

Characteristics of Indonesian Teaching Materials for Foreign Speakers for the Business Communication Purposes

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Abstract. Indonesian language learning for foreign speakers (BIPA) has various objectives, one of them is BIPA learning for business communication purposes. For this reason, it is needed the special teaching materials for BIPA learners for business communication purposes. This research is to find out how the characteristics of BIPA teaching materials for business communication purposes. The method of the research is using qualitative method. The subject of the research is BIPA learners for business communication purposes which have 10 learners from various countries and different work backgrounds. The data of the research is in the form of questionnaire results of BIPA teaching materials needs for business communication purposes filled by BIPA learners for business communication purposes. The conclusion of the research results that the characteristics of BIPA teaching materials for business communication purposes as follows, (1) Characteristics of BIPA teaching materials for business communication purposes must be oriented to the needs of BIPA learners for business communication purposes, (2) contain business / work content, oriented to the ability of learners, (3) contain material as a whole which is arranged in an organized manner, (4) contain audio visuals, and (3) an easily accessible application.

Keywords: Characteristics; Teaching Materials; Indonesian for Foreign Speakers

INTRODUCTION

Indonesian for Foreign Speakers (BIPA) is a learning program intended for foreigners. According to Khaerunnisa (2017), the subject of BIPA learners is foreign speakers. Indonesian for Foreign Speakers (BIPA) is taught by grade level (Puspitasari, and Walujo, 2020). Currently, most of BIPA learners in Indonesia are adult learners such as students, and workers. This is reinforced by Wojowasito (in Ramadhani, 2017) explained that the differences between BIPA learning and Indonesian language learning in general, are (1) BIPA does not integrate learners into their environment, (2) BIPA is almost learned at an adult age or when a person has mastered a number of structures from his first language, and (3) BIPA is processed outside its own system, from a system that is usually completely different. In essence, BIPA learning learens the culture that exists in Indonesia (Suyitno, 2017). According to Ningrum, et al. (2017) BIPA learning is one of the efforts to internationalize the Indonesian language.

Along with the development of Indonesian for Foreign Speakers (BIPA) in international world is accelerated. Indonesian language learning for foreign speakers is well known, both in Indonesia and in several countries. According to Sari, et al. (2016), explained that the background of foreigners studying Indonesian is

for various purposes, one of them is to communicate. This is also Soewandi (in Suyitno, 2014) explained that the prominent purpose of teaching BIPA is to communicate with Indonesian speakers. As the Asean Economic Community (AEC) has opened, there are many requests for Indonesian language courses for the purpose of business communication. In addition, Arumdyahsari, et al. (2016) proved that the increasing interest in Indonesian language in various media, which is not only in the ASEAN region, but also in Asia and Australia. With the development of BIPA courses and training for the purpose of business communication, it must be balanced with the provision of teaching materials that suit the needs of learners, namely foreign workers.

Teaching materials are the learning materials to discuss one subject. The teaching materials can also be interpreted as learning resources (Cahyadi, 2019). According to Pannen: 1995 (in Magdalena, et al., 2020) explained that teaching materials are materials or topics that are systematically arranged which are used by teachers and students in learning. Teaching materials are a very important part of the overall learning process (Ramdani, 2012). With the teaching materials, it will help teachers to support the achievement of learning objectives (Tanjung, & Fahmi, 2015). Good teaching materials are teaching materials that meet standards both in

terms of content or material, presentation of material, language and readability, and graphics. Likewise in BIPA teaching materials.

Hastuti, and Kosasih, (2018) explained that the importance of BIPA teaching materials that contain elements of Indonesian locality. Likewise for BIPA teaching materials for business communication purposes. In another case, Suyitno, (2007) also explained that in designing BIPA teaching materials, it is necessary to pay attention to the characteristics of foreign students. In the preparation of BIPA teaching materials, it cannot be separated from the character of the Indonesian nation which is diverse and rich in natural resources and culture (Ulumuddin, and Wismanto, 2014). According to Siroj (2015) explained that BIPA teaching materials must be in accordance with the objectives of the BIPA program. In BIPA teaching materials, we must be able to include the wealth of identity, character, and culture of the Indonesian nation. Therefore, BIPA teachers must compile teaching materials or develop teaching materials that are culturally charged and in accordance with the needs of BIPA learners.

Seeing the current needs of BIPA learners for business communication purposes, special teaching materials are needed for BIPA learners for business communication purposes. Because, Indonesia's strategic geographical location allows the nation to excel economically. This fact was especially supported by ASEAN leaders when they drafted the ASEAN Economic Community (AEC) and turned ASEAN into a free trade area for goods, services, investment, and skilled labor, as well as free movement of capital flows. Language is one of the important aspects in the implementation of AEC (Junaidi, 2017). This allows many investors and business people to consider the Indonesian nation as prospective. In addition, it opens new doors and opportunities for the BIPA (Indonesian for Foreign Speakers) field of study, because when conducting business activities in Indonesia, a business person must be proficient in the language (Febrianti, and Ningsih, 2021). According to Asteria, (2015) explained that the BIPA program for the purpose of business communication is the development of a BIPA program tailored to the needs of the business world. However, when viewed from the problems faced at this time is the absence of BIPA teaching materials for business communication purposes. According to Mediyawati, (2019) explained that there is a great need for BIPA teaching materials with business communication objectives.

Starting from the descriptions above, the researcher provided a solution by developing teaching materials specifically for BIPA learners for business communication purposes that are in accordance with the characteristics of BIPA learners for business communication purposes. Therefore, the purpose of this research is to find out how the characteristics of BIPA teaching materials for business communication purposes.

METHODS

This research used qualitative methods. Sugiono (2010) explained that qualitative research is the research that is required to be able to interpret data based on what is said, felt, and done by data sources. The data of this study are the answers to the needs analysis questionnaire from BIPA learners for business communication purposes against BIPA teaching materials for business communication purposes. The data is then processed so as to obtain the characteristics of BIPA teaching materials for business communication purposes.

The research subjects are BIPA learners for the purpose of business communication which have 10 learners from various countries including and different work backgrounds. The data of the research is in the form of questionnaires on the needs of BIPA teaching materials for business communication purposes filled out by BIPA learners for business communication purposes.

The data analysis in this study used the analysis model according to Miles and Huberman, (1994). The analysis consists of three stages, namely, (1) data reduction stage, (2) data display stage, and (3) data conclusion stage. The data reduction stage in this study is that the researcher records the data from the needs analysis questionnaire for BIPA teaching materials for business communication purposes that have been filled in by BIPA learners for business communication purposes. After the data is recorded, then the data display stage, at this stage the researcher analyzes the data obtained from the teaching material needs questionnaire, namely in the form of characteristics of BIPA teaching materials for business communication purposes. After the data is recorded and analyzed, the last stage is storing data, at this stage the researcher makes a conclusion about the characteristics of BIPA teaching materials for business communication purposes.

RESULTS AND DISCUSSION

Result

The purpose of the research is to find out how the characteristics of BIPA teaching materials for business communication purposes. Based on the results of the teaching material needs analysis questionnaire that has been filled

in by BIPA learners for business communication purposes, there are at least five substances needed in BIPA teaching materials for business communication purposes including the substance of learning objectives, themes, materials, language, and test forms. The following is a summary of the results of the needs analysis of the teaching materials needed.

Table 1.The results of the needs analysis of BIPA teaching materials for business communication purposes

Substance	Teaching material needs
Learning objectives	Be able to communicate using Indonesian, understand Indonesian work culture, understand workplace administration
Theme	Self Introduction, work culture in Indonesia, correspondence, job interview, and business report
Material	Language skills materials, work culture materials in Indonesia, and business vocabulary materials
Form of Teaching Material	Making a videos, images, animations, and is easily accessible anywhere and anytime.

Based on the results of the needs analysis, the characteristics of BIPA teaching materials for business communication purposes were born. Muslich (2010) stated that the characteristics of good teaching materials are teaching materials according to student needs. The characteristics of BIPA teaching materials for business communication purposes that were born from the results of the needs analysis were then harmonized with the characteristics of good

teaching materials according to the Directorate of Primary and Secondary Education of the Ministry of National Education in 2003. The characteristics of the teaching materials include (1) self-instruction, (2) self-contained, (3) stand alone, (4) adaptive, and (5) user friendly. The characteristics of BIPA teaching materials for the purpose of business communication can be explained in Figure 1.

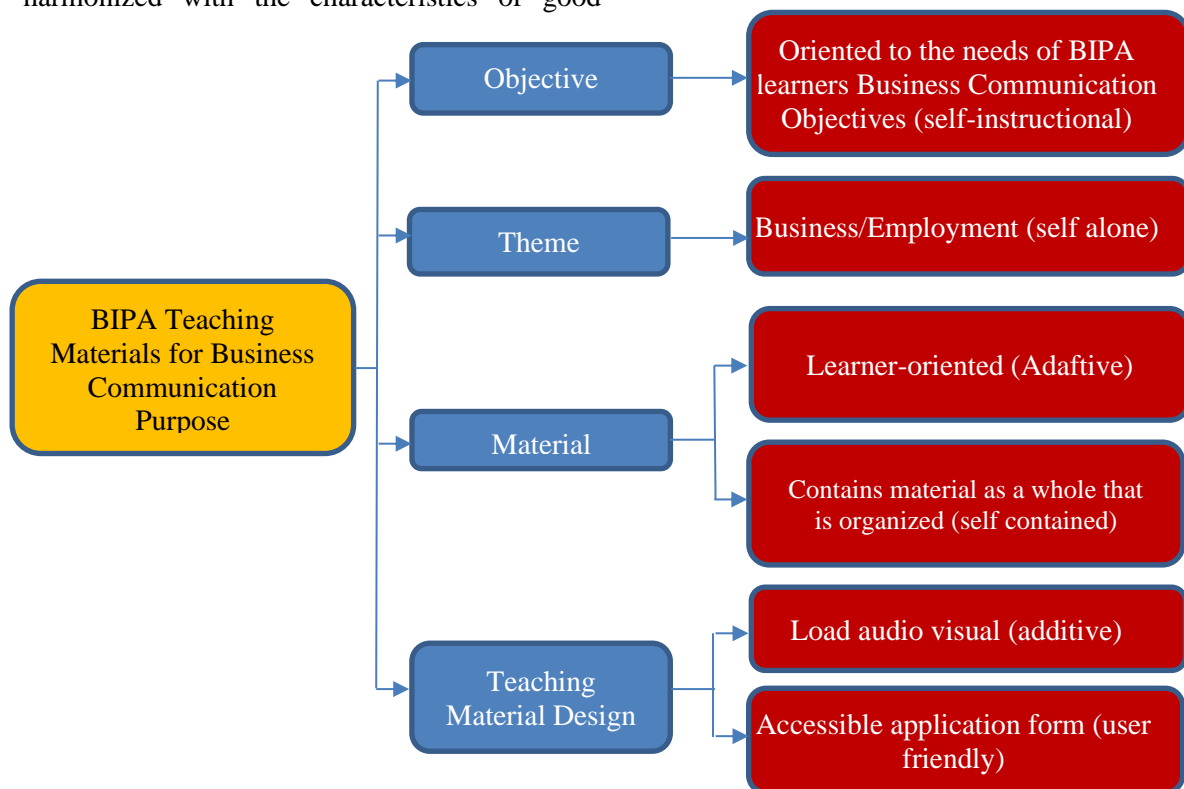


Figure 1. Chart of Characteristics of BIPA Teaching Materials for Business Communication Purposes

Based on the chart of characteristics of BIPA teaching materials for business communication purposes above, there are seven characteristics of BIPA teaching materials for business communication purposes. The seven characteristics can be explained as follows:

1. Oriented to the needs of BIPA learners Business Communication Objectives (self instructional)

BIPA teaching materials for business communication purposes have characteristics oriented to the needs of BIPA learners for business communication purposes, namely teaching materials developed based on the needs of BIPA learners for business communication purposes. Before the teaching material is made, a needs analysis is carried out first by distributing a questionnaire analyzing the needs of teaching materials to BIPA learners for the purpose of business communication to find out the purpose of these learners learning Indonesian. So in that way, the teaching materials have fulfilled the character of self-instructional, namely, teaching materials that can make learners able to teach themselves.

2. Business/Employment (self alone)

BIPA teaching materials for the purpose of business communication have the characteristics of themes containing the world of Business / Work, meaning that the themes developed in these teaching materials are themes related to the business world such as introducing yourself, work culture in Indonesia, correspondence, job interviews, and business reports. These characteristics are included in the self alone character, because these teaching materials will not depend on other teaching materials.

3. Oriented to the ability of the learner (Adaptive)

The characteristics of teaching materials oriented to the ability of learners mean that the teaching materials to be developed contain material according to the level of ability of BIPA learners for business communication purposes. The teaching materials to be developed refer to BIPA level 3. These characteristics are included in the adaptive character, because the teaching materials to be developed contain material that can increase the knowledge of the learners.

4. The contains material as a whole which is organized (self contained)

The characteristics of the teaching materials contain the material as a whole which is arranged in an organized manner, that is, the material in the teaching materials contains the materials needed by BIPA learners for the purpose of business communication as a whole, making it easier for learners to learn the teaching materials. These characteristics are in accordance with the self-contained character, namely the learning material is presented as a whole in one unit of competency.

5. Load audio-visual (adaptive)

The fifth characteristic of BIPA teaching materials for business communication purposes is that they contain audio visuals. The purpose is to help learners and make learners' interest in learning teaching materials. The developed teaching materials contain pictures, illustrations, and videos. These characteristics are in accordance with the adaptive character, namely teaching materials have adaptive power to technological developments.

6. Accessible application (user friendly)

The sixth characteristic of BIPA teaching materials for business communication purposes is in the form of an easily accessible application. This means that the design of teaching materials developed using the Pakeflip 3D application will make it easier for learners to access these teaching materials anywhere and anytime. These characteristics are in accordance with the user friendly character, namely teaching materials that can help and facilitate students in using these teaching materials.

Discussion

Based on the background that has been explained at the beginning, the lack of BIPA teaching materials for business communication purposes makes it difficult for BIPA teachers for business communication purposes to choose and determine the right material. The teaching materials used by BIPA teachers for business communication purposes still use teaching materials that are general in nature.

The results of the needs analysis questionnaire for BIPA teaching materials for business communication purposes that have been filled in by BIPA learners for business communication purposes obtained the results of the characteristics of BIPA teaching materials for business communication purposes in accordance

with the needs of the learners.

The questionnaire results produce the characteristics of teaching materials that are suitable for BIPA learners for the purpose of business communication, namely teaching materials must be oriented to the needs of BIPA learners for the purpose of business communication. Suyitno (2007) explained that teaching materials must be in accordance with the characteristics of the needs of the learners. The characteristics of BIPA teaching materials for communication purposes must be business / work-related. The characteristics of themes in teaching materials must be themes related to business and work. Good teaching materials are teaching materials that match the characteristics of the learners in order to increase student understanding (Cloonan & Fingeret, 2020). In addition, the questionnaire results show that the characteristics of BIPA teaching materials for business communication purposes must be learner-oriented. This means that the material developed must be in accordance with the level of ability of BIPA learners for the purpose of business communication. Based on the results of previous research conducted by Mediawati et al. (2019) explained that BIPA TKB teaching materials must be in accordance with the ability level of BIPA learners. The characteristics of the next teaching material are that it contains the material as a whole which is arranged regularly. The material is compiled as a whole according to the needs and arranged in an orderly manner to make it easier for learners to study the teaching material. This is in accordance with the opinion of Tarigan (2004) which stated that teaching materials must be arranged regularly and gradually. Furthermore, the characteristics obtained from the results of the needs analysis are that BIPA teaching materials for business communication purposes must contain audio visuals. The audio visual is to help learners and make learners interested in learning the teaching materials. This is in accordance with the opinion of Schorling and Batchelder in Muslich (2010) which stated that good teaching materials are teaching materials that contain illustrations, which can help students in learning. Finally, the characteristics of BIPA teaching materials for business communication purposes must be in the form of applications that are easily accessible by BIPA teachers or learners for business communication purposes. based on the results of research by Liu et al. (2018) the use of mobile learning applications provides high satisfaction

for users.

CONCLUSION

Based on the results of the study, it can be concluded that the characteristics of BIPA teaching materials for business communication purposes must be oriented to the needs of BIPA learners for business communication purposes, contain business / work content, oriented to the ability of learners, contain material as a whole which is arranged in an organized manner, contain audio visuals, and an easily accessible application.

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