The Need Analysis of Indonesian Language Teaching For Speakers of Other Languages (BIPA)

Nofrahadi*

As progress has been made by Indonesia in globalization era, the role of Indonesian in intercultural relationship has placed Bahasa as an important language to be acquired. According to Mahsun, the Head of Language Development Agency in 2013, currently, there are at least 45 countries have participated in BIPA with 174 BIPA center spread across the countries (Kompas.com, October 23, 2013). It encourages the researchers to identify BIPA learners from various language centers in Indonesia, especially Language Center in Universitas Pendidikan Indonesia (UPI). This paper is a preliminary study that discussed the results of BIPA learners’ need analysis including learners’ background and some elements that encourages them to learn Bahasa Indonesia. The results of the analysis can later be used to compile teaching materials, syllabus and design/lesson plans in accordance with the needs of BIPA learners. The research used descriptive qualitative approach. The instrument of the research is a questionnaire that randomly distributed to BIPA learners in language center in UPI or other language centers in Indonesia.

[Keywords: Bahasa Indonesia, BIPA learners’s need, Teaching materials]

1. Background

Indonesian language learning for foreign speakers (BIPA) becomes popular in many countries around the world. Developed countries in Asia, such as South
Korea and Japan, are two of them. Based on data from the Ministry of Foreign Affairs in 2013, Indonesian language has the world’s fifth largest native speakers, as many as 4,463,950 people spread abroad. Even, the chairman of the House of Representatives in the 32nd ASEAN Inter-Parliamentary Assembly (AIPA) session in 2011 proposed Indonesian language as one of the working languages in AIPA sessions (Kompas.com, October 23, 2013). Since 2015 until now, the Language Development Agency through the Center of Development Strategy and Language Diplomacy (PPSDK) has sent BIPA’s tutors to various countries in ASEAN, East Asia, Africa, Europe, United States of America, and Australia. It aims to spread Indonesian language internationally (badanbahasa.kemendikbud.go.id., February 3, 2017). It proves that Indonesian language can be compared with other foreign languages such as English, Japanese, French, as a second priority language.

According to Ellis (in Suyitno, 2007 : 62), BIPA learners are foreign learners with different language and cultural background. These language and cultural differences will affect the selection of the materials given, because second language acquisition, including Indonesian is strongly influenced by first language. These facts and problems become the reason for the researcher to do the need analysis of BIPA learners, including the background, problems or difficulties and factors that encourage the learners to learn Indonesian language. The need analysis will later be useful for designing appropriate teaching materials for BIPA learners to achieve the satisfactory result.

2. Method

The research on the Need Analysis of Indonesian Language Learners for Foreign Speakers (BIPA) used descriptive qualitative approach. Qualitative approach in this research is based on the following considerations. First, this research develops concept based on existing data. Second, the research is descriptive, means that the researcher tries to create systematic, factual, and accurate description about facts, characters and relationship between phenomena that is being investigated. It is in line with Hasan’s opinion (1990) who stated that qualitative research is always descriptive, i.e. the result of the phenomena will be explained descriptively. The instrument of the research was questionnaire. This study was based on the data obtained through questionnaires to BIPA learners at Language Centers in Indonesia, especially in UPI Language Center. The questionnaires contained BIPA learners identities, and 12 questions including backgrounds, learning sources, media and learning methods they like to learn Indonesian language. There were 41 respondents from 20 different countries. The collected data will be analyzed using Mathematical computation.

3. Results

Based on the findings, there were 41 respondents from various language centers in Indonesia, especially UPI language center. They were from 20 different
The Need Analysis of Indonesian Language Teaching........Other Languages (BIPA)

countries, i.e. 10 South Koreans, 4 Japanese, 3 Thais, 2 Zimbabweans, 1 Libyan, 5 Australians, 2 Malaysians, 2 Americans, 1 Ukrainian, 1 Italian, 1 Vietnamese, 1 Singaporean, 1 Russian, 1 German, 1 Chinese, 1 Brunei, 1 Namibian, 1 Lao, 1 Dutch and 1 Afghan. Furthermore, high school graduates respondents were 4 people, Diploma 2 people, Bachelor degree 27 people, Master degree 6 people, and those who did not fill the education level were 2 people. The age range was between 19-58 years old. Based on the data, it can be concluded that BIPA learners were adults and highly educated. It is similar to what is stated by Suyitno (2007 : 63), that BIPA learners in general are adults. The adults here are over 17 years old. Therefore, there are some factors that need to be considered by BIPA tutors in the preparation of teaching materials for adults level, not for kids level.

The questionnaires distributed to the respondents contain of 12 questions, where the results will be described as follow :

a. **What languages do you speak?**

For this question, 10 respondents (24.39%) answered English. Besides English there are several languages that they master. They are French, Ukrainian, Russian, Japanese, Zimbabwean, German, Arabic, Italy, Korean, Malay, Lao, Persian, Urdu, Pashto, Mandarin, and Thai. It means that more than 50% of respondents mastered their first language. Based on these data, it can be concluded that their first language greatly influences the second language acquisition process. In line with the problem, Almatussa’diyah (2016 : 43) reported that one of the things that can be done to cope with the problem of first language interference is by implementing the value of Indonesian culture into the BIPA materials.

b. **Have you studied Indonesian before?**

As many as 41 responded this question, there are 23 respondents (56.10%) answered yes and 18 respondents (43.90%) answered no.

c. **Where did you learn Indonesian before?**

There are 23 respondents said that they had studied Indonesian. As many as 21 respondents (51.22%) answered that they had learnt Indonesian at college, 1 respondent (2.44%) answered at course institution, and 1 respondent (2.44%) answered at a private course.

d. **Why are you interested in learning Indonesian?**

For this question, 8 respondents (19.51%) answered to work in Indonesia, 8 respondents (19.51%) answered to know the culture of Indonesia, 7 respondents (17.07%) answered for entertaining/leisure, 6 respondents (14.63%) answered to study in Indonesia, 5 respondents (12.20%) answered to know more people, 5 respondents (12.20%) answered to stay in Indonesia and 2 respondents (4.88%) answered other reasons. Based on these data, it can be concluded that the purposes of BIPA learners learn Indonesian are for working and knowing the culture of Indonesia.
e. What are your specific goals for learning Indonesian?

There are 19 respondents (46.34%) who answered their specific goal of studying Indonesian language is to work in Indonesia. For the rest of respondents, 15 respondents (36.58%) answered they want to stay in Indonesia for a long time, 8 respondents (19.51%) answered they want to do research in Indonesia, 6 respondents (14.63%) answered they want to take a program on Indonesia at their universities, and 6 respondents (14.63%) answered other options.

f. How long do you think it would be good to learn Bahasa Indonesia?

After analyzing the data, it was found that 14 respondents (34.14%) answered 90 minutes per meeting. In addition, 13 respondents (31.70%) answered 60 minutes, 10 respondents (24.39%) answered 40 minutes, and 4 respondents (9.75%) answered 30 minutes.

g. What language skill do you like best in learning Indonesian?

Table-1: the most preferred Indonesian language skill

<table>
<thead>
<tr>
<th>Skill</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>6</td>
<td>14.63</td>
</tr>
<tr>
<td>Listening</td>
<td>3</td>
<td>7.32</td>
</tr>
<tr>
<td>Writing</td>
<td>6</td>
<td>14.63</td>
</tr>
<tr>
<td>Speaking</td>
<td>8</td>
<td>19.51</td>
</tr>
<tr>
<td>Listening and speaking</td>
<td>6</td>
<td>14.63</td>
</tr>
<tr>
<td>Reading and writing</td>
<td>1</td>
<td>2.44</td>
</tr>
<tr>
<td>Reading and speaking</td>
<td>4</td>
<td>9.76</td>
</tr>
<tr>
<td>Writing and speaking</td>
<td>2</td>
<td>4.88</td>
</tr>
<tr>
<td>Reading, writing and speaking</td>
<td>1</td>
<td>2.44</td>
</tr>
<tr>
<td>Reading, listening and speaking</td>
<td>2</td>
<td>4.88</td>
</tr>
<tr>
<td>Reading, listening and speaking</td>
<td>2</td>
<td>4.88</td>
</tr>
</tbody>
</table>

From table-1 above, it can be concluded that 8 respondents (19.51%) preferred speaking. It is reasonable because the purpose of learning a language is to be able to speak fluently with other speaker. Related to this, ac Ghazali (in Jazeri, 2016: 224) stated that the purpose of learning to speak is to master two competencies, for instance (1) to be able to understand the speech of other speaker, and (2) to be able to produce speech that is easily understood by other speaker.

h. What language skill do you find as the most difficult skill to be learnt?

Table-2 presents data on Indonesian’s most difficult language skills on the next page:
Table-2: Indonesian’s most difficult language skills

<table>
<thead>
<tr>
<th>Skill</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>2</td>
<td>4.87</td>
</tr>
<tr>
<td>Listening</td>
<td>7</td>
<td>17.07</td>
</tr>
<tr>
<td>Writing</td>
<td>12</td>
<td>29.26</td>
</tr>
<tr>
<td>Speaking</td>
<td>12</td>
<td>29.26</td>
</tr>
<tr>
<td>Reading and writing</td>
<td>3</td>
<td>7.31</td>
</tr>
<tr>
<td>Listening and writing</td>
<td>2</td>
<td>4.87</td>
</tr>
<tr>
<td>Listening and speaking</td>
<td>3</td>
<td>7.31</td>
</tr>
</tbody>
</table>

Indonesian language skills that respondents consider to be the most difficult skill are reading for 12 respondents (29.26%), and speaking for 12 respondents (29.26%). Based on these findings, it can be concluded that BIPA learners find that it is difficult to master the ability of productive language.

i. What learning resources would you rather use when learning Bahasa Indonesia?

For this question, 24 respondents (58.53%) answered the teaching materials, 17 respondents (41.46%) answered the internet, 14 respondents (34.16%) answered other learning resources (film, discussion, friends, etc.), 2 respondents (4.87%) answered the newspaper, and 1 respondent (2.43%) answered the magazine. These findings prove that the respondents prefer to use teacher teaching materials. Siroj (2015: 76) said that teaching materials can overcome differences in characteristics of learners, because learners who can learn quickly do not need to wait for other students.

j. What learning media do you prefer in learning?

The learning media that the respondents prefer to choose are the audio visual media for 24 respondents (58.54%), the surroundings things for 17 respondents (41.46%), traditional costumes for 16 respondents (39.02%), games and simulation for 9 respondents (21.95%), graphic media for 8 respondents (19.51%), and audio media for 8 respondents (19.51%). Based on the findings data it can be concluded that the audio-visual media such as video and other similar media are a media preferred by the respondents.

k. If you can choose your classmates, what criteria would you choose?

The criteria of the classmates chosen by the respondents are classmates that come from different countries for 33 respondents (80.49%), the same languages for 10 respondents (24.39%), different gender for 8 respondents (19.51%), same gender for 5 respondents (12.20%), same origin for 6 respondents (14.63%), and other criteria for 4 respondents (9.76%). The findings show the result that the classmates the respondents want to choose are those from different countries.
1. When studying in class, what learning technique do you prefer?

The preferred technique chose by 19 respondents (46.34%), is group work, 17 respondents (41.46%) choosed in pairs, and 14 respondents (34.15%) chose individual work. The findings show that respondents prefer to study in groups.

4. Conclusion

Based on the analysis of the needs of Indonesian learners for foreign speakers (BIPA) which contains of 12 questions above, we can sum it up into some points. First, the BIPA learners in general are adults between the age of 17 and 58, and are highly educated. Second, the second language learning, in this case Indonesian language, is influenced by the first language of BIPA learners. Therefore, one of the solution is to implement the cultural values into teaching materials. Third, as a whole, BIPA learners have studied Indonesian language previously in their universities and other places both in and outside the country. Fourth, it deals with a special purpose and interest having by the BIPA learners. The purpose of BIPA learners learn Indonesian in general is to work in Indonesia and to know Indonesian culture more closely. Fifth, the effective time to learn Indonesian in one meeting is 90 minutes. Sixth, Indonesia’s most preferred language skill is speaking, but the ability to speak is also the most difficult language skills in Indonesia. Seventh, the preferred learning source of BIPA learners is the teacher’s own teaching materials. Eighth, the most preferred learning media for BIPA learners is a visual audio media. Ninth, the preferred classmates of BIPA learners are friends from different countries. Tenth, the preferred way of learning for BIPA learners in the classroom is group discussion.

These ten findings can be used by teachers or BIPA’s tutors in preparing teaching materials, syllabus, and design/lesson plan in accordance with the needs of learners. It should be noted by the teacher before designing a lesson. Suyitno (2007 : 64) revealed that to understand the characteristics of foreign students is needed especially in the effort to select and to improve the learning materials of BIPA. Thus, learning BIPA is determined by various elements that each period has their own functions and roles in achieving the goals.

Acknowledgement

The research is funded by Indonesia Endowment Fund (LPDP).

References


