

# Standardizing BIPA as an International Program of a Language Policy

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## Standardizing BIPA as an international program of a language Policy

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### **Abstract**

This study examines the implementation of Bahasa Indonesia for Speakers of Other Languages (BIPA) from the perspective of an international program. Three research questions to guide the research process are: (1) What features are indicated on the implementation of BIPA?, (2) How do students' problems appear in the implementation of BIPA?, and (3) How is the readiness of BIPA served as an international program?. This study assigned a case study design to which qualitative content analysis was applied to analyze data. This study recruited 17 participants and examined documents such as BIPA curriculum, BIPA textbook and research papers published in various journals as the sources of data. Data were collected using survey questionnaire, interview and document analysis. Data were analyzed using content analysis and qualitative analysis. Three findings are revealed in this study. First, the general features according to students and teachers consist of seven categories: (1) the learners' purposes of learning, (2) Teaching materials and teaching methods, (3) Learners problems, (4) Culture and attitude, (5) Basic Knowledge and Skills, (6) Assessment, and (7) Readiness of BIPA as an international program. Second, problems on the implementation of BIPA include: (1) learners problems, (2) curriculum problems, (3) linguistic problems, and (4) culture and

exposure problems. Third, BIPA is short of evidences to perform as an international program, so that revisitation is required to improve BIPA program.

**Keywords:** second language acquisition, revisitation, BIPA, culture.

### **Introduction**

Today, bahasa Indonesia (BI) posts its position as the world's fourth most populous nation (Read, 2002), and it has been taught throughout the world as a second language (L2). In 2020, BI for the Speakers of Other Languages (henceforth, BIPA) has been served in 135 countries with 420 centers throughout Asia, America, Australia, Europe and Africa (Indonesian Ministry of Education and Culture's Center for Strategy Development and Language Diplomacy or PPSDK, 2020; Solikhah & Budiharso, 2020). It is estimated that there will be 300 million speakers of BI in 2020 (Collin, 2011). At the same year, Indonesians as native speakers of BI who live abroad reach 4,463,950 people (Depdikbud, 2020).

In the home country, BI has been taught to foreign students through a one-year scholarship program under the label of Darmasiswa (students dedication). *Darmasiswa* scholarship, is offered to foreign students whose countries have a diplomatic relation with Indonesia wanting to learn BI in Indonesian universities for a one-year stay (Hamied & Mustafa, 2019). Under the language policy BIPA Going Global, the Ministry of Education and Culture of the Republic of Indonesia (Mendikbud) has extended BIPA program, assigning BIPA centers in famous universities in home country, and develop BIPA centers overseas (PPSDK, 2020; Hamied & Mustafa, 2019). It looks that with BI Going Global, the current progress has received its status of BI as a true a foreign language and the approach to operate will indicate BI as an L2.

This paper investigates how BIPA has been prepared its readiness in the area of Teaching Indonesian as a Foreign Language (TIFL). Being global, BIPA requires proficient instructors, codification of expertise in the BIPA, considerable research to developing BIPA training, and funding system (Hamied & Mustafa, 2019). In the implementation that follows, PPSDK has developed the syllabus, textbook, teaching training, and innovative learning experience fulfilness (PPSDK, 2020). However, the appropriateness of the contents and their goals of program to meet the learning outcomes of the learners seems problematic (Budiharso & Arbain, 2019).

Researches in the implementation of BIPA vary from the teaching attributes to the substance of TIFL as an international program. In general, the researches show that BIPA learners face problems on the limitation of vocabulary and grammar mastery that affect the fluency to use BI for oral and written purposes (Saddhono, 2018; Eriyanti, 2020). Obstacles also exist of learners' understanding of culture incurred in the teaching materials. The culture scopes in the course-books of BIPA is too general different from the specific culture in the practical uses in the classroom and the environment society (Isik, 2019; Pauuw, 2012). Indonesia has varieties of culture as manifested in the 700 vernaculaires (Pauuw, 2012) that make BIPA learners to have the cultural shocks to use BI for the social purposes (Hamied & Mustafa, 2019; Saddhono, 2018). In addition, the goals and motivations of the BIPA learners studying in various universities in Indonesia

indicate disagreements with as what to expect as an academic purpose and that teaching properties to serve do not well approve the requisires of an L2 teaching.

Research by [Mat \(1985\)](#) & [Subali \(2005\)](#) seem to suggest the objectives of learning BI by foreign speakers are twofold: academic and culture. The learners want to increase knowledge of Indonesian language and literature, practical goals directed at school, college needs, research, knowing Indonesian culture, work needs in Indonesia, and others. In addition, BIPA teaching is also intended to the tool of soft diplomacy (PPSDK, 2019). BIPA learning material generally revolves the spoken BI, tailored to the needs of speakers based on their level of ability. Examples of BIPA learning materials are simple dialogues, greeting greetings, asking for information, asking for time, rejecting and accepting invitations, each of which is practical ([Iskandarwassid, 2011](#)). In addition, written materials to serve writing ability has not been prepared to the academic discourse. However, testimony from some students and teachers do not support this indication fully.

Drawing from the perspective of a curriculum planning that includes learning outcomes, teaching materials, teaching methodology, and assessment ([Tyler, 1984](#); [Richards, 2002](#)), the actual evidences show different conditions that encourage an overhaul program or at least updated programs of BIPA need revisitation. Academically, revisitation needs to address on the needs assessment of the students, appropriateness of teaching materials, and teaching scopes. If BIPA has been targeted to prepare students with competency as defined in the Europe Certificate, an overhaul evaluation may take into account. Officially, a standardized program that specify BIPA is served as an international L2 teaching is one that PPSDK and every university must define as the first priority.

The conduct of BIPA in context of an international program needs rethinking focusing on how BIPA has been prepared to define its standard as an international program. BIPA offers a teaching program for foreign learners, theories underlying the second language acquisition should be based on the curriculum design ([Krashen, 1988](#)). Specifically, characteristics of learners that come from various ethnics and different cultural background should take into account as the input of needs assessment and teaching materials development. Researches on needs assessment of BIPA students has been conducted by [Suyitno \(2007\)](#), however, the results indicate that the textbook available and the students needs are different. Consequently, teachers teaching for BIPA should conduct a need analysis on their own.

[Siroj \(2012\)](#) finds that the great interest of foreign speakers in learning BI is not accompanied by textbooks appropriate to the goals of the foreign learners. The inclusion of culture in the textbook of BIPA does not fully match actual needs ([Tupan, 2007](#); [Budiana, et al, 2018](#); [Widhayani, 2019](#)). The concept of kinship, giving and receiving praise, apologizing, candor, criticism, and others, are problems that students encounter in the daily learning process in BIPA ([Suparsa, et al, 2017](#)).

In some, the implementation of BIPA in the foreign countries is served in trivialities. [Dwi, Datil & Sukma \(2019\)](#) find that teaching components are not well defined, the facilities are limited, even the internet links to prepare teaching materials are not served. In the home countries, some universties servging BIPA do not support BIPA teachers with satisfied treatments ([Azizah, Widodo & Lestari, 2012](#)). How much does BIPA promote its program for an international program? Drawing from the long experience of BIPA implementation, the answer to this question seems far from proper.

Therefore, this study attempts to define revisiting investigation searching conditions that BIPA can be served as an international program.

### **Research Questions**

Deriving from the background of the study, this study defined two research questions as the guide of the research process. They are:

- 1) What features are indicated on the implementation of BIPA?
- 2) How do students' problems appear in the implementation of BIPA?
- 3) How is the readiness of BIPA served as an international program?

### **Review of Literature**

#### **Second Language Acquisition of BI**

BI in the perspective of L2 has its characteristics as English as the Second Language Acquisition (SLA). In his regards, theory of natural order hypothesis by [Krashen \(1988\)](#) is considered relevant to see the application of BIPA.

SLA has an established theories of which learners are learned from various aspects. Krashen (1988) for instance, defines English as an L2 was processed through acquisition to show that learners naturally learn a language, and learning to indicate formal learning process at schooling system. The natural approach theory by Krashen (1988) define five hypotheses in SLA, including: (1) acquisition and learning hypothesis, (2) the natural order hypothesis, (3) the monitor hypothesis, (4) the input hypothesis, and (5) the affective filter hypothesis.

Krashen (1988) emphasize an L2 can be achieved through 'the acquired system' or acquisition as the product of subconscious process as children undergo to acquire L1, it is a natural communication where speakers focus on the communicative act; or 'learned system', or "learning" as a conscious process produced by a formal instruction. Acquisition is an inductive student-centered approach, and learning is a deductive teacher-centered approach. In the natural order hypothesis, according to Krashen (1988) learners acquire the grammatical features of a language in a fixed order, and that this is not affected by instruction. The monitor hypothesis describe that the knowledge of grammar affect the acquisition. According to Krashen (1988), the acquisition system is the utterance initiator, and the learning system acts as the 'monitor' or the 'editor' that functions in a planning, editing and correcting function. The monitor takes a minor role to correct deviations from "normal" speech and to give speech a more 'polished' appearance. In the input hypothesis, Krashen (1988) describe how an SLA occurs. Input hypothesis is applicable only for learning not for the acquisition. This regards learners receive L2 input that is one step beyond their current stage of linguistic competence. The comprehensible input can happen at  $i+1$ ,  $i$  = input,  $1$  = level, suggesting the learners will accept the input if the degrees of difficulty is one level above the learners' linguistics competence. Finally, the affective filter hypothesis according to Krashen (1988) defines that the affective variables play a facilitative role in SLA. Learners with high motivation, self-confidence, a good self-image, low anxiety and extroversion are better learners in L2.

### **The role of Vocabulary in Learning BI**

As the general characteristics of a language universal, BI has its system of vocabulary, grammar, pronunciation and orthography (McCarten, 2007). In addition, BI also has its own system in the language skills that comprise of listening, speaking, reading and writing (McCarten, 2007). Nation & Newton (2009) define that learning goals of a language consist of general goals and specific goals as seen in table 1.

Table 1. Goals of learning L2

No	General goal	Specific goal
1	Language items	Pronunciation
		Vocabulary
		Grammatical construction
2	Skills	Listening, speaking, reading, writing
		Accuracy
		Fluency
		Strategies
3	Discourse	Conversational discourse patterns and
		Text schemata or topic type scales

The role of SLA vocabulary, pronunciation, and grammar are central to the L2 learning process (Pan & Xu 2011). To achieve the language skills, listening, speaking, reading and writing that indicate the communicative competence, vocabulary undergoes the central function (Naeem, 2019). Without vocabulary learning, any language skills are difficult to attain. Students with the low vocabulary knowledge will face the severe problems in language skills (Alqahtani, 2015). Unless its lexis with unlimited meaning shifts caused by different context variables is learnt, language acquisition can not be done (Yang & Dai, 2012). Schmitt (2008) argues that vocabulary plays a crucial role in L2 as lexical knowledge is crucial to effective communication. The students will be deprived of language without vocabulary (Richards & Renandya, 2002). The grammatical development depends heavily on the vocabulary's size the students achieve (Bates & Goodman, 1997).

Currently around English 600,000 words available are used in everyday conversations by educated adults who are proficient in 2,000 words. There are more than 14,000 meanings in the 500 most commonly used words (Schmitt, 2010). From 1950 to 2000, the lexicon of English grew by 70% with an annual increase of around 8,500 new words. It is estimated that between 12,000 and 20,000 Native speakers vary depending on their education level. Learners with a frequent knowledge of 2,000 word should be able in average text to understand nearly 80% of the words, and knowledge of 5,000 words should reach 88.7% (Francis & Kucera 1982). The first step in L2 is to learn vocabulary. Evidently, the most frequent 2,000 to 5,000 vocabulary items are required to teach to students. To know 3,000 word families and 5,000 most common words make you understand of 95% word use, and you will understand up 99.9% if you know 5,000 word families (McCarty, 2007).

### **Review of Previous Studies**

Subektiningsih (2007) analyzes the BIPA textbook Lentera Indonesia. The results show exercises in the book could not train the communication of foreign speakers

because the integration of speaking and listening skills was limited to comprehension exercises. In addition, all introductory exercises are presented in English. She also analyzes another book developed by the Professional Program of the Faculty of Letters, University Indonesia. The results show that the use of illustrations that are lacking and the provision of long texts makes foreign speakers quickly bored to learn them.

Sulistiyo (2012) found through his research problems of both students and textbook. The problems are: (1) the utterances are still separate words or phrases, (2) do not have communicative skills, (3) the speech consists of more than two or three words with accompanied by long pauses and repetition of words uttered by the participants (listeners), (4) the speaker experiences many difficulties in producing even simple speeches, and (5) the speech can be understood by the participants with high difficulty.

Pratiwi (2020) finds that BIPA in some foreign countries indicate various barriers. The barriers include: (1) low motivation of students, (2) low learning standards, (3) infrastructure and facilities of teaching, (4) teachers do not understand local language other than English, (5) learning exposure and environment, (6) weak commitment of the institution on BIPA, (7) foreign administration, and (8) low coordination between the institution and BIPA agency.

The above studies show that BIPA has some problems pertaining to the teaching materials, students' needs and the use of textbook. The studies do not indicate how gaps are approached and initiative to improve BIPA program is not defined. This current study, however, promotes a thorough examination of the BIPA programs in various sites and identify the core problems in all aspects of the teaching. As the novelty, revisiting BIPA program is promoted defining the components for the readiness of BIPA as an international service program.

## **Methods**

### **Design**

This study used a case study as the research design (Yin, 2009), aimed to investigate a phenomenon within its real-life context. As the research strategy, this case study is based on an in-depth investigation of a single event to explore the implementation of BIPA in the contemporary contexts. This study concerns with multiple sites of the implementation of BIPA at IAIN Surakarta, Universitas Muhammadiyah Surakarta (UMS), and Universitas Sebelas Maret (UNS) Surakarta, Central Java Indonesia (Yin, 2009). Qualitative approach is used to analyze data of this study (Yazan, 2015).

### **Document Sources**

The documents utilized for this study comprised curricula, teaching programs, textbooks, and articles on BIPA published various journals available in three sites of this study. The documents were found through the websites, email and WhatsApp. Other documents that the researchers included came from PPSDK's websites.

### **Participants**

The participants for this study were BIPA students, BIPA teachers, and BIPA staffs in IAIN Surakarta, UMS and UNS. Totally, the participants were 17, distributed into 6 students, 8 teachers, and 3 staffs. The students came from Thailand (3 students),

America (2 students) and Turkey (1 student). The participants were recruited using purposive sampling techniques via an email and WhatsApps (Lawrence, 2011). The purposive sampling was used mainly because face to face communication involving a massive community was not permitted during the pandemic period, so the researchers only selected available participants when this research was carried out. For details, see Table 1.

Table 2. Participants of this study

Kind of participants	Sites			Total	%
	IAIN	UMS	UNS		
Students	3	2	1	6	35.3
Teachers	3	3	2	8	47.1
Staffs	1	1	1	3	17.6
Total	7	6	4	17	100

### Research Instrument

This study employed a survey questionnaire designed in a Likert scale to collect data. This questionnaire had 14 items with four options strongly agree, agree, neutral and disagree. These items were developed based on the analysis of the website contents and the results of subsequent discussions with BIPA staff and teachers. The items on the questionnaire specifically asked the readiness of BIPA for the TIFL. Prior to distribution, the questionnaire was evaluated by one expert in BIPA teaching for the appropriateness of the indicators. To see the validity of items Kaiser-Meyer Olkin (KMO) analysis was made. To find out whether an indicator is valid or not through the loading factor value, we use the loading factor value  $> 0.4$  to determine that an item is valid. Results of KMO test showed that the KMO coefficient of a 14-item survey questionnaire is .874.

The reliability of the questionnaire has been tested using Cronbach Alpha test. Cronbach's alpha is the most common metric to assess the internal accuracy of an instrument that has several Likert questions in a survey questionnaire. Reliability was expressed by the use of the Cronbach alpha coefficient at 0.7 or higher to imply reasonable internal consistency. In this analysis, result of Cronbach Alpha indicated .887 showing that the items have a high internal consistency.

### Data-Collection Procedure

Data of this study were collected in three strategies. The primary data were collected through the survey questionnaire and the virtual interview. The survey questionnaire was sent to 17 participants through email and Whatsapp. Fortunately, all 17 participants replied the the questionnaire properly. In addition, the interview was done two weeks after the documents had been analyzed through a virtual meeting with the 17 participants. The schedule of the meeting was made after the agreement from overseas students was confirmed. The interview questions were based on the items specified in the questionnaire. The secondary data that were the documents were downloaded from the wbsites, email and Whatsapp to soliciting answers to the questionnaire. The researchers downloaded information from the BIPA webpages of 3 universities and the PPSDK website.



### **Trustworthiness of Data**

To ensure that the data were not biased, the researchers triangulate the collected data by reporting to the interviewed participants (Patton, 2002). The researchers used sources triangulation and methods triangulation by confirming the data to the teachers only because of restricted access on the pandemic cases. The main objective of the triangulation was the researchers performed honestly their data so that the results were objective, professionally developed and accountable (Hsieh & Shannon, 2005; Zhang & Wildemuth, 2016). The results of triangulation showed that some data needed to revise because their descriptions were not fully appropriate.

### **Data-Analysis Techniques**

Data analysis is an activity to provide meaning to data by arranging, sorting, grouping, coding or marking, and categorizing them into parts based on certain groupings so that a finding is obtained on the formulation of the problem posed (Hsieh & Shannon, 2005). Data for this study were inductively analyzed (Patton, 2002) by applying content analysis (Hsieh & Shannon, 2005; Zhang & Wildemuth, 2016) combined with general qualitative data analysis. Initially, the researcher analyzed quantitative data before moving onto to the qualitative data that focused on themes and inferences for the entire data. The content analysis process comprised six steps: (1) transforming any data into written text; (2) identifying units of analysis in line with the research questions; (3) defining rules for the coding system; (4) coding all units of analysis; (5) testing the consistency of each coding and theme, so that fixed data were obtained. If a coding was not consistent, revisions to the messages or themes were made before (6) drawing conclusions to determine the final data.

The analyses were performed as follows. Data obtained from the websites and the responses to the checklist were narrated. Units of analysis were classified into categories and defined in the checklist and themes for students' responses. Each unit of analysis was coded, tested, and verified. Thematic analysis was used to answer the research questions, including for the teaching purposes of BIPA, its attributes, and problems when conducting BIPA teaching. In general, the qualitative data analysis worked as follows: (1) The researchers read the entire transcript of interview, record of the answers of the checklist and results of the document analysis to obtain general information from each transcript; (2) the general messages were compiled to retrieve specific messages; (3) the researchers defined the general patterns generated from the specific messages; (4) the researchers identified evidences to answer each research questions of this study.

## **Results and Discussion**

### **RQ1: What features are indicated on the implementation of BIPA?**

Answers of the checklist and open-ended interview indicate general features on the implementation of BIPA. The general features according to students and teachers consist of seven categories: (1) the learners' purposes of learning, (2) Teaching materials and teaching methods, (3) Learners problems, (4) Culture and attitude, (5) Basic Knowledge and Skills, (6) Assessment, and (7) Readiness of BIPA as an international program.

In general, the features of the conduct of BIPA show the attainment of the program as well as its weaknesses to which a future perspective needs attention. The description of the features indicates that the most purposes of learners to join with BIPA are not the academic purposes. The first feature is the purposes of learning defined by the learners. The learners claim that their purposes to learn BI are more on recreation for free and learning Indonesian culture. The inventory of the learning purpose appears in table 3.

Table 3. Learner' purposes of learning

No	Kind of purposes
1	The goals of learning are more on recreation rather than on learning BI
2	To stay in Indonesia for one year freely is considered the opportunity to journey
3	Academic purposes are not the main objective
4	To see culture of Indonesia is another goal of learning

The second feature of BIPA is teaching materials and teaching methods appearing in table 4. From the interview the researchers find that learners focus more on teaching materials rather than teaching methods. Teaching materials are considered less to confirm learners needs and the implementation of the teaching materials is not proper.

Table 4. Teaching materials and teaching methods of BIPA

No	Kind of purposes
1	Teaching materials are not suitable to students' needs
2	Needs analysis is required before teaching start by each teacher
3	Needs analysis does not inform comprehensively students needs other than teaching materials
4	Textbook is too high level
5	Supplementary teaching materials are not well-developed
6	Textbook contains too many topics and learning activities
7	Teaching methods are not well graded suitable to students' psychological background
8	Teaching materials sources are limited
9	Online teaching materials and methods are not well-accessible
10	The coherence among teaching goal of vocabulary, grammar and BI skills is not condensed
11	Teachers are not-well prepared to serve any teaching topic

The third feature is the learner's problem. It deals with the motivation and students attitude to learn BI. As table 5 suggests student's problem define the low motivation, attitude and competence in BI.

Table 5. Learners' problems to join in BIPA

No	Kind of purposes
1	Low motivation of learners
2	Low mastery on vocabulary
3	Low mastery on grammar
4	Obstacles to pronounce BI words
5	Diversity of students competences and goals
6	Students attitude are not positive

Features of basic knowledge of a language and language skills appear in table 6. In the learning process, basic knowledge and language skills are components that should present in the teaching process and enhance the proficiency input of the materials.

Table 6. Features on the implementation of basic knowledge and language skills

No	Kind of purposes
1	Vocabulary items are not well specified nor graded to indicate the word size
2	Grammar items are too problematic, not well-graded their level of difficulty
3	Listening skills are not fully appropriate
4	Speaking skills are developed naturally
5	Reading skills are too high level
6	Writing skills are not well-phased

The features of assessment indicate how students' achievement and competence are assessed. Students perceive the assessment include formative test, summative test and proficiency test. Table 7 describes how the assessment is implemented in BIPA.

Table 7. Perception on the assessment of BIPA

No	Kind of purposes
1	Assessment is not encouraged students to challenge
2	Formative assessment is not well-developed
3	Summative assessment is not challenging
4	Standardized test is not well introduced through the teaching sessions

The last features of the implementation of BIPA as per table 8 describe the readiness of BIPA as an international program. The features indicate that BIPA yet is not ready to perform as the international program.

Table 8. Readiness of BIPA as an international program

No	Kind of purposes
1	Exposures of both society and online to use BI are limited
2	BIPA as an L2 program is not well prepared
3	BI for the research purposes are not well perceived
4	Teachers do not understand the learners' language other than English

Addressing the findings on general features of the implementation of BIPA that characterizes teaching conditions of EFL, an effort to improve the program should be taken into account. Learners' purposes indicate learning targets that require less struggle to compete, teaching materials and methods are not fully appropriate, and leners problems that indicate low motivation and perseverance. Other evidences that confirm general condition of EFL are the impact of culture in understanding the target language, vocabulary and grammar problems, acquisition of language skills and the assessment problems. Basically, the problems conform to the linguistics factor and non-linguistic factors. This finding is in agreement with the studies of Suyitno (2007), Pratiwi (2019) and Krashen (1988). The novice learners of an L2 will experience that any aspect of L2 are new to adapt and an extra perseverance is required to achieve a certain level of proficiency.

This study emphasizes that BIPA program is not the ultimate goal to achieve academic proficiency in BI. The learners are not in their ideas that learning BI is a tool to improve their academic attainment or to have a research about Indonesia. Their main

goal to learn BI is to benefit the opportunity to have a recreation in other country for free. Though the learners claim that they are interested to learn Indonesian culture, the motivation to achieve high proficiency in BI is not their ultimate goal. Unfortunately, the conditions concerning teaching learning process, such as syllabus, teaching materials, teaching methods and the assessment process do not fully meet their needs. Referring to Krashen (1988), this study confirms that teaching materials that do not fix to i+1 will be ignored by the students. In context of FL, the development of BIPA depends upon on the credibility of TIFL. Therefore, an update curriculum, syllabus and teaching materials that are based on a considerable needs analysis is required (Read, 2002).

The last finding in this area is the readiness of BIPA to serve an international program. This current study confirms that a foreign language program should be based on the standard teaching materials. The materials are included in a credible syllabus and high proficiency of the teachers (Richards & Renandya, 2002). Evidences show, however, that this study has not been designed for the international program. Textbook has been prepared, but the contents are not appropriate. As a result, the teacher should identify students' needs before teaching starts (Suyitno, 2007; Pratiwi, 2019). In facts, the appropriate textbook is not the sole need, facilities and infrastructure of teaching are other obvious needs. BIPA program has not been served to fill the international settings, learning media, exposures, online materials and variety of teaching methods are in limitation (Suparsa, et al, 2017; Saddono, 2019; Pratiwi, 2019). It implies that the implementation of BIPA requires the update of the curriculum, textbook, and teaching program to achieve an international standard.

## **RQ2: How do students' problems appear in the implementation of BIPA?**

Results of interview and answers of checklist are defined and their themes are classified in accordance with the research questions. The evidences identify that problems on the implementation of BIPA are classified into (1) leaners problems, (2) curriculum problems, (3) linguistic problems, and (4) culture and exposure problems.

### **1. Learners Problems**

Learners' problems specifically concern with learners motivation, attitudes, goals and academic problems. Learners' motivation is categorized not satisfied as indicated by the class attendances. Of 6 students 50% stated that they normally came late to the class because they are not encouraged to joint with the class. During the class activities, they less participate and do not work any assignments in the full motivation. Results of interview regarding students' motivation have been testified from three respondents show that learners came late to the class because of their wish and they did not participate at the maximum effort. Other students mention that he was not so interetested to learn in a formal setting in the classroom, but they prefer to learn outside the class through field trip or cultural performance. Finally, a student points out that his objective to stay in Indonesia for free is because of a recreational need. No academic target is defined. See excerpts (1), (2) and (3) for the examples.

- (1) I am not motivated to attend the class. There is no academic sanction if I did not achieve a good academic record in BIPa (S-1-T).

- (2) Formal learning in the classroom is not interesting for me. I prefer to learn through field learning or a culture performance (S-2-A).
- (3) My main objective is to have a recreation, staying in Indonesia for free and see different culture. I have no academic goal except I can speak Indonesian for the recreational purposes.

Another problem pertaining to learners is the student's attitude. Of 6 students, 4 assert that they tend to joint with their friends from the similar country everdyday. They did not work with their classmates from different countries, and work for their homework with the same country colleagues. When they are together, they communicate on their native language. BI and English are not spoken for their interaction.

## **2. Curriculum Problems**

Curriculum problems indicate that the curriculoum dimension is not determined appropriately. The curriculum dimension includes input, process, output. Input can be seen from the syllabus, process is identified from teaching methods and output is viewed from the learning outcomes of the students. Results of interview and checklist show that in general the syllabus has indicated teaching materials that are based on communicative approach. The teaching activities have been prepared as follows:

- a. Grammar topics are served but the gradation does not indicate overall scopes of grammar that include lower to complex level of achievement. The order of difficulty is not defined properly.
- b. Vocabulary items are served but not on a consistent description on which each section or book chapter is graded. Not all vocabulary activities indicate exercises of pronunciation and the items of words
- c. Reading passages are developed but the contents are not specified to reading skills, i.e. textual, inferential, evaluative skills, and the topics do not indicate the culture that is at the same level of students' proficiency.
- d. Speaking topics are developed but most are higher than students' proficiency and out of students' interest.
- e. Listening materials are appropriate but they are not encouraged students' motivation since they are presented using tape recorder.
- f. Writing skills are too complex, most students who have low vocabulary are demotivated. Specifically, the items to which writing level are served are not well defined.

The class runs 5 day per week, from Monday to Friday from 8.00 am to 4.00 pm. The regular classroom meeting has matched the proportion of the program. The weaknesses are the teaching techniques are not actually proper to the needs. Teaching techniques are not well developed at the same model by each instructor. Facilities to support the teaching process such as IT, google classroom, blended learning, the online materials are not available properly.

Finally, the assessments are not served very well. The formative tests on each BI skill is about the same and the summative tests do not properly measure the whole teaching materials the students already learned. As the tests are all teacher-made tests, validity and reliability of tests vary. The learning standards included in the BIPA curriculum and syllabus do not yet conform to the student need. The textbook available is not yet proper to the learning outcomes, characteristics and needs of students, the number of learning support, level of difficulty, and time allotment.

### **3. Linguistic Problems**

Linguistic problems are obstacles the students encounter because of the linguistic properties of BI. This way, students assert that they have four problems they usually find in everyday classroom interactions: limited vocabulary, difficulties to pronounce BI words, problems to follow BI accents, and problems to follow tutor's accents.

Limited vocabulary is the main problems in all classes of BIPA. Each class consists of between 6-10 students whose entry level behavior in BI varies in high discrepancies. One being elementary level, and the other ones are intermediate. The limited vocabulary achievement affects teaching process do not run smoothly, so that the instructors provide more drills on pronunciation and the word items. Problems of pronunciation and developing proper accents make students not being confidence to perform BI in the classroom either on speaking and reading. Words having the syllable of E, NG, NY and R are those that make learners got problems to pronounce and spell the words. Teacher's accents are in some cases problematic for the learners because of the inclusion of culture and Javanese attitude that is embedded in the accent.

The class therefore is being passive and students do not participate in the full efforts. Instructors have their own problems to explain such a discourse if the native language of the learners is not English. The instructors do not understand the learners' native language expect English. In the overall teaching process, linguistic problems encountered by the learners need specific strategies the instructors should employ appropriate to the contexts. In addition, linguistic problems are also related to certain materials such as the social, political, and Indonesian culture which is not comprehensively understood by students.

### **4. Culture and Exposure Problems**

Culture elicits problems on defining the meaning of an utterance and attitude expressed beyond the utterance. Cultural problems are indicated in some points: attitude to a speaking act, word choice to say an expression that indicate a honesty, pronoun to indicate elder speaking partner, gesture when performing an act, and terms that Javanese language is embedded. Culture problems also appear in reading passages and listening to Indonesian native speakers. The expression of the Indonesian native has an inherent culture embedded in the acts, so that learners are confused to understand the goal of the Indonesian native speakers the learners talk to.

The next problem on the exposure, the learners get problems to selecting proper use of BI for their objectives. The learners speak formal BI they obtained in the classroom but they found in their community that people speak in different grammar and style of BI. The people speak Javanese or BI mixed with Javanese. This way, the learners have limited exposure to apply BI properly. The impacts of the culture and

limited exposure are obvious, in that the learners have cultural clashes with the instructors in the classroom. In addition, the improper understanding of the instructors to the culture of learners makes severe interpretation and confused teaching activities. The learners come from very different ethnic background and culture some of whom do not understand well English. As the instructors do not understand the native language of the learners, cross cultural misunderstanding occurs. Culture also affects students' attitude psychologically. In general, the student's psychological condition is fluctuating due to competition, stress with tasks, tiredness, and homesickness.

The second findings of this study address improvement on the linguistic factor and the non-linguistic factors. Particularly, a discussion is focused on the BI features that make the learners encounter variety of problems. First of all, as the novice BI learners, the students have low BI vocabulary, improper sentence patterns and low comprehension of Indonesian cultures. In addition, exposure that facilitates the fast process of using BI in the social community is restricted. Learners find the communication is conducted using Javanese language and BI is restricted in use for the formal settings at campus. This finding confirms Krashen's (1988) theory in that linguistic aspect will affect the progress of students' achievement. Viewed from McCarty's (2007) theory, the role of vocabulary mastery is pivotal in development of grammar and other language skills. Evidences show that the learners face high problems in pronouncing certain words having N, R, NG syllables where the syllables are not present in the learners' native language. To overcome this problem, errors analysis, contrastive analysis, and interlanguage theory will be beneficial to adapt (Krashen, 1988; McCarty, 2007). In Byram's (2007) perspective, learning a language should include the learning of culture. Language learners should be proficient as an interlanguage competence. The implication is the revisitation of BIPA program should plan considerably SLA theories underpinning initial problems that occur at the beginning of the learning including error analysis, contrastive analysis and interlanguage analysis. In addition, the language planning should attach culture to prepare students as the intercultural learners. The culture is embedded in the textbooks, teaching activities, classroom communication and texts that provide students with insights of BI.

### **RQ3: How is the readiness of BIPA served as an international program?**

In all, position of BI served as TIFL is now evaluated. The evidences indicate that implementation of BI into TIFL reveal weaknesses in the planning and implementation. An evaluation through curriculum planning that include the purposes, teaching materials, teaching methods and evaluation show that TIFL is not yet defined properly.

The objective of BIPA has been defined as to serve the academic purposes. Curriculum and syllabus have been defined, textbook is supplied by both PPSDK and university team. In addition, teaching methods are also provided of which the inclusion of culture has been properly prepared. In addition, the formative and summative assessments are considered unsatisfied to measure the learners' progress. Specifically, the proportion of language contents does not indicate fluent degree for the purposes of both basic knowledge of BI, that are vocabulary, grammar, pronunciation, and the BI skills, including listening, speaking, reading and writing. Results of interview and answers to the checklist asking the readiness of BIPA into TIFL appear in table 9.

Table 9. Readiness of BIPA into TIFL

Descriptions	F	%
1. Goal of program is to achieve communicative competence		
2. Level of program has been properly graded into elementary, intermediate, advanced		
3. Vocabulary items are graded into 3,000 to 5,000 words properly		
4. Vocabulary building serves the learners to confidently speak and write appropriate for their purposes		
5. Syllabus has been developed properly		
6. Level of difficulty of the teaching materials is considerably defined in heirarcy and procedures		
7. Textbook contains basic knowledge and skills that are proper to the learning program		
8. Teaching materials are graded properly		
9. Exercises in the textbook provide the opportunities of the learners to improve their skills		
10. Teaching materials in the textbook provides self-athomous learning		
11. Exposures to practice BI are available and easy to access		
12. Teaching facilities and infrastructure meet the international student needs		
13. Access to implement BI to the global community, e.g. seminar, are available		
14. BI has been designed as the EAP program		

The evidences of the third finding of the current study emphasize on the readiness of BIPA provided it is prepared for an international program. The 14 aspects of BIPA are perceived inappropriate to promote as an international teaching learning program. As all indicators are improper, BIPA needs an overhaul revisitation. This finding basically indicates that the standardized attributes of an international program should be designed. Nation & Newton (2009) assert the general goal and the specific goal of learning L2. Specific attention should be put to the standardized teaching of the basic knowledge and language skills. Definitely, vocabulary as the central role to learn L2 is developed into general words of 3,000 to 5,000 and the academic words. The language skills are graded proportionally with appropriate exercise that possibly make the students become autonomous learners (Tomlinson, 2006). To make BIPA more credible, an idea to adapt EAP for the BIPA practices are initiated. It implies that the readiness should start from the standardized learning outcomes, teaching materials, teaching methods and evaluation. The standardized proficiency of BI needs to intensively solicide in context of BI for the academic purposes.

In addition, the awareness of foreign speakers towards Indonesian culture can help foreign speakers to actualize themselves appropriately in Indonesian. The cultural aspect supports foreign speakers in speaking Indonesian according to the situation and condition of Indonesian society (Byram, 2009). In addition, introducing Indonesian multiculturalism to foreign speakers can also foster a positive and appreciative attitude for foreign speakers towards the richness of Indonesian culture (Hamid and Mustafa, 2019).

There are conditions that must be met by a language in order to become an international language. Damshauser (2017) states that in order to become a world language, a language must be used in the fields of diplomacy, trade relations, and the dissemination of knowledge. These conditions are also emphasized by Phillipson (2008)



which states that English can become an international language today because it is the main liaison language in the fields of politics, trade, science, technology, military alliances, entertainment and tourism.

### **Conclusion**

This study has examined the general features of the implementation of BIPA, problems existed with students, and readiness of BIPA to serve as an international program. In general, BIPA program does not match to the learner's needs and goals, reorientation to standardize BIPA is required. The features of the implementation of BIPA are characterized with the lack accuracy of the curriculum planning. Input that refers to the syllabus where teaching contents are covered, indicate inappropriateness. Process to show learning experiences are partly proper to the goal but activities that provide learners materials appropriate to their learning styles and automous learneras is not yet well-operated. The learning outcomes of the student, are not well defined indicating the rigorous asseement to measure student' actual proficiency in the basic knowledge of BI and the skills in BI. Internally, students' entry level behaviors and their etchni background are not addressed in the recruitment process. The students tend to define their goal for the recreation for free. Intetntion to learn Indonesian culture is not strongly defined, not academic purposes to learn BI are determined. As of the lack preparation in running the program, BIPA is not yet ready to launch for an international program. It implies that revisitation is needed to rethink BIPA operation.

This study is by no means perfect. Limited number of participants and strategies to collect data possibly restricts its in-depth and the breadth of this study. Future research is suggested to enlarge the number of participants and try to conduct a face to face interview.

### **Pedagogical Implications**

This study has proved that SLA theories apply to novice learners of BI as an L2. Accordingly, the implementation of BIPA strongly requires theoretical underpinning in the main SLA theories, such as Krashen's (1988) theory, error analysis, contrastive analysis, interlanguage theory, and curriculum and materials development theory. The basic insights of the SLA theories should be shared with the BIPA designers and teachers of BIPA. In context of general program, BIPA has much relevance to EAP so that the inclusion of EAP design in the BIPA program is an obvious issue.

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