

# Pocketbook as Teaching Material in Increasing Foreign Speakers' Indonesian Vocabulary Based Upon Cultural Content

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**Abstract.** Today pocketbooks as a media to learn Indonesian language have started to be developed by various institutions which enrol the program in Teaching Indonesian Language for Foreign Speakers (BIPA). Pocketbook is used as an alternative teaching material to increase foreign students' Indonesian vocabulary not only that, but also aims to introduce Indonesian culture. Indonesian cultural values must be understood by foreign speakers, thus they can adapt well with Indonesian society. The method that is used by the researcher is experimental study. The data is gathered by conducting Indonesian language vocabulary tests before and after the students learn the pocketbook. The data is analyzed by implementing an independence exam. The research shows that after the students learned from the Pocketbook containing cultural content, they have shown significant ability in mastering Indonesian vocabulary compared to those with controlled groups. Besides, the foreign students also started to recognize cultural values around the environment they live in. For example, the foreign students who are studying in Jenderal Soedirman University, have shown the attitude that they have understood cultural customs and values in Banyumas Regency. It shows that the usage of Indonesian Language Pocketbook has proven to be effective in increasing foreign students' Indonesian vocabulary and as a media to understand cultural customs and values which exist in Indonesia. Therefore, an Indonesian Language Pocketbook which contains cultural content can be an effective alternative that supports the learning process of Indonesian Language for Foreign Speakers. This finding hopefully can help to increase the program efficiency to the learning process of Indonesian Language for Foreign Speakers (BIPA) in Indonesia.

**Keywords:** pocketbook; foreign speakers; Indonesian language; culture

## INTRODUCTION

The teaching program of Indonesian Language for Foreign Speakers or also known as BIPA facilitates students or foreign employees who wish to study the Indonesian language from the beginner level up to the advanced level. Teaching BIPA is one of the strategies to introduce the Indonesian language as well as its culture to other nations. Teaching BIPA placed the Indonesian language as the second language since the target of this program is foreign speakers. Besides studying the Indonesian language, BIPA students will also be introduced to the original culture of Indonesia.

According to Yusuf (2021), the representation of KKLIP BIPA explained that the number of BIPA students has increased each year. From early 2021 up to September, there were 8.950 BIPA students in 30 countries which have been facilitated through 177 teachers who are assigned to 80 institutions. Based on the data from the Ministry of Education 2018, BIPA classes have been conducted in 36 countries around the world which consist of around 130 institutions (Istanti, 2020). The dissemination of BIPA classes has increased rapidly as Septriani (2021: 71) noted in her research that in 2020, 355

institutions hold BIPA programs spread across 41 countries. BIPA program at Jenderal Soedirman University aims to facilitate students or foreign employees who wish to learn the Indonesian language from the beginner level up to the advanced level.

BIPA program is varied. It depends on the needs and the learning objective of each student. Furthermore, the supplemental content such as local culture and religion also added colours to BIPA teaching material which spread across regions in Indonesia (Faznur, 2021). Jenderal Soedirman University possesses a language institution to teach the Indonesian Language to Foreign Speakers. This institution is usually called BIPA Unsoed. The language institution is currently under the management of the IRO (*International Relation Office*), which is a unit of technical implementer in the fields of services and international business of Jenderal Soedirman University. Based on its job desk, IRO Unsoed holds BIPA teaching program to facilitate foreign speakers who have the intention to learn the Indonesian language and its culture. As the teacher of BIPA program along with other team members, we have recognized that since the beginning of the *Darmasiswa* program at Jenderal Soedirman University has started, the number of

students who are studying the Indonesian language has rapidly increased. In 2022 the number of foreign students who were enrolled under the program of Jenderal Soedirman Scholarship (JSS) reached 25 students.

Despite the increase of BIPA students, unfortunately, it is not accompanied by the development of teaching material which supports the learning process. In fact, there have been some teaching materials that have been used such as *Sahabatku Indonesia*, *Lentera Indonesia*, and so on. However, many of those books have not provided important supplemental content like Indonesia's cultural aspect. Whereas one of the aims of the BIPA program is to introduce the Indonesian language and its culture internationally as a positive image for Indonesia. It is extremely important to include cultural content during the learning process of BIPA since it helps foreign speakers to actualize themselves correctly in speaking Indonesian. It should be done, so that the foreign speakers will not only understand the language but also will be able to implement the language in daily life following the culture in Indonesia. Thus, foreign speakers who learn in Banyumas Regency, specifically Unsoed should understand the culture which exists in Central Java.

There are some problems that have been faced by foreign speakers in the process of learning Indonesian language. Firstly, the teaching material used in the class does not include the cultural content, especially Central Java's culture. Hence, it restricts foreign students from mastering the vocabulary to the fullest. Secondly, based on the observation while observing the beginner class in BIPA Unsoed, the teaching material used has not yet been developed which focuses on mastering the vocabulary loaded with cultural content, especially the culture of Central Java. Based on the data from the field, in teaching the beginner level of BIPA class at Jenderal Soedirman Scholarship (JSS), the teachers used *Sahabatku Indonesia* as the main source of teaching material. This book was published by the Ministry of Education and Culture. This book is thick; yet, it covers a lot of teaching materials. However, those qualities cause BIPA students to be less interested with the book. This point became the reason why the researcher developed the pocketbook as teaching material for BIPA.

Based on the real-life situation, there has to be a variation to create the teaching material which has to be both creative and innovative.

Thus, it would make the teachers as well as BIPA students' teaching and learning process easier. The teaching material that has been mentioned is a pocketbook. According to Ilma et al., (2022) a pocketbook is a mini book that is easy to carry around and can be put in a pocket. The existence of pocketbooks can be an alternative for teaching material besides the books published by the Ministry of Education and Culture. There are some advantages of a pocketbook: the materials are brief and concise, so they would be easy to understand. In addition, a pocketbook is smaller and thinner compared to a regular book, so it is easy to carry around.

In accordance with the situation mentioned above, it can be seen that there must be a teaching material of BIPA which includes Central Java's culture as the foundation of the teaching material. This idea can be actualized by including the culture of Central Java in a pocketbook as a medium to master Indonesian vocabulary. Hopefully, the teaching material that is developed can accommodate the needs of foreign students, especially those in beginner level. Furthermore, BIPA students can practise Indonesian language correctly and can be used in daily life, whether in Campus as well as around their living environment. In addition, the pocketbook also includes Central Java's culture as the foundation of the teaching material as part of the intercultural communication.

This research attempts to develop and implement a pocketbook which focuses on increasing the vocabulary knowledge of BIPA students from beginner level at Jenderal Soedirman University. The usage of pocketbooks as the teaching material is expected to ease the burden of BIPA students in understanding the study materials, especially increasing Indonesian vocabulary, so that at the same time can increase their speaking skills.

## METHODS

The approach that is used in this research is a research & development (R&D). The researcher chose this method to produce a pocketbook to help foreign students in increasing their vocabulary capacity with cultural content in studying Indonesian language. Through the research development, the researcher aims to develop a product which can be effectively used during the learning process. The model research used refers to the ADDIE research development that was developed by Dick & Carrey (1996).

ADDIE Model is a development model which is assessed to be simple, systematic, and easy to understand. According to Hamzah (2020) ADDIE model gives a chance to the teaching design developer to work in a team with the content specialist and media expert. As a result, they will produce the best quality product. There are five stages in the development of the ADDIE model: (a) Analysis, (b) Design, (c) Development, (d) Implementation, (e) Evaluation.

The data that are obtained in this research are in the form of the result of data analysis, the data of validation development product, and the data of implementation of simple product. The technique in compiling the data that are used consist of observation, interview, and questionnaire. The data analysis is done by using the analysis of data description by converting the qualitative data into quantitative data. Specifically, through the data exposure and verification or data conclusion. This method is used to figure out the needs of the students as well as the teachers upon a pocketbook in increasing foreign students' vocabulary capacity which is based on the local culture in teaching BIPA. Additionally, the explanation assessment results have been done by the validator. This research will be held in Banyumas Regency, specifically in Jenderal Soedirman University from June up to September 2022. Furthermore, the subject of this research is BIPA students who are enrolled in the program of Jenderal Soedirman Scholarship (JSS) term 2022/2023.

## RESULTS AND DISCUSSION

In this part, the result of the development of BIPA's pocketbook which has been adjusted with the ADDIE research will be enclosed. The analysis stage has been done by gathering the data from questionnaires distributed to the foreign students and BIPA's teachers, observation, and unstructured interview. The findings show such as follows: (1) the material that is being developed should be adjusted with those that can increase the vocabulary, (2) pocketbooks also consist of cultural content, especially the culture of Central Java since the foreign students are living in Central Java, specifically, Banyumas Regency, (3) The usage of pocketbook to increase foreign students' vocabulary capacity which based upon culture in teaching BIPA.

The analysis stage was based upon the pocketbook of BIPA which became the reference in developing the pocketbook to increase foreign

students' vocabulary with cultural content in teaching BIPA obtained from the analysis of the needs of foreign students upon BIPA's teaching material on a beginner level based on Central Java's culture. The result analysis of the students' needs can be seen in the form of answers from questionnaires. The students filled in the questionnaires through Gform. Foreign students of JSS (Jenderal Soedirman Scholarship) from the beginner level consists of 15 students. The questionnaire questions were answered by 15 students who come from different countries. There are 15 respondents (BIPA students) who responded to the questionnaire. Here is a list of the students names and origin of country:

**Table 1.** The Data of BIPA Students as Respondents

No	Nama	Asal Negara
1	Natívia Madalena Mendonça da Costa	Timor Leste
2	Yassir	Sudan
3	Armando Afonso	Timor Leste
4	Abdulrahman tawfik	Yemen
5	Hamza Ali Abdulmalk Hasan Sallam	Yemen
6	Avazzoda Sadii	Tajikistan
7	Sheroz	Tajikistan
8	Affan botoh	Sudan
9	Emunnujmee Yusoh	Thailand
10	Nurhakeem Toktayong	Thailand
11	Muaamar Muhammed	Thailand
12	Muyahidah manor	Thailand
13	Muntagim lengi	Thailand
14	Ali Mohamed Ali Mohamed	Sudan
15	Alkhader Ali Mokhaer Mohamad	Sudan

The design stage develops future BIPA's pocketbooks based on the results analysis which has been done in the previous stage. The pocketbook analysis stage is used to increase the foreign students' vocabulary capacity which is based upon the culture in teaching BIPA. It is made as brief as possible and there are some important vocabulary which are learned in every part. Besides, the knowledge of Central Java's culture is always included.

The development stage of the pocketbook to increase foreign students' vocabulary which is based upon culture in teaching BIPA is made based on the results of analysis which have been

done both through interview and observation.

### The Dimension of Content Eligibility

The development of pocketbook in increasing foreign students' vocabulary which based upon culture in teaching BIPA on the dimension of content eligibility follows the concepts as followed:

1. The materials within a book pocket consist of: greeting, self identity, transportation, communication, buying and selling, and occupation.
2. Parts of the book pocket consist of cover; acknowledgement; table of content; materials followed; expressions, sample of conversations; additional information about Central Java's culture; list of vocabulary.
3. The pocket book is developed by choosing some important materials in *Buku Sahabatku Indonesia* published by the Ministry of Education and Culture which is commonly used in daily life.

### The Dimension of Presentation Eligibility

The development of pocket book in increasing foreign students' vocabulary which based upon culture in teaching BIPA in the dimension of presentation eligibility follows the concepts as followed:

1. The design of the book used bright colours so that it will be interesting to read.
2. The book cover includes a picture of Indonesia's culture.
3. The material presentation in the teaching material inserts a suitable picture with the content.
4. The size of the text within the pocketbook is moderate (not too big nor too small).

### The Dimension of Language Eligibility

The usage within the pocket book in increasing foreign students' vocabulary which based upon culture in teaching BIPA in the dimension of presentation eligibility follows the concepts as followed:

1. The language that is used consists of Indonesian and English. The usage of the two languages meant to ease the students' burden in understanding the meaning of certain or sentence.
2. Indonesian language that is used is informal which is commonly used by society in general. Some vocabulary has also been adjusted with Central Java's culture.

### The Acknowledgement Part of BIPA's Pocketbook of Beginner Level with Cultural Content

The acknowledgement part within the pocketbook in increasing foreign students' vocabulary which is based upon culture consists of the front cover design, preface, and table of content.

#### 1) The Front Cover Design

The front cover design of the book pocket to increase foreign students' vocabulary which is based upon culture is compiled based on the results of analysis from the questionnaire of students' needs with the theoretical study. The design cover consists of information about (1) title of the book, (2) the author, (3) information about the book. The clear image of the cover design of BIPA's teaching material for beginner lever can be seen in the picture below



**Figure 1.** The Cover Design Prototype of BIPA's Teaching Material

The book cover used a lot of colours. Moreover, the cover is also accompanied by pictures which are related with Indonesia's culture, so it will be interesting to look at. The choosing design and colours on this book cover based on the following reasons:

#### a) The Colour Choosing

The colour chosen on the cover is blue. The decision to use the colour blue will give some meaningful meanings such as trust, independence, responsibility, and mental calmness that is related with BIPA's principle in accepting students from all countries. Besides, through this book, BIPA students will have independence to study on their own.

#### b) The Choosing of Picture

The picture of boys and girls wearing

traditional costumes from various regions in Indonesia aims to give an introduction about the cultural diversity in Indonesia. On the other hand, the temple behind the people is also included which focuses on introducing Central Java's culture with its unique icon that is Borobudur temple.

## Table of Content of BIPA's Teaching Material for Beginner Level



### Figure 1. Greeting Part



**Figure 2.** Example of vocabulary list



**Figure 3.** Main part which include some tips from locals



**Figure 4.** The Transportation Culture as Part of Banyumas society

The first part of the book, the chapter “Greeting” consists of greetings and four magical words. The colour used in this part is blue, adjusted to the cover theme that is colourful, the colour blues is chosen to be dominant in this chapter. This book is also featured with English to ease BIPA students in understanding Indonesian language. The third part of the chapter “Salam” consists of a list of vocabulary related to the greetings and additional materials about colours. The colour that is used in this part is blue, adjusted with the colourful theme. The colour of blue and light cream were chosen in this chapter.

The first part of the chapter “Introduction” consists of vocabulary and sample conversations that are related to acquaintanceship. The colour

used in this part is light blue, adjusted with the theme cover that is colourful, the colour blue is dominantly chosen in this chapter. This book is featured with English to ease BIPA students in understanding the Indonesian language.

The second part of chapter “Selling & Purchasing” consists of continuation of sample sentences when the seller responds to the consumer’s questions. Next, on the part below the page, there are some tips on how to purchase and how to bid commonly done by Indonesians. The colour used in this part is light blue. Whereas, the colour of the alphabet which is written is black. This book is featured with English to ease BIPA students in understanding Indonesian language. The third part of chapter “Selling & Purchasing” consists of sample conversations which happen when they do the activities of selling & purchasing. Besides, the picture is added that is suitable with the topic of conversation. This book is featured with English to ease BIPA students in understanding Indonesian language.

In the cultural section, the information about public transportation in Banyumas Regency like the bus of Trans Banyumas is added. The reason why this transportation is chosen, is because the target reader of this pocketbook is BIPA students who are studying in Jenderal Soedirman University. The information is about one of the public transportations in Banyumas, that is Trans Banyumas. The positive side about this transportation is the affordable price and the bus stops are easy to find all over Banyumas. This transportation is also provided by the application namely *teman bus* to give information about the bus stops of this bus.

## The Closing Part of BIPA's Pocketbook for Beginner Level



**Figure 5.** The Back Cover Design Prototype

The back cover of BIPA's pocketbook is grey. The cover presented a brief information

about the content of the book. The title of the book is written on the top, middle position, and the same big size of the alphabet. Besides, the description part of the book is written on the margin position equal in left and right. The book cover used many colours. Moreover, the cover also features pictures related to Indonesia, so it would be interesting to look at.

The Evaluation stage is based on the questionnaires that have been responded by foreign students. It can be concluded that a pocket book to increase foreign students' vocabulary with cultural content on teaching BIPA which is developed by the researcher can help foreign students in increasing their vocabulary. The vocabulary presented is easy to understand and has been adjusted by the needs of the students. Foreign students also gave suggestions including the materials in the pocketbook should be added and the list of important vocabulary which are needed to communicate in daily life should be added as well. The suggestions from foreign students show that they are interested in the existence of pocket books to increase their vocabulary knowledge which is based upon culture in teaching BIPA which is implemented in the learning process.

BIPA's teachers are also filled in the questionnaires after BIPA's pocketbook was used in the learning process of BIPA Unsoed for beginner level. Based on the responses given by BIPA's teachers, it can be inferred that the pocketbook being developed can be used to teach BIPA for beginner level at Jenderal Soedirman University. The teaching material which exists in BIPA's pocketbook can be used during classes at BIPA Unsoed is already right and has been accustomed to the needs, compilation, and pocket book to increase foreign students' vocabulary. It also has been featured with the suitable picture for each topic. Moreover, BIPA's teachers gave suggestions including adding more cultural information. This suggestion shows that besides foreign students, BIPA's teachers also welcome the existence of BIPA's pocketbook that is being developed.

## RESULTS AND DISCUSSION

The product of pocketbooks to increase foreign students' vocabulary knowledge which is based upon culture in teaching BIPA is useful to help foreign students in learning Indonesian language. The teaching material is composed based on the results of analysis and adjustment

and the material eligibility with the worthy standard set by BSNP. Pocketbooks to increase foreign students' vocabulary which are based upon culture in teaching BIPA are assessed to be valid by the experts.

Pocketbook to increase foreign students' vocabulary which is based upon culture in teaching BIPA has been implemented to BIPA students from beginner level in BIPA Unsoed. This pocketbook got positive responses both from the teachers as well as students of BIPA, evidenced by the usage of this book during the learning process. Based on the data, the researcher concluded that teaching material pocketbooks to increase foreign students' vocabulary based upon the culture in teaching BIPA can be accepted by the teachers and students of BIPA.

The results of the pocketbook validation exam got the average score 72,5% or in the assessment score is in the descent category. It is also supported by the pocketbook validation exam which gave positive influence and was positively responded by the teachers and students of BIPA Unsoed. Based on the results above, it can be said that BIPA's pocketbook that is developed is decent, so that it can be used as the teaching material in BIPA (Teaching Indonesian Language for Foreign Speakers) class for beginner level.

The role of pocketbooks in increasing foreign students' vocabulary which is based upon culture in teaching BIPA is important to support the learning process in teaching Indonesian language in BIPA class. The material included within the pocketbook consists of vocabulary and sample conversations which are based upon Central Java's culture. The main focus in developing BIPA's pocketbook is to help foreign students in increasing their vocabulary knowledge, so that they can communicate better on a daily basis.

## CONCLUSION

The research shows that there is a need for BIPA's students upon the teaching material variation in the form of a pocketbook which includes necessary information of daily life. BIPA's pocketbook which is developed in this research consists of topics related to greetings, transportation, selling & purchasing, and information about Central Java's culture. This pocketbook can be the variation of teaching material in teaching Indonesian language for

Foreign Speakers. This pocketbook has been adjusted with the BNSP standard.

Based on the exam of validation, the pocketbook gained an average score 72,5% or in the assessment scale is in the descent category. It is also supported with the results of the book trial implementation which gave positive impacts and responded positively by the teachers and students of BIPA Unsoed. According to the results above, BIPA's pocketbook can be used during BIPA's learning process both in class as well as independently used by foreign students outside the class.

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