



# The Use of South Korean Food Vlogger Video Content in the Development of Teaching Material of Indonesian Language for Foreign Speakers (BIPA)

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**Abstract.** The research focuses on the linguistic aspects of the videos, such as everyday language usage, slang vocabularies, phonetic differences between the Indonesian and Korean languages, and an understanding of Indonesia's food cultures. Analysis shows South Korean food vlogger video content can significantly contribute to developing BIPA teaching materials. The content enriches the vocabulary of BIPA Students in terms of food vocabulary, cooking methods, and eating cultures. The videos provide examples of the use of informal and popular slang vocabulary used in everyday situations so that learners are more prepared to communicate with Indonesian people naturally while offering cross-cultural perspectives for BIPA learners and attracting the attention of Indonesia as a language learning destination. Moreover, this study focuses on food vlogs exploring Indonesian or South Korean cuisine to refine the teaching materials. Further research can delve into how Indonesian gastronomic vocabulary in South Korean food vlogger content can enhance language skills for early BIPA learners. By integrating culturally rich resources and gastronomic exposure into contextual and factual conversations, this approach fosters motivation and meaningful learning experiences for BIPA learners.

**Keywords:** BIPA, Food Vlogger, South Korea, Teaching Materials, Youtube.

## 1 Introduction

The chance for the Indonesian language to become a widely spoken language is relatively high [1]–[3]. According to [4], there is a growing enthusiasm among overseas nationals to study Indonesian. The number of organizations that provide Indonesian language programs for foreign speakers (BIPA) arranged by The Language Agency (Badan Bahasa) and the campus, the diaspora, KBRI, and KJRI reached 355 in 41 nations by 2020. It should be 100,000 BIPA students, up from the present 72,000 [5]. However, there were more than 150,000 students from 52 nations by the end of 2022 [6].

Several objectives influence the growing usage of Indonesian in various countries. First, with 273 million people by 2020, Indonesia will have the fourth-largest population in the world [7], [8]. Second, UNCTAD acknowledged Indonesia's significance as one of the top five investment-friendly nations in 2018 [9], [10]. In addition, the number of international students learning Indonesian is rising, mainly since the BIPA program was launched by the Language Agency (Badan Bahasa) and more than 6,000 study

visas were awarded by the Director-General of Higher Education (Dirjen Dikti) in 2016 [1]. Due to the use of Latin letters, which are widely used around the globe, Indonesian is a language that many foreign speakers study. The adoption of Latin letters allows for direct reading of Indonesian text [3], [11]. Also, Indonesian grammar lacks knowledge of the tenses, speech levels, and gender in terms of language construction [1], [3]. Due to this, learning Indonesian is becoming more straightforward for non-Indonesian speakers.

The Indonesian language is dense with historical references [12]. Jalal [1] claims that the Indonesian language has been a vital component of national unity ever since the Youth Oath was enacted in 1928. It is different when you consider the circumstances faced by other nations, such as India, where Hindi is the official language but where people who speak other languages nevertheless feel isolated [13]–[15]. The Indonesian language is increasingly being studied in various fields, including the advancement of science and technology, cross-cultural communication, economic and business diplomacy, and international engagement in Southeast Asia, the Asia-Pacific region, and several other countries [16].

International students are finding it simpler to study Indonesian because of recent technological advancements. The availability of the internet has eliminated the restrictions, enabling them to obtain information more easily without being restricted to a certain time or place [3]. In addition, social media allows for direct and indirect engagement between people, owing to the advancement of information and communication technology. Users may publish, download, view, and share videos on YouTube, one of the second-largest social media sites [2], [17]–[20]. YouTube also contributes to the introduction and growth of the popularity of the Indonesian language among non-native speakers [2], [20], [21].

Recently, many foreign YouTubers have started posting material on YouTube in Indonesian. Some of them are proficient in Indonesian and regional tongues like Javanese, which have a more complex grammar than Indonesian. They are also able to speak in slang that is unique to specific regions of Indonesia. To attract more subscribers and viewers to their channel, a foreign YouTuber who speaks Indonesian must provide entertaining and memorable content [1], such as by adding Indonesian to other languages they are familiar with to give every video they make a unique touch.

One of the YouTube users who used Indonesian in their material was from South Korea. People in South Korea are becoming more interested in studying Indonesian. The number of Koreans who go to Indonesia to enroll in the Indonesian Language for Foreign Speakers (BIPA) program offered by various Indonesian institutions provides evidence of this [11], [22]. Currently, the Malay-Indonesian language major is available at three colleges in South Korea. The financial relations between the two countries mainly generate the Korean public's interest in the Indonesian language. The *Hallyu* phenomenon, which is well-known among Indonesian youth through K-Drama and K-pop music, is also a significant factor in the high interest of Indonesians in South Korea. In addition, from 2008 to 2013, foreign direct investment from Korea to Indonesia rose. The general population in Korea is now more interested in Indonesia as a result of all of this [11], [20], [23].

The study focuses on the Indonesian language used by a South Korean food vlogger in their video content regarding Nusantara delicacies. In this sense, the quick growth and quantity of food vloggers played a role in the increase in popularity of Nusantara

cuisine. Most Indonesians actively utilize social media with the lowest to the greatest percentages of platforms, including Twitter at 63.3%, Facebook at 85.5%, Instagram at 86.6%, WhatsApp at 87.7%, and YouTube at 93.8% supporting this [24].

Language study, including foreign language, cannot be separated from understanding cultural life [12]. Another perspective argues that language is a tool for a person to express his ideas and feelings regarding the cultural difficulties he encounters [25]. As a result, in human existence, language, thinking, and culture are strongly intertwined. According to the researchers, the study was conducted since few instructional resources are available for assisting BIPA (Indonesian Language for Foreign Speakers) students. The lessons to be created will be based on the examination of videos posted on YouTube by South Korean food vloggers who speak Indonesian and combine cross-cultural and linguistic components.

Since the 1990s, several literary works have focused significantly on studying food as a cultural element. Food has changed from being only a consumer to becoming a multifaceted entity. It offers ways to understand narrative elements [26] as well as perspectives on how literature is created across time [27]–[30]. The significance of food in a cultural setting has been made clear throughout time by this research, which also uncovered its profound significance and crucial role in framing the narrative and a deeper knowledge of human and societal values.

This research is urgently needed to compile Indonesian-speaking teaching materials for foreign speakers (BIPA). The teaching materials will be developed from a local cultural perspective. The teaching material is designed to provide insight to foreign individuals about the context of the environment, social life, culture, and customs common in Indonesia. Therefore, international students are projected to become more motivated to learn Indonesian as a foreign language.

This study contains several references to earlier studies. The study [31] focused on Nex Carlos' use of social media to advertise local cuisine overseas. Local food may be effectively globalized personally and passively using Nex Carlos' YouTube channel. Culture has caused local food consumption to be viewed as an alternative to the global food industry's marketing. Then, a study by [32], [33] showed that YouTube may be used as a source of educational content with significant implications, especially in the learning of Indonesian for Foreign Speakers (BIPA). The research aims to examine the language and linguistic features of food vlogger Ria SW, who uses her YouTube channel to provide videos with information about the local culture. The study also intends to assemble Indonesian-speaking content that includes regional cultural elements and evaluate the efficacy of using such content. According to the study's findings [34], international students learning Indonesian for Foreign Speakers (BIPA) have a keen interest in the cultural aspects of their daily lives. The relevance of this information to international students' requirements for close community integration makes it fascinating. In addition, because food is a significant component of the culture BIPA students experience on a daily basis, it is also mentioned as one of the cultural features that caught their interest.

From the explanation above, it can be inferred that exploring the phenomenon of the increasing number of South Korean food vloggers who speak Indonesian is a worthwhile topic to investigate in depth and use as a resource for developing speaking material for BIPA students. The studies mentioned above [31]–[33] solely look at how YouTube media is used to globalize traditional gastronomy. The study of [32] also aims

at the same thing as the research to be carried out, namely as a basis for the creation of BIPA teaching materials, in addition to examining the function of YouTube as a typical culinary introduction medium. It's only that [32] used data from food vloggers who were native Indonesian speakers, whereas our study used data from South Korean food vloggers. In addition, it is considered that this study's findings may be helpful to Indonesian language teachers who teach foreign students in the language.

## 2 Method

The study is qualitative descriptive because it relies on the use of words rather than numbers. According to [35] and [36], a descriptive study will explain phenomena, facts, and events. This is in line with the study's goal, which is to give a detailed explanation of the qualitative data present in the content of the food vlogger video in Indonesia [37]. The data was acquired through video viewing and documented it. There are various phases to the processes in this investigation. The first step is looking for sociolinguistic sources that are pertinent to the topic. It contained analyses of previous literature and research on the same issue and examined how South Korean food vloggers use the Indonesian language in their content videos. In the second step, the researchers collected data using YouTube. Researchers reviewed the material of South Korean YouTube food vlogs that spoke Indonesian. Two South Korean YouTube channels, Yuna Nuna (YN), with 545,000 subscribers, and Nuna Rosa (NR), with 1,02 million subscribers each, provided the video content. Both channels have at least 5,000 viewers and 100,000 followers. The title of the video by YN is "Orang Korea 24 Jam Makan Makanan Indonesia" (OKMI), while "Makanan Cemilan Khas Aceh " (MCKA) is the video made by NR.

After the data is gathered, the next step is to generate transcripts to support the analysis process. In the transcription process, the specific linguistics of each place will be selected and described. The outcomes of the video analysis will be applied to developing teaching materials in Indonesian for foreign speakers (BIPA). The content will be centered on languages.

## 3 Findings and Discussions

Data analysis in terms of languages and linguistic terminology is one of the two main components of this study. Some of the words YN and NR use in Indonesian are unique to their dialect. "Orang Korea 24 Jam Makan Makanan Indonesia" (OKMI) on the YN YouTube channel and "Makanan Cemilan Khas Aceh" on the NR YouTube channel were the two video content titles analyzed. The following table will compile interesting findings that are distinctive to each YouTuber.

**Table 1.** YN's YouTube Chanel of Languages, Speeches, and Pronunciations.

Language	Utterance	Pronunciation
<b>YN-OKMI</b>		
<b>Non-Standard:</b> <i>cuman, emang, kayaknya, dibikin, berasa, ijo, liatin, doang, gimana, gapapa.</i>	1. Ini katanya <i>kue basah</i> .	/ku.(w)ɛ/ ; /ba.sA <sup>h</sup> /
	2. Satu cuman <i>satu ribu. Murah</i> banget!	/mu.rA <sup>h</sup> /
	3. <i>Gula merahnya</i> , gula arennya berasa banget.	/gul.la/ ; /mɛ.ra <sup>h</sup> /
	4. <i>Penasaran</i> sama yang di <i>bawah</i> , kok bentuknya <i>aneh</i> ?	/pū.na.sA.ran/ ; /bA.wa <sup>h</sup> / ; /A.nɛ <sup>h</sup> /
	5. Waduh, udah lama gak makan <i>martabak</i> kayaknya. <i>Ayo</i> mari, gapapa. Masih <i>hangat</i> .	/mar(ə).ta.bak/ ; /a.yə / ; / <sup>h</sup> a.ŋat/

*cuma, memang, sepertinya,  
dibuat, terasa, hijau, melihat,  
saja, bagaimana, tidak apa-apa.*

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Table 1 lists ten informal or non-standard language variations and 12 variations of typical pronunciation connected to typical food items. YN frequently employs informal or non-standard terms, including the words *cuman*, *emang*, *kayaknya*, *liatin*, and *gimana*. YN also uses slang words like *doang* and *gapapa*. The surroundings and other speakers of the language have an impact on how you use it [1]. YN frequently converses in the slang of South Jakarta (*Jaksel*) and surrounds herself with people her own age. This also affected YN's capacity to employ a shorter Indonesian style. Native Indonesian speakers frequently use abbreviated words because they are thought to be more powerful without altering the information they intend to communicate. For instance, *gimana* can be used in place of "bagaimana", *nggak* for "tidak", *udah* for "sudah", *beneran* for "sebenarnya", *gapapa* for "tidak apa-apa", and *liatin* for "melihat". Even though this kind of word is used in non-standard languages, YN is skilled in Indonesian.

Furthermore, in the aspect of pronunciation, several vocabularies spoken by YN are influenced by Korean pronunciation. Korean only recognizes three types of diphthongs, namely /Ia/, /Iõ/, and /Iu/ [38], while in Indonesian, there are upper, lower, and converging diphthongs [39]. YN had difficulty pronouncing the word "kue" correctly, namely /ku.ɛ / became /ku.(w)ɛ /. In addition, in Indonesian, there are two ways of pronouncing the phoneme /e:/ə/ (*pepet*) and /e/ (*taling*). YN sometimes pronounces the phoneme /ə/ with the phoneme /ü/, because the Korean Hangul writing system only recognizes the phonemes (으) /e/, (으) /æ/, and (으) /eu/ or /ü/ [1], [38]. Although YN can pronounce the phoneme /ə/, she tends to replace it with the phoneme /ü/ when she has difficulty pronouncing it, as in /pə.na.sa.ran/, which is pronounced as /pü.na.sa.ran/. Then, when YN pronounces the phoneme /l/ in the word "gula," which should be articulated as /gu.la/, but in fact is pronounced as /gul.la/. When the phoneme /l/ occurs in the middle of a word, it sounds as if there are two phonemes /l/. This is because in Korean, the phonemes /l/ and /r/ are represented by the letter ㄹ (rieul). When the letter ㄹ (rieul) is accompanied by a vowel, it is pronounced as /r/. However, when pronouncing the phoneme /l/, the letter ㄹ (rieul) must appear twice before the vowel. For example, the word 머리 (meaning "head") is pronounced /mõ.ri/, in contrast to the word 멀리 (meaning "far"), which is pronounced /mõl.li/ [1].

Also, there is a relationship between the phoneme /l/ and variations in sound flow in Korean. There is only one type of sound variation, the lateral sound /l/, which can change into a flapping sound at the beginning of a word or between vowels or lateral sounds at the end of a word [38], [40]. In actual pronunciation, the lateral /l/ sound can be a flap sound at the beginning or between vowels and a lateral sound at the end of a word. This comparison can be made with the sounds of various streams in Indonesian, which are divided into two categories, namely tril /r/ and lateral /l/. In Korean, speakers often don't clearly distinguish between the sounds /r/ and /l/. Therefore, Korean speakers do not regard it as a significant sound difference when two or more speech sounds appear in the same position without changing the meaning. However, in Indonesian, placing the sounds /r/ and /l/ in the same position can result in a different meaning. In contrast, variations of the sound /r/ are variations of the sound /r/ and sound /l/ in Korean, when placed in the same position, will not change the word's meaning [39], [40].

Also, the pronunciation of the phoneme /o/ is influenced by the Korean phonemes (오) /o/ and (오) /ô/ or /eo/, which causes it to be longer and rounder than the Indonesian pronunciation [1]. In addition, the phoneme /h/ is not highly defined in Korean, giving the impression that it is not uttered explicitly. For instance, while pronouncing the Korean word 형 /<sup>h</sup>yôŋ/, which means "older brother," the phoneme "h" is not spoken with as much power as it is when pronouncing the YN versions of the words "mu.rah" becomes /mu.ra<sup>h</sup>/, "ba.wah" becomes /ba.wa<sup>h</sup>/, and "ha.ŋat" becomes /<sup>h</sup>a.ŋat/.

**Table 2.** NR's YouTube Chanel of Languages, Speeches, and Pronunciations.

Language	Utterance	Pronunciation
<b>NR-MCKA</b>		
<b>Non-Standard:</b> <i>udah, banget, sama, kayaknya, makasi, emang, nyangka, segede.</i>	1. Mbak, saya mau pesan. Di <i>sini favoritnya</i> apa? 2. Aku udah lihat <i>menu</i> di sini. 3. Aku penasaran bangetnya itu mie <i>aceh</i> sama indomie. 4. Kalau yang biasa itu dua <i>puluhan</i> semua. 5. Tiap warung itu rasa es <i>teh</i> tawarnya agak beda-beda.	/ʃi.ni/ ; /fɛ.fə.rit/ /mɛ.ŋu/ /A.cɛ <sup>h</sup> / /pu.lu <sup>h</sup> .an/ /tɛ <sup>h</sup> /
<b>Standard:</b> <i>sudah, sangat, dan, seperti, terima kasih, memang, sangka, sebesar.</i>	6. Aku mau coba teh tarik <i>original</i> ya. 7. Ada rasa <i>curry</i> gitu. 8. Ini kan ditutup sama <i>telur</i> jadi gak keliatan kan? 9. Teman-teman, aku sambil nunggu <i>dessert</i> ...	/ɔ.ri.ji.nəl/ /kə.r.rɪ/ /tɛ.l.lur/ /dis.sət

Table 2 lists ten different pronunciations, eight informal or non-standard language variations, and ten cross-cultural cases involving typical foods. RN speaks in a range of informal and non-standard languages, including *udah, banget, sama, kayaknya, makasi, emang, nyangka, and segede*. RN can employ Indonesian in a shorter style, just like YN did. Native Indonesian speakers often choose to use abbreviated words because they are considered more effective in communication without changing the intent of the message to be conveyed [1], such as the word *makasi* for "thank you". Even if non-standard languages have a range of vocabulary, RN is also proficient in using Indonesian more flexibly. In contrast, RN pronounces the word "sini" (here) as /ʃi.ni/ instead of /si.ni/ and the word "telur" (egg) as /tɛ.lur/ instead of /te.lur/. The pronunciation of the phoneme /h/ which is not pronounced strongly also occurs, namely when pronouncing /tɛ<sup>h</sup>/ becomes /tɛ<sup>h</sup>/ and /pu.lu<sup>h</sup>.an/ becomes /pu.lu<sup>h</sup>.an/.

In addition to cross-cultural food-related phenomena, the researchers discovered code-mixing by RNs using the information presented in the table above. RN still sometimes employs Korean and English terms. For instance, the words "masisseo" which means "delicious" and "wanjeon masasseo" which means "very delicious" are used to express how one feels about the dish. RN also sometimes pronounces English-derived Indonesian terms with an English accent, such as *favorite, menu, and original*. Treffers-Daller [3], [41] said that a number of factors could lead to code-switching, such as social relationships, attitudes, and ideologies that are directly tied to speakers, elements that directly affect speakers on both a personal and social level and factors related to the speakers themselves and the particular situation in which these linguistic variants occur. On the other hand, as Isurin, Winford, and Bot describe in [3], the use of code-mixing might result from a variety of causes, such as a result of Indonesian language limitations, speakers intentionally decide to use words from other languages since doing so helps preserve the sentence's semantic meaning and a lack of time. In this case, RN deliberately choosing to include terms from other languages to preserve

the semantic meaning of the sentence as well as being driven by the lack of time, are more likely to be at play.

The following step is to compile BIPA teaching materials after analyzing and addressing the data from the two food vloggers, YN and RN. The examination of the video resulted in the following conclusions.

**Table 3.** YouTube Video Results.

No.	Aspect(s)	Amount(s)
1.	Language: Non-Standard	19
2.	Pronunciation	22

The data is used to develop learning materials that follow the BIPA curriculum's teaching methodology. The learning objectives for this lesson plan include acquiring skills such as "the ability to understand and use everyday expressions for concrete needs, including asking directions and locations and telling daily activities." The two critical components of the developed learning material are understanding grammar and vocabulary. Based on the completed data analysis findings, this content for the two essential competencies was developed. There are 22 examples of suitable pronunciation in it, along with 19 standard and non-standard lexical terms. Next, the teaching materials that have been prepared are tested to assess their feasibility indicators, including learning steps, topic appropriateness with teaching materials, and learning evaluation. The following table shows the outcomes of testing instructional materials.

**Table 4.** The Utterance of Food Vlogger for BIPA Learning Materials.

No.	Indicator(s)	Alternative Answer (%)			
		SA	A	DA	SDA
1.	Learning Steps	67,00	20,00	13,00	0,00
2.	Topic Appropriateness	80,00	13,00	7,00	0,00
3.	Learning Evaluation	73,00	20,00	17,00	0,00

SA : Strongly Agree    A : Agree  
DA : Disagree        SDA : Strongly Disagree

According to the data that has been provided, it is clear that respondents strongly approve of the use of food vlogger utterances as teaching resources for speaking in BIPA learning. BIPA students can utilize the food vloggers' YouTube videos as a resource for improving their speaking skills. Students can practice speaking more effectively by viewing the video. In addition, understanding the terms used by food vloggers might help someone's vocabulary advance. They may discover many aspects of local culture through food vloggers. The findings demonstrated that teaching materials taken from language analysis and pronunciation aspects in food vlogger videos effectively taught and showed high enthusiasm for learning topics about culinary culture when learning to speak.

## 4 Conclusion

The findings suggest that these elements may be used to enhance Indonesian language and culture learning in developing BIPA teaching materials. The contents of the video give a general overview of how informal language is used in daily life and how slang terminology is introduced when appropriate. This can facilitate the transition for BIPA students into more casual daily conversations. This study also emphasizes how crucial it is to comprehend the distinctions between Indonesian and Korean pronunciations and

phonetics in order to assist BIPA learners in overcoming speaking challenges and misconceptions. Future research can be more focused on how Indonesian gastronomic vocabulary in South Korean food vlogger video content can improve the language skills of early-level BIPA learners. Thus, the implementation of this study is a more concrete and impactful step in developing language skills and cultural understanding for BIPA learners.

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