

Authentic Assessment Based Intercultural: Assessment of Speaking Skills for BIPA Learning

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ABSTRACT

Education in a multicultural society provides a challenge towards superior human resources who are technologically capable but still uphold social and cultural ethics in facing the era of super smart society (society 5.0). This challenge gave birth to new problems in the traditional assessment concept towards intercultural-based performance appraisal to assess speaking skills for BIPA teachers. This paper is expected to be able to contribute to the needs of teachers in authentic assessment according to the needs and characteristics of students who have cultural differences in learning a second language. This research is a descriptive qualitative research with a case study approach. The research data was obtained from field notes collected through direct observation and involved observation. This research resulted in the design of planning, implementation, and assessment of intercultural-based BIPA learning through authentic speaking skills assessment, especially in vocabulary learning. Vocabulary learning uses folklore texts as a learning resource that contains elements of Indonesian culture. Based on the observations and observations made to BIPA students from Myanmar, the level of mastery of language and culture as well as speaking skills is in the good category. Thus, intercultural-based language learning through authentic assessment is considered effective for learning Indonesian for foreign speakers.

Keywords: *authentic, intercultural, speaking skills, BIPA.*

1. INTRODUCTION

Indonesian for Foreign Speakers (BIPA) is an Indonesian language learning program aimed at foreign nationals as the subject. This is one of the efforts made by the government in an effort to internationalize the Indonesian language. This effort is not only the responsibility of the central government alone [1], but is supported by all relevant institutions [2].

The internationalization of the Indonesian language does not only introduce Indonesian to the world community, but also teaches Indonesian both at home and abroad. Along with the rapid flow of globalization, Indonesian has become a second language or even an important language in several countries such as Vietnam, Australia, Thailand, and others [3].

Foreign nationals have different goals for learning Indonesian. The objectives include studying Indonesian culture, educational interests, cooperation, professions, and simply knowing Indonesian [4]. In addition, in several social contexts, Indonesian language learning for

the purposes of tourism activities is also in great demand [5].

Learning language and culture are two things that cannot be separated in order to minimize cultural stuttering. This intercultural communication is very important because the communication process that is woven between humans is motivated by different cultures [6]. Therefore, BIPA learning requires intercultural competence (IC) for both students and teachers. Intercultural competence is a person's ability to interact with other people who have different cultural backgrounds [7]. Therefore, intercultural-based learning is important and urgent according to current needs.

Intercultural-based language learning is expected to be able to produce BIPA students who master the Indonesian language as well as the Indonesian culture. Competency standards for BIPA students refer to the Common European Framework of Reference (CEFR) with the leveling level referring to the Indonesian Language Proficiency Test (UKBI) [6]. Meanwhile, cross-cultural understanding is oriented towards

customs, norms, laws, habits, and communication techniques, both verbal and nonverbal.

The BIPA learning competency unit includes language competencies in the form of listening, speaking, reading and writing as well as linguistic aspects in the form of grammar and vocabulary. Based on needs analysis through case studies, this study focuses on authentically assessing speaking skills through intercultural-based learning. Authentic assessment emphasizes performance measurement, doing something which is the application of theoretically acquired knowledge [8]. Therefore, to be able to measure the level of learning achievement of BIPA students through an intercultural approach using authentic assessments so that they are able to answer the needs of today's students and teachers.

2. DISCUSSION

BIPA speaking learning material using an intercultural approach focuses on knowledge, introduction, and enrichment of Indonesian cultural insights. It is intended that BIPA students have provisions about Indonesian culture to be applied in everyday life. Therefore, the intercultural approach in BIPA learning directs students to real situations and conditions of speech events.

As an early learner who is still at the basic level (level A1), the language competence that needs to be mastered is vocabulary. The vocabulary includes the names of objects, animals, fruits, families, members of the body, and others. This study is based on a case study of BIPA learning at Universitas Negeri Padang in the odd semester of 2019. 8 BIPA students from Myanmar received scholarships from UNP in collaboration with the Myanmar government for undergraduate and master's levels.

2.1. BIPA Learning Planning with Intercultural Approach.

BIPA learning with an intercultural approach begins with the preparation of a learning plan. The preparation of learning plans is adjusted to the level of BIPA learners, namely A1 with language competence in the form of vocabulary mastery. In order to increase the vocabulary, students are given a short text in the form of folklore that contains elements of Indonesian culture in it. Students can discover and master the vocabulary while studying the cultural elements contained in the text.

The learning scenario briefly begins with preliminary activities through opening learning activities by the teacher. At this stage, the teacher carries out several activities such as greeting, checking attendance, asking questions about student news, and providing an introduction to the topics to be discussed at the meeting. In addition, the teacher also provides a little motivation to provoke the enthusiasm of students to study the topic.

The second stage is the core activity that begins with the distribution of folklore texts to students. Each learner gets a different story text. After the learners read the text, then the learners find difficult vocabulary and find the meaning by using the Indonesian dictionary. Next, students will be given a table to group the vocabulary encountered according to the classification of each word as the following table:

Table 1. List of vocabulary in folklore texts.

List	Story Title :				
	Family members	Limb	Animal	Fruit	Noun
1
2
3

After the students find and classify the vocabulary found and their meanings, then the students then identify the cultural elements found in the text as a conclusion. Next, students take turns reading and explaining the meaning of the vocabulary found in the text and mentioning cultural elements in front of the class. At this stage, the teacher assesses speaking skills based on the ability to pronounce the vocabulary found in the text and explains its meaning using a performance assessment sheet.

After the students present the results of their respective work in front of the class, the students and teachers evaluate each other's appearance. The teacher can direct the evaluation based on the assessment indicators that have been formulated. Furthermore, in the last stage, namely closing, the teacher closes and concludes the learning and reflects on the process that has been carried out.

2.2. Implementation of BIPA Learning with an intercultural approach.

The implementation of BIPA learning with an intercultural approach is carried out through a learning plan in accordance with the previously planned stages. The implementation of learning can be seen in the following chart.

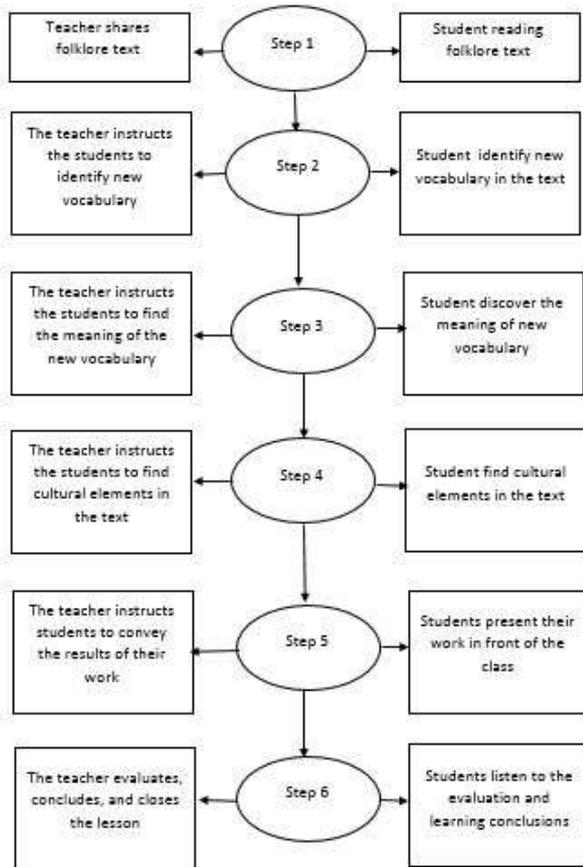


Chart 1. BIPA Learning Structure with Intercultural Approach.

The BIPA learning structure chart with the intercultural approach above shows the stages and activities carried out by teachers and students in studying material about vocabulary and culture. The speaking assessment carried out by the teacher refers to an (authentic) performance assessment based on an intercultural approach. Through intercultural-based speaking learning, the information literacy and communication of BIPA students according to the demands of the 21st century will increase [9].

The examples of folklore texts that can be used as learning materials can be seen in the following table:

Table 2. Folklore texts containing intercultural elements for BIPA learning

No	Folklore Title	Cultural Elements
1	Malin Kundang	<ul style="list-style-type: none"> ✓ Culture of wandering ✓ Trade skills ✓ Respect parents
2	Sangkuriang	<ul style="list-style-type: none"> ✓ Hedonism (fun) ✓ Belief in magic ✓ Hunting and weaving skills
3	Batu Menangis	<ul style="list-style-type: none"> ✓ The power of mother's prayer ✓ Respect and honor parents
4	Lutung Kasarung	<ul style="list-style-type: none"> ✓ Patience ✓ Generosity ✓ Kindness and deed
5	Roro Jonggrang	<ul style="list-style-type: none"> ✓ Keep promises ✓ Patience ✓ Wisdom

2.3. Authentic assessment of BIPA learning speaking skills.

Assessment of speaking skills consists of linguistic and non-linguistic assessments. The linguistic assessment includes diction (vocabulary, language rules, pronunciation/fluency, stress/intonation) and non-linguistic assessment includes expressions, gestures, voice volume, and fluency (Nurgiyantoro, 2015). In relation to the language speaker factor (foreign students), the assessment is carried out comprehensively through five indicators, namely accuracy of pronunciation, accuracy of word grouping, accuracy of word meaning, accuracy of cultural elements, and fluency of speech as shown in the following table.

Table 3. Authentic assessment of speaking skills

No	Rated aspect	Level of Fluency				
		1	2	3	4	5
1	Pronunciation accuracy					
2	Word grouping accuracy					
3	Accuracy of meaning					
4	The accuracy of finding cultural elements					
5	Kelancaran berbicara					

The assessment indicators above are different from speaking assessments for native Indonesian speakers. This is done to adjust to the level of ability and proficiency in using Indonesian by foreign speakers. Based on the assessment that has been carried out on 8 BIPA students from Myanmar, it is known that the level of Indonesian pronunciation and pronunciation is in the good category. One example of difficulty in pronouncing Indonesian, for example, is the pronunciation of the nasal velar (ŋ).

3. CONCLUSION

Language learning and culture are two things that cannot be separated, especially for second language learners. Language learning supports communication skills while cultural learning directs communication according to the cultural context of the language community. Therefore, language learning through an intercultural approach pairs the two learning in one educational process for BIPA students.

Intercultural-based BIPA learning is carried out through the stages of planning, implementation, and assessment. One of the language skills assessment that can be done authentically is speaking skill. The assessment of speaking skills is carried out comprehensively through five indicators, namely pronunciation accuracy, word grouping accuracy, word meaning accuracy, cultural element accuracy, and speaking fluency.

Based on the observations and observations made to BIPA students from Myanmar, the level of mastery of language and culture as well as speaking skills is in the good category. Thus, intercultural-based language learning through authentic assessment is considered effective for learning Indonesian for foreign speakers.

ACKNOWLEDGMENTS

Thank you to UNP international students from Myanmar in 2019 who studied Indonesian well and enthusiastically.

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