

# Interaction Characters of *Bahasa Indonesia untuk Penutur Asing (BIPA)* Learning

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**Abstract.** *Bahasa Indonesia untuk Penutur Asing (BIPA)* learning is a unique interaction. This communication involves participants from different cultures and social backgrounds. The way we communicate in a multicultural community is an exciting phenomenon. This study describes the characteristics of *BIPA* learning interactions at Universitas PGRI Semarang. This kind of research uses case study techniques with qualitative and quantitative methods. This study found the use of languages other than Indonesian in *BIPA* learning interactions such as Japanese, English, and Madagascar. There are several patterns of interaction of exchange of grades in learning. In the learning interaction between teachers and foreign students, the initiation pattern is strongly dominated by teachers. Meanwhile, initiation is quite often found in the interaction among foreign students in *BIPA* learning. It is possible to conclude from the observational data that teachers have a very dominant role in the *BIPA* learning interaction.

**Keywords:** characters, learning interaction, *Bahasa Indonesia untuk Penutur Asing (BIPA)*

## 1. Introduction

Today, everyone has become a citizen of the world. Anyone can connect anytime and anywhere easily. People from different parts of the world interact constantly using language, both in real and virtual terms. This fact proves that language plays a very important role in interactions for various interests, both national and international. In today's current globalization, individuals, communities, and countries need to understand the importance of language in cross-cultural communication, collaboration, and understanding [1].

As the official language of the country, Indonesian has become an international language. This is evidenced by the 33rd AIPA convention in Bali in 2012 which approved the proposal that Indonesian would be a topic of lectures at 200 universities in ASEAN [2]. Indonesian has been used in various official interactions, both bilateral and multilateral forums within the Association of Southeast Asian Nations (ASEAN). The Indonesian language becoming an international language, as by Kemendikbud, deserves good response and support. It is said that the Indonesian language might be utilized on a global scale and be recognized as an official language of the United Nations by 2025 [3]. In the Pleno forum of the 42nd UNESCO General Conference in Paris on November 20, 2023, the Indonesian

language was finally established as an official language or official language for the General Conference of UNESCO [4].

In Indonesia, participation in national educational activities requires proficiency in Indonesian. Therefore, all international pupils had to be proficient in Indonesian [5]. Foreign people's interest in learning Indonesian today is increasing over time. This can be seen from the increasing number of institutions organizing the Indonesian for Foreign Speakers (BIPA) program, both abroad and domestically. As BIPA programs continue to evolve for various interests around the world, BIPA will continue to be an interesting thing to study.

Sociopragmatics is the meeting point between pragmatics and sociolinguistics. Pragmatic competence, on the one hand, includes an understanding of the language tools and techniques speakers might employ to accomplish communication objectives (pragmalinguistics). However, understanding how to use these gadgets in social settings is important. (that is, sociopragmatic understanding) [6]. This implies that speakers who possess pragmatic competence are continually assessing the current social setting. Sociopragmatics makes use of pragmatics research to identify the language meaning that is employed in particular social contexts.

The learning objectives of Indonesian as a foreign language for various communication purposes are not easy to achieve because, in the process of interaction, there are many problems. Learning a language frequently prioritizes linguistic proficiency over understanding the culture of the environment in which the language is spoken. Language learning techniques usually lead to poor communication and misunderstandings because of cultural differences [7]. This paper wants to discuss the characteristics of BIPA learning interactions. In the framework of BIPA learning, language use, interaction patterns, and the part played by speech participants in interaction is the context of social BIPA learning interaction.

### ***A. Learning Interaction***

The importance of interaction in language learning has been a hot topic of conversation for a number of decades. According to Long's (1996) Interaction Hypothesis, language learners can identify differences between their own formulations of the target language (i.e., their interlanguage) and the target forms through interaction, particularly through the negotiation of meaning. They can then give or receive feedback, which can result in changes to input and/or output [8]. When pupils meet the predetermined learning objectives, the learning process is said to be of high quality. For international students to be able to communicate in any activity, communication skills become an extremely crucial message and process when learning in class [9]. The following are some empirical guidelines for acquiring a language: Language is speech, not writing; it is a tongue, not a collection of habits; it is taught as a language, not as a theory; it is what a native speaker of the language says, not what one thinks students should be taught; and it differs among languages (each should be examined on its own merits) [10].

Teachers communicate in several standard or formal languages in the field of education, particularly in schools. However, it's conceivable requires teachers to employ a variety of linguistic nuances to ensure that the learning process is conducted in a welcoming and comfortable way. Communication is referred to as educational interaction or deliberate teaching and learning interactions carried out intending to alter one's behaviors and behavior during the learning process. To put it another way, educational interaction is a two-way connection based on a variety of standards between teachers and students to achieve educational objectives. Language media thus serves as a conduit for teacher-student

instructional exchanges [11]. Learners should be viewed as potentially heteroglossic narrators rather than as imperfect monoglossic enunciators when teaching a foreign language as an oppositional practice. The texts that authors and speakers produce and utter must be understood as situated utterances that, in addition to being examples of grammatical or lexical enunciation and expressing our thoughts, also aid in the formation, maintenance, or subversion of certain cultural environments. Thus, the development of creative and critical consciousness, or what we might call "critical cross-cultural literacy," can supplement the acquisition of language and communication abilities [12].

### **B. *Bahasa Indonesia untuk Penutur Asing (BIPA)***

These diverse approaches demonstrate the efforts BIPA students undertake to make sure that learning exchanges are as seamless and communicatively efficient as feasible. Students most frequently use language borrowing, particularly in English, and responsiveness as communication techniques [13]. Communication participants in Indonesian language learning for foreign students are a particular social class that has the opportunity to have a diverse cultural background. Of course, under such conditions, there is a varied language behavior spread across certain languages and cultures. For that, the role of context in interpreting the meaning of speech is crucial [14]. A few of these elements are pertinent to the existence of foreign speakers learning Indonesian. Participants in BIPA learning came from a range of social, linguistic, and ethnic backgrounds. Furthermore, BIPA students who are not yet fluent in Indonesian are also bilingual or multilingual. The fact that speakers at the level still only possess a rudimentary understanding of Indonesian vocabulary suggests that the choice of language should be considered when learning BIPA, particularly when learning BIPA at the basic and secondary levels [15]. Students employed both primary and secondary communication patterns in their practice of BIPA communication. While secondary communication patterns involved the use of media and communication-aiding resources like dictionaries and Google Translate, primary communication patterns featured the use of verbal and nonverbal symbols. Furthermore, students experience cultural phenomena such as cultural shock, acculturation, assimilation, and adaptability [16].

### **C. *Sociopragmatic***

Pragmatic competence, according to Leech [17], is the result of combining two types of knowledge: sociopragmatic knowledge, which is about how to use language devices and strategies in a social context, and pragmalinguistic knowledge, which is about the linguistic devices and strategies that speakers can use to achieve their communicative goals. This indicates that a speaker who possesses pragmatic competence constantly evaluates the social context in which they are communicating. For example, they might opt to employ traditional indirectness and language strategies to lessen the impact of a request if their evaluation shows notable differences between the speakers in terms of power, social distance, and a high degree of imposition involved in the communication act.

Multiple orders of indexicality, which refers to a dynamic relationship between form and meaning that is both abstract and only interpretable within a particular context, are the means by which sociopragmatic meaning is formed. T forms of address, for instance, can indicate power expansions in certain situations or social closeness/solidarity in others; the precise interpretation of any given meaning can only be understood in the context in which it is used [18]. While much work in sociolinguistics focuses on mapping regular patterns of usage in interaction, general pragmatics [Grammar] is the focus of sociopragmatics. The pragmatic language Sociopragmatics: A Social Science In connection with In connection with

Understanding how those regular patterns are applied and abused in specific encounters is the goal of pragmatics, which includes general pragmatics, pragmalinguistics, and sociopragmatics [19].

## 2. Method

This form of research is qualitative and quantitative. Qualitative to explain social phenomena and language behavior of participants of interaction as well as interpret meaning according to its context. Quantitative used is simple quantitative as a support for the interpretation of qualitative data. This research strategy is a case study.

This research takes place at BIPA Program Universitas PGRI Semarang in 2023. There are three methods of data provision: observation; in-depth interviews; and structured interviews. First, the method of observation that the researcher does by observing the object of study in its context. This method is also called the sliding method [20, 21]. The participants of the study were from the BIPA Program Class, consisting of three students from Japan: Chen Lili, Harashima Kazune, and Imari Okagawa. Also, one student Darmasiswa Program named Patsi.

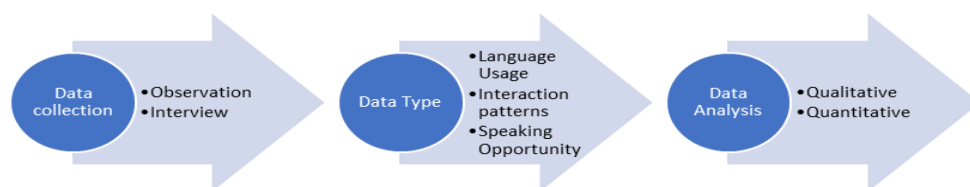


Figure 1. Methodological Schema of Interaction Characters BIPA Learning Case Study at Universitas PGRI Semarang

## 3. Discussion

The character of foreign students studying Indonesian at PGRI Semarang University in 2023 can be described as follows. Three Japanese BIPA students studying for online practical communication, namely: (1) Chen Lili (32 years old); (2) Harashima Kazune (40 years old), and Imari Okagawa (34 years old). They're very good at expressing their opinions. From a fairly mature age side, students are fairly calm in interacting even though their abilities are still very limited. One BIPA student studying for educational purposes, Patsi, 18, from Madagascar. Previously, Patsi had learned Indonesian in senior high school.

Based on the findings of the research, the results of the study can be submitted as follows. *First*, the study found three languages other than the Indonesian language used in learning interactions, namely Japanese, English, and Madagascar. English is the language other than Indonesian that is most often used in interaction. The reason for using these three languages is to help understand, express meaning, give examples of concepts, and explain concepts and influences of background language and student habits. Here's the example based on the teacher (T) and student (S) interaction.

- [1] T: "... ya, apa makanan-makanan favorit Bu Imari? Apa makanan favorit?"  
 S: "Ah saya tinggi di jalan kachidoki eh kota Tokyo, Japan."  
 T: "Saya bertanya makanan."  
 S: "Makanan?"

T: "Makanan ya, makanan favorit."  
 S: "in the morning? Umudaisi ah nasi goreng."  
 [words "In the morning" is English. "Umudaisi" is Japanese]

[2] [T: "What do you say Rambut in Malagasy?"  
 S: "Rambut is Wulu."  
 [word "wulu" is Malagasy]

**Second**, the study also found some patterns of interaction in the learning of Indonesian as a foreign language, such as the initiation (I) pattern, which is a pattern of empty tutoring interaction, i.e. an exchange that begins with the provision of information/explanation from a speaker who does not obtain a target response from his or her counterpart. Here is an example.

[3] [T: "Ok.. I will teach you Indonesian. But sometimes I also use Indonesian and English"  
 S: (Silent)  
 T: "I hope you can learn..."  
 S: (Silent)

The initiation pattern is the most dominant pattern of interaction. In class interactions, teachers produce more of this pattern than foreign students. Whereas in non-class interaction, foreign students are quite capable of balancing teachers in producing patterns [I]. On the contrary, students are more capable of initiating conversations in non-class interaction. This indicates that pupils are more engaged in extracurricular activities and less engaged in classroom interactions. When learning Indonesian as a foreign language in Indonesia, overseas students can get a real-world glimpse into the social and cultural life of the country. As a result, even though they participate less in class, international students do not wish to participate in daily life in Indonesian society.

Based on the use of the opportunity to do talk activities, in the interaction of the classroom, the teacher is very prominent in his role when compared with foreign students. Whereas in the non-curricular interaction, foreign students can use the opportunity to speak more productively so that it can balance the teacher. Although the study did not observe the amount of time used by students and teachers to speak, the time spent by participants in the interaction could be observed by the researchers from the number of speeches they spoke.

**Third**, the role in the interaction of learning Indonesian as a foreign language reflects the participatory picture of its participants. Data number of interfaces in interactions can be said to be highly dominant interactions.

Table 6. Percentage of Teachers and Foreign Students Descriptive

<i>Descriptive Statistics</i>					
<i>Class Interaction</i>					
	N	Range	Minimum	Maximum	Mean
Teacher Score Proportion	9	32.68	58.60	91.28	74.5367
Foreign Student Proportion	9	32.68	8.72	41.40	25.4633
Valid N (listwise)	9				
<i>Descriptive Statistics</i>					
<i>Out-of-class interactions</i>					
	N	Range	Minimum	Maximum	Mean
Teacher Score Proportion	9	43.12	35.00	78.12	56.0511
Foreign Student Proportion	9	43.12	21.88	65.00	43.9478

<i>Descriptive Statistics</i> <i>Class Interaction</i>					
	N	Range	Minimum	Maximum	Mean
Teacher Score Proportion	9	32.68	58.60	91.28	74.5367
Foreign Student Proportion	9	32.68	8.72	41.40	25.4633
Valid N (listwise)	9				

Based on the introduction of initiation; the use of opportunities for speaking activities; the change of opportunities to speak; and the comparison of the ratio of grades, it is seen that the role of foreign students in the interaction of lectures is very low because of the interactions dominated by teachers. Meanwhile, in non-curricular interactions, foreign students are quite able to balance the roles of the teacher. This is because the learning interactions of non-courses give foreign students the opportunity, freedom, and courage to interact with teachers more. Setting the learning of BIPA in Indonesia opens a lot of room for foreign students to be more active, productive, and communicative in interacting with many people in person.

#### 4. Conclusion

The conclusion of this study is as follows. *First*, there are three languages other than Indonesian in interaction, namely Japanese, English, and Malagasy. English is the most commonly spoken language. *Second*, the initiation [I] pattern is the most dominant pattern of interaction. *Third*, the role of foreign students in the interaction of the classroom is very little because the interactions are dominated by the teacher. Meanwhile, in non-classroom interactions, foreign students are quite capable of balancing the teacher in the production of the [I] pattern. This is because non-classroom learning interactions give foreign students the opportunity, freedom, and courage to interact with teachers. Setting learning BIPA In non-classroom interactions opens a lot of room for foreign students to be more active, productive, and communicative in interacting with many people in person.

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