

## **DIRECT EMPIRICAL TEACHING INDONESIAN FOR FOREIGNERS: TEACHING TECHNIQUES AND HINDRANCES**

### **PENGAJARAN EMPIRIS LANGSUNG BAHASA INDONESIA UNTUK PENUTUR ASING: TEKNIK MENGAJAR DAN HAMBATAN-HAMBATAN**

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#### **ABSTRACT**

This study aims to know teaching techniques applied by English teachers who taught Indonesian for foreigners (BIPA) as several hindrances were encountered such as material decision, terms of Indonesian grammar, characters of foreigners, reading mastery, lack of vocabulary and its use, and so on. The descriptive qualitative was employed by the researcher. The sample was 15 teachers who practiced teaching Indonesian for 15 foreigners in Bengkulu. The methods for collecting the data were using observation checklist and interview guidelines. The collected data were analysed qualitatively by using content analysis. The results showed that teachers employed several teaching techniques. The second, the problems encountered by teachers were lack of experience, low language knowledge, inappropriate method or technique, and age, while the students' problems were less practice or exposure, mispronunciation, lack of vocabulary, grammatical understanding, and age. This research suggests that the teachers should teach Indonesian in more effective and efficient techniques.

**Keywords:** Teaching Indonesian; Beginner; Teaching techniques; Hindrances

#### **ABSTRAK**

*Penelitian ini bertujuan untuk mengetahui teknik mengajar oleh guru Bahasa Inggris dalam mengajar Bahasa Indonesia bagi Penutur Asing (BIPA), karena kesulitan yang ditemui, seperti memutuskan materi pengajaran, Tata Bahasa Indonesia, karakter penutur, keterampilan membaca, kurangnya kosakata, dan lainnya. Deskriptif kualitatif digunakan dengan sampel sebanyak 15 guru bahasa Inggris yang ada di kota Bengkulu. Instrumen penelitian ini adalah lembar observasi dan panduan wawancara yang telah divalidasi oleh para ahli. Data dianalisis dengan menggunakan analisis konten. Hasil penelitian ini mengaplikasikan beberapa Teknik mengajar. Selanjutnya, penemuan lainnya menunjukkan bahwa masalah yang dihadapi guru adalah kurangnya pengalaman guru dalam mengajar bahasa Indonesia dan pengetahuan bahasa, ketidakcocokan teknik, dan umur. Sedangkan masalah yang dihadapi dari segi siswa adalah kurangnya latihan, kosakata, dan pemahaman tentang tata bahasa, umur yang tua, serta kesalahan pengucapan. Penelitian ini merekomendasikan agar pengajar memberikan teknik pengajaran yang lebih efektif efisien.*

**Kata Kunci:** Pengajaran Bahasa Indonesia; Pemula; Teknik mengajar; Hambatan

## **INTRODUCTION**

Nowadays, Teaching Indonesian for foreigners (BIPA) is the current issue in Indonesia because many foreigners come to Indonesia with different purposes, such as studying, working, traveling and other aims. The foreigners need to know and master the Indonesian to interact with the Indonesian. Thus, teaching Indonesian for foreigners becomes an essential thing in Indonesia. Besides, the constitution number 24, 2009 about flag, language, symbol of the country and national anthem. The fourth part of that constitution explains the improvement of Indonesian function becomes international language. Referring to the regulation, many Indonesians want to teach Indonesian in overseas. Looking at that opportunity, English Education study program of Bengkulu University offers BIPA course for the students to take. So, the students learn BIPA in the classroom. In BIPA course, the students do not only know the theory, but also get direct experience to teach foreigners. Based on the observation and interview, many BIPA teachers did not have enough knowledge about BIPA itself, so that the teaching was not optimum. Besides, teaching BIPA has several hindrances. These hindrances can be from students and teacher. For students, they are difficult to master the Indonesian in terms of pronunciation, vocabulary, speaking, reading, writing, grammar and listening. Several students from several countries which do not have the same pattern as Indonesian, they are still hard to adjust to learn Indonesian, like Japanese. According to Iskandarwassid and Sunendar

(2011), there are several hindrances of teaching BIPA namely difficulty in deciding the material, teacher and students were getting confused in terms of grammar of Indonesian, different characters of foreigners language and Indonesian, lack of mastery of reading language books, lack of vocabulary and its use, the use of Indonesian is still influenced by foreigners' mother tongue. Therefore, teaching foreigners needs several efforts, innovation and patience because the teachers have to know their language concept, character, objectives and solve those problems.

Furthermore, teaching BIPA is one of the efforts of making Indonesian to be International language. Suyitno (2005) said that teaching Indonesian is systematic, systemic, and planned activity. Teaching BIPA is almost the same as teaching other languages. Teaching BIPA focuses on language skills, such as, listening, speaking, reading, writing, vocabulary, grammar, pronunciation and other elements of languages. Muliastuti (2019) stated that Teaching Indonesian is not only done in Indonesia, but also in overseas. Besides, Teaching BIPA needs a book and material development and the material must be based on the needs of the students. Thus, teaching BIPA is not as easy as teaching Indonesian to Indonesian because the learners are from various countries. Teachers can use various techniques in teaching BIPA. According to Harmer (2007), technique is an implementation that occurs in the classroom. Several techniques of teaching BIPA are jigsaw technique, Freeman (2002) stated that there are

several methods in teaching BIPA. Those were Grammar Translation Method, Direct Method, Audio-lingual, Silent way, Suggestopedia, Community Language Learning (CLL), Total Physical Respond, and Communicative. Silberman (1996) said that there are 101 techniques which used in teaching language namely role play, debate, Jigsaw, mind map, class corners, active language learning, card sort, simulation, round-robin technique, three-step interview, information gap, and so on. According to Pringgawidagda (2002), several techniques for teaching BIPA are discussion, speech, demonstration, field trip, problem-solving, experiment, group work, and task-based learning.

Some researchers conducted the research on Teaching Indonesian for foreign speakers (BIPA). The previous studies were divided into several categories. The first category was material development of BIPA. Suher and Hermoyo (2017), Saddhono (2016) and Adnyani, et al (2014) developed material of BIPA based on the culture. Suyitno (2007) and Prasetyo (2019) developed material based on the need analysis, but Prasetyo focused on the reading proficiency. Kurniasih & Isnaniah (2019) just implemented the developed material to the students. The second category was cultural understanding. It is almost the same as in material development because they put cultural parts in teaching BIPA, but the aim was different because the researchers just wanted to introduce and improve the local culture understanding of Indonesian for foreign speakers. The third category was teaching methods in BIPA, where

Ramliyana (2016) developed teaching methods in BIPA. Besides, Ramliyana (2016) and Asteria (2017) researched on more specific methods namely using traditional games and comic. The fourth category was policy in teaching BIPA. Aryawan, Pamungkas and Sonhadji (2017), Sudaryanto (2014), and Subali (2015) did research on it, but their research was little bit difference but the same field. Aryawan, Pamungkas and Sonhadji (2017) studied the impact of BIPA Policy on capacity building and course system to establish and enhance the management capacity of BIPA, while Sudaryanto (2014) researched on the map program or rules in teaching BIPA in China. He made a specific country. The fifth category was bilingualism. Subali (2015) purely researched on bilingualism, but Suteja and Purwanti (2017) explored the students' and teachers' attitude toward code-switching, where code-switching is one of the characters that showed the people in the community had bilingualism. The findings showed that concept bilingualism could help the students in learning BIPA. The sixth category was language skill. Anggaira (2019), Nur'aini (2017), Sujinah, et al (2019) did the research about language skill, but Anggaira focused on reading. The findings of his study showed that digital literacy was good to enhance the students' ability in reading. Nur'aini (2017) analysed different skill namely speaking. Her findings showed that most of BIPA students did mistakes in terms of pronunciation in Indonesian. Sujinah, et al (2019) developed reading assessment by using Adobe Flash CC2015. The finding showed that the

Adobe flash CC2015 was suitable and practical for assessing reading comprehension of BIPA.

In short, there was still gap among those previous studies and problems. Most previous studies conveyed material development, developing teaching methods, policy in teaching BIPA, cultural understanding, bilingualism and language skill especially speaking and reading. The previous studies still had weaknesses, such as (1) not maximum in developing material because the material just focused on the cultural, (2) developing teaching method was only just a library research, (3) the problem in speaking was pronunciation, and (4) most of the studies focused only reading and speaking. The current research tried to fill the gap because the current research was different from previous studies because it focused on New Direct Empirical of Teaching Indonesian for Foreigners. This study explored the students' practice in teaching Indonesian for foreigners for the first time. The focuses of this study were teaching technique, hindrances and its innovation. The research questions of this study were (1). What are techniques implemented by the novice Indonesian Teachers for teaching Indonesian for Foreigners? (2). What are the hindrances during teaching Indonesian for Foreigners?

## **METHOD**

This research used a qualitative design because the research wanted to explore the teaching technique used, barriers in teaching foreigners, and its innovation. Ary, et al. (2010) stated that descriptive qualitative is one of

the research designs that describes the phenomenon or event. The sample of this research was 15 English teachers who practiced teaching 15 foreigners in Bengkulu. The foreigners came from Cambodia, Australia, French, Bulgaria and Germany. The instruments of the research were video recording, observation checklist and interview guideline. The video recording was used to record the students of teaching Indonesian for foreigners, while observation checklist was to know what happened during teaching and learning for BIPA. Interview was used to know students and teachers problem of teaching BIPA. Technique of data collection of this research was in line with the research instruments. The data collected were analysed qualitatively by using content analysis. Dawson (2002) stated that in the qualitative data could be analysed by using content analysis. Content analysis is an analysis which uses codes or may be number or words in the text. Besides, content analysis also covers the use of category in the data.

## **RESULTS AND DISCUSSION**

### **Results**

The results covered two research questions of this study. Those were teaching techniques used by the teachers to teach Indonesian for foreigners and the problems occurred in teaching Indonesian.

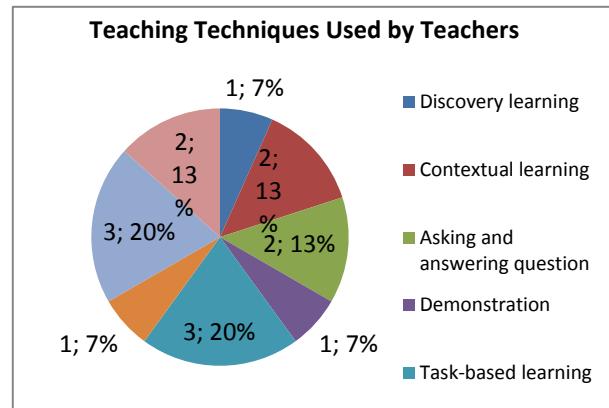
### **Teaching Techniques of Teaching Indonesian for foreigners**

Teaching techniques is important for the teacher and the students. Based on the observation checklist/ field notes and video recording, the techniques which were

used by the teachers were discovery learning, contextual learning, asking and answering question, demonstration, task-based learning, learning by doing or immersion, Total Physical response and drilling. For more detail, teaching techniques used by the teacher can be seen in table 1.

Table 1. Teaching Techniques used by the teachers for teaching BIPA

Teaching Techniques	Frequencies (number of teacher used the technique)	Percentage
Discovery learning	1	6,66667
Contextual learning	2	13,3333
Asking and answering question	2	13,3333
Demonstration	1	6,66667
Task-based learning	3	20
Learning by doing/ Immersion	1	6,66667
Total	15	100
Physical Response		20
Drilling	2	13,3333



Graph 1. Teaching Techniques Used by Teachers

Table 1 and Graph 1 show that the only one teacher used discovery learning, demonstration, learning by doing, and problem-based learning. Furthermore, there were two teachers used contextual learning, asking and answering question, task-based learning and drilling. Besides, there were three teachers who used total physical response in teaching Indonesian for foreign speakers. Dominantly, the teacher used total physical response and task-based learning for teaching BIPA in the beginner level. However, the minority techniques used in teaching Indonesian for foreign speakers were discovery learning, demonstration and immersion.

### Hindrances in Teaching BIPA

Hindrances in teaching BIPA can be divided into parts. The problems could be from teacher and learners. The hindrances can be seen from the interview excerpt 1 until 12.

Interview Transcript of teachers  
Excerpt

A : What is your problem in teaching BIPA?

B : eeee, my problem is experience because I have no experience in teaching BIPA, so I am difficult to teach Indonesian. Besides, I am difficult to find out a foreigner to be taught.

**Excerpt 2**

A : What is your problem in teaching BIPA?

B : I have a problem in terms of language skill because I am confused to answer the question from the student about grammatical in Indonesian especially prefix or suffix and other relevant problems.

**Excerpt 3**

A : What is your problem in teaching BIPA?

B : Actually, I am little bit difficult to control my emotion because the students were long to understand for my explanation.

**Excerpt 4**

A : What is your problem in teaching BIPA?

B : I think, I have little bit problem in terms of adjusting the student's language, because I had Japanese student and his language structure is different from Indonesian.

**Excerpt 5**

A : What is your problem in teaching BIPA?

B : My problem is my teaching strategy or technique because I cannot optimally use my teaching technique that I planned. The reason my teaching technique cannot be maximized by me because every part of the material took time to be understood by the student.

**Excerpt 6**

A : What is your problem in teaching BIPA?

B : The problem that I faced during teaching BIPA was the age of the student because the student is 50 years old, so the student was difficult to remember to what I taught. Besides, the student sometimes was late to come because the distance of course is not near from his boarding house.

Based on the interview to the teachers, the problem in teaching BIPA was less experience like as said in excerpt 1, "I have no experience in teaching BIPA, so I am difficult to teach Indonesian". The next problem was Indonesian grammatical because the teacher did not have enough knowledge about it, so the teacher was hard to answer the question from the student. It can be proved by interview transcript in excerpt 2, "I have a problem in terms of language skill because I am confused to answer the question from the student about grammatical in Indonesian...". Furthermore, the problem of teaching BIPA for the teacher was relation to the emotional because the teacher was not patient to handle the student who did not understand the material. It was proved by the statement in the excerpt 3, "I am little bit difficult to control my emotion because the students were long to understand for my explanation". The problem that the teacher faced was also the adjusting the student's language because the student's structure language is different from Indonesian, such as Japanese language. This is accordance with the answer of the student in

excerpt 4, "I have little bit problem in terms of adjusting the student's language, because I had Japanese student and his language structure is different from Indonesian". The next problems were age and distance because the student's age was old, so the student was complicated to remember the lesson even though the teacher repeated the lesson. The distance of the place for studying and the foreigner's stay was not near so, it sometimes made the foreigner came late to study. The last problem was foreigner itself where the teacher was difficult to find out the foreigner, as in excerpt 1, "I am difficult to find out a foreigner to be taught.

#### Interview Transcript of Students

##### Excerpt 7

A : What is your problem in learning BIPA?  
B : Hmm...my problem was not quite familiar with Indonesian. I need more exposure in learning Indonesian like practice in speaking rather than grammar.

##### Excerpt 8

A : What is your problem in learning BIPA?  
B : I am confused in learning grammar of Indonesian because I am difficult to understand especially in adding prefix, suffix and get the meaning of the affixes. The way the teacher explained, I think it was too conventional.

##### Excerpt 9

A : What is your problem in learning BIPA?  
B : I still did mispronunciation the Indonesian

because I am difficult to pronounce some words, such as mengguggurkan ("ng") and etc.

##### Excerpt 10

A : What is your problem in learning BIPA?  
B : I am so hard to memorise the Indonesian words. In learning process, I remembered, but when I went home, I forgot them. This is also because of my age.

##### Excerpt 11

A : What is your problem in learning BIPA?  
B : To be honest, I have little time to practice because I am so busy to work. Besides, I do not have a partner to practice at home.

##### Excerpt 12

A : What is your problem in learning BIPA?  
B : I have to admit that I have inadequate vocabulary, so I am difficult to speak. May be, I have to learn more about the vocabulary and need much exposure in learning Indonesian.

Based on the students' interview transcript, there were several problems that students faced in learning Indonesian for foreigner speakers. The first problem was that the student was less exposure to Indonesian and rare to practice speaking Indonesian, so the student had low ability in Indonesian, like the student said in excerpt seven, "my problem was not quite familiar with Indonesian. I need more exposure in learning Indonesian like practice in speaking rather than grammar". The

second problem was that the student was still difficult to learn grammar of Indonesian because not only the material of the Indonesian grammar, but also the teacher was still using conventional method in teaching grammar. It was proved by the excerpt eight, "...I am confused in learning grammar of Indonesian..., The way the teacher explained, I think it was too conventional". The third problem was pronunciation. The student always mispronounced the Indonesian words, as in the excerpt 9, "I still did mispronunciation the Indonesian because I am difficult to pronounce some words, such as mengguggurkan ("ng")". The fourth problem was age because age is one of the causes which made the student difficult to remember. There was one student who had age of 52, as in the excerpt 10, ".....,I remembered, but when I went home, I forgot them. This is also because of my age". The fifth problem was time management because the student was busy in his work so, the student did not have enough time to practice and learn Indonesian, as in excerpt 11, "To be honest, I have little time to practice because I am so busy to work". The sixth problem was low vocabulary because the student did not have adequate vocabulary and still forgot the vocabulary, as in excerpt 12, "I have to admit that I have inadequate vocabulary...."

## Discussion

Teaching Indonesian for foreign speakers is not easy for many people because the teacher must consider the culture of the foreigners. Based on the research questions and the findings of the research about the techniques

which used by the postgraduate students to teach Indonesian and the Hindrances of teaching Indonesian, the teachers got new experiences and found barriers in teaching Indonesian. Firstly, based on the first research question about the technique which used in teaching Indonesian, the teachers used various techniques in teaching Indonesian because they faced different student, different cultural background and different students' character. The teachers used discovery learning, contextual learning, asking and answering questions, demonstration, task-based learning, immersion, total physical response and drilling. However, the most dominant techniques were task-based learning and total physical respond technique because there were 6 teachers used those techniques, while the minority techniques used by the teachers were discovery learning, demonstration and immersion technique. This finding was in line with the theory from Freeman (2002), but from the techniques which mentioned by him, only total physical respond was used by the teachers in this research. According to Silberman (1996), there are 101 techniques which used in teaching language namely role play, debate, Jigsaw, mind map, class corners, active language learning, card sort, simulation, round-robin technique, three-step interview, information gap, and so on. However, based on the research finding of this research, the researcher just found discovery learning, task-based learning and other techniques, but based on Pringgawidagda (2002), not all the techniques that he mentioned which found in this research where

techniques were used by the teachers in this research namely demonstration and task-based learning. This first finding was also in line with the previous study from Ramilyana (2016) who said that techniques in teaching BIPA can be developed by the teacher to increase the understanding of the students related to the material. Thus, the teacher should be clever in determining the technique which used in the classroom.

Secondly, in relation to the second research question or findings about the barriers in teaching BIPA, the researcher found problems not only from the teachers, but also from the students. The problems from the teachers can be divided into several categories, such as less experience, low language knowledge, appropriate method or technique, and age. The first, the teachers had less experience because the teachers did not have adequate experience in teaching Indonesian for foreigners. Only one teacher who had experienced teaching Indonesian for foreigners. Secondly, the teachers did not have good knowledge about Indonesian especially grammar. Consequently, several teachers were difficult to explain the material about grammar of Indonesian. The teachers also were confused to answer the questions from the students about the grammar. Thirdly, the problem was appropriate method or technique in teaching. There was a teacher who cannot use the method in appropriate way during teaching and learning process, so that the teaching and learning process can be optimised by the teacher. Fourthly, the teacher found that the age of the student was over 50, so the student

was difficult to memorise the material or the vocabulary that the teacher had already given to him. The second, the problem was from the students, based on the students' interview, there were several problems namely less practice or exposure, mispronunciation, lack of vocabulary, grammatical understanding, and age. The students thought that less exposure and less practice became the problems of the students learning Indonesian. If the students were seldom to practice, surely the students would be difficult to master the language. The students also did some mistakes in mispronouncing the words of Indonesian. According to the students, several words were hard to pronounce the words, such as "menggabungkan, meminimalisir, menceritakan". Inadequate vocabularies were problems for the students because the students were lack of Indonesian vocabularies. Sometimes, the students were fast to get the vocabularies, but easy to forget the vocabularies. Furthermore, the students were confused to learn grammar of Indonesian. The problem was about the suffix, prefix and the combination suffix and prefix. For example, terjemah-kan, men-cerita-kan, and etc. The age was the problem because the older age or over 50 made the student difficult to memorise the material of Indonesian. Those problems were based on the theory from Iskandarwassid and Sunendar (2011) who said that hindrances of teaching BIPA were difficulty in deciding the material, teacher and students were getting confused in terms of grammar of Indonesian, different characters of foreigners' language and Indonesian,

lack of mastery of reading language books, lack of vocabulary and its use, the use of Indonesian is still influenced by foreigners' mother tongue. However, there were two problems which were not mentioned in the theory, but they were found in this research namely age and time.

In brief, the teachers used several types of techniques in teaching Indonesian. The teachers and the students got problems in teaching and learning Indonesian. The teachers should be aware of the students' problems and be creative in solving the problems of the students. The teachers must have much knowledge in terms of techniques and Indonesian. The students also can learn from the teachers and other sources.

## **CONCLUSION**

Based on the research questions and findings, there are two conclusions in this research. The first, teachers employed techniques in teaching Indonesian for foreigners. Those were discovery learning, contextual learning, asking and answering question, demonstration, task-based learning, learning by doing or immersion, Total Physical response and drilling. The second, the problems in teaching Indonesian for foreigners were from teachers and students. Teachers' problems were less experience, poor knowledge of language, appropriate method or technique, and age, while the students' problems were less practice or exposure, mispronunciation, lack of vocabulary, grammatical understanding, and age.

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