Assistance in Teaching Indonesian Language and Culture to BIPA Students at Fatoni University, Thailand

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Abstract. Indonesian is one of the languages with the largest number of speakers in Southeast Asia with around 199 million speakers. The number of speakers is the highest in the Southeast Asia region. Under these conditions, Indonesian deserves to be used as the official language in communicating at the ASEAN level. To make this program successful, various efforts have been made by Indonesian language observers so that Indonesian is better known and mastered by foreign speakers, both in ASEAN, ASIA, and on other continents. Through this international scheme community service program, the program that will be carried out is language assistance to Indonesian Language learners for Foreign Speakers (BIPA), both formally and non-formally. The International Community Service Program (PPM) is carried out using the process assistance method which will be carried out formally in the academic environment and informally in the community, both BIPA students who are in the country (DIY-Central Java) and students abroad at Fatoni University (FTU). The mentoring process is carried out by servants assisted by domestic collaborators from UNY and UAD and international collaborators from FTU. During the mentoring, BIPA students will be given online speaking application media to help expedite the process of learning to speak Indonesian. The application to be used is an online application that can be accessed using a smartphone in the form of a simple conversation simulation. Through this program, it is hoped that BIPA students' speaking skills in the conversational aspect will increase.

Keyword: accompaniment; BIPA students; online talking applications

1. Introduction

In recent times, the discourse that Indonesian will be made the official language of ASEAN has grown significantly. According to data from the Ministry of Higher Education, in 2013, Indonesian for Foreign Speakers (BIPA) is taught in 45 countries around the world. This condition is reinforced by the explanation of the Minister of Education and Culture of the Republic of Indonesia that the Indonesian language deserves to be promoted and prioritized to become the official language of ASEAN because at the international level Indonesian has become the largest language in Southeast Asia and its distribution has covered 47 countries around the world. BIPA learning has also been held by 428 institutions, both facilitated by the Ministry of Education and Culture's Language Development and Development Agency, as well as those held independently by BIPA activists, governments and institutions around the world (Makarim, 2022). Based on these conditions, interest in learning Indonesian for foreign speakers is increasing. In learning Indonesian as a foreign language, someone who takes part in the program is often known as a BIPA learner. Currently, students of the Faculty of Engineering of UMY who take part in the BIPA learning
program consist of 4 students, namely 2 students from Electrical Engineering, and 2 students from Mechanical Engineering (Figure 1).

By mastering the four language skills, namely listening, speaking, reading, and writing, BIPA students are expected to be able to communicate properly and correctly both in speaking and in writing (Budiawan and Rukayati, 2018). Speaking skills are one of the language skills that must be mastered by BIPA students who are learning their second language. In this process, students sometimes still experience difficulties due to differences in the pronunciation of words, letters and numbers. In the BIPA learning process, of course every student experiences their own difficulties and challenges so that learning outcomes are less than optimal. This can happen to every student who is studying a second language or other foreign language (Pratiwi, 2019). The difficulties experienced by these students must be minimized so as not to hinder the BIPA learning process so that their speaking skills can further develop. So far, the BIPA learning process has been carried out more formally in class (Figure 2).

The more often and the more a person listens to speech sounds of other languages, the process of learning to speak will be faster. The process of learning to speak must also be balanced with supporting pronunciation practice methods. Through speaking skills, students can convey messages so that they can communicate with people around them (Rahman et al.,
2019). The process of learning a second language should be carried out using fun methods or media so that it can help students recognize various sound symbols of letters, numbers, and words being studied in a second language. The speaking skills that must be mastered by BIPA students are very diverse, such as the ability to introduce themselves, conversations or dialogues, answer questions orally, presentations, speeches, to the ability to tell stories. This community service program will provide assistance to BIPA students in speaking skills in the form of simple conversations.

In this community service program, PPM activities are carried out in two places, namely in the country which will be attended by BIPA students from UMY, UNY, UAD, UII, and the Natural Language Institute. Furthermore, the mentoring process for BIPA students is also carried out abroad in collaboration with service partners at Fatoni University (FTU). BIPA students at FTU are joined by students from several areas in the southern part of Thailand. The implementation of BIPA learning at FTU is also carried out formally and non-formally (Figure 3).

Figure 3. BIPA learning atmosphere at Fatoni University

In this service program, BIPA students will get the opportunity to listen to various second languages directly in both formal and non-formal environments so that understanding the sound symbols of the second language will also help students master them quickly according to the language rules obtained during their involvement (Searle, 1985). directly in the social environment. Through the listening process, students can master the pronunciation of phonemes, vocabulary, and sentences. An understanding of phonemes, words and sentences really helps those concerned in speaking, reading and writing activities (Rahman et al., 2019). The non-formal BIPA learning process can be carried out by socializing with BIPA students from different tertiary institutions and coming from different countries (Figure 4).
Figure 4. The atmosphere of BIPA learning by joining students from other universities in Yogyakarta

Speaking is one of the language skills that everyone has so that the acquisition of speaking skill material is not only obtained in the classroom, but also outside the classroom (Astriani, 2013). The process of learning to speak outside the classroom can be carried out with the help of the community or other media that supports the competency of speaking Indonesian to foreign speakers through the activity of listening to the speeches of the local community. Language learning activities using the listening method can also improve speaking skills. Through these efforts, the main goal of language learning can be achieved according to the expected competencies. All speaking learning activities are aimed at improving speaking skills so that BIPA students' ability to communicate in Indonesian can develop properly. With this method, BIPA students are directed to communicate using Indonesian under a variety of different conditions (Andrian & Faudi, 2020). One of BIPA learning can be done non-formally by adjusting social activities in the community (Figure 5).

Figure 5. The cultural atmosphere of BIPA learning in the social environment

Lately, the learning media that is currently being used is by utilizing information technology (IT). The use of IT devices in the education sector has resulted in the transformation of the learning model from the conventional model to an IT-based learning model which is commonly referred to as the electronic learning model or e-learning. This learning model is a learning activity that allows teaching materials to be delivered to students through online media, such as the internet, intranets, or computer network media and other software (Iqbal et al., 2016). The learning media that will be used in the speaking skills learning assistance program for BIPA students is in the form of an application.

One alternative that can support the process of learning speaking skills for foreign speakers is using learning media in the form of online speaking applications. The application media can be accessed online so that BIPA students can easily learn forms of speech or pronunciation of letters, words and numbers in Indonesian (Wardan and Kurniadi, 2017). The media is easy to use because it can be accessed online anytime and anywhere without the presence of a teacher. To make its use easier, the media can be packaged in the form of an online application. Thus, this application can support the Indonesian language learning process for foreign students because it is in accordance with the need to practice speaking skills. Through the mentoring process with a communicative approach, it is hoped that BIPA students will feel enthusiastic and happy because examples of expressions and dialogues help them be able to speak Indonesian in a short time (Jazeri, 2016).
The development of learning media in the form of online applications that will be used by foreign students must be able to become independent learning media both inside and outside the classroom and can be used by teachers and students in the learning process easily (Kuswanto and Radiansah, 2018). The online application that will be designed can be used as a medium for learning Indonesian speaking skills. The application media is used to develop a speaking skill learning model for BIPA students at the basic level. The development of speaking skills learning models for BIPA students is carried out by utilizing online applications that can be accessed via smartphones, laptops, or computers. Through this service program, it is hoped that it can support the government's program to make Indonesian the official language of ASEAN. In addition, it is hoped that students can take advantage of this unique way to increase understanding of social conditions and teach about how to live in different cultural conditions (Mujizat, 2016). Currently, the most widely used development of BIPA teaching materials is the development of socio-cultural-based BIPA teaching materials, both local and national culture (Rofi'uddin, et al., 2021).

2. Methodology

The mentoring process was carried out with the observation stage which was carried out to find out the skills of speaking directly to BIPA students after listening to stories (Doludea & Nuraeni, 2018). The methods of mentoring speaking skills carried out in this service program were through the stages of assisting speaking skills, such as (a) forming the psychological maturity of students in speaking, (b) involving students in various formal and non-formal contexts, (c) through interactive and communicative learning patterns, (d) provision of speaking strategies, (e) direct practice, (f) continuous monitoring, and (g) orientation to be a creative speaker (Abidin, 2013).

The description of science and technology in this international community service program is the assistance of BIPA students at home and abroad using speaking skill applications that can be used online. The application contains simple conversational interactions that have been set so that BIPA students can learn and improve their conversational speaking skills in a simple way.
3. Results and Discussion
3.1 Pengenalan Aplikasi Media Pembelajaran BIPA kepada Pengajar

3.2 Introduction to the BIPA Learning Media Application to Students
3.4 BIPA Learning Media Application Trial

Figure 8. Introduction of Suaramu Application Media to BIPA Teachers and Students at Fatoni University

4 Conclusion

The use of learning media in the form of the Suaramu application can be easily applied in teaching BIPA at Fatoni University. The Suaramu application can be easily installed and operated via a laptop. BIPA lecturers and teaching staff at Fatoni University can try and use the application during learning. BIPA students are very enthusiastic about using the Suaramu application to learn to speak Indonesian. Lecturers who teach BIPA at Fatoni University also find it very helpful with the Suaramu application so that the learning process of speaking is more effective.

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