsible directly to the provincial governors, but function under the coordination of the Institute.
8. To socialize the Congress resolutions and take the preparatory steps required for compiling the Language Law of Indonesia , the 6th Indonesian Language Congress has formed the **Working Committee of the 6th Indonesian Language Congress** composed as follows:
 - (1) Prof. Dr. Amran Halim (Chairman and Member)
 - (2) Ilen Surianegara (Deputy Chairman and Member)
 - (3) Dr. Hasan Alwi (Secretary and Member)
 - (4) Prof. Dr. Anton M. Moeliono (Member)

- (5) Basyuni Suriamiharja (Member)
- (6) Hans E. Kawulusan (Member)
- (7) Imam Sukarsono, S.H. (Member)
- (8) Dr. Mien A. Rifai (Member)
- (9) Prof. Dr. Saparinah Sadli (Member)
- (10) Dr. Sapardi Djoko Damono (Member)
- (11) Prahastoeti Adhitama, M.A. (Member)

PART II. SPECIAL ASPECTS

1. The Roles of Language and Literature in the Development of the Nation

The position of the Indonesian language as the language of the state consolidates its role as facility of national development, implementation of the state, education, activities of religion and increasing the participation of the young generation, and as a facility of the development and application of science and technology which in turn strengthens national resilience.

In the struggle of the Indonesian nation facing the "age of economic take-off", the roles of the languages and literature of Indonesia need to be consolidated with the main aim of improving the quality of human resources.

Follow-Up Actions

- 1) As leaders in society, those who operate the state and government should give a worthy example of using the Indonesian language well and correctly.

- 2) Because the Indonesian language has been set as the language of the state of the Republic of Indonesia, the administration of the state--in the executive, legislative and judicial areas--has to be carried out in good and correct Indonesian.
- 3) Proficiency in using Indonesian well and correctly should be made a condition in the acceptance of employees and in the promotion of rank/position.
- 4) The implanting of positive attitudes toward Indonesian is not only the duty of teachers of the language, but rather it is the duty of the teachers of all subjects. Therefore, teachers of other subjects must assist in developing the positive attitudes of students.
- 5) Youth organizations should put efforts of promoting Indonesian in their programs and train discipline in speaking Indonesian, inter alia through competitions, composing written works, and meetings.
- 6) Patterns of cultivating Indonesian in the young generation need to be contemplated, such as already used in the socialization of the *P-4* *).

*} Education and Implementation of the Comprehension and Practical Application of the *Pancasila*

- 7) It is hoped that language organizations--such as the Association of Indonesian-Language Counsellors [*HPBI*], the Linguistic Society of Indonesia [*MLI*] and the Indonesian Association of Literary Scholars [*HISKI*] as well as youth organizations--participate in assisting the endeavours to counsel the members of society who are still non-speakers of Indonesian, which, it has been estimated, amount to 17 percent of the population.

- 8) Instruction of the Minister of Home Affairs Number 20 of 1991 concerning the socialization of the Indonesian language needs to be complemented with implementation directives.
- 9) The National Centre for Language Development needs to compose plans for ascertaining the specific characteristics of the standard spoken variety of Indonesian. This matter should be done soon so that the gap between written and spoken varieties can be reduced.
- 10) Activities in appreciation of Indonesian literature need to be encouraged, inter alia, through scientific meetings, drama performances and competitions.
- 11) In relation to Indonesian literature as a filter of the influence of foreign culture, the efforts of research on and socialization of the literature of the archipelago should continue to be boosted. In addition, the quality and number of works of literature produced, the quality and number of experts of literature and teaching of literature, as well as the interest in enjoying works of literature should continue to be intensified.
- 12) The resolutions of the 1976 *Seminar on National Language Politics* need to be considered in formulating the National Language Policy.
- 13) The resolutions of previous Indonesian Language Congresses that have not been carried out need to be followed up.
- 14) The increasingly widespread use of foreign languages for the names and activities of businesses indicates an attitude which lacks respect for the Indonesian language.

Therefore, the competent government authorities need to implement Article 36 of the *1945 Constitution* with due regard for principles in the granting of business permits.

2. The Development of Language and Literature

A large part of national culture is manifested in various social institutions such as political, social, economic, legal and educational systems as well as various artistic expressions. All of these are expressed with the Indonesian language. In addition, there are hundreds of regional languages which are part of our culture and are used for expressing various of those social institutions. Several foreign languages are also used in various specific functions.

Representation of the world of ideas and values demands various language registers which are needed by a modern civilization that is characterized by science, technology and art. The use of the richness of language as a means of artistic expression is created in literature.

The breaking of the relation of a writer with his regional literary sources will result in inner poverty. Therefore, various forms of classical and oral literature, for example *wayang* [shadow puppets] and traditional drama, which are part of our literary history, should be maintained and developed as a common cultural possession.

Research on various aspects of the Indonesian language has an important role not only to add to our outlook and understanding of the reality and ways of working of the language, but also to lay a stronger foundation for the teaching and inservice-training of language. Only an exact understanding of the ins and outs of the Indonesian language can support effective teaching and inservice-training, which will in the end

foster an outlook and attitude which is positive and appreciative as well as a use of language which is sound and intelligent. The translation of books in a planned manner needs to be quickly accelerated because, for a long time, a limited command of foreign languages will remain an obstacle for absorbing the knowledge that is presented in books in foreign languages.

Follow-Up Actions

- 1) Research on language and literature needs to be increased in volume and quality in order to consolidate the efforts of the development of language and literature.
- 2) Because of the parallel nature of the reciprocal relationship between the intellectualization of scientific language registers and the mastering of science and technology, scientists should develop registers which conform to their specialization.
- 3) For the consolidation of scientific language registers which require special vocabulary and terminology, the efforts of compiling lists of scientific terms and dictionaries of the branches of science need to be intensified.
- 4) The Explanatory Note to Article 36 of the 1945 *Constitution* on "maintenance of regional languages" needs to have its operational actions formulated.
- 5) Translation endeavours, both those concerning scientific works and those concerning works of literature, require the facility of bilingual dictionaries and lists of terminology. Therefore, the National Centre for Language Development needs to plan the compilation of dictionaries and lists of terminology for the convenience of translators.

- 6) To give an opportunity to develop creativity in the production of written works, writers need to be given the widest opportunities to produce.
- 7) To widen the opportunities for adding knowledge and broadening horizons, a special committee should be formed which has the task of selecting the translation, publishing and marketing of well-known works of literature and books from around the world.
- 8) In an effort to supply the material of the classical literature of the archipelago, teaching books of Indonesian literature need to be composed for primary and secondary education by:
 - (a) selection of cultural and literary reading material, in accordance with the evaluation of the cultural supporting groups concerned;
 - (b) compiling, adapting, translating, explaining and annotating the materials, according to the type, stage and level of education of the students.
- 9) A policy needs to be created which makes the materials of literature and classical Indonesian culture a compulsory part of the national curriculum.
- 10) An effort should be made so that every region has a cultural magazine in Indonesian and the regional language run by the government and with a reasonable remuneration for the writers.
- 11) Indonesian classical literature needs to be translated, adapted and published in a regulated manner by using various electronic and printed media which have a wide reach.

- 12) Central/Regional libraries need to be made into active facilities for the promotion of readers, particularly for the young generation. Their function as centres of storing the outcome of publishing has to be accompanied by their function as centres of distribution.

3. The Cultivation of Language and Literature

The cultivation of language and literature is an effort for increasing the quality of the use of language and increasing the creativity and appreciation of literature. In a concrete way this effort covers, inter alia, inservice training and publishing by various parties, including by the mass media and professional organizations. This effort has been carried out over several years; however, the results have not been satisfying. Through the right strategies, therefore, it is hoped that progress and more satisfying results will be achieved.

The life and developments of literature till now have not been that pleasing. Therefore, a climate which enables literature to live and develop needs to be quickly created so that the general public at least is able to appreciate works of literature.

In that regard, the cultivation of Indonesian literature should be directed so that the language community has high interest in reading and enjoyment of writing.

The cultivation of the Indonesian language through inservice training, although has not yet given the results expected, remains a potent method for changing the language attitudes of the users of Indonesian which have not become positive or are not positive enough.

As a communication medium which uses language, the mass media has proved itself to be an effective means of the promotion and development of language. Furthermore, the press could play a greater role in raising positive and appreciative attitudes as well as intensifying a more intelligent use of language by expressing language more rationally and embracing standard language conventions. Therefore, the role of the mass media as a spreader and at the same time a yardstick of the use of language well and correctly should be maintained and expanded.

Since the national awakening at the beginning of this century, professionals, such as doctors, engineers and traders, played a very decisive role in arousing the spirit of nationalism, among other things, by holding up high the language of unification.

Now, in the world of independence, all the more so in the face of the era of economic take-off, professionals and professional organizations, such as the Indonesian Journalist Association, the Indonesian Association of Doctors, the Indonesian Association of Economists, the Indonesian Association of Engineers and the Association of Teachers of the Republic of Indonesia, will continue to play a role in raising the language attitudes which are positive and appreciative as well as intensifying the use of language which is creative and of quality. In addition, those organizations will also have the role of supporting the expansion of the use of Indonesian in science and technology, both that involving scientific discourse and that related to rules of terminology.

Professional language organizations, such as the *HPBI*, *HISKI* and *MLI*, should endeavour to develop their potential as cultivators and developers of language and literature, particularly where it involves expertise and human resources.

Follow-Up Actions

- 1) The National Centre for Language Development needs to pursue wide cooperation with various organizations, particularly with institutions of tertiary education and the mass media.
- 2) The results of language development, such as the guidelines for formation of terminology and the terminology lists and dictionaries, need to be published and distributed through book shops.
- 3) To be able to produce publications which are good from the point of view of the contents and language, language reference books need to be undertaken, such as guidelines for using language well and correctly, for writing scientific reports and for editing, as well as various kinds of dictionaries.
- 4) To promote the publishing of scientific works, both articles and books, education and training needs to be undertaken in a planned manner for researchers and editors.
- 5) So that inservice training is more effective and efficient, the National Centre for Language Development needs to make a comprehensive evaluation of the training activities which have been carried out over the past five years; and more integrated and directed training plans, both short-term and long-term, should be compiled based on the outcome of that evaluation.
- 6) Training material needs to be prepared which is interestingly packaged for each target group so that they have positive language attitudes, good language skills, high interest in reading and good appreciation of literature.

- 7) The availability of reliable training staff is urgently required, especially for students in all types and levels of schools.
- 8) Strategies of popularization which are more precise need to be created so that the training can be more effective.
- 9) Regular meetings need to be held between teachers of literature and literary experts/figures in order to increase the ability of appreciation in the context of teaching duties.
- 10) To amplify positive attitudes toward language and intensify the use of more intelligent language, the printed media is encouraged to provide a language column as a facility for readers to conduct dialogue concerning language.
- 11) In enriching the Indonesian language, the press has shown that it is a pioneer in accepting borrowed elements. For the development of language, this is not at all disadvantageous. However, the users of language in the press are urged to delve into the wealth of cognate languages and regional languages.
- 12) As well as command of language, an interest in literature should be a special item of consideration in the appointment of prospective journalists.
- 13) Each of the mass media is urged to appoint a special language editor so that monitoring and evaluation of the language used can be done more effectively.
- 14) In order that the participatory role of professional organizations in the promotion and development of language can continue to be maintained, the expertise of their members needs to be raised, such as through scientific meetings and written works.

- 15) The routine activities of professional language organizations has to be backed up by managerial competence and funding. These organizations need to collaborate in forming a career centre to channel the language professionals so that their unemployment and uselessness can be prevented.

4. The Teaching of Language and Literature

The aim of the education and teaching of Indonesian language and literature is to cultivate the proficiency and skills of using Indonesian well and correctly as well as the capability of appreciating works of Indonesian literature in an effort to improve the quality of the Indonesian people by way of equipping them for facing life now and in the future. The aim of the education and teaching of Indonesian language and literature is an inseparable part of the goals of national education.

In achieving the aim of the education and teaching of Indonesian language and literature, the curriculum, textbooks, teaching methods, evaluation of teaching, teachers, school libraries, and the family and community environment play important roles. The language and literature curriculum has to be flexible and allow teachers and students to develop creativity in the teaching-learning activities. The content and mode of presentation of textbooks have to be interesting and support the cultivation of proficiency and skills in using language well and correctly as well as to increase the capability of appreciating literature. The teaching-learning methods have to be able to develop teacher-student interaction in such a manner that the students have a critical, creative and responsive attitude in dealing with lessons and life. The results of the evaluation of language teaching must be usable as the

basis of determining the progress and organizing of teaching-learning programs. Language and non-language teachers in various levels of education as well as the family and community environment have to give a good example of using language well and correctly to the students and arouse their enjoyment of reading and writing. The size, types and quality of school library collections need to be improved.

Regional languages in certain areas can be taught to their native-speaking students without obstructing the education and teaching of Indonesian language and literature. Therefore, the curriculum, textbooks, methodology and other facilities for the education and teaching of regional languages need to be developed.

Certain foreign languages are taught in schools, especially to promote the abilities of understanding and making use of the science and technology written in those foreign languages. The teaching of foreign languages, particularly in primary school, should not hamper the cultivation and development of the Indonesian language.

Follow-Up Actions

- 1) The primary and high school curricula of the teaching of language and literature which will begin to be implemented in 1994 need to be truly understood by teachers as well as complemented by good textbooks and clear implementation guidebooks.
- 2) The education and teaching of Indonesian language and literature, as resolved in the 5th Indonesian Language Congress, should place more emphasis on the aspect of skills in using language well and correctly, and on the aspect of appreciating literature, rather than aspects of

knowledge about Indonesian language and literature.

- 3) Textbooks which are used in primary and high schools should be good, from the point of view of their content, quality and presentation. In the composition of language textbooks, attention needs to be given so that all the formal aspects of language (sounds, vocabulary and grammar) are developed property.
- 4) Examination systems as one of the means of evaluating the education and teaching of Indonesian language and literature need to be improved at least from the point of view of the form and content so that the results give an objective picture of the progress of learning as well as the students' proficiency and skills in using the Indonesian language well and correctly.
- 5) To increase and expand the outlook of language teachers in primary and high schools, as recommended at the 5th Indonesian Language Congress, various reference books need to be quickly composed such as manuals of using the Indonesian language well and correctly, pedagogic grammars and manuals of communicative language teaching.
- 6) A general basic lecture course on the Indonesian language needs to be undertaken so that skills are acquired in using Indonesian for academic purposes.
- 7) Before the idea of teaching foreign languages in primary schools is implemented, thorough research needs to be carried out from all perspectives.

5. The Developments of the Indonesian Language Abroad

The aim of teaching Indonesian abroad is generally of an instrumental nature, especially for scholars who wish to conduct research in Indonesia and businessmen and future diplomats who are going to work in Indonesia. After studying in their respective countries, a fair number of them later attend further training in Indonesia.

It is time that **Indonesian for Foreign Learners [BIPA]** *) was treated more seriously, inter alia by: compiling a flexible curriculum which is easily adjustable to the learners' needs; composing teaching materials with an interesting format and paying attention to using spoken and written Indonesian well and correctly, as it lives in society, for both formal and informal interaction; and employing teaching methods based on the communicative approach. Therefore, the teachers and lecturers of *BIPA* should understand the socio-linguistic principles which underscore the communicative approach.

*) *Bahasa Indonesia untuk Pembelajar Asing*

Indonesian language materials in specific fields, which are very likely to be of interest to the learners, such as law, commerce and banking, also need to be developed.

Libraries and language laboratories need to be provided to complement *BIPA* which can be used by the learners outside classroom time.

Through comparison of the developments and teaching of Malay in Malaysia, Singapore and Brunei, the efforts of improving the teaching of Indonesian in general and the teaching of *BIPA* in particular need to be increased.

Jakarta, 2 November 1993

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