Development of BIPA Teaching Materials Based on Cross-Cultural Business Communication Using a Contextual Approach

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Abstract

The general aim of this research is the Development of BIPA Teaching Materials Based on Cross-Cultural Business Communication Using a Contextual Approach.This study used descriptive qualitative method. Descriptive research is research that describes the situations and events that occur. The research method uses literature study. Literature study is a research method in the form of searching for books, journal articles, literature, notes, reports and literary works related to the problem topic. The data analysis technique used in this research is qualitative data analysis. The research results of the communicative-contextual approach can be applied in BIPA learning. This can be realized in BIPA learning by paying attention to the five principles of the communicative-contextual approach, namely [1] communicative interaction, [2] authentic texts, [3] language learning and learning management, [4] personal experience, and [5] language relationships in the classroom and outside the classroom. The problem of the availability of teaching materials is an issue that continues to grow from year to year. This stems from the fact that existing teaching materials cannot be accessed easily and that existing teaching materials do not meet the needs of teachers and learners, especially in terms of intercultural competence. Therefore, this research develops culture-based teaching materials using a contextual-communicative approach.

Keywords	*BIPA teaching materials, business communication, cross-cultural.*

INTRODUCTION

In its development, Indonesian language has attracted a lot of interest from foreign speakers, with various motives, such as education, politics and culture. To support the rapid development of the Indonesian language, the state provides support for the Indonesian Language for Foreign Speakers program or abbreviated as BIPA. The development of Indonesian language learning can be a means of diplomacy that raises the positive image of the Indonesian nation (Maharani & Astuti, 2018). This development can be seen from data submitted in 2020 by the Center for Language Strategy and Diplomacy Development of the Ministry of Education and Culture of the Republic of Indonesia that Indonesian for Foreign Speakers has been taught in 135 countries with 420 institutions spread across Asia, America, Australia, Europe and Africa (Solikhah & Budiharso, 2020: 217). With this BIPA development data, cross-cultural communication becomes something that cannot be avoided in the process.

Cross-cultural communication is the process of conveying information or messages from one person to another, with a different cultural background. Something can be said to be cross-cultural communication if cultural aspects influence the communication process so that there are quite significant differences. BIPA learning is not only a program for teaching Indonesian to foreign speakers but is also a tool for state diplomacy. BIPA learning is an ideal means to promote Indonesian language and culture to the world. Therefore, to maintain

a good and positive image of Indonesia, BIPA learning must be well structured and programmed (Suyitno). One way to maintain this image is to maintain cross-cultural communication. The Indonesian language is increasingly developing and experiencing internationalization. This language has a positive impact on BIPA learning in Indonesia. Currently, many foreigners are interested in learning Indonesian for various purposes, namely, education, tourism, business, social, political, cultural and economic (Anggaira, 2019). By holding BIPA learning in Indonesia, it can certainly produce a positive impact, namely that the culture in Indonesia can be known abroad.

Initially, BIPA learning was only a form of service for foreign students studying in Indonesia. However, currently BIPA has developed in various countries such as Vietnam, Thailand, France, Japan, and even Australia, where Indonesian has been designated as a foreign language subject in schools. In general, the problems often experienced by BIPA students are influenced by the application of methods, strategies, approaches and learning models that are not in accordance with students' needs (Hidayati & Hariyadi, 2020). Most teachers use outdated and monotonous learning strategies, so the learning process becomes boring. Currently, BIPA students prefer learning that is directed at introducing Indonesian culture. Their curiosity is great enough to know the cultures in Indonesia. Learning strategies that link local wisdom will make the classroom atmosphere more fun, comfortable, innovative, creative and not boring. Apart from that, the learning outcomes that must be completed by BIPA students will also be realized optimally.

In BIPA learning, of course there are learners and there are teachers (tutors) just like learning in schools in general. What is different is that all aspects of learning relate to Indonesian for foreign speakers. BIPA students are people who cannot speak Indonesian. Each learner will have different characteristics, attitudes and ways of learning (Kusmiatun, 2016: 42). This needs to be a concern for BIPA teachers, both in their learning and communication. The references and experiences referred to in the statement refer to the communicator's knowledge in cultural aspects, social background, beliefs, experiences, values, rules, and various aspects that influence the communicant's understanding and interpretation in understanding information or messages. In BIPA learning, tutors as communicators are required to understand the various backgrounds of BIPA learners as communicants. This is done to maintain attitudes and behavior in carrying out good communication.

Then in one of Knoblauch's writings (2017), he stated that in cross-cultural communication what is called contextualization occurs. Contextualization is a process in communication where the communicator and communicant use verbal and nonverbal signs to show what they are doing. Contextual symbols used in communication are not universal but depend on the local context. This means that in ordinary communication, each symbol used can have a different understanding context, depending on how each individual understands certain symbols in a certain context. Cross-cultural communication is communication between people from different cultures. Of course, the context of each individual's understanding will be different for a symbol, according to how their culture understands it. Therefore, people who communicate have different contextualization and

must respect each other's codes and styles used in communication, so that the communication process runs better.

The need for BIPA learning is starting to emerge and is needed but until now there is no standard curriculum. Apart from that, the BIPA teaching materials used are largely separate from cultural introduction. The weakness of separate teaching materials with local cultural content is that teachers need time to introduce the culture. Problems in the field also occur when students visit tourist attractions or other historical places, they do not understand the explanation from the tourism assistant. They tend to be passive and unable to communicate actively during tourist visits because they lack understanding of vocabulary and knowledge of local culture. Systematic and planned Indonesian language learning makes BIPA students better prepared and able to receive lectures better. The material developed contains culturally charged themes to clarify language material so that it can improve students' ability to communicate in real life. Each theme is reinforced with videos of cultural events so that BIPA students will get initial knowledge to equip language skills, a BIPA student handbook and a teacher's handbook.

The government through Law Number 24 of 2009 Article 44 has mandated the noble ideal of improving the function of Indonesian to become an international language. Teachers of Indonesian and other foreign languages are starting to unite and work together in providing BIPA classes. Teachers are increasingly realizing the importance of BIPA teacher training as a means of providing BIPA knowledge. Apart from that, many teachers from different fields are also starting to become interested in teaching BIPA. This shows that there are more and more people interested in becoming a BIPA teacher. Furthermore, the management of BIPA institutions began to emerge with their own characteristics. They also compete to provide programs that suit their needs, good teaching materials and multimedia teaching media. This shows that there is starting to be a large number of requests from foreign participants to learn Indonesian. The Indonesian Government, through Minister of Education and Culture Regulation of 2017, No. 27, concerning Competency Standards for Graduates of Indonesian Language Courses for Foreign Speakers, 2018 Presidential Decree No. 20, Use of Foreign Workers, 2016 Minister of Education and Culture Regulation No. 70, Indonesian Language Proficiency Standards, and 2018 Minister of Manpower Regulation No. 10, Use of Foreign Workers, has shown a serious attitude in dealing with the language of foreign workers.

LITERATURE REVIEW
Development of BIPA Teaching Materials

BIPA learning makes foreigners capable and mastery of Indonesian (Kusmiatun, 2016: 1). Meanwhile, BIPA students are students from outside Indonesia who want to learn Indonesian. These students usually consist of foreign nationals who do not understand the basics and grammar of Indonesian but are interested in learning it. This is supported by a statement from Suyitno (2018: 111) that BIPA students are students with foreign nationalities who have a different cultural background from the language culture they know and have studied so far. The diverse ages of BIPA students also receive full attention for the

smooth running of the BIPA learning process. This is related to the approach, methods, techniques and media used (Muliastuti, 2016).

Cross-Cultural Business Communication

Cross communicationcultureis a process in which ideas or thoughts from one culture are transferred to another culture and vice versa, and this can be between two or more related cultures, the aim is to influence each other, either for the good of a culture or to destroy a culture, or it could be the initial stage of the acculturation process (merging two or more cultures that produces a new culture). Intercultural business communication is very helpful in building cultural intelligence through coaching and training in intercultural communication, inter-cultural negotiation, multiculturalism conflict resolution, customer service, business, and organizational communications.

Contextual Approach

According to Mahdi & Yusrizal (2018 p. 411) states that the contextual learning model is a learning approach that emphasizes the connection between subject matter and the real world of students' lives, so that students are able to apply learning competencies in everyday life. According to Nisaa (2020 p. 52) contextual learning is a learning concept that emphasizes the relationship between learning material and the real world of students' lives, so that students are able to relate and apply learning outcomes competencies in everyday life.

METHOD

This study used a descriptive qualitative method. Descriptive research is research that describes the situations and events that occur. The descriptive method means a procedure for solving the problem to be researched, by describing the condition of the research object based on precise facts or as they are.

The research method uses literature study. Literature study is a research method in the form of searching for books, journal articles, literature, notes, reports and literary works related to the problem topic. The data sources for this research are books and journal articles. Research data is collected in the following way, [1] collecting data sources that can answer research problems, [2] deepening knowledge about the problem topic, [3] and deepening the field of BIPA learning strategies and communicative-contextual approaches. Data analysis uses comparative analysis.

The data analysis technique used in this research is qualitative data analysis, which according to (Sugiyono, 2017) is an analysis that can produce descriptive data in the form of written or spoken words from people and observable behavior. Validate the validity of the data using source triangulation.

RESULTS AND DISCUSSION

Communicative-Contextual Approach to BIPA Learning

The communicative-contextual approach is a learning approach that requires students to be skilled in using Indonesian on a daily basis. Learning using a communicative-contextual approach will emphasize learning that is centered on everyday life. By implementing this approach, BIPA students will find it easier to communicate using Indonesian. In addition, the communicative-contextual approach applies several learning principles as follows:

1. Communicative Interaction The application of communicative interaction will make it easier for foreign students who are studying Indonesian to communicate in the surrounding environment. By being communicative, someone will be able to convey and interpret the concept or idea they want to convey according to the context to be discussed.

2. Authentic Text The text prepared in BIPA learning is an authentic text. Authentic text is text or manuscript that has been created, written, or delivered by someone for a specific purpose. Included in authentic text are announcements, invitations, banner boards, and digital displays/images. Preparing authentic texts will facilitate the learning process.

3. Learning Language and Language Management Students will learn Indonesian, especially for everyday language pronunciation, this will increase the vocabulary possessed by BIPA students. Language Management, namely when discovering new Indonesian, students can make small notes that are easy to carry everywhere and can be opened at any time.

4. Personal Experience So that the learning process is not boring, the teacher carries out apperception activities by asking about experiences that occurred in the near future. Students must try to convey their personal experiences using Indonesian.

5. The Relationship between Language in the Classroom and Language Outside Students are not only required to be able to speak Indonesian in the classroom, but when outside the classroom students must be confident to learn Indonesian outside the classroom. This will increase the vocabulary that students have.

Teaching Materials Produced Through a Communicative-Contextual Approach

Teaching materials are an integral part of learning. Teaching materials can be interpreted as all forms of material used by teachers and students to carry out the learning process in class to achieve learning goals. In this regard, Hall (in Tomlinson, 2017: 110) states that the theoretical principles underlying the development of teaching materials include (1) the need for communication, (2) the need for long-term goals, (3) the need for authenticity, and (4) the need for learner centered. Meanwhile, the communicative approach is a learning approach that emphasizes aspects of communication, interaction, and increasing linguistic competence and language skills. Littewood (in Ghazali, 2010: 9) states that to develop students' communicative abilities in second language classes, class activities must be arranged in such a way that there are pre-communication activities and communication activities. Precommunication activities refer to the structure of linguistic forms and their meaning. Communication activities refer to the use of functional and social language. In this regard, (Edi, 2018:9) explains that the use of functional language includes activities of

sharing and processing information, while the use of social language includes interactive social activities such as dialogue, simulations, role playing, and so on.

Liddicoat, Papademetre, Scarino, and Kohler (2013) proposed IC teaching strategies formulated in five pedagogical principles. First, active construction which implies the learner constructing the target culture by describing, analyzing, and comparing the learner's culture with the target culture. Second, making connections emphasizes the skill of seeing the connection between the learner's culture and the target culture. Third, social interaction which conditions students to carry out discussions related to the cultural topic being discussed. Fourth, reflection which focuses on involving students in responding and reflecting on the cultural items discussed. Fifth, responsibility implies the skill of building awareness of cultural differences so that you can appreciate and respect people with different cultural practices.

Cross-Cultural Communication Problems in BIPA Learning

In BIPA learning, several problems and obstacles can be easily discovered. Of course, this teaching program focuses on teaching Indonesian to foreign speakers. An example of a case that often occurs is the perception and belief of foreign speakers that Indonesians are very friendly towards outsiders. In BIPA learning, this also often happens. However, these perceptions and beliefs are sometimes misused by non-native speakers who do not want to attend class or want to ask for something. In their perception, because Indonesians are friendly people, they will always help as long as there is a 'reason' for them not to attend class. Another example is the attitude of some foreign speakers, both those studying directly in Indonesia and studying online from abroad. Sometimes there are some BIPA students who act indifferent and ignorant towards their tutors or colleagues when studying BIPA. Because it involves attitudes and behavior, it is still unclear what the real reasons are behind these attitudes and behavior. Either because they feel comfortable with the Indonesian environment, so they forget the purpose of studying, because of the wrong company, or other personal reasons.

Another problem is the lack of cross-cultural adaptation, such as the problem of understanding different languages, so explaining how culture in Indonesia works will be a little difficult. So before explaining the culture in Indonesia, they must be taught about Indonesian first. This of course hampers the adaptation process of BIPA students. For other cross-cultural adaptation issues, there are also thoughts from BIPA students from neighboring countries who think that their culture and Indonesian culture are not much different, because they are still within the same region (ASEAN). However, if understood properly, there will be significant differences between their culture and Indonesian culture. For example, there are different views about LGBT, in Indonesia it is still taboo, but in Thailand this is common and understandable.

Cross-Cultural Business Communication as a Source of BIPA Learning Material

Cross-Cultural Business Communication is related to the interaction of language and thought. This can be seen in human culture, customs and ways of life which are expressed

through the use of language in everyday life. Apart from that, in the world view language also has distinctive characteristics. According to Fitriani (2010) culture has a fairly strong influence on language development, because everything contained in culture is also reflected in language. All situations that exist in society basically originate from discussions related to culture. When witnessing a tradition or custom in society in a certain area, of course the activity will involve language to produce communication in interaction. In the BIPA learning process, we implicitly teach Indonesian culture to foreigners, especially the culture around where the BIPA learning takes place.

Indonesian has a function as a language for developing culture, science and technology (Surip, 2012). Indonesian as a means of capturing needs in the fields of culture, knowledge and technology that can reach the entire Indonesian homeland certainly requires a language that is understood by all Indonesians. In essence, a culture that exists in society is related to human lifestyle or way of life. Therefore, culture also includes three manifestations relating to human actions, what humans think, and things that are used to fulfill their life needs. Spradley stated that these three forms are cultural behavior, cultural knowledge, and cultural objects. Although cultural behavior and cultural objects can be seen easily, these two forms only reflect the surface. In fact, what is more basic and more important is what is hidden as cultural knowledge because this knowledge shapes behavior and interprets experiences.

Implementation of a Communicative-Contextual Approach Based on Cross-Cultural Business Communication in BIPA Learning

The Communicative-Contextual Approach has a relationship with meaning in language. This is included in one aspect of language, namely the pragmatic aspect. The pragmatic aspect is the study of language use in connection with the context, namely how language is used in communication. Teaching Indonesian for foreign speakers (BIPA) cannot be separated from these aspects, especially cultural aspects. Implementation of a contextual communicative approach based on local wisdom in BIPA learning can function as:

1. Tools for carrying out state administration. This means that all state administration activities, such as official correspondence, official meetings, education and so on must be held in Indonesian.
2. A tool to unite various ethnic groups in Indonesia. Communication between members of different ethnic groups is less likely to be carried out in one of the regional languages of the members of that ethnic group. Communication is more likely to be done in Indonesian. Because communication between ethnic groups is carried out in Indonesian, a feeling of "one nation" will be created among members of these ethnic groups.
3. Media to accommodate national culture. Regional culture can be accommodated with regional language media, but Indonesian national culture can and must be accommodated with Indonesian language media.

CONCLUSION

Based on the results of the research and discussion in the previous chapter, it can be concluded as follows:

1. A communicative-contextual approach can be applied in BIPA learning. This can be realized in BIPA learning by paying attention to the five principles of the communicative-contextual approach, namely [1] communicative interaction, [2] authentic texts, [3] language learning and learning management, [4] personal experience, and [5] language relationships in the classroom and outside the classroom.

2. The problem of the availability of teaching materials is an issue that continues to grow from year to year. This stems from the fact that existing teaching materials cannot be accessed easily and that existing teaching materials do not meet the needs of teachers and learners, especially in terms of intercultural competence. Therefore, this research develops culture-based teaching materials using a contextual-communicative approach.

3. Cross-cultural introduction to students to get special points which can make the class atmosphere more enjoyable and BIPA students also gain useful insight and knowledge. Culture-based BIPA learning will certainly really help foreign students understand Indonesian language and culture.

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