

The Development of Integrative Model for Indonesian Language Teaching Materials in ICT Based Socio Culture Studies for Intermediate non Native Speakers

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ARTICLE INFO

Received: October 01, 2018

Accepted: October 22, 2018

Published: November 30, 2018

Volume: 1

Issue: 3

KEYWORDS

integrative model of Indonesian language for foreigners (BIPA), teaching material, communicative ability, ICT

ABSTRACT

This article is aiming at developing an integrative model of Indonesian language for foreigners (BIPA) teaching material for non native speakers (NNS). This research has successfully proven that the material developed here is able to improve foreigners' communication skill. Research statements employed in this research are: (1) what the need of ICT based integrative model development of BIPA teaching material for NNS in improving Indonesian language communicative skill is, (2) what the characteristics of Indonesian teaching material integrative model for NNS are, and (3) how the ICT based integrative model development of Indonesian teaching material for NNS in improving Indonesian language communicative skill are. This research is a research and development based on Borg and Gall concept that has been modified by Sukmadinata. The findings generated in this research are a guide of ICT based integrative model development of social cultural BIPA teaching material that is arranged (1) based on integrative approach, (2) developed in socio cultural domain, (3) oriented in communicative ability improvement, and (4) elaborated in ICT utilization basis.

1. Introduction

Indonesian language is not only has an important role in the national scale but also globally as an foreign language. It is because Indonesian language is the most language to be learned by foreigners. Foreigners learned Bahasa Indonesia or Indonesian language as a second language (foreign language) for academic purpose and also for practical purpose [1, 2]. In Indonesia, BIPA learners commonly employ the second purpose. Thereby, the learning process are directed to the practical ability, as how they use Indonesian language to communicate.

The preparation of learning process become very important to reach the purpose of learning Indonesian language for foreigners. In the learning preparation, there is an important aspect which must be included that is the existence of interesting learning materials. This whole time, the highly interested foreigners to

learn Indonesian language are not accompanied by the go well learning materials with the desire of the foreigners to learn Indonesian language. It is related to the rarity of learning material books which are spread out in the bookstore related to the BIPA's learning materials. This limited learning materials become important matters which is often faced by the teacher during the learning process. The teachers find it difficult to choose or to decide the appropriate learning materials in order to help the learners to reach the desired competence. The use meant is how to teach the language viewed by teachers point of view, and the way of learning viewed by the learners point of view.

Along with the rapidness of technology development in educational world, surely the obstacles of learning Indonesian language can be minimalized. The technology is important since it can reduce or even vanished the disability as the obstacle of learning.

Technology is important for the students principally the technology which can't be separated in the class [3]. Therefore, the learning materials are needed for BIPA as the balance for the high desired foreigners to learn Indonesian language. Besides, BIPA's learning materials which is appropriate with their programme's goal have a great benefit for them since in BIPA's learning materials we could insert the richness of our self identity, characters and our culture as Indonesian.

2. Indonesian Language for Foreigners (BIPA)

Based on [4], the foreigners learn Indonesian language with various purposes, from merely for daily communication, as for talk to driver, bargaining things, to mastering Indonesian language for formal needed, as for attending course or teaching Indonesian language. Thereby, there are three purposes of reasons behind foreigners' willingness to learn Indonesian language. Among them are their willingness to master the basic interpersonal communication skills, to understand the concepts and scientific principal of it, and to deepen the culture along with all of the aspects. The three purposes can be done separately, but it is also continually. They learn Indonesian language for practical needed, afterward learn something scientifically and finally could mastered the culture.

In BIPA's learning process, Indonesian language is placed as communication tool so that the learners are hoped to have communicative skills. Therefore, in BIPA's learning, process are to prepare learners to learn (1) the knowledge of language form which might be spoken, (2) the knowledge of spoken words and can be understood by the listener, (3) the knowledge of appropriate and proper words based on the context, and (4) the knowledge of have been spoken – words by others. By mastering the four things above, one is considered as a competent user.

Based on the achievement from targeted learning results, in BIPA's teaching process, the chosen approach is communicative approach. Related with communicative approach, Van Eck in [5] explained that language teaching using communicative approach needed some components in order to decide the purpose of language teaching, they are (1) the background situation of using language, including speaker role, setting and the topic of the conversation; (2) what kind of language activity which later could be done by the learners; (3) language function which is done by the learners by using the language later; (4) what can be done by the learners towards every topic of the conversation; (5) what kind of common issue which can be handled by the learners; (6) what kind of concepts which can be handled by the learners later; (7) what kind of language form which is used by the learners; and (8) the skills level which can be manifested by the learners. The teaching programme which use this purposes needed various activities and learning process, which help the learners to reach the set of the purposes.

Indonesian language learning process in BIPA's programme can be understood as a system which consists of some supporting components, they are instructional components and non-instructional components. The relation and intercomponents functional interaction are going to create teaching and learning process and the result of the learning [6]. In BIPA's learning process, the presence and the role of the learners are considered as prominent component. It can be said that the learners component also distinguished significantly between BIPA's learning process and other's Indonesian language learning process. BIPA's learners as the Indonesian language foreigners have certain characters, mainly show on (1)

personal features, (2) background, (3) major, (4) knowledge/skills, (5) interest, (6) learning purpose, (7) learning strategy, and (8) learning times. The presence and the condition of the learners could be implied to the role as well as the relation with others instructional components in the embodiment of BIPA's learning process. In addition, the character of the learners also become material which should be considered as variable which can be influenced and can be decided in BIPA's learning process.

BIPA's learning process has certain targets, it forms a proper language skills for learners. In the wider definition, the proper itself related to the others, including the culture which always engage in the language substance. It is caused not only by the learners' personal character matters, but cultural matter is also entangled in the creation of BIPA's learning process [6]. Moreover, since BIPA's learning process is held in Indonesia, the consideration from socio cultural view become more important. It said so, since the consideration as well as become learning source and learners needed to communicate directly with the society. BIPA's learning process as a programme, has a clear base as the common basic principle's in learning. As the language learning form, it must be based on the conceptual foreign language learning norm as the basic approach. The conceptual norm meant is mainly sources from language theories and language learning theories as stated by [7]. Aspectually, the spesification of BIPA's learning are shows on (1) the learning purpose, (2) learning target, (3) materials order, (4) choosing methods, (5) the use of source/media, (6) learning activities, (7) learning evaluation, and (8) learning problems. Recalling the realization of the learning aspects is a complex matter, so that it is needed a clear conceptual base on BIPA's learning. Without a clear reference, it is considerably

possible that the BIPA's learning will be raid and have a negative influence to it's productivity. Viewed by organization and management pattern, the BIPA's learning should be (1) able to develop the learning motivation, as well as (2) able to facilitate the learners to master Indonesian language in context. The target must be mapped and realized in a form or model for BIPA's learning specifically and clearly. By considering the type of its activity, BIPA's learning is basically a process of learning act patterned which is directed towards the risen and stated learners learning motivation for Indonesian language [8]. Action process can be created by forming an environment with factual experience. Factual experience has an important role, essentially in the input realization and output result [9, 10, 11].

BIPA's learning aspects roled and must be placed functionally and proportionally in the BIPA's implementation policy. The aspects show on (1) learners individual background, (2) learners motivation, (3) class management (inside and outside) through material and activity elaboration, (4) the environment of where the language is used in the society, and (5) factual experience (language experience and problems). All of them would direct towards the learners act in order to mastering Indonesian language in context as the realization of learning result [8].

Going well with the explanation before, the implementation of BIPA's learning in Indonesia has spesification which is shown in the external instrument aspect. External instrument related directly to the learners' environment. This aspect colored the language climate Indonesian society, and this aspect needs to be counted as the variable in BIPA's learning. In order to do that, it is needed a national policy about

teaching Indonesian language for foreigners. That policy needs to comprise curriculum, learning material, teacher and equipment.

3. Methodology

This research was carried out to produce teaching material that is able to enhance the Indonesian language skills of non-native speakers. Research and Development (R&D) research model was applied in this study. The term educational product in this research doesn't only cover materials such as textual books, educational media and videos, etc; but also process and procedure development that include the development of learning models. In this case, there are two main activities that are of vital importance in a R&D study, namely creating products and testing said products' effectivity [12, 13].

The product that was being developed in this study is a development of integrative model of Indonesian language material for non-native speakers. The findings of this study were presented using qualitative descriptive method because the data of this study were obtained in the form of description that portray not only what happened but also qualify the description based on the data obtained.

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4. Results and Discussion

Based on the analysis result of BIPA learning and teachers' needs, an integrative model of socio-cultural Indonesian language teaching material for non-native

speakers that optimizes the use of information and communication technology was highly needed. The analysis result in question became the groundwork to develop an integrative model of BIPA teaching material. Besides, to help teachers develop the integrative model of BIPA teaching material, this study also created a guidance to develop the teaching material integrative model. On that ground, this teaching material integrative model and the development guidance were based on the needs of both the teacher and the learners.

In this study, the integrative model of BIPA teaching material was designed in three units that were in accordance with the syllabus that were being developed. The teaching material produced was aimed for intermediate level. In addition to teaching materials and guidance, this study also produced a complementary CD containing educational videos corresponding to the theme of each topic.

Material delivered in this teaching material for intermediate level was designed to fulfill the needs of Indonesian language learners. Due to the fact that the subject of the study was learners in intermediate level whose purpose was to acquire Indonesian language and culture, the teaching material was written in line with said purpose. The learning of language cannot be separated from the learning of culture. Therefore, all the materials produced in this study intended to train the learners' Indonesian language communication skills during their stay in Indonesia.

BIPA teaching materials produced in this study were divided into three units. Each was the elaboration of the BIPA syllabus that was designed with engaging themes and corresponding to the condition of Indonesian society. The first unit depicted local arts,

especially coming from Central Java. The second unit focused on tourism sites or travelling around Central Java. The last unit portrayed the culinary of Central Java.

Each unit was designed using integrative model. All materials were presented in one theme that can be used in the learning of all language skills, such as reading, listening, writing, and speaking. In addition, this book also featured basic Indonesian language grammar knowledge as well as primary cultural notes of Indonesia.

The making of integrative model prototype of Indonesian language teaching material for non-native speakers was carried out in six steps. After obtaining the analysis result of the needs of teachers and learners, a prototype was made. Afterwards, the prototype was tested by teaching material and media experts. Some constructive advice were given by the experts to improve the teaching material and media. After being remodeled, the products' effectivity were evaluated.

In the effectivity evaluation, it was found that during the learning process, learners became independent and active. Teacher acted as a facilitator and a motivator. The teacher employed a question and answer method to examine the learners' skills and knowledge about the Indonesian language material being taught by using blog, educational CD and teaching material.

The question and answer session conducted by the teacher stimulated an interaction between teacher and learners which, in effect, created a reciprocal relationship between teacher and learners. In this case, the teacher didn't limit the learners' answers. The teacher asked the same question to different learners so that a final answer could be concluded together. In

addition to question and answer session with learners, the teacher also asked the learners to present the each and every result of their learning activities. Presenting the result of what they had learned helped learners advance their communication skills.

In this learning process that used integrative model of Indonesian language teaching material for non-native speakers, all language skills were enhanced. For instance, in the local arts theme, learners read passages about local arts. This would certainly improved learners' reading skills. Besides, learners answered questions related to the passages which, as the result, advanced learners' writing skill. Still based on the same passages, the teacher played videos linked with the topic, while the learners were listening and watching the educational videos. Afterwards, the learners were asked to retell what they watched orally. This activity would better learners' listening and speaking skills.

Based on the analysis result of research data, it was apparent that learning process that employed intermediate-level ICT-based integrative model of socio-cultural BIPA teaching materials did help BIPA learners to improve their Indonesian language communication skills in intermediate level.

The analysis result of the data proved that there were score improvements from the pre-test, intervention, and post-test. Communication skills shown in the intervention were improved with the average score of 69. Meanwhile, in post-test, the learners' score increased by 6 points, reaching an average score of 75. Therefore, it can be concluded that intermediate-level ICT-based integrative model of socio-cultural BIPA teaching material advanced the fluency of foreigners in speaking Indonesian language. Learners' fluency

level which started in the level 2+ that is described as "able to satisfy routine social demands and limited work requirements" progressed into level 3+ that is interpreted as "able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most conversations on practical, social and professional topics".

In conclusion, employing intermediate-level ICT-based integrative model of socio-cultural BIPA teaching materials in learning process makes a difference in terms of learners' communication skills.

5. Conclusion

From the discussion above, it can be concluded that Integrative model of Indonesian language teaching material is required to fulfill these four aspects: 1) teaching material integration. Teaching material was written by including all language skills and combining them with materials that could be found in daily communication, such as dialogues on radio and television, announcement in a mosque, invitation, advertisements on a magazine, a news article in newspaper, and so on. Furthermore, BIPA teaching material must be integrated with Indonesian society's social and cultural aspects; 2) language skills integration. This model of BIPA teaching material was produced based on integrative approach. The term integrative in this teaching material development meant combining the usage of four language skills, namely listening, reading, speaking and writing; 3) learning implementation integration. In integrative approach, learners were also involved in activities in both inside and outside the classroom, whether in structured assignment or in socializing with the society and the surroundings; and 4) information and communication technology optimization. In this learning process, the use of ICT was focused on the utilization of blog with interactive multimedia.

Interactive blog with social media, such as yahoo messenger, facebook, twitter, google talk, and other online chatting applications. With the addition of said applications, learners were able to directly interact with the teacher and their fellow learners.

The characteristics of this intermediate-level ICT-based integrative model of socio-cultural BIPA teaching material were: 1) based on integrative approach, 2) developed in the socio-cultural domain, 3) aimed to improve communication skills, and 4) optimizing the use of ICT. Intermediate-level ICT-based integrative model of socio-cultural BIPA teaching material was developed based on the characteristics above.

This intermediate-level ICT-based integrative model of socio-cultural BIPA teaching material was proven as effective and able to improve non-native speakers's communication skills in Indonesian language. This was shown in the product effectivity evaluation. Based on the result of this study, there was an increase in learners' score of communication skills, from 57 to 75. Thus, this intermediate-level ICT-based integrative model of socio-cultural BIPA teaching material was proven able to improve foreign learners' level of fluency. Before given this teaching material, learners' average fluency level were 2+ which means "able to satisfy routine social demands and limited work requirements". Afterwards, their fluency level advanced to level 3+ which is described as "able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most conversations on practical, social and professional topics".

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