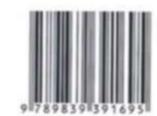# UKM

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Contents

THE DEVELOPMENT OF INDONESIAN INSTRUCTIONAL MATERIALS FOR FOREIGN LANGUAGE LEARNERS IN THE PRAGMATIC PERSPECTIVE

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BIPA learning that focuses too much on the dimensions of linguistic structure has many weaknesses. Unless addressed immediately, these weaknesses will fundamentally make BIPA learning less meaningful for BIPA learners from various countries. This led the author to conduct a study to develop BIPA teaching materials using the pragmatic perspective. The BIPA learning links the context of the situation and the socio-cultural context so that learners are able to communicate fully. The problem is formulated as follows: how is a BIPA learning model using a pragmatic perspective to teach BIPA learners to communicate well in accordance with the situational, social, and cultural contexts. The research data is taken from BIPA teaching materials that have not involved context, situation, and culture. The source of this research data is the existing textbooks that have been used in BIPA learning published by both the government and BIPA institutions. The development of BIPA learning materials is based on the Borg and Gall's development model that has been adapted to suit the needs of learners. The development results are validated by experts and refined to be published and disseminated. This research is useful for: (1) updating the existing BIPA teaching materials which have not accommodated the pragmatic dimensions of language learning, (2) inspiring Indonesian language teachers for foreigners outside Indonesia to involve the pragmatic dimensions in the development of language teaching materials.

Keywords: BIPA learning, pragmatic dimension, instructional materials

INTRODUCTION

The success of foreign language learning can be viewed from the aspect of teaching or instructional and conditional aspects. Muliastuti (2017: 18) revealed that there are eight aspects that influence BIPA learning and one of the BIPA learning supports is the instructional material. Language-focused materials will enable learners to speak the target language well, but the contextual and communicative use of the language will be difficult when they interact directly with native speakers. Usually, BIPA learners have specific goals in learning Indonesian. Therefore, the teaching materials prepared are different and adapted to their goals. For example, the purpose of BIPA learners from the United States to learn Indonesian is to open and build networks with Indonesian non-governmental organizations. For this purpose, they will learn complex grammar of the Indonesian language formally and learn to use the language contextually. Likewise, Russian BIPA learners who will work in the Indonesian-Russian trade relational department will learn complex language and grammar contexts as well.

BIPA learning is currently developing. In terms of teaching, four language skills are emphasized. Learning is not limited to the ability to read, which is not only limited to text exploration, but also listening, speaking, and writing, which are considered as important BIPA learning outcomes. The four skills are integrated into BIPA teaching materials. However, learning the four language skills is still far from being contextual. The writer's personal experience in teaching USINDO 2018 students proves this

belief. When learning the language in class they understood grammar, but when interacting directly with the native speakers, they found difficulties in using expressions which are not found in the context of formal Indonesian language learning. Therefore, the development of BIPA teaching materials that pay attention to the pragmatic dimension is important.

In addition to enriching the context of use of the language, teaching materials that pay attention to the pragmatic perspective will make it easier for learners and instructors to bring language learning closer to their communicative functions. For BIPA learners, the introduction of the pragmatic dimension which includes the context or situation of utterance, speakers, hearers, the purpose of utterance, and the intention of utterance are important things that later form the concept of how to produce utterance for certain goals and specific situations. The same is true for teachers. Language teaching in context will help BIPA teachers who are not native speakers of Indonesian. Provision of pragmatic perspective teaching materials will facilitate understanding of the context of language use, grammatical understanding, and understanding of the Indonesian culture. Therefore, this article contains an explanation of how to develop beginner level BIPA teaching materials with a pragmatic perspective.

The purpose of this study is to provide teaching materials that are able to provide a more linguistic context for beginner BIPA learners using the pragmatic perspective. The pragmatic dimension is limited to the context, speakers, hearers, the purpose of speech, and the intention of speech. The teaching materials include conversation texts become the focus of the development of teaching materials because the concretization of the pragmatic dimension can be easily recognized by BIPA learners and non-native Indonesian teachers. In addition, conversations are real manifestation of the use of language or the productive act of language that commonly occurs in Indonesian communication.

The instructional material that is compiled is expected to be a bridge that can overcome cross-cultural communication. It means that material facilitates learners in understanding the context of cultural norms of the target language being studied. Learners will easily determine linguistic choices and capture messages from the communication context that they encounter later.

There are two research benefits of developing this teaching material. First, the instructional materials that are prepared can update the existing BIPA teaching materials that do not accommodate the pragmatic dimensions of language learning. Second, the development of teaching materials is able to inspire language teachers for foreigners outside Indonesia to pay attentioan to the pragmatic dimensions when developing language teaching materials.

Research related to textbooks on foreign language learning, such as BIPA, is mostly done by researchers. Research by Kohandani, et al. (2014) reviews how speech acts and language functions are used in conversation texts. The research carried out was only limited to the analysis of the book Top Notch 1 which was published in books A and B in Iran; each covering five units of the whole ten units of this level designed for beginners. Research results by Kohandani, et al. is the conversations in the textbooks are not functionally appropriate from the pragmatic point of view. Thus, this study is different although the conversation texts become the focus of the research. This study develops conversation texts as teaching materials containing adequate exposure to pragmatic dimensions.

THE PRAGMATIC DIMENSION IN THE INSTRUCTIONAL MATERIALS

Pragmatics, according to Kunjana (2016: 4), is "the study of the intricacies of language associated with the language users". Crystal (1997 in Kunjana, 2016: 18) explained that *"Pragmatic is the study of language from the point of the users; especially of the choices they make, the constraints they encounter in using language in social interaction, and the effect their use of language has on other participants in the act of communication."* Thus, it is clear that any aspects related to language users become the target of pragmatic study, such as speakers, hearers, linguistic choices used in social interaction and the impact of the language choice in communication. In principle, the pragmatic dimension facilitates the creation of

powerful speech to exercise effective communication functions. Therefore, the pragmatic dimensions related to speakers and the situational context become the focus in the development of BIPA teaching materials.

The pragmatic dimensions that are part of the development of BIPA teaching materials include (1) the contextual or situational dimensions of the speaker's utterance, (2) the speaker's dimension, (3) the hearer's dimension, and (4) the dimensions of the purpose and intention of speech. Context is defined as "all kinds of aspects that are out of language and become the main determinant of the presence of a meaning of language" (Kunjana, et al., 2016: 26). Through context, the description of linguistic situations can be identified, such as the word 'die', which can be understood as an information when spoken in a flat tone or as a swear word when spoken in a stressed intonation and a curt tone.

Furthermore, the dimension of the speaker is defined as the person who states the pragmatic function in speech acts. The purpose of speech delivered by speakers is even complex and not only has one dimension of speech intent (Kunjana, et al., 2016: 31). For example, the use of the phrase "Wow, it is hot here." When it is spoken, the speaker communicates two intentions, namely providing information that the weather is hot and asking the hearer to open the window so that the room gets aerated. Likewise, hearers have an important role in shaping speech situations in the pragmatic context. The role of the hearer in understanding the speaker's utterance is important considering that communication links occur when the hearer is able to interpret the speaker's utterance. However, interpreting utterances is not easy and it is even more complex. However, the communication relations between speakers and hearers are also influenced by aspects of gender, social status, ethnicity, level of education, profession, etc. (Verschueren, 1998 in Kunjana, 2016: 36).

The purpose of speech is stated together with the act of speech (Kunjana, 2016: 43). The purpose of speech becomes important because the purpose of speech determines the pragmatic meaning of an utterance. For example, a speaker greets his neighbor with "Please stop by!" when the neighbor passes his house. The form of utterance is intended as a form of solidarity and intimacy between speakers and hearers so that the speaker does not really ask his neighbor to stob by his house. It is simply a form of greeting. Unlike the purpose of speech, the dimension of speech intentions is closely related to what is in the mind of the speaker before the speech is delivered (Kunjana, 2016: 43). Therefore, the purpose of speech is more concrete than the intention of speech that only exists in the mind of the speaker before speaking.

So far, BIPA teaching materials are provided based on learning objectives at the levels determined by the CEFR. As a result, the language communication function is less addressed. BIPA learners learn Indonesian as far as understanding meaning and memorizing answers to conversation texts. For example, greeting "Good morning!" is understood by the learners to greet someone in the morning without understanding the further context why the greeting is answered with abother "Good morning!" Therefore, this teaching material was developed in order to provide an understanding of why the conversation texts use certain speeches used for certain contexts.

METHODOLOGY

This type of research includes research and development. Researchers used the development concept by Borg and Gall (1983: 775). Researchers adapted the five steps of Borg and Gall's research and development in developing this teaching material. The five steps include (1) analysis of teaching material needs, (2) determining studies on competency standards and learning materials, (3) developing learning materials, (4) product validation, and (5) final product revision.

The needs analysis was carried out by BIPA lecturers. The competency standards were adapted from the CEFR issued by the Language Agency. The next step was the development of learning materials. Product validation was carried out only by BIPA learning material experts, pragmatics experts, and BIPA instructors. After receiving feedback from the experts and users, the teaching material was

revised into the final product. This research is still a preliminary research and a field test research was not yet conducted.

The research instrument was a questionnaire. The questionnaire to assess the BIPA product is shown in the following table.

Table Assessment of BIPA Learning Materials

No.	Assessment Aspects
1.	The formulation of learning outcomes is clear.
2.	The material is in line with the goal of beginners' level.
3.	The material is interesting and suitable with the daily communication contexts.
4.	The procedure to present materials is clear and systematic.
5.	The context of utterance is suitable to the theme of each learning unit.
6.	The context of utterance in the learning materials is easy to follow.
7.	The purpose of utterance spoken by the characters in the conversation texts is easy to understand.
8.	The intention of utterance spoken by the characters in the conversation texts is easy to understand.

The research data collection step was done by producing the initial product which was then assessed by the validators. The first assessment was carried out by BIPA learning material experts and BIPA instructors by filling out a questionnaire. After that, the pragmatic experts assessed the content of the pragmatic dimension in BIPA teaching materials.

The data analysis step of this research was carried out by determining the suitability of the content of teaching materials developed by the researcher. The qualitative data was obtained in the form of suggestions and criticisms from BIPA learning experts, BIPA instructors, and Indonesian language pragmatic experts. The data was used to revise the conversation texts in BIPA teaching materials to improve their quality.

RESEARCH RESULTS

Analysis of teaching material needs was done by interviewing six BIPA teaching staff at the Sanata Dharma Language Institute. BIPA lecturers advised that language teaching should not be based on grammar. The lexical approach, namely the introduction of language through practical daily phrases can help learners to master the target language (Dewi, 2018). Feedback the lecturers that the pragmatic approach in teaching materials, especially the context of speech, will further help BIPA's learners' understanding of using the language in the communication function.

The selection of study materials is adjusted to the level of beginner BIPA learners. According to the mapping of competence prescribed by the Language Development and Development Agency (2016: v), the beginner language learners are targeted to acquire four language skills supported by Indonesian grammar and culture. The material developed placed the BIPA learners' competence of in communicating in personal, family and closest environment domains. Therefore, researchers determined six specific themes for 90-hour learning which included self-introduction, time information, numbers and figures, colors, showing direction, and hobbies. The six themes were chosen by assuming that BIPA learners had never known and studied Indonesian before. These six themes were chosen because they were the basic materials used for daily communication.

The development of related learning materials using the pragmatic perspective can be seen in the following development model of learning materials using conversation texts as follows.

Context of utterance:
In the student residence, in the afternoon, three people introduced themselves. They were Randy, Marsha, Ivan, and Febi. However, two people talked in the following conversation.
Randy : *Selamat pagi, Mbak!*
(Randy: Good morning, Mbak!)
Note: *Mbak* is a term of address for older female person.
Marsha : *Selamat pagi, Mas!*
(Marsha: Good morning, Mas!)
Note: *Mas* is a term of address for older male person.
Randy : *Nama saya Randy. Nama Anda siapa?*
(Randy: My name is Randy. What is your name?)
Marsha : *Nama saya Marsha.*
(Marsha: My name is Marsha).
Randy : *Shasa...? Betul nama Anda Shasa?*
(Randy: Shasa..? Is your name Shasa?)
Marsha : *Marsha, Mas! M-a-r-s-h-a. Marsha.*
(Marsha: Marsha, Mas! M-a-r-s-h-a. Marsha.)
Randy : *o.. Marsha. Nama dia siapa?*
(Randy: O...Marsha. What about him?)
Marsha : *Namanya Ivan. I-v-a-n. Ivan. Nama dia siapa?*
(Marsha: His name is Ivan. I-v-a-n. Ivan. How about her?)
Randy : *Nama dia Febi. F-e-b-i.*
(Randy : Her name is Febi. F-e-b-i.)
Marsha : *O.. Randy dan Febi. Senang kenal Anda.*
(Marsha : O.. Randy and Febi. It's a pleasure to know you).
Randy : *Saya juga senang kenal Marsha dan Ivan*
(Randy : It's a pleasure to know you, too, Marsha and Ivan).

Pragmatic explanation
Two people, Randy and Marsha, had a conversation. In this context, both speakers aim to convey information about names, and how to spell their names in Indonesian. The speech was delivered in a flat tone. It was clear that the purpose of the speech was giving each other's information. Both speakers were in the same age. Randy and Ivan were male while Marsha and Febi were female.

In Indonesian, the words *Mas* and *Mbak* have been included in the dictionary entries of Kamus Besar Bahasa Indonesia. The words *Mas* and *Mbak*, terms of address for Javanese men and women, can be used in the context of daily communication. The word *Mas* refers to older men age or a sign of respect for men regardless of age. For Javanese, *Mas* can also be used as a wife's term of endearment to her husband. Likewise, *Mbak* is used for older women in the Java region. This term of address is used to respect young women.

The conversation text above is one of the teaching material models on the introductory theme. Learning materials can be used by learners in daily communication. Teaching materials with a pragmatic context are quite complex. BIPA instructors or instructors are key to how the conversation context can be understood by BIPA learners.

Of the six themes, there are nine conversation texts. The details of the theme-based materials are arranged as follows: themes one to four consist of two conversation texts. Theme five consists of one conversation text with a pragmatic explanation. Finally, the sixth theme consists of two conversation texts. Each conversation text is explained by the context of usage, information of the speaker, purpose and intention of speech, as well as the cultural notes to describe the conversation.

Based on the results of the validation, it was found that the material was classified as suitable for BIPA learning. The formulation of objectives with the context of the conversation text that is arranged is also suitable for the beginner level. The material is quite interesting especially about culture. The conversation text conveys is common daily communicative expressions of the Indonesian language. The material is presented clearly and systematically. Conversational texts are developed according to the theme of each learning unit. The context of conversation is easily understood by readers, both BIPA instructors and teachers. The goals and intentions of utterance spoken by the characters are easy to understand by BIPA learners and instructors.

However, there is a need for improvement. Some descriptions of context must be clarified, especially the dimensions of time to use these utterances. Therefore, further improvement is needed especially information of when the speech is used and the function of the speech in the context of communication.

CONCLUSION

Based on the results of the development design of BIPA teaching materials, it can be concluded that the pragmatic dimension facilitates the BIPA learners' mastery of the Indonesian learning. Through exposure to the dimensions of the context of speech, speakers, hearers, the purpose of speech, and the intention of speech, BIPA learners understand when the speech is used and which communicative functions are exercised. In addition, learners can learn the Indonesian culture through the exposure to the pragmatic context. Thus, the exposure to the pragmatic dimension is able to support BIPA learners' mastery of language and the use of language in accordance with the communicative context and the cultural context of Indonesia.

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