

The Urgency to Integrate Pragmatic Contexts in Designing BIPA Learning Materials

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Abstract. The Indonesian language for foreign learners (BIPA) learning materials have been designed and made available in the market. However, BIPA learning materials that integrate pragmatic contexts are not readily available. In fact, verbal communication without taking pragmatic contexts into account will not be effective. It is due to the fact that communication essentially means getting the meaning across. Meaning is conveyed effectively through pragmatic contexts. Thus, integrating pragmatic contexts into BIPA learning materials is urgent. The research problems are formulated into these questions: (1) Which aspects of pragmatic contexts are urgent to be integrated into the BIPA learning materials design?; (2) What are the underlying reasons for the integration of aspects of pragmatic contexts in the design of BIPA learning materials? The data is taken from the document analysis of the existing BIPA coursebooks available in the market. The data is also obtained from the distribution of the checklist instruments to BIPA learners and from the interview with the BIPA managers and instructors. The data analysis is done by applying the descriptive statistic techniques and the content analysis method. The analysis results show that (1) the aspects of pragmatic contexts that are urgent to be integrated are the elements, functions, and roles of contexts, namely social, societal, cultural, and situational. (2) The underlying reasons of the urgency to integrate the contexts are: (a) the social, societal, cultural, and situational contexts underlie the meaning, (b) the social, societal, cultural, and situational contexts determine the speaker's meaning, (c) the social, societal, cultural, and situational contexts specify the speaker's meaning. This research is very beneficial for the following purposes: (1) to enrich the library of BIPA learning materials in Indonesia, (2) to provide BIPA learning materials which truly support the communication process, (3) to support the ennoblement of the Indonesian language through BIPA learning.

Keywords: Pragmatic Contexts, Integration of Pragmatic Contexts, BIPA Learning Materials.

1 Introduction

Industrial Revolution 4.0 has a tremendous impact on education. The Indonesian Language Learning for Foreign Learners (BIPA) also suffered the impact of the industrial revolution. One of the obvious effects in language learning is the demand for the integration of Information and Communication Technologies (ICT) in the learning process [1]. The integration of Information and Communication Technologies in the learning process and among the teachers will bring positive outcomes. It would be effortless for teachers to find new and authentic teaching resources using technology. Likewise, learners will enjoy the vast

array of extensive, various, and new learning materials from the integration of ICT in the classrooms.

However, in addition to technology, Teaching Indonesian for Foreign Learners must also integrate pragmatic contexts in the lessons. Disregarding pragmatics in language learning for communication will only lead to pragmatically incompetent language users and communicators [2]. BIPA materials that focus solely on the grammatical rules will result in grammatically-competent learners who cannot communicate effectively. The mastery of grammar rules tends to develop superficially good linguistic appearance but it does not build communicative performance in real communication.

This is in line with the functionalist view of language learning to produce effective language learners and users for socialization and communication. The functionalist view posits that language only develops if it is used to communicate and interact with each other. This view asserts that language is essentially a social phenomenon instead of the mental phenomenon as widely believed by the formalist proponents who belong to the mentalist school of thoughts [3]. BIPA learning is very carefully related to the language principles that language is a social phenomenon.

Therefore, BIPA learning must integrate the pragmatic contexts, which include social, societal, cultural, and situational contexts. Since the BIPA learning is oriented to social communication, material designers must clearly state the objective of the learning process. The designed learning materials must enable the BIPA learners to practice communicating, interacting, and socializing with the speech community with the language. In respect to that, the lesson materials cannot be separated from the pragmatic contexts.

One of the underlying theories of this research is the theory of pragmatics. Pragmatics is the branch of linguistics that studies the speaker's meaning [4]. The speaker's purpose can be inferred from the contexts, especially external contexts. In pragmatics, there are several principles as guidelines, such as the Cooperative Principles and language politeness. In many kinds of literature, both principles are referred to as pragmatic principles [5].

Besides pragmatic principles, there are pragmatic parameters. The parameter refers to the degree in interaction and communication, such as the degree of choice, degree of directness, and degree of transparency. The parameter of choice affirms that communication and interaction will run smoothly when the message being conveyed has a high degree of directness. The same thing applies to the degree of transparency. The more transparent someone communicates and interacts with others, the worse the quality of communication and interaction [6].

The next theory is the theory of context. In this theory, there are four types of contexts to consider in communication and interaction. The four types of contexts are social, societal, cultural, and cultural contexts [7]. The social context refers to the horizontal social context, for example, relationship among employees, students, lecturers, and farmers. Subsequently, societal context refers to the vertical social dimension, such as the relationship between lecturers and students, employees and managers, household assistants and the homeowners. The third type of context is cultural contexts, such as ethical, moral, philosophical dimensions in a given society. Culture is embedded in society, so cultural contexts cannot be separated from the society where the culture lives. The Javanese cultural context is different from the Madurese cultural context.

Subsequently, the last type of context is a situational context referring to the atmosphere, time and place, and situation. The linguistic forms expressed in a sad situation are different from those expressed in a happy moment. Similarly, linguistic styles expressed in a hasty situation are different from those expressed during a relaxed and peaceful situation. The

pragmatic context includes four types of these contexts, and one context is interconnected with other types of context [8].

Regarding the lesson material design of BIPA learning, the BIPA curriculum guidelines are based on the Common European Framework of Reference for Language (CEFR). CEFR refers to an instruction used to describe achievements of learners of foreign languages across Europe and other countries. CEFR was established by the Council of Europe and has been used since 1972. About the framework, the lesson materials designed for BIPA learners must meet the requirements of communication competence for European language learners [9]. In regards to this, it is crucial to integrate pragmatic contexts in the lesson materials. Too discrete BIPA learning will not contribute much to the development of communicative competence. In addition, the principles of learning materials design must refer to the learning model in the 21st century by integrating information and communication technologies. The BIPA lesson materials must integrate technology into the teaching procedures. By integrating ICT in the lesson materials, the BIPA instructors can design lesson materials that are adjusted to the demand and development of times, customized to students' needs, and authentic, interesting, and various for language learners. Specifically, advanced BIPA learning materials must contain authentic materials to be used to illustrate the importance and urgency of the pragmatic contexts [10].

To develop BIPA learners' communicative competence, learning materials must be designed as integrated materials. Learning materials integrate not only aspects of linguistic competence and linguistic elements, but also aspects of pragmatic contexts. Therefore, pragmatic contexts must be integrated into the learning process, instead of just an unnecessary addition as cultural notes at the end of lesson material. Pragmatic contexts must be integrated with the Lesson Plans, starting from the formulation of learning outcomes, learning materials, to the learning procedures in each chapter of the learning materials [11].

2 Research Methodology

Proper research is primarily determined by the use of correct and precise research methodology. Research methods focus on instruments and procedures. Correct instruments and procedures will result in appropriately available data and will yield accurate analysis results as well. Besides, the data will become a crucial matter to be explained in the research methodology [12]. The research data source must be elaborated in the research methodology [13]. The research data sources were textbooks of BIPA learning available in the market, such as 'Sahabatku Indonesia Tingkat C1', first edition, 2016, published by Badan Bahasa, Kemendikbud RI.

The research data were taken from the excerpts of the BIPA learning materials contained in BIPA coursebooks. The data was gathered using the observation method and conversation method, employing both note-taking and recording techniques. The observation method using the note-taking technique was applied to obtain data in the form of learning materials from the existing BIPA coursebooks, which did not integrate pragmatic contexts. The speaking method was used by the research team to validate the answers to the findings obtained using the observation method. The interview technique to apply the speaking method was done by the BIPA instructors who have been involved in the BIPA learning at Sanata Dharma University for years. After the data was gathered correctly and completely, the next

step was to classify the data. The data was classified and typified to generate the right types and categories of data [14].

After being classified and typified, the data was analyzed using the distributional analysis method and the pragmatic identity method. The distributional analysis method was used to analyze data related to the linguistic data, while the pragmatic identity method was used to analyze the pragmatic dimensions of the BIPA learning materials. Then, the data analysis results are presented using the informal method. It means that the data will be described verbally, instead of using formula and quantitative data as in the formal research presentation.

3 Research Findings and Discussion

The research analysis results show that (1) the most crucial aspects of pragmatic contexts are elements, function, and roles of contexts, i.e. social, societal, cultural, and situational. The integration of pragmatic contexts will be presented in detail in the following explanation. (2) The reasons why it is urgent to integrate pragmatic contexts are: a) that social, societal, cultural, and situational contexts underlie the speaker's meaning; b) that social, societal, cultural, and situational contexts determine the speaker's meaning; c) that social, societal, cultural, and situational contexts specify the speaker's meaning. Further elaboration will be presented in the following section.

In writing this article, the research team has correctly observed the description of the competence maps contained in the book 'Sahabatku Indonesia Tingkat C1', first edition, 2016, published by Badan Bahasa, Kemendikbud RI. Based on the observation of the formulated competence map in the textbooks, it was found that the social, societal, cultural, and situational contexts which constitute the primary substance of pragmatic contexts were not integrated with the learning materials and the learning activities [15]. The research team views that it is crucial to incorporate pragmatic contexts into the learning materials, especially to develop speaking competence of the foreign learners of the Indonesian language.

Isolating pragmatic contexts from the spoken communication will never result in the ideal communicative competence planned in the learning process. It is viewed that pragmatic contexts could be applied in the following learning materials. First, in Unit 1 entitled *Praktik merencanakan rapat suatu kegiatan* or 'Practice planning a meeting to discuss an event', it is important to present the social contexts of the *aspek kesejawatan para peserta rapat* or 'collegial aspects of the interlocutors in the meeting, the societal context of *status social para peserta rapat* or 'the social status of the interlocutors in the meeting', the cultural context of *latar belakang social budaya para peserta rapat* 'the socio-cultural contexts of the interlocutors in the meeting', and the situational context of the *bahasa rapat yang formal* or 'the formal language of the meeting.'

In the meeting, the social contexts, such as the collegial background is crucial to consider in order to guarantee the successful implementation of the meeting from the social dimensions. Likewise, it is essential that the societal contexts referring to vertical social relations of the members of the meeting be understood among the members so that the meeting can run smoothly.

The cultural contexts related to the socio-cultural backgrounds of the members are vital to understanding to avoid misunderstanding caused by different cultural backgrounds in society. Finally, connecting the materials of planning a meeting with aspects of situational contexts is very crucial [16]. In a meeting, informal situational dimensions tend to be ignored,

while the formal dimensions are being prioritized. Further, in Unit 2, discussing *Wawancara Pekerjaan* or 'Job Interview,' the materials cannot be presented without involving contexts.

The research team identifies three types of contexts to be integrated, namely societal contexts on '*perbedaan status sosial pewawancara dengan yang diwawancarai* or 'the social status difference between the interviewer and the interviewee', the cultural context of *latar belakang sosial budaya pewawancara dengan yang diwawancarai* or 'the socio-cultural backgrounds of the interviewer and the interviewee', the situational context of *Bahasa wawancara pekerjaan yang formal dan santun* or 'the polite and formal language of interview'. The integration of these three types of pragmatic contexts is essential in the BIPA learning materials because it will be beneficial to teach the materials discussing *Wawancara Pekerjaan* or 'Job Interview' to the learners of the Indonesian language. Third, in Unit 3, the material discusses *rapat tentang kendala dan antisipasi fenomena alam* or 'meeting on the obstacles and anticipating natural phenomena.'

In this learning materials, the social contexts on the collegial aspects of the members of the meeting', the societal contexts of the social status of the interlocutors in the meeting, the situational context of the formal language of the meeting must be integrated. Fourth, Unit 4 discussing *Perbincangan masalah sosial di kantin kantor* 'Conversations on Social Problems in Office Cafeteria', must integrate the social contexts of 'collegial aspects of interlocutors in the office cafeteria', the cultural contexts of 'socio-cultural contexts of the interlocutors in the office cafeteria', the situational contexts of the 'conversation of the social problems in the office cafeteria in a casual language'.

Fifth, in Unit 5 on the material discussing *Penyampaian undangan resmi secara lisan* or 'Giving Oral Invitation', the social contexts of 'collegial aspects of the inviter and the invitee', the societal contexts of the 'social status of the inviter and the invitee', the cultural contexts of the 'socio-cultural backgrounds of the inviter and the invitee', the situational context of the 'formal language of invitation.' The integration of the types of contexts being elaborated above is illustrated in Table 1.

Table 1. Aspects of Contexts

Materials and Activities	Types of Contexts			
	Social	Societal	Cultural	Situational
Practice planning a meeting to discuss an event	Social contexts of the collegial aspects of the interlocutors in the meeting	Societal contexts of the interlocutors in the meeting	Cultural contexts of the socio-cultural backgrounds of the interlocutors in the meeting	Situational contexts of the formal language of the meeting
Job Interview	-	Societal contexts of the different social status of the interviewer and the interviewee	Cultural contexts of the socio-cultural backgrounds of the interviewer and the interviewee	Situational contexts of the formal and polite language for a job interview

Meeting to Discuss Obstacles and Anticipation of Natural Phenomena	Social contexts of the collegial aspects of the interlocutors in the meeting	Societal contexts of the social status of the interlocutors in the meeting	Cultural contexts of the socio-cultural background of the interlocutors in the meeting	Situational contexts of the formal language of the meeting
Conversation on Social Problems in the Office Cafeteria	Social contexts of the collegial aspects of the interlocutors in the conversation in the office cafeteria	-	Cultural contexts of the socio-cultural backgrounds of the interlocutors in the conversation in the office cafeteria	Situational contexts of the conversation on social problems in the casual conversation in the office cafeteria
Giving an oral invitation	Social contexts of the collegial aspects of the inviter and the invitee	Societal contexts of the social status of the inviter and the invitee	Cultural contexts of the socio-cultural background of the inviter and the invitee	Situational contexts of the formal language of invitation

From the research, there are two reasons for integrating contexts, namely (a) social, societal, cultural, and situational contexts underlie the speaker's meaning, and (b) social, societal, cultural, and situational contexts determine the speaker's meaning. Pragmatic contexts underlie the speaker's meaning in that the careful identification of the speaker's and hearer's background can we identify their communicative intention properly [17]. For example, a speaker and a hearer have a different educational background. One is a professor working on campus who deals with theoretical concepts, and the other is a farmer who works on the field every day. The different social backgrounds between the speaker and the hearer will influence the speaker's meaning in their conversation.

The difference between one's social and societal backgrounds will largely determine the speaker's meaning. Interlocutors who are colleagues, have the same age, and have a relatively similar educational background may not have problems in determining their meaning and intention. Colleagues may use taboo words and they will not influence the interpretation of the meaning and intention among the interlocutors. However, when the speaker and the hearer have a different social status, i.e. a household assistant and the house owner, the use of a taboo word will determine the speaker's intention. A house owner may be infuriated when the forbidden word is used, while the household assistant will feel humiliated when the taboo word is directed to her by the house owner [18].

In regards to the BIPA learning materials, the various types of contexts must be integrated because learning to communicate is different from learning the grammatical rules. Learning grammatical rules can be done in an isolated context-free way as the focus is on learning grammatical concepts and linguistic practices. Training foreign learners to use the Indonesian language is synonymous with training them to communicate in real

communication. Communicating with the speech community cannot be isolated from its cultural values, social values, cultural values shared by a given community.

In a similar vein, the situational dimension in communication cannot be ignored in the learning. Therefore, it is obvious why social, societal, cultural, and situational contexts must be integrated into learning. From the observation, learning materials that can accommodate the integration of pragmatic contexts can be presented in detail in the following table.

Table 2. Reasons for Integrating Contexts

Learning materials	Aspects of Contexts	Reasons
Practice planning a meeting to discuss an event	Social contexts of the collegial aspects of the interlocutors in the meeting	Underlying the speaker's meaning
	Societal contexts of the interlocutors in the meeting	Underlying the speaker's meaning
	Cultural contexts of the socio-cultural backgrounds of the interlocutors in the meeting	Underlying the speaker's meaning
	Situational contexts of the formal language of the meeting	Underlying the speaker's meaning
Job Interview	Societal contexts of the different social status of the interviewer and the interviewee	Underlying the speaker's meaning
	Cultural contexts of the socio-cultural backgrounds of the interviewer and the interviewee	Underlying the speaker's meaning
	Situational contexts of the formal and polite language for a job interview	Determining the speaker's meaning
Meeting to Discuss Obstacles and Anticipation of Natural Phenomena	Social contexts of the collegial aspects of the interlocutors in the meeting	Underlying the speaker's meaning
	Societal contexts of the social status of the interlocutors in the meeting	Underlying the speaker's meaning
	Cultural contexts of the socio-cultural background of the interlocutors in the meeting	Underlying the speaker's meaning
	Situational contexts of the formal language of the meeting	Determining the speaker's meaning
Conversation on Social Problems in the Office Cafeteria	Social contexts of the collegial aspects of the interlocutors in the conversation in the office cafeteria	Underlying the speaker's meaning

	Cultural contexts of the socio-cultural backgrounds of the interlocutors in the conversation in the office cafeteria	Underlying the speaker's meaning
	Situational contexts of the conversation on social problems in the casual conversation in the office cafeteria	Determining the speaker's meaning
Giving an oral invitation	Social contexts of the collegial aspects of the inviter and the invitee	Underlying the speaker's meaning
	Societal contexts of the social status of the inviter and the invitee	Underlying the speaker's meaning
	Cultural contexts of the socio-cultural background of the inviter and the invitee	Underlying the speaker's meaning
	Situational contexts of the formal language of invitation	Determining the speaker's meaning

From Table 2, it is obvious that the dominant reasons for the integration of pragmatic contexts in the advanced BIPA learning materials are that contexts function to underlie the speaker's meaning. The pragmatic contexts functioning to underlie the speaker's meaning are social, situational, and cultural contexts. In other words, the reasons for integrating three types of pragmatic contexts in the BIPA learning materials are that pragmatic contexts underlie the speaker's meaning [19]. The meaning and intention of the utterance will be clear when the social, societal, and cultural backgrounds of the interlocutors are clarified.

Next, the situational contexts in the advanced BIPA learning materials function to determine the speaker's meaning. The meaning of an utterance is apparent when the situational context is clear. The integration of social, societal, cultural, and situational contexts is crucial in the advanced BIPA learning materials because the learners practice communication in the real speech community [20]. Communication in the speech community actually needs a detailed understanding of social, societal, cultural contexts embedded in society. Failure to understand and interpret the contexts properly will lead to communication breakdown. Understanding the types of contexts is not necessarily identical to the "Cultural Notes" inserted at the end of every unit of the BIPA learning materials because the substantial coverage is not the same. In addition, the types of contexts described above are integrated in the learning activities, instead of just unnecessary additions at the end of the unit.

4 Conclusion

Research on the integration of social, societal, cultural, and situational contexts in the BIPA learning materials is limited to the first edition of the coursebook entitled ‘Sahabatku Indonesia Tingkat C1’ published in 2016 by Badan Bahasa, Kemendikbud RI. This research is a part of the bigger research and the other aspects which are not discussed in this research will be addressed in the other part of the research. Subsequently, the analysis result shows that: (1) aspects of pragmatic contexts which are urgent to be integrated are elements, functions, and roles of contexts, which include social, societal, cultural, and situational contexts. (2) The underlying reasons for the urgency to integrate pragmatic contexts are: (a) that social, societal, cultural, and situational contexts underlie the speaker's meaning, and (b) that social, societal, cultural, and situational contexts determine the speaker's meaning. The research is beneficial for the following purposes: (1) to enrich the BIPA learning resources in Indonesia, (2) to provide BIPA learning materials which highly support the communication process, (3) to support the ennoblement of the Indonesian language through BIPA learning.

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