

## Development of BIPA Textbook as a Facility to Improve Active Communication for Novice Learners

<sup>1</sup>\*Retma Sari, <sup>2</sup>Dzikrina Dian Cahyani,

<sup>1</sup>English Department/ FKIP, Tidar University, Magelang, Indonesia,

<sup>2</sup>Indonesian Language and Literature Department / FKIP, Tidar  
University, Magelang, Indonesia

\*Corresponding author: sariretma.pbi@gmail.com

**Abstract.** *It is an important, BIPA learners especially from foreign students and tourist need to understand the concept of communication in Indonesian so that what is targeted will be achieved. The BIPA (Bahasa Indonesia bagi Penutur Asing) Program has an important role not only in introducing Indonesian but also its customs and culture to the world. The uniqueness of Indonesia that is served as an attraction for foreigners to learn about Indonesia, including language. Because BIPA does not only offer Indonesian language learning but as a venue for cultural diplomacy, it needs an integrated learning concept through a textbook so that learners will increasingly understand Indonesian society and culture in a more integrated and comprehensive way. The availability of BIPA textbooks is still limited especially, BIPA handbooks for active and interesting communication especially for novice or beginning learners is a major obstacle in learning. Along with the demands of the learner, it is necessary to have a more practical and communicative textbook renewal. This research is a research development by adopting research paths from Borg & Gall (1983), where the data obtained will be analyzed numerically and analytically descriptive. Furthermore, verbal data and mapping of BIPA learning domains are used to develop textbook designs.*

**Keywords:** *BIPA, textbook, active communication, novice learners*

### 1. INTRODUCTION

BIPA (Bahasa Indonesia untuk Penutur Asing) is an Indonesian for Foreign Speakers program conducted to the learners that majority they come from abroad having many backgrounds such as workers, students, tourists etc. BIPA Program plays an important role in introducing Indonesia to the world, thus placing Indonesian language as one of the important languages to be mastered in the world. This situation then leads foreigners to learn Indonesian with a variety of destinations such as politics, trade and economy, arts-culture or tourism.

Besides those explanation, from several observations said that Indonesian language was much favored by foreigners because Indonesian was easier to learn than English. To deal with the AEC (Asean Economic Community) or called *MEA (Masyarakat Ekonomi ASEAN)*, Indonesian language is very much needed, in addition to the purpose of working with Indonesian people or area in Indonesia. This situation is impacted from the globalization which does not always have a bad impact, even, it can be used to make improvements in many fields eg. Language and services. According to Suyitno (2005) concludes that globalization should not be suspected as a negative process, in the sense of the process domination of the global to the local. Many examples can be raised to show that in the current globalization there are mutual processes profitable. It forces Indonesian to renew all kinds of aspects so as not to be out of date. One of them namely in the language aspect. The currents of globalization, modernization and westernization are encouraging Indonesia to make its language able to enter the international field, such as it is learned in high Education by a program called BIPA.

The availability of BIPA textbooks is still limited and there is also no BIPA reference book for active communication, although students are urgently needed to be the main obstacle so that it becomes a strong reason to raise this research. There is a need to update textbooks that are

more quality, modern, interesting and communicative. In addition, BIPA does not only offer Indonesian language learning but also as a venue for cultural diplomacy, so it needs an integrated learning concept through a textbook so foreign students will increasingly understand Indonesian society and culture in a more integrated and comprehensive way. This is in line with the vision of *Badan Pengembangan dan Pembinaan Bahasa*. The vision is the implementation of BIPA is able to improve Indonesia's positive image internationally in order to make Indonesian as a language used to communicate in the international level while BIPA's mission is to introduce the people and culture of Indonesia to the world in order to improve the image of Indonesia abroad and the quality of teaching BIPA.

The purpose of this research is to develop the textbook for those who will learn about Indonesian language especially in the part of active speaking or communication. The materials will develop based on the real situation and local wisdom in order to make easier for learning, besides it also based on the needs and objectives of the learner in terms of material characteristics, material sequence, themes, reading structure, and also exercise. The benefit of this research can be used as a reference in providing the materials of BIPA text book that later it can suit with learners' need.

## **2. LITERATURE REVIEW**

### **2.1 BIPA (*Bahasa Indonesia untuk Penutur Asing*)**

Most of BIPA students are students from outside the country who want to learn Indonesian language. They do not understand Indonesian well but they are interested in learning it (Kusmiatun, 2016). In line with the statement of Suyitno (2014) that BIPA students are students of foreign nationality who have different cultural backgrounds from the language culture that is known and studied now, so BIPA teaching is different from teaching Indonesian for native speakers. One difference is in terms of BIPA students themselves, where BIPA students who have a first language and have different cultural backgrounds, ages and goals and this is one of its characteristics. Muliastuti (2016) states "The diverse ages of BIPA students relate to the approach, methods, techniques, and media used". Besides that in the BIPA program, language is not the only thing taught. Culture also has an important portion in the teaching process. It aims to facilitate BIPA students in understanding Indonesia, because language and culture have mutually reinforcing links. Lestyarini (2012) argues that "Indonesian cultural identity should be included in learning. By studying the cultural context, the social life of Indonesian people, and norms as values of community entities, foreign speakers can learn the character of Indonesia which is an absolute requirement that must be done to learn Indonesian. Based on their abilities, BIPA students are divided into three levels, namely beginner level, intermediate level and advanced level, where each level has different learning characteristics.

### **2.2 *The developing of BIPA Textbook for active Communication based on the need and local wisdom***

A direct citations reproduces words verbatim from another. BIPA students are foreign students who have different language and cultural backgrounds from the culture and language they learn. The levels of BIPA learners' abilities vary, from beginner, intermediate and advanced or advanced levels. BIPA teachers have a crucial role that will be a model for their students, so that it has consequences on the selection of Indonesian language material to be taught.

In accordance with the field of observations, foreign learners need a guide to be able to make them communicate and apply it quickly and easily, because the main purpose of language learning is able to communicate accurately and fluently. Because BIPA learners are very diverse, it is necessary to have varied material that accommodates learners' needs and knowledge as well as creativity in practical learning, so that learners can express themselves, present things, develop comprehensive learning concepts. Suyitno (2008) explains that "BIPA's teaching objectives which are very prominent are (1) to communicate daily with Indonesian speakers (general purpose), and (2) to explore Indonesian culture with all its aspects (specific objectives). Based on this, the development of BIPA textbook must have a systematic, integrative and comprehensive pattern between the needs of learners, learning objectives and the development of Indonesian culture as a representation of the characteristics of local wisdom. These things must simultaneously become a material in the textbooks that will synergize and

be in line with the objectives of foreign learners to learn Indonesian, where each learner will have differences in the targets and learning objectives.

The effort to make the textbook is not easy. Special skills, insights, creativity and strategies are needed to integrate learners' needs, the ability to provide strategies to communicate actively and smoothly and not leave local wisdom, so that later they will be able to create, develop and package a textbook in a systematic, proportional and functional manner.

### **3. METHODS**

#### *3.1 The Method of Collecting Data*

The method used is research and development adopted from Borg and Gall (1983). The subject are foreigners who learn Indonesian in UPT Bahasa, Tidar University. They are four foreigners, from Japan and Philippines, named Michiko, Subatsa are from Japan, while Danica and Voline from the other country. The Data collection methods used are: observation, interviews, questionnaires, and conducting library research. For this research data includes (1) verbal data about the initial behavior and characteristics of foreign students sourced from (a) notes of observations and results of interviews and questionnaires, (b) observational notes and interviews with BIPA instructors and tutors, and (c) documents which contains information from foreign students, (2) verbal data about the results of the BIPA learning domain mapping, in the form of topics, learning materials, learning approaches, learning techniques, and implementation of learning evaluations sourced from written materials, and (3) verbal data on results product triangulation and trials in the form of suggestions, criticisms, comments from BIPA teachers and learners.

#### *3.2 The Method of Analyzing Data*

The analysis in this study began after the data from the instrument were coded and interpreted based on a checklist and scale. The results of the numerical analysis are described to find out the need for making textbooks and student progress. The analysis was carried out in data collection where the researchers used interview guides, recording sheets of observations, and product evaluation sheets. Verbal data and BIPA learning domain mapping are used to develop textbook designs. Afterwards, the draft textbooks are verified by triangulation of theories, methods, expert groups and product trials in the field.

### **4. RESULT AND DISCUSSION**

From the results of interviews and questionnaires with the three BIPA instructors, they make their own teaching materials because not all materials are in the textbook, especially for the basic level, which has a lot of considerations, starting from the grammatical and word choice aspects. The source that becomes the reference or basis in making the teaching material is the syllabus. The discourse used to read the basic or novice level is a dialogue discourse with the method of reading and speaking, so it will know how to pronounce their reading and the error in its pronunciation. Appropriate evaluation tools suitable for reading skills are the texts they once knew when learning even though the texts were the same but were packaged in different ways, while for speaking there are some pictures and stories that must be described. It can be an evaluation tool such as multiple choice, matched, short answer essays, true-false statements for reading, while for speaking there are oral question answers, making conversation and describing such as story telling

The procedure for developing textbooks is based on Borg & Gall's (1983) are:

1. Observation, to find out the conditions in the field and determine the facilities needed and conduct a student needs analysis and domain analysis to map the domains, taxonomies, and material in textbooks
2. Researchers design and develop textbooks, The development of novice level BIPA Teaching Books based on the needs of learners and local wisdom by emphasizing active communication strategies and for the design must meet the basic principles of relevance, consistency, adequacy.
3. Validation by experts, for product eligibility
4. Product Revision
5. Product/ textbook implementation

6. Evaluation/ Reflection, evaluate the effectiveness of textbooks for the basis for the preparation and improvement of BIPA textbooks.

The report in the form of a textbook consisting eight chapters. Each chapter is accompanied by exercises for understanding reading and vocabularies list contained in the discourse. After that there are also conversations and instructions for describing to show the ability in speaking.

The selection of material is based on stories and activities of Indonesian in general in order to reflect local wisdom. Reading activities begin with vocabulary related to numerical, symbols and style of writing. The reading text only consists of no more than five paragraphs with simple sentences that facilitates the learner to understand the contents of reading. After reading, there are reading comprehension activities. This activity consists of questions whose answers are sourced explicitly in accordance with the characteristics of learners who are still in the early stages of Bloom's taxonomy. This reading activity is a combination of reading and writing, using sample questions with who, what, how and how. After reading and writing are finished, followed by speaking which little short questions, making short dialogue and describing or telling a short story.

From the implementation of textbook draft it is listed below:

**Table. 1.**  
**The Result of Implementation**

| No. | Theme                         | Mark    |         |        |        |
|-----|-------------------------------|---------|---------|--------|--------|
|     |                               | Michiko | Subatsa | Danica | Voline |
| 1.  | Huruf dan Angka               | 80      | 85      | 85     | 80     |
| 2.  | Perkenalan dan Identitas Diri | 80      | 85      | 85     | 80     |
| 3.  | Waktu                         | 80      | 85      | 80     | 80     |
| 4.  | Petunjuk Arah                 | 87      | 80      | 85     | 87     |
| 5.  | Kegiatan Sehari-hari          | 80      | 80      | 80     | 80     |
| 5.  | Profesi                       | 85      | 87      | 87     | 80     |
| 6.  | Transportasi                  | 85      | 80      | 80     | 87     |
| 7.  | Fasilitas Umum                | 85      | 87      | 85     | 85     |

Judging from the results of the evaluation on teaching materials that there are learners who answer almost correctly, overall the scores obtained by students are relatively good. All learners' values are moderate, none of them are correct and not too bad. From the trial results of the four learners on theme 1 up to 8 that are considered to have understood the discourse well with a number of grades 80, 85 or 87 and this range value is good enough for beginning level of BIPA learners. In other words the understanding of the discourse given to novice BIPA learners is considered to be quite good and understanding.

From the trial results of basic level BIPA reading teaching materials, it was also found several vocabularies considered difficult because they did not know the meaning of the word, besides, they are difficult to arrange the world into the sentence. It is properly accepted because they learn new language and it needs time to make it into the habit

From the result of interview and questionnaires got from BIPA instructors and Indonesian lecturers as an expert, they said that the textbook is completed and good but according to the writer after seeing the results of the trials/ implementaion of textbook draft, basically it still needs to be revised in term of developing vocabulary to make it better in improving Indonesian references.

## CONCLUSION

This is done to enrich teaching material materials needed in BIPA teaching materials or themes that researchers develop are numbers and letter, introductions, times, direction, daily activities, profession, transportation and public places. All the material are for the novice/ beginning level of BIPA's students. The content of the discourse has been adjusted to the determined theme. In arranging the textbook, vocabulary, grammar, sentence patterns and speaking instruction must be in accordance with the characteristics of teaching materials and

the student's level. Besides in choosing the materials it must be based on the Indonesian landscape, situation and habit, so the textbook's material will reflect not only about language but also Indonesian culture.

The results of the implementation of teaching materials still needs to be improved especially in vocabulary to make better and perfect in constructing BIPA textbook in the novice level and also larger novice or beginning learners to be tested,

## REFERENCES

### Journal article from a subscription database (no DOI)

- Eko, A. (2015). *Pengembangan Bahan Ajar BIPA Bermuatan Budaya Jawa Bagi Penutur Asing Tingkat Pemula*. Retrieved: <https://lib.unnes.ac.id/23068/>.
- Indriani, E. (2013). Strategi Komunikasi Mahasiswa Asing Dalam Interaksi dan Pembelajaran Bahasa Indonesia. *Pembelajaran Bahasa Indonesia. Jurnal Linguistik dan Edukasi (online)*, Vol 2, No. 1, 8. <http://ejournal.undip.ac.id/index.php/parole/article/view/1576>.
- Kartika, R., Waluyo, H., & Winarni R. 2017. *BIPA (Bahasa Indonesia Penutur Asing) Sebagai Upaya Internasionalisasi Universitas Di Indonesia*. Retrieved: [file:///C:/Users/SEVEN/Downloads/1294-2443-1-SM%20\(1\).pdf](file:///C:/Users/SEVEN/Downloads/1294-2443-1-SM%20(1).pdf).
- Liliana, M. (2016). *Internasionalisasi Bahasa Indonesia melalui Pengajaran Bahasa Indonesia Bagi Penutur Asing (BIPA)*. Makalah disajikan pada Konferensi BIPA Ke-1 diselenggarakan Universitas Sebelas Maret, tanggal 14 Mei 2016. Retrieved: <https://scholar.google.co.id/citations?user=J3qfPkAAAAAJ&hl=id>.
- Suyitno, I. (2014). Pengembangan Bahan Ajar Bahasa Indonesia untuk Penutur Asing (BIPA) berdasarkan Hasil Analisis Kebutuhan Belajar. *Wacana, Journal of the Humanities of Indonesia*, 9(1). *Jurnal Bahtera. Tahun. 14, No.1., 2015.* [https://www.researchgate.net/publication/279243879\\_Pengembangan\\_Bahan\\_Ajar\\_Bahasa\\_Indonesia\\_untuk\\_Penutur\\_Asing\\_BIPA\\_berdasarkan\\_Hasil\\_Analisis\\_Kebutuhan\\_Belajar](https://www.researchgate.net/publication/279243879_Pengembangan_Bahan_Ajar_Bahasa_Indonesia_untuk_Penutur_Asing_BIPA_berdasarkan_Hasil_Analisis_Kebutuhan_Belajar).
- Taftiawati, M. (2017). Strategi Komunikasi Pembelajar Bipa UPI Asal Korea Selatan Dalam Pembelajaran Bipa Tingkat Dasar. Retrieved from: <file:///C:/Users/SEVEN/Downloads/467-851-1-SM.pdf>.
- Widyatarmo, D. (2017). Pembelajaran Bahasa Indonesia untuk Penutur Asing Berbasis Blended Learning. Retrieved from: [https://www.researchgate.net/publication/320702093\\_PEMBELAJARAN\\_BAHASA\\_INDONESIA\\_UNTUK\\_PENUTUR\\_ASING\\_BERBASIS\\_BLENDED\\_LEARNING](https://www.researchgate.net/publication/320702093_PEMBELAJARAN_BAHASA_INDONESIA_UNTUK_PENUTUR_ASING_BERBASIS_BLENDED_LEARNING).
- Yin, R. K. (2011). *Qualitative research from start to finish*. New York: The Guilford Press.
- Badan Pengembangan dan Pembinaan Bahasa. (2013). *Visi dan Misi Badan Pengembangan dan Pembinaan Bahasa*. Retrieved: [http://www.badanbahasa.kemdikbud.go.id/lamanbahasa/visi\\_misi](http://www.badanbahasa.kemdikbud.go.id/lamanbahasa/visi_misi).

### Books, in print

- Borg, W., R. & Gall., M., D. (1983). *Educational Research: An Introduction*. New York-London: Longman University Press.
- Krathwohl, D, R. (2002). *A Revision of Bloom's Taxonomy: An Overview, Theory into Practice*. Ohio: College of Education, The Ohio State University.
- Kusmiatun, Ari. (2015). *Mengenal BIPA dan Pembelajarannya*. Yogyakarta: K-Media.
- Prastowo, A. (2011). *Panduan kreatif membuat bahana ajar inovatif: menciptakan metode pembelajaran yang menarik dan menyenangkan*. Yogyakarta: Diva Pres
- Sitepu. 2012. *Penulisan Buku Text Pelajaran*. Bandung: PT. Remaja Rosdakarya Offset
- Sugiyono. 2008. *Metode Penelitian Kuantitatif Kualitatif Dan R & D*. Bandung: Alfabeta Bandung.
- Suyitno, I. (2004). *Pengetahuan Dasar BIPA: Pandangan Teoritis Belajar Bahasa*. Yogyakarta: Grafika Indah.
- Suyitno, I. (2008). *Bahasa Indonesia untuk Penutur Asing: Teori, Strategi, dan Aplikasi Pembelajarannya*. Yogyakarta: CV Grafika Indah.
- Suyitno, I. (2014). Pengembangan Bahan Ajar Bahasa Indonesia untuk Penutur Asing (BIPA) berdasarkan Hasil Analisis Kebutuhan Belajar. *Wacana, Journal of the Humanities of Indonesia*, 9(1). *Jurnal Bahtera. Tahun. 14, No.1., 2015.*

[https://www.researchgate.net/publication/279243879\\_Pengembangan\\_Bahan\\_Ajar\\_Bahasa\\_Indonesia\\_untuk\\_Penutur\\_Asing\\_BIPA\\_berdasarkan\\_Hasil\\_Analisis\\_Kebutuhan\\_Belajar](https://www.researchgate.net/publication/279243879_Pengembangan_Bahan_Ajar_Bahasa_Indonesia_untuk_Penutur_Asing_BIPA_berdasarkan_Hasil_Analisis_Kebutuhan_Belajar).

Taftiawati, M. (2017). Strategi Komunikasi Pembelajaran Bipa UPI Asal Korea Selatan Dalam Pembelajaran Bipa Tingkat Dasar. Retrieved from: <file:///C:/Users/SEVEN/Downloads/467-851-1-SM.pdf>.

Widyatarmo, D. (2017). Pembelajaran Bahasa Indonesia untuk Penutur Asing Berbasis Blended Learning. Retrieved from: [https://www.researchgate.net/publication/320702093\\_PEMBELAJARAN\\_BAHASA\\_INDONESIA\\_UNTUK\\_PENUTUR\\_ASING\\_BERBASIS\\_BLENDED\\_LEARNING](https://www.researchgate.net/publication/320702093_PEMBELAJARAN_BAHASA_INDONESIA_UNTUK_PENUTUR_ASING_BERBASIS_BLENDED_LEARNING).

Yin, R. K. (2011). *Qualitative research from start to finish*. New York: The Guilford Press.  
Badan Pengembangan dan Pembinaan Bahasa. (2013). *Visi dan Misi Badan Pengembangan dan Pembinaan Bahasa*. Retrieved: [http://www.badanbahasa.kemdikbud.go.id/lamanbahasa/visi\\_misi](http://www.badanbahasa.kemdikbud.go.id/lamanbahasa/visi_misi).