

RECONSTRUCTION OF BASIC KNOWLEDGE ON LEARNING BIPA FOR DEVELOPING PROFESSIONALISM OF BIPA TEACHERS

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ABSTRACT

This study aims to describe aspects of learning Indonesian for foreign students (BIPA) that need to be understood by someone who will teach BIPA. The basic knowledge can be utilized by the teacher to select teaching-learning strategies and teaching materials that required by BIPA students. To gain those understanding, this study effort to collect data about an information on the implementation of learning BIPA from the real class of teaching-learning BIPA. By using a qualitative approach with a model of ethnographic analysis, the study obtain findings that (a) foreign students studying BIPA has characteristics that different both in terms of learning styles and cultural backgrounds, (b) the implementation of learning BIPA more emphasis on the communicative considering learning styles of BIPA students, (c) learning approach of BIPA need to consider to the norms of pedagogical of language learning for adult learners so that the topic of language teaching materials must be selected based on the needs of adults in communication, and (d) the cultural aspects in the form of cultural knowledge, cultural behaviors, and cultural objects made as teaching material in learning BIPA by using a variety of learning techniques.

Keywords: basic knowledge, learning BIPA, professional teachers, teaching BIPA

INTRODUCTION

Indonesian for foreign speakers commonly known as BIPA is one domain of Indonesian science and teaching. According to the name, BIPA has characteristics that consistent with the characteristics of foreign students studying Indonesian. In this description, the term of BIPA can be seen from two different sides. The first is a package BIPA which is in courses to prepare students for prospective teachers BIPA. The second is a BIPA program that is implementing learning Indonesian for foreign students. BIPA package program is a program of lectures that are listed in the curriculum of courses provided for students who choose a specialization of BIPA concentration. Meanwhile, BIPA program is a unit of special programs that coordinate and implement Indonesian learning for foreign students. Both of these programs if empirically studied academically aligned and support each other in achieving the goal. However, in the implementation, both programs take place separately so that has not happened yet optimal collaboration in the implementation of learning.

BIPA students are foreign students who have a background in languages and cultures different from language that they learn. Differences in the background affect differences in

learning strategies used by foreign students in learning Indonesian. BIPA teacher or prospective teachers need to understand the differences in learning strategies for leading them in selecting appropriate teaching-learning strategies.

Regarding the relationship between culture and learning strategies can be explained on the basis of the research results conducted by Scarcella (1990). The results of the study explain that in many Asian cultures, the book is seen as a source of knowledge and wisdom. Therefore, for Asian students, strategies to learn by rote the words of the book is the best way to acquire knowledge. The same explanation also expressed by Politzer & McGroarty (1985) which states that the memorization strategy is preferred by Asian students.

In line with the above illustration, Bedell and Oxford (1996: 50) examined the relationship between the education department and the nationality of students with learning strategies used by students in language learning. The results showed that the department of education and the country of the students come from significantly influence student learning strategies chosen. Similar research was also conducted Grainger (1997) and Oxford & Crookall (1989), which examines the relationship of ethnic and learning strategies. The study resulted in the finding that the ethnic variable has a strong influence on the use of second language learning strategies.

In teaching-learning of BIPA, teachers or prospective teachers need to have an adequate understanding of the characteristics of BIPA students who come from different cultural backgrounds. The cultural background differences affect the learning strategies used by language learners. Different learning strategies require the selection of teaching-learning strategies different. For example, teaching-learning strategies of BIPA that applied to language classes with their students come from a Hispanic cultural background and applied to their students language classes come from Japanese cultural background are different.

In line with the above statement, Oxford (1996: xi) explains that the students who Hispanic cultural backgrounds choose to use learning strategies to predict, perform inference, avoiding detailed, work together, and promoting personal feelings rather than logic. Meanwhile, Japanese students chose the analytical strategies to obtain precise and accurate meaning, searching in detail, working alone without others, and make decisions based on logic rather than personal feelings. Furthermore, Oxford (1996: xii) explained that although culture is not the only determinant of learning strategies in language, culture often plays an important role in the selection of one's language learning strategies. Cultural background influence the learning strategies used by language learners because every culture has characteristics different approach in looking at the learning activities.

With regard to language learning, Ellis (1994: 703) explains that there is a difference between the process of foreign language acquisition and second language acquisition. The explanation indicates that learning BIPA implemented in Indonesia is different from BIPA study conducted outside Indonesia. The learning strategy differences caused by differences in the tasks and challenges faced by students. BIPA learning which is implemented outside Indonesia is an Indonesian as a foreign language because the Indonesian language is not used by community members in daily communication. Meanwhile, BIPA studied in Indonesia is the Indonesian language as a second language because Indonesian used significantly by people in everyday communication.

In BIPA instructional practices, foreign students consciously and unconsciously use learning strategies embodied in the behavior of learning to master Indonesian. The behavior of foreign students in the Indonesian language can be observed through various activities undertaken by them in learning Indonesian. The results of these observations may be used as the basis for the faculty to determine the learning strategies that will be used in the classroom. In an effort to enhance the BIPA learning experience for prospective teachers, the students who take the program packages of BIPA need to be given practical insights on learning BIPA significantly. Practical insights that need to be owned by BIPA teachers or prospective teachers are (1) an insight into the condition of students BIPA, (2) an insight into the implementation of learning BIPA, (3) an insight into the BIPA learning approaches, and (4) an insight into the introduction to the culture of learning BIPA. The practical insight can be gained from the results of empirical studies on learning BIPA or direct involvement in the practice of teaching BIPA. Through this training process, the students programmed the BIPA package will have an empirical understanding of strategies to teach Indonesian to foreign students. The empirical insights have contributed significantly to improving the quality of learning processes and experiences in BIPA lectures.

RESEARCH METHODS

This research was qualitative research with an ethnographic approach. The study tried to describe the BIPA in the real learning. Data collected through participatory observation. Researchers as a key instrument are doing observations to be directly involved in learning activities BIPA. During their observations, researchers recorded all activities carried out in the BIPA learning, including the activities of foreign students who are studying the language. In an effort to obtain adequate data, researchers also conducted interviews with BIPA teachers and students. After that, the researchers report objectively on the information obtained.

The research data is in the form of information about the real conditions BIPA learning that comes from learning the real practice of BIPA. Ethnographic research data were analyzed using an ethnographic approach. To analyze ethnographic data, Walcott in Creswell (2007: 161) suggests a three-step of analysis, namely making (1) description, (2) analysis, and (3) interpretation. The third step of the overall picture obtained on (1) the condition of students BIPA, (2) the implementation of learning BIPA, (3) learning approaches BIPA, and (4) the introduction of a culture of learning BIPA.

RESEARCH FINDINGS AND DISCUSSION

Understanding the Conditions of Entry Level BIPA Students

Based on observations and interviews with BIPA students and teachers, it is known that BIPA students studying in Indonesia, especially those studying in Malang, originating from various countries, from Japan, USA, Hungary, Australia, Czechoslovakia, Germany, Ukraine, Thailand, Philippines, and Malaysia. They come from a different country so they have a language and cultural backgrounds that are different. In addition, they also have differences in language and culture with the language and culture of Indonesia to be learned.

According to the teachers and tutors, language and cultural differences that have consequences on the election of Indonesian material that will be taught to them. This is in line with the explanation of Ellis (1986: 19) that the second language acquisition to be strongly influenced by the first language. Furthermore, Lee (in Ellis, 1986: 23) says that the only cause difficulties and mistakes in learning a second language or a foreign language are the influence of first language students. Of that argument, it can be said that acquiring a second language is characterized by the presence of interference from the first language. This interference will be reduced over time, and eventually, students achieve mastery of a second language like a native speaker.

Based on the analysis, it can be argued that foreign students studying BIPA have a level varying abilities, namely the ability level of beginner to advanced capabilities. Among BIPA students, there are already studied for two years at university in their country, some who have never studied Indonesian at all. Among them, there are some foreign students who have been in Indonesia and some who have never been to Indonesia. For those who've learned Indonesian, learning materials used are also different, ie, there is focus on studying the structure of Indonesian and some are learning Indonesian language skills. Based on the initial conditions of the BIPA students, the level of the learner's ability BIPA can be grouped into beginner level,

pre-intermediate level, intermediate level, pre-advanced level, and advanced level. On the basis of the level of this capability, BIPA learning materials can be divided into several categories, namely (1) BIPA materials for beginner, (2) BIPA materials for pre-intermediate, (3) BIPA materials for intermediate, (4) BIPA materials for pre-advanced and (5) BIPA materials for advanced learners.

In line with the above facts, in the BIPA learning, teachers need to choose BIPA teaching materials varied. The diversity of the materials is intended to simplify and facilitate the students in mastering teaching materials of BIPA. Their demand for the material needs of BIPA diverse, in which conditions, book authors are invited to develop BIPA teaching materials to consider the needs. There are several authors, both foreign and Indonesian writer who wrote the book Indonesian to foreigners. However, there are many variations are found both in terms of teaching approaches, teaching techniques, and teaching materials.

In general, BIPA students studying in Indonesia are adult learners. They are students aged 17 years and over. In line with the maturity of the foreign students, there are some things that must be considered in the selection of materials of BIPA. The first, adults already have quite a lot of knowledge and insight, so that their needs are different from the needs of adults with children's needs. Therefore, actual topics desired by them are the general topics such as environmental issues, relationships, energy, world events, and so forth. Second, foreigners (Westerners) love to express themselves, to present something, express their opinions, so that learning outside the classroom with the engineering task or project assignments interest them. Lastly, to accommodate the differences interests and needs of foreign students, varied material readiness required.

From interviews with BIPA students and tutors, obtained information that foreign students studying BIPA in Indonesia aim to be fluent in Indonesian culture and get to know up close. Fluency in speaking Indonesian was needed by them because (a) they take courses Indonesia studies at the university they come from, (b) they will conduct research in Indonesia, (c) they will work in Indonesia, (d) they will examine issues Indonesian, and (e) they would stay in Indonesia for a long time. The description of the learning objectives of the BIPA has implications for the preparation of learning materials that fit the purpose. Thus, the learning material selected has a close link with the problem of meeting the needs of foreign students.

Research results presented above in accordance with the opinion of Mackey and Mountford (Sofyan, 1983) which explains that there are three needs that drive a person to learn the language, namely (1) the need for jobs, (2) the needs for vocational training program, and (3) the needs for studying. The findings are in line with the opinion of Hoed (1995) which

states that the BIPA program aims to prepare foreign students in order to (1) attending universities in Indonesia, (2) read books and newspapers for purposes of research, and (3) communicate in everyday life in Indonesia.

In accordance with the findings noted above, it can be stated that the emphasis depends on the goal of teaching BIPA students that studying BIPA. Soewandi (1994:4-6) explains that the purpose of teaching BIPA is to make students capable of (1) to communicate daily with Indonesian speakers (general purpose), and (2) explore Indonesia's culture all its aspects (special purpose). The first objective, the emphasis on the mastery of everyday language that can be used for the benefit of greeting, bidding, reject, invite, say thank you, ask permission, invite, complain, praise, and introduce. Characteristic of language for the sake of it is more often (1) employed the forms of words that are not formal, (2) employed the non-standard vocabulary, (3) removed the additive, and (4) used simple sentence structure. As for the characteristics of the language to the second objective is the use of (1) the raw word forms, (2) the technical vocabulary, (3) the complete affixation, (4) the rules of correct writing, and (5) the standard sentence structure.

Based on the findings of the initial conditions of BIPA students as described above, it can be argued that in order to meet the learning needs of foreign students in learning BIPA, learning needs is to be oriented to the conditions of BIPA and student needs. Focusing on students in learning a language is a distinguishing characteristic of language teaching to speakers of foreign language teaching for native speakers. Therefore, learning materials should be selected functional materials. To that end, the BIPA material should have the material that has the scope or range of the aspects of Indonesian language, namely (1) aspect of the reach of orientation and learning objectives, which is to the benefit if the learners are interested in BIPA: whether to a mere communication, research, translation, or for special interests with respect to the profession or duties, (2) the aspect of practicality and communicative factually and not oriented Indonesian should (based grammar), (3) aspects of ease, referring to the quantity and productivity that facilitates creativity speak Indonesia, (4) the developmental aspects of Indonesian, both in theory and grammar units and the content of the material, (5) the aspect of flexibility, (6) the aspect of meaningfulness, and (7) the diversity aspect.

Learning Implementation BIPA

The research findings showed that in order to fulfill the needs of foreign students, BIPA learning programs prepare different types of learning packages program. The types of learning

package can be classified by the nature of the program, namely (a) regular learning program and (b) alternative learning program.

The regular learning program is a routine package program conducted periodically. This program set up for foreign students who take the expertise of Indonesian studies. The regular program is grouped into three levels, namely (1) a beginner level, (2) an intermediate level, and (3) advanced level. However, these levels are often changed based on the conditions of students. This change is due to the level of students ability, especially at the varieties of secondary level. Variations may include a middle-class A and middle-class B, or the intermediate level and the pre-intermediate level. Grouping these learning class, rather than being based on ability level Indonesian students, also based on areas of expertise students. Information of the student area of expertise gained through the pre-test (placement test). From this test can be known student take the expertise of anthropology, politics, language, social studies, and so on. The Class grouping of BIPA study has many benefits, especially to facilitate the selection of learning materials. The grouping is based on the grounds that BIPA students are adult learners who have enough knowledge and experience that is different. By the grouping, the implementation of learning can accommodate the interests and needs of different materials needed by students.

The alternative learning program is no grouping because the learning is done on an individual basis and depends on their students' interest and demand. In this alternative program, BIPA students can select a time for learning, amount hours of study, and learn material needs. It is intended to meet the varying needs of foreign students. Variations of these needs were (1) the need to be able to speak Indonesian to attend college in Indonesia, (2) the need to be able to read a newspaper or magazine for the purpose of research, and (3) the need to be able to communicate verbally in daily life in Indonesia.

BIPA learning programs can be classified by a place of learning. Package learning in the classroom is a learning package that is implemented in formal situations. In the package given materials Indonesian formal. In this study, explanations, examples, repetition, suppression, and exercises in the Indonesian language are an activity performed in a package of learning in the classroom. Ellis (1986) explains that there are several factors that affect the quality and speed of learning the language in a formal environment, namely (a) the protrusion, (b) their feedback, and (c) the frequency or repetition.

Package learning outside the classroom is divided into three activities, namely (1) the tutorial activities, (2) visitation activities, and (3) social hour activities. Activity outside assignment or better known as peer tutors is a series of learning activities in the classroom.

Among the activities in the form of a visit to the post office, bank, photo studio, and market. Besides that, the students also give interviews to Indonesian students or employees, join a meeting, and so on. In this activity, foreign students are guided by a tutor. The tutors are Indonesian students that take an expertise as BIPA teacher. The tutors have been trained to assist foreign students studying Indonesian.

The activities were intended to be a task beyond recognition of the important places for both students. Moreover, this activity is also intended as a forum to speak Indonesian real practice, especially for beginner and intermediate level students. With this activity, students are given the opportunity to communicate by using Indonesian with Indonesian native speakers. By using the Indonesian language that has been learned in the classroom, foreign students try to practice it in real communication.

Other activities included learning outside the classroom are visitation activities and social hour activities. Both of these activities included the introduction of Indonesian cultural activities. Some places visited in this activities are the cigarette factory, medicinal plants, home industry of the making of crafts (puppets, masks, and ceramics), and tourist spots. Social hour activities aimed at the introduction of Indonesian cultural activities, among which is the activity of Indonesian cooking, demonstration making traditional herbal medicine, the demonstration made soy cake, batik activities, and dance. Visitation activities and social hour activities, as well as culture classes, can also be used as a medium for learning the language. Such activities provide flexibility to students in the language without feeling pressured. In such circumstances, students can receive input language because they feel happy. This is in accordance with the opinion of Krashen (in Ellis, 1986) that the input language can be understood by students rely on the affective filter. If the affective filter is widened, language students will be able to understand the input properly. Conversely, if the affective filter docked, language students will have difficulty in accepting the input language studies. Sieve affective widened when students feel happy, not tired, not sick, and did not feel pressured.

The above description illustrates that the organization of various instructional practices implemented using varying strategies. Variations of learning strategy are intended to provide learning services in accordance with the plurality of characteristics of learning strategies that are owned by foreign students studying BIPA. This fact is in accordance with the opinion of Wenden and Rubin (1987: 19), which explains that the learning strategy is a set of activities, measures, plans, routines used by students to facilitate attainment, storage, dialing, and information use. Richards and Platt (1992: 209) states that the learning strategy is intentional behavior and thoughts used by learners during learning so as to assist in the understanding,

learning and remembering new information. Meanwhile, Stern (1983) describes the learning strategy is the implementation of approaches to the study conducted by the learner language. The learning approach refers to the particular forms based on learned behavior that can be observed. Furthermore, Stern (1992: 261) reveals that the learning strategy is a conscious action to achieve certain goals by using specific strategies to direct the objectives to be achieved.

Along with a variety of opinions on the above, it can be described that the language learning strategy, which is an effort to develop language competence and social competence of language studies. Foreign students in language learning using learning strategies, whether conscious or subconscious. Each language students use learning strategies when processing new information and perform tasks in the language classroom.

Oxford (1990: 17) defines a language learning strategy is defined as the stages of language learners to acquire, store, recall, redial, and use the new information. In accordance with the statement, Cohen (1998: 8) states that the language learning strategies are specific actions, behaviors, tactics, or techniques that facilitate language learners for himself in learning the language. The same opinion was said by Chamot, at all (2005: 259) which state that language learning strategies are specific skills or specific plan used students to learn or understand the language he had learned.

Learning strategies used by foreign students in learning Indonesian is an important factor. Learning strategy used by students is an essential factor in the selection of teaching-learning strategies that will be used by the teacher. The same thing with the statement Huda (1999: 13), who explains that the learning strategies used by second language learners have implications for language teaching. The statement means that the learning strategies used by foreign students in learning Indonesian have implications on teaching-learning BIPA. Therefore, the theoretical and practical understanding of the characteristics of foreign students in learning Indonesian needs to be owned by teachers or prospective teachers of BIPA.

Language learning strategies used by language learners affect the learning process and the results of their language learning. Oxford (1996: 63) explains that the selection of the use of language learning strategies related to the level of achievement and proficiency in the language students learning a foreign language. Based on that idea, it can be argued that the process of learning and learning outcomes of BIPA logically influenced by learning strategies used by foreign students to learn the language.

Learning Approach BIPA

It is important to note that teaching BIPA is to make foreign students studying to Indonesian language and being able to use it properly in the communication to the partner he said in real situations. The statement turned out to be interpreted in various ways by the teachers BIPA. In lessons BIPA, there are the BIPA teachers who prefer the use of language is good and right. In learning BIPA, the teacher focuses on the use of language structures that appropriate to the training model grammar. There are also teachers who teaching BIPA directs on the activity of language use in real situations, regardless of the accuracy of the structure of language. The diversity of the direction and orientation of this study have an impact on selection and presentation of teaching materials in learning activities.

Learning BIPA directing foreign students to use appropriate language structure is heavily influenced by the methods of grammar. Selection of learning materials more priority protrusion rules. In this case, the teaching materials of BIPA determine based on language features of the most common and neutral. Features the language selected is the language that (a) has a high frequency of usage and acceptance, (b) is widely used, (c) is not too complex to learn, and (d) gradually change towards more complex features variants (Valdan in Magnan and Walz, 2002). In lessons, foreign students are trained to use the features of the language through listening, speaking (imitating patterns), reading, and writing.

Learning BIPA directing foreign students to be able to use the language in real situations is influenced by the interaction principles of sociolinguistics. This principle directs the learning BIPA by using a communicative approach. Learning activity provides the opportunity for students to use Indonesian in the real situation. These pedagogical norms suggest the selection and arrangement of language feature prioritized order for the sake of learning. Data of language used as teaching material is data utterance native speakers in various social contexts are selected based on the needs of language learners. Because the data utterance of native speakers is very diverse, Valdan (in Magnan and Walz, 2002) suggest that the language material selected as the teaching material should (a) reflect the utterance of actual speakers of the target language in real situations, (b) in accordance with the use of language that is idealized by native speakers, (c) in accordance with the expectations of native and foreign students with regard to the type of behavior the language appropriate to the needs of foreign students, and (d) take into account the factors and learning process.

With regard to the second principle of BIPA learning described above, to develop learning BIPA ideally consider both these principles proportionately. In the selection of learning materials, BIPA teacher needs to consider the authenticity of the topic and language data. This meant that the conversations done by students are really meaningful. Thus, learning

will be easier to follow and study materials will be easily understood by students. Language learning activities need to emphasize the meaning, function, and context.

In building conducive classroom activities, it is necessary to create effective communication between students and teachers. Effective communication can be performed if the learning materials that have truly functional for students. The student with poor language skills requires learning material that emphasizes the identification form, while students who require high language skills learning materials that emphasize the interpretation of meaning. For the first group of students who usually are in the novice class, use authentic material that emphasizes aspects of the very important because it serves to bridge the communication gap between students and teachers. By using authentic language materials, students will be able to follow the learning through the use of knowledge is basically to understand the language being studied.

In the early stages, BIPA learning aimed at encouraging foreign students are willing and able to express ideas, feelings, and opinions by Indonesian. To that end, teaching materials used can be a real event that can be observed by students, visual impressions, or text that discusses the neighborhood. In this case, the accuracy of grammar and language structure error correction has not been a priority of learning. Therefore, the language materials are used wherever possible material correct language rules.

Introduction of Culture in Learning BIPA

A culture essentially has a relation to human life. The culture is with regard to what human do, what one knows or thinks, and what one made or used in meeting their needs. The third form by Spradley (1985) is stated in terms of cultural behavior, cultural knowledge, and cultural objects. He explained that despite the cultural behavior and cultural objects can be seen easily, the second form reflects only the surface. Actually, a more fundamental and more important is hidden as cultural knowledge because this knowledge that shapes the behavior and interprets experiences.

In BIPA learning, the development of cultural material aimed at the introduction and enrichment insight Indonesian culture to foreign students. This is so that they can use it as a provision in their everyday lives in Indonesian society. Principles of material culture that need to be introduced to the students BIPA is a cultural behavior, cultural knowledge, and cultural objects. That principle in the provision of the material of this culture is to equip BIPA students to be able to speak Indonesian in accordance with the circumstances. In addition, the provision

of material that culture is to introduce Indonesian culture to students BIPA so as to foster a true understanding of Indonesian culture.

Cultural behaviors that need to be introduced to foreign students, among others, is a way of life within the family, friends, community, and manners in communication. Learning and recognition of cultural behavior can be made through the placement of foreign students individually on Indonesian families. By always being in Indonesia family life and frequent discussions with family members and the community in the neighborhood where he lived, foreign students can recognize how Indonesian family lives. Another activity that can be done on the learning behavior of this culture is the activity of a family visit, a visit to a friend's house, or a visit to the houses of people in the village. Through these activities, BIPA students can acquire significant experience in the application of the friendship and civility in communication.

In BIPA lessons, not all of the Indonesian cultural treasures can be reached through the activities of the visitation or observation. Therefore, the cultural treasures can be introduced to foreign students in the form of cultural knowledge. This cultural knowledge can be obtained through the discussions in learning activities. Cultural knowledge about the development of ethnic groups in Indonesia, the history and development of the arts in Indonesia, and the religious system will be more easily understood by foreign students through guest lectures or learning by presenting expert.

Indonesian cultural objects, including historical relics and works of art a superior product, a material culture that needs to be introduced to foreign students. In BIPA learning, foreign students need to be to visit the historical places that are the cultural richness of Indonesia. Foreign students also need to be introduced to the works of traditional crafts and traditional arts of Indonesian society. Such learning activities can be done through visitation program activities or excursions.

In BIPA learning, culture is also taught through literature because it is the author thoughts based on the results of the writer contact, consciously or not, with the reality of the social and cultural patterns. Through literary works can be taught the local culture that plays a role in shaping universal culture. To BIPA students not only be introduced and taught universal culture but also keep in mind the local culture (Seelye, 1994). Included in the culture of teaching materials in the form of literary works is folklore. Folklore is the material pass down the tradition, either through words and customs and habits that form of folk songs, folklore, proverbs, or other materials presented through words. Folklore also includes traditional tools and physical objects such as traditional ornaments and traditional symbols.

CONCLUSION

Understanding of real conditions of BIPA learning is an important aspect in improving the competence of BIPA teachers. That understanding can be used as a basis for developing professionalism of a BIPA teacher. Events beginning with an understanding of foreign students studying BIPA, BIPA teachers could have the right approach and strategy in developing learning activities and preparing learning materials needed by BIPA Students. In addition, in BIPA learning, understanding cultural aspects are also necessary for learning BIPA is essentially studying Indonesian culture. Therefore, in the learning of BIPA, the cultural aspect needs to be prepared seriously.

BIPA teachers need to be familiar with the culture of foreign students they teach. This is necessary because BIPA students in learning Indonesian are different with Indonesian students learning Indonesian language. BIPA students are foreign students who have different cultural backgrounds with the culture of the language studied. In addition, most BIPA students are adult learners. The main difference between learning BIPA with Indonesian language learning for Indonesian student in general is (1) BIPA not integrate students into the environment, (2) BIPA almost learned in adulthood or when someone has mastered a number of structures of a first language, and (3) BIPA processed outside the language system already mastered. Based on this fact, understanding cultural aspects of learning BIPA need to be owned by the personnel involved in learning BIPA.

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