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### **ANALYSIS OF READINESS OF CULTURAL MATERIALS IN INDONESIAN LANGUAGE TEACHING MATERIALS FOR FOREIGN SPEAKERS (BIPA) INTERNATIONAL PAYA PROGRAM IN WEST SUMATERA**

### **ANALISIS KETERBACAAN MATERI BUDAYA DALAM BAHAN AJAR BAHASA INDONESIA BAGI PENUTUR ASING (BIPA) PADA PROGRAM INTERNASIONAL DI SUMATERA BARAT**

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#### ***Abstract***

*The Indonesian language teaching program for foreign speakers has received the attention of the Indonesian government, especially the Ministry of Education and Culture. To achieve the objectives of the Indonesian for foreign speakers program objectives, it needs all parties' support. Language observers must involve themselves directly and thoughtfully. The thoughts of experts and practitioners need to be utilized to find the right and appropriate strategy for learning Indonesian for foreigners. This study aims to describe the readability of cultural material in BIPA teaching materials in the International Program in West Sumatra. This research is a descriptive study of BIPA learning. Observe research at several universities in West Sumatra, interviews, and collect documentation. In the documentation of teaching materials seeing the cultural material provided. From the results of descriptive analysis, it was found that not all BIPA teachers provide concrete cultural materials to learners' needs. Teaching materials do not have specific cultural characteristics, especially Minangkabau culture. The instructor provides a general and extensive learning about the cultures in Indonesia, which appears on every teaching material provided. The readability of cultural materials in each is not easy to understand and has not been related to the teaching material.*

**Keywords:** *Comparison, Method, SQ4R, SIRE, News Text.*

## **Abstract**

*Program pengajaran bahasa Indonesia bagi penutur asing sudah mendapat perhatian dari pemerintah Indonesia khususnya kemendikbud dengan baik. Untuk mencapai tujuan Bahasa Indonesia bagi penutur asing sesuai dengan programnya, perlu dukungan semua pihak. Para pemerhati bahasa harus melibatkan diri secara langsung dan bersungguh-sungguh. pemikiran para pakar dan parapraktisi perlu dimanfaatkan untuk menemukan strategi yang benar dan tepat tentang pembelajaran bahasa Indonesia untuk orang asing. Studi ini bertujuan untuk mendeskripsikan tingkat keterbacaan materi budaya dalam bahan ajar BIPA pada program internasional di Sumatera Barat. Penelitian ini merupakan studi deskriptif terhadap pembelajaran BIPA. Mengobservasi penelitian pada beberapa universitas yang ada di Sumatera Barat, wawancara dan mengumpulkan dokumentasi. Pada dokumentasi bahan ajar melihat materi budaya yang diberikan. Dari hasil analisis deskriptif, ditemukan belum semua pengajar BIPA memberikan materi budaya yang kongkrit dengan kebutuhan pembelajar. Bahan ajar belum memiliki karakteristik budaya tertentu khususnya budaya Minangkabau. pengajar memberikan pembelajar Budaya secara umum dan luas tentang budaya-budaya yang ada di Indonesia, yang tampak pada setiap bahan ajar yang diberikan. Keterbacaan materi budaya pada setiap pertemuannya kurang mudah untuk dipahami dan belum terkait dengan materi ajarnya.*

**Katakunci :** Keterbacaan, Materi Budaya, BIPA

## **1. INTRODUCTION**

The success of BIPA teachers is a teaching material that must have certain characteristics, in the sense that Indonesian teaching materials given to foreign learners must have and include elements and values of Indonesian culture. Because we will present Indonesian to foreign learners will be known to the world, not to be colonized but honored; in other words, BIPA learning must give the spirit that the Indonesian nation is a nation that deserves to be respected. The success of BIPA learning in various institutions cannot be separated from multiple supporting factors—one of the supporting factors in BIPA learning, namely teaching or textbooks. Muslich (in Rahmawati 2010) said that textbooks are books that describe materials about specific subjects or fields of study, which are arranged systematically and have been selected based on clear objectives, learning orientation, and student development to be assimilated.

BIPA learning strategies and Indonesian learning in general, what distinguishes it is the color of culture or culture. What we can make a difference is to provide the text of the BIPA teaching material in which there is the culture of the Indonesian people. In mins, we make the text of BIPA teaching material based on the culture (local wisdom) in Indonesia. With the characteristics and knowledge of the local culture of the Indonesian nation, it is a unique attraction for foreign learners to learn Indonesian. Preparing Indonesian BIPA teaching material texts must pay attention to the level of BIPA learning. Namely the basic, intermediate, and advanced levels; each group already has indicators by BIPA graduate competency standards (SKL), namely BIPA 1, BIPA 2, BIPA 3, BIPA 4, BIPA 5, BIPA 6, and BIPA 7. The objectives of Indonesian language learning are to communicate and socialize with Indonesian people. Readiness of Cultural Materials Linkages with the Reader's understanding are easily understood, and remembered when international students read BIPA teaching materials. Readiness is the ease of learners in reading and understanding teaching materials and the suitability of cultural materials with the teaching materials provided.

According to Hariyono (2018), two factors influence readability: The short length of the sentence and the degree of difficulty of the word. Long sentences and phrases that are difficult to

understand will be complicated for the Reader to understand the text. Accessible text or discourse understood is a text that uses short sentences and words. Because Indonesian language learning for foreign speakers (BIPA), has different characteristics from Indonesian language learning for native speakers. For BIPA learning to be successful, various supporting factors are needed that, according to the learning characteristics of BIPA. One of the supporting factors in BIPA learning is teaching materials provided by BIPA teachers, both independent teaching materials and modules supporting BIPA learning; one of the other can be done by analyzing the readability of the discourse or text present in the It. Analysis of the readability of cultural material by the level followed by BIPA learners, namely international students, will significantly determine the success of the BIPA learning process. The readability analysis of BIPA teaching materials will be viewed and analyzed through their reading and communication skills. BIPA teaching materials given to international students are at the BIPA 1 and BIPA 2 levels.

## **2. METHOD**

Based on the type of research, this is included in the descriptive style of qualitative. The researcher exposes the data or reality to a descriptive data analysis. This is because Researcher Expose Data or Reality to a Case in a Language Learning Program. What is described in the study is an analysis of the readability of cultural material in BIPA Teaching Materials in International Programs in West Sumatra; the cultural material is in the form of cultural texts or local wisdom. The Analyzed Teaching Materials are Teaching Materials for BIPA 1 and BIPA 2 Levels. The data of this study are Indonesian texts and cultural materials in BIPA teaching materials. The source of this research data is in the form of teaching materials for BIPA teachers, reading skills, and communication of international learners. A research instrument is a tool used to measure natural and social phenomena observed (Sugiyono, 2010: 102). This research instrument is the recording and writing equipment used.

Data collection techniques are first observation; researchers made field observations of several institutions that conduct international programs, namely Andalas University, Padang State University, Padang Panjang Indonesian Art Institute, and Padang State Islamic University. After that, the researcher interviews the teacher while asking for teaching materials as research documentation data. And researchers conduct Focus Group Discussions (FGDs) with international teachers and learners. The analysis is carried out theory, and data analysis format is made according to the readability of a text. In data analysis techniques, researchers use listening techniques and note-taking techniques. The listening technique is a technique that is the object of research whose purpose is to obtain concrete data (Sudaryanto, 1993:135). The listening method is used in providing data using conducting language usage (Mahsun 2006:92). This method has an advanced technique: note-taking. Things that have been listened to are later transcribed into identifiable written data. In this data analysis, researchers calculate existing data on each discourse text.

## **3. RESULTS AND DISCUSSION**

### **1. BIPA Teaching Materials**

For the teaching material to qualify and meet its expected purpose, its level of readiness must be in line with the level of ability and reasoning learned. The appropriateness of this reading level is very important, as it will relate to the motivation and interest of the learner to learn Indonesian. To avoid such problems requires a study of the reading of BIPA teaching

material, which makes Indonesian a second language (Siroj, 2015). The reading of BIPA teaching materials is always related to reading and reader activities and the language of interaction (communicative) between reading and readers (Septina Krismawati, 2019). Hence, the language of Reader's interaction with reading is a combination of the meaning of reading symbol and the reading profile of a reader with his reading. Therefore, in BIPA, learning is required quality teaching material, both in terms of content and language.

As a language of instruction, Indonesian is used to understand the stages of learning Indonesian to develop the language competencies of BIPA learners (Suyitno, 2017). And the most important thing is that Indonesians use it as a vehicle for foreign learning thinking to understand the concept and its application in Indonesia. BIPA teaching materials demand Indonesians to explain the concept of learning through the intellectual development of BIPA learners (Kusmiatun, 2018). Indonesian use must be by the social-emotional maturity of the learner in understanding the concept of local to global (Siroj, 2015). Indonesian use must be exciting and clear to encourage BIPA learners to learn the Indonesian language thoroughly with the help of very interesting teaching material texts (Tiawati, 2020). Indonesian use in teaching materials is to use the form of words, terms, sentences, and paragraphs that are by language rules to communicate in writing.

Nowadays, suitable teaching materials are teaching materials that connect language and culture materials. Each of these materials must hone the cognition of international learners to understand cross-cultural learners and teachers. (Melford E. Spiro, (2017), cultural understanding given to BIPA learning materials can help international students understand the language they read quickly. This can help with reading skills in communicating (Abdul K.W, 2015). The readability aspect of cultural material in BIPA learning is related to the theme of the material given. The vocabulary, sentences, paragraphs, and texts given have elements of cultural understanding or local wisdom. In this study, researchers chose independent teaching materials provided by BIPA teachers at the BIPA 1 and BIPA 2 levels. Researchers want to know the learner's ability to understand the cultural material provided. This can be a consideration for international BIPA teachers in determining teaching materials based on the level and cultural material provided. Readability analysis will also reflect target objectives in BIPA learning.

## **2. Readability Analysis of teaching materials**

Keterbacaan (readability) ini merupakan ukuran tentang kesesuaian-tidaknya suatu bacaan bagi pembaca tertentu dilihat dari segi tingkat kesukarannya atau kemudahan teksnya. Tingkat Keterbacaan ini biasanya dinyatakan dengan peringkat kelas. Oleh karena itu, setelah melakukan pengukuran keterbacaan sebuah bahan ajar, orang akan dapat mengetahui kecocokan materi bacaan tersebut untuk peringkat kelas tertentu, misalnya peringkat enam, peringkat empat, peringkat sepuluh, dan lain-lain (Harjasujana, 2006:106).

Readability measures whether a reading is suitable for a particular reader in terms of difficulty or ease of the text. The grade rank usually expresses this Readability Level. Therefore, after measuring the readability of teaching material, one will be able to find out the accuracy of the reading material for a certain class rank, especially rank six, rank four, rank ten, and others (Harjasujana, 2006: 106).

The readability of cultural materials in teaching materials should be the main concern of BIPA teachers because teaching materials are a medium for conveying information (Junaidi et al., 2017). In determining the readability of teaching material, a study is carried out on three things: readability, reader background, and interaction between reading and readers. This is by the basic concept proposed by Rusyana that readability is related to reading events that a person performs, so it will relate to aspects: first, the Reader. Second, Reading and third, setting.

Readability is seen from several understandings of experts, namely: (1) Readability is all elements in the text (including interactions between texts) that affect readers' success in understanding the material they read at an optimal reading speed. (2) readability is related to the Reader's comprehension because the reading has its own charm that allows the Reader to continue to be entertained in the reading.

In addition, readability can be interpreted as all elements in certain printed materials that affect the success of readers who cover optimal reading comprehension and speed (Yudono, 2022). If the BIPA text in the teaching material is too difficult, the Reader will read slowly and sometimes even repeatedly to understand the content. This is likely to cause the reader frustration because what is expected may not be achieved. However, if a text is too easy, a person will quickly get bored. For this reason, the text is needed according to the class or level (Azizah & Surya, 2017). Therefore, one of the ways to get the text as expected is by the study of readability. To measure the level of readability, it is necessary to consider several variables, such as language structure, text content, typography, and reading interest. Generally, analyzing readability is done by considering the variables of the language structure.

Therefore, as BIPA teachers, we must be able to analyze the level of readability in making teaching materials in the form of text. Teachers need to have the ability to estimate the difficulty level of texting teaching materials. Because, one of the supporting facts in the success of learning Indonesian for BIPA learners is the availability of knowledge resources that can be obtained and digested according to to easily. And teachers need to pay attention to sentence length and word difficulty in the text as BIPA teaching material.

Various ways can be used to estimate the level of readability of a reading text. The first way is by analyzing the language or the use of language in reading materials; this linguistic analysis includes language standards, language effectiveness, language science, and the application of Indonesian Spelling (EBI). The better and more correct the language used in a text, the easier the text can be understood by the learner and can relate to the existing culture.

### **3. Cultural Material (Local wisdom) in BIPA Teaching Materials**

Preparing teaching materials in the form of texts for BIPA learners with cultural orientation must integrate the Indonesian people's daily practices. The conditions of local wisdom in Indonesia are diverse, ranging from oral to written traditions, and not classified as both. We can explore and find in the literary works of the archipelago, such as folklore, expressions, rhymes, songs, dances, traditional games, or in the form of certain ritual ceremonies, customs, clothing and ways of dressing, food, and methods of eating and others. The utilization and involvement of various local wisdom owned by the nation are used as teaching material in BIPA learning textbooks by teachers.

Insights into local wisdom can be brought into BIPA learning classes, especially by presenting texts about the local culture where the learning takes place. Through understanding Indonesian culture, especially local wisdom, foreign learners get information about the Indonesian people's cultural behavior (customs) or habits (Astuti & Bewe, 2020). So that, learning makes BIPA learners interesting and fun. Meanwhile, Sutarno (2008) wrote that there are three kinds of culture-based learning models: 1. Culture-based learning models through traditional games and folk songs, 2. Culture-based learning models through folklore, and 3. Culture-based learning models through the use of conventional tools.

Knowledge of Indonesian culture can be instilled in texts that will be used as BIPA teaching materials. The following can be compiled texts of BIPA teaching materials that are culturally based by including elements and values of Indonesian culture in it.

Level	Beginner (basic)	Madya (middle)	Proficient (continued)
<b>Targets of ability</b>	Able to understand and use expressions of self-introduction and fulfillment of daily and routine concrete needs in a simple way to communicate with very cooperative speech partners.	Able to report observations on events and express ideas in the topic of their fields, both concrete and abstract, quite smoothly without obstacles that interfere with understanding the speech partner.	Able to understand the information in almost all fields easily and express ideas spontaneously, smoothly, and precisely by distinguishing the nuances of meaning and reconstructing arguments and data in coherent presentations.
<b>Material</b>	<p>The material taught is the user:</p> <ol style="list-style-type: none"> <li>1. Expression of greetings in Indonesian</li> <li>2. greetings in Indonesian</li> <li>3. First, Second and Third Person Pronouns</li> <li>4. Self -identity and Professional Name</li> <li>5. Family terms</li> <li>6. Words of Time Revealing</li> <li>7. Words of directions</li> <li>8. The pronouns of this and that</li> <li>9. Simple verb</li> <li>10. Connect</li> <li>11. Words of question and what</li> <li>12. Words of question who and where</li> <li>13. Rupiah Number and Value</li> </ol>	<p>The material taught is the user:</p> <ol style="list-style-type: none"> <li>1. Sentences or requests according to Indonesian culture</li> <li>2. An expression of polite rejection</li> <li>3. Concerned expressions such as mourning</li> <li>4. Emotive expressions</li> <li>5. Pragmatic function</li> <li>6. Make an appointment</li> <li>7. adjectives that state the character of someone</li> </ol>	<p>The material taught is the user:</p> <ol style="list-style-type: none"> <li>1. Story of experience or story of yourself</li> <li>2. Understanding complex text (Indonesian culture)</li> <li>3. Re -disclosure of oral and written menurut text</li> <li>4. Play the role of the results of reading or simpan</li> <li>5. Writing papers and activity reports</li> </ol>

At each material the level of BIPA learning from the beginner level to the advanced level (BIPA 1- BIPA 7) can be given Indonesian cultural texts that are by the targets To express yourself., 3. Able to use Indonesian to carry out activities with special purposes. The cultural material must also be able to help to facilitate communication in the field by international students.

#### 4. CONCLUSION

Based on the analysis of research results, it was found that. First, independent teaching materials used by BIPA teachers for cultural materials do not yet have every theme or material. The cultural material provided cannot be read and understood well by international students, it can be seen from the results of the training or assignments given and from the form of speaking skills in communication in class and outside the classroom. The two sentences of sentences, text, or discourse given are still not by the levels of BIPA learning levels 1 and 2. Third, the analysis of the readability of cultural materials in BIPA teaching materials has not been widely given based on local wisdom where the learner is studying BIPA. This needs to be considered by BIPA teachers that can highlight the characteristics of the Minangkabau community in West Sumatra.

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