

What do I Have to Say? The Need of Pocket Book as a Helping Hand for BIPA Students

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ABSTRACT

From time to time, Indonesian for Foreign Speakers (BIPA) continues to grow, including BIPA at Universitas Negeri Surabaya (Unesa). It cannot be denied that in its journey, BIPA Unesa encountered various problems. One of them is a report from a foreign student who was confused when he first arrived in Surabaya. Their confusion includes finding the ideal place to live, using online motorcycle taxi applications, and using public facilities such as markets, hospitals, and police stations. Not only that, the understanding of academic rules on campus has also not been able to be conveyed on target. Some local students and lecturers have helped, but the limited number and time have made it impossible for them to assist students. Therefore, this research focuses on making pocket books in five different languages for foreign students.

Keywords: Student problem, BIPA, Pocket book.

1. INTRODUCTION

Along with years of experiences and development, Indonesian for Foreign Speakers (BIPA) program continues to spread its wings. In 2019, Darmasiswa Republik Indonesia (DRI), a program offered for foreign students who want to study Indonesian, conducted a survey which stated that 673 foreign students chose to study Indonesian for various reasons. As many as 65% of students want to learn the language, 30% want to study Indonesian arts and culture, 3% are interested in the world of culinary and tourism, and 2% are studying other fields. All foreign students are spread evenly in universities throughout Indonesia, including at Universitas Negeri Surabaya (Unesa).

BIPA Unesa has existed since 2001 and continues to grow until now. Every year, Darmasiswa RI sends several foreign students to study for one year for studying the Indonesian language and culture at BIPA Unesa. Data for the 2019-2020 academic year states that BIPA Unesa has 22 students from various countries such as Thailand (10 students), China (7 students), Latvia (1 student), South Korea (2 students), Japan (1 student), and Azerbaijan (1 student) with various purposes.

Even though these students come from different countries, the problem that is often faced by foreign students when they first come to Indonesia, especially

Surabaya, remains the same, namely feeling confused in facing a new reality that is very different from their home country. Since 2017, BIPA Unesa has been trying to minimize this by forming "Sahabat BIPA". It is a group of Unesa students who later become the first friends or a kind of liaison officers for foreign students who can help them in their daily lives in Surabaya. Start picking up the foreign students at the airport, accompanying them to go to public places such as malls, markets, or hospitals, discussing life in Surabaya, and so on. However, it has not been able to completely overcome the problem of confusion felt by the foreign students. The limited number of "Sahabat BIPA" and the time they have to assist foreign students is some of the reasons that causes their effort to help is not optimal. In addition, the different types of foreign students are also other causes. There are some foreign students who like to be accompanied by "Sahabat BIPA" on the grounds of developing their target language mastery skills. There are also those who do not want to be accompanied because they are afraid of causing too much problems or want to explore Surabaya independently.

Based on the description of the phenomena faced by the foreign students learning Indonesian in Indonesia, specifically in Surabaya, the researchers are encouraged to develop a pocket book that will be able to guide foreign students when they first arrive in Surabaya.

2. INDONESIAN LANGUAGE LEARNING FOR FOREIGN SPEAKERS (BIPA)

2.1 The Teaching and Learning Process

The teaching and learning Indonesian given to native Indonesian speakers (natives) is not the same as for those who are learning BIPA. There are many aspects that must be considered in BIPA learning, both internal and external aspects. Indonesian language learning for natives is more directed at planting and building nationalism and also for its theoretical knowledge. Meanwhile, BIPA refers to its functional aspects [1].

In developing BIPA learning, it is necessary to understand the needs of students adequately. Understanding the characteristics of BIPA students is the starting point in preparing and implementing BIPA learning. In general, BIPA students are adult foreign students who have different cultural backgrounds from the culture of the language being studied. The characteristics of BIPA learning need to be distinguished from Indonesian language learning for Indonesian students because in general (1) BIPA does not integrate students into their environment, (2) BIPA is mostly learned in adulthood or when a person has mastered a number of structures from his first language, and (3) BIPA is processed outside the system itself [13].

The foreign students who are interested in learning Indonesian have different goals. The purpose of foreign students studying BIPA is to improve their Indonesian language proficiency and to know Indonesian culture closely [5]. Fluency in Indonesian is needed by them because (a) they take a program about Indonesia at their home university, (b) they will conduct research in Indonesia, (c) they will work in Indonesia, (d) they will research Indonesian language problems, and (e) they will stay in Indonesia for a long time.

Based on its objectives, BIPA learning can be categorized into: 1) General BIPA; (2) Academic BIPA; (3) BIPA for recreational purposes; and (4) BIPA for specific purposes [1]. Based on its length of the program, there are (1) Short period learning which usually ranges from 2 weeks to 2 months; and (2) Regular BIPA learning, which is usually carried out in a fairly adequate period of time (about 4 months / one semester / two semesters).

2.2 The Teaching Strategy and Method

The implementation of the teaching and learning is very closely related to the methods or learning strategies used in delivering learning materials. Learning strategies greatly affect student acceptance of learning activities and learning effectiveness.

Strategy in learning can be interpreted as a plan that contains a series of activities designed to achieve certain

educational goals [10]. Teachers' teaching and learning strategies depend on the approach used, while how to implement the strategy can use various learning methods. In carrying out the learning method, the teacher can determine the technique he deems relevant to the method. Learning strategies include activities or the use of techniques carried out by teachers from planning, implementing activities to the evaluation stage, as well as follow-up programs that take place in educational situations to achieve certain goals, namely teaching [6].

The term method in language learning can be interpreted as a comprehensive plan to present language lessons on a regular basis. According to [12] the learning method is the method used in the implementation of learning. Additionally, [10] and [11] mentions that learning method is a method used in teaching to implement plans that have been prepared in the form of real and practical activities to achieve learning objectives optimally. Whereas [3] mentions that a method is a set of theoretically unified classroom techniques thought to be generalizable across a wide variety of context and audiences.

The teaching strategies and methods chosen and used would also correspond to the materials prepared for the students. In the context of BIPA, the learning materials is oriented towards providing language and language materials to the learners. The content includes everything related to language, language skills, and culture. Linguistic material includes various teaching materials in the form of aspects of language knowledge, including: vocabulary, sentence patterns, word formations, expressions, pronunciation-intonation, and so on. Effective teaching materials which are rich of cultural, linguistics input and meaningful activities will make the teachers become more responsive to help their students learning process [7].

2.3 Learning Media

Media is part of supporting learning. According to [9] learning media is an educational tool that can be used as an intermediary in the learning process to enhance effectiveness and efficiency in achieving teaching goals. Learning media are everything that is used to support the learning process which aims to facilitate student understanding [4]. Learning media has great benefits so that learning can attract and motivate learners. Further, [14] mentions that the availability of media is beneficial to educators in explaining the material and creating exciting learning activities. The existence of media in the learning process has a great role and benefit, especially in BIPA learning. Media in BIPA learning is very helpful, especially at the basic level [1]. Various media that can be used in BIPA learning so far have been in the form of images, caricatures, photos, authentic texts, audio recordings, audio visual recordings, cell phone-based media, computer-based media, social media, the environment, traditional games, songs, and so on.

It can be understood that learning media is a tool used by teachers to facilitate students in understanding learning both inside and outside the classroom in order to achieve teaching goals in general and specifically for BIPA learning.

3. THE DESIGN OF POCKET BOOK FOR BIPA LEARNERS

Based on the importance of media in the process of learning a target language, it urges the researcher to offer an idea of developing a pocket book as a media for foreign students in their effort of learning Indonesian. Not only will the pocket book helpful for the students to learn the target language but also to prepare and familiarize them with the Indonesian culture and customs. According to [8] pocket books are small books that contain writing and pictures in the form of explanations that can direct or provide instructions regarding knowledge, easy to carry everywhere.

The making of the pocket book for BIPA learners is based on the concept that the pocket book for BIPA learning in Unesa should be simple, handy and useful. It has a primary goal to guide foreign students when they first arrive in Surabaya. The intended pocket book will be made in five languages, they are Indonesian, Japanese, Mandarin, German, and English. There will be 4 versions of the book namely Indonesian-English, Indonesian-Mandarin, Indonesian-German and Indonesian-Japanese.

The design of this pocket book, starting from the cover and its contents, will be made very interesting, attractive and far from the impression of a boring book. It will be printed in an A6 paper, written in a simple font which is easy to read by the user (Arial font, size 11). The pocket book contains text, dialogue, vocabulary and illustrations and drawings reacted to the terms and expressions used based on the learning materials.

The pocketbook is designed to fit in the pocket. It makes easier for students to bring it anywhere and read whenever they wanted to. It will consist of two parts which are the introduction and contents. The introductory section comprises a foreword and a table of contents. The content section includes vocabulary, reading text, dialogue, language focus, and exercises. The contents primarily will focus and deal with the most needed expressions and information for BIPA learners to "survive" in their first weeks of their arrival and study in Surabaya.

The content of the pocket book is divided into two discussion chapters, namely the guide chapter on non-academic questions which contains general numbers that can be contacted by them such as hospital numbers, immigration, and so on. Then, how to survive with a list of routines from the first day to the seventh day, which can be done by using online motorcycle taxi applications, choosing residences, and public facilities around Unesa

independently. Not only that, the book also contains procedures for buying by bargaining as well as an introduction to markets, supermarkets, and malls. Whereas in the academic chapter, the pocket book contains regulations during the teaching and learning process at Unesa such as dress codes, rules for attendance and student activity, to procedures for greeting academics and the ethics of communicating with their teachers properly and correctly.

Beside its primary goal, it is designed to help foreign students in their learning Indonesian language and providing them with useful terms and expression for their communication in campus and outside of the campus. It is important to package information in an interesting way in order to make it easier for students to remember, for example, by connecting the information with words or pictures [2].

There would be a series of validation concerning the eligibility of the pocket book. the first validation will be from learning media experts. They will determine the feasibility and the quality of the graphics, the overall appearance, and the influence of learning media usage. The second validation is from the learning material experts. They are responsible in determining the content feasibility, presentation feasibility, linguistic feasibility, and the influence of using learning media.

Its smaller size will make it easier for students to learn the material anywhere and anytime. Despite the small size of the pocket book, it also contains complete material with a summary made so that students understand the material more quickly and independently.

4. CONCLUSION

The idea of helping foreign students to get used and to be able to adapt with the people and the culture in Indonesia specifically in Surabaya. Therefore, this concept of pocket book for BIPA learners needs to be realized due to its future usefulness as an autonomous learning medium. The pocketbook that will be developed for learning English can be disseminated or utilized with the focus on the characteristics of learners and in accordance with the foreign students' need of expressions to communicate in Bahasa Indonesia. Moreover, it is possible to have further product development in form of electric book or even an application which can be installed in the learners' gadgets.

AUTHORS' CONTRIBUTIONS

HAN wrote the manuscript, HS and MRM conducted the preliminary study, and AR gave feedback for the first draft of the manuscript. All authors reviewed the final draft of the manuscript.

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