

# ANALYSIS OF THE REQUIREMENTS FOR TEACHING MATERIALS ON MARITIME CONTENTS IN BIPA LEARNING ON THE RIAU ISLAND

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## ABSTRACT

*Learning Indonesian for Foreign Speakers (BIPA), which is increasingly in demand, must of course maintain the achievement of learning objectives. However, in reality, the material learned in class is different from the conditions of the environment. Therefore, this study aims to analyze maritime-based teaching materials in Indonesian language learning for foreign speakers. This study uses a qualitative approach with interview data collection techniques, questionnaire, and document analysis. The research subjects are BIPA documents, BIPA teachers and students in the Riau Islands. Based on the results of the analysis of Indonesian language skills, BIPA students in the Riau Archipelago find it very difficult to master special vocabulary related to maritime which is 45.5%. While the results of document analysis on competency standards for BIPA graduates and the Sahabatku Indonesia textbook published by the Language and Book Development Agency show that the material presented in BIPA learning is only general in nature. As for the maritime-charged material from level 1 to level 7, only 2,2%. Meanwhile, teachers and students said that they only gave direct practice to the field of maritime affairs. The needs of BIPA students for maritime teaching materials also reach a very large percentage of the data resulting from the questionnaire, which is 100%.*

**Keywords:** Teaching Materials, Maritime, BIPA

## INTRODUCTION

Based on Law Number 24 of 2009 concerning the State Flag, Language, and Emblem, as well as the National Anthem, the Indonesian language must be internationalized. Therefore, the Indonesian Language program for Foreign Speakers was formed or often referred to as BIPA. There are more than 300 million Indonesian speakers spread all over the world. This number is expected to increase since the implementation of the ASEAN Economic Community (MEA) in the ASEAN region in 2016. BIPA learning is increasing due to several factors, including Indonesia is a country with the potential for foreign students to study, establish business relationships with Indonesians, travel, or work in Indonesia. With these various factors, BIPA learning becomes an alternative for TISOL students to learn Indonesian (Hadianto et al., 2021).

The number of foreign speakers of Indonesian is in line with the emergence of institutions or universities that oversee BIPA learning (Saddhono, 2018). BIPA learning is developing at home and abroad. In Indonesia, several institutions organize and organize BIPA learning, both in formal educational institutions (schools and universities) (Kusmiatun et al., 2017). One of the institutions that accept foreign students to study Indonesian is Batam International University (UIB) in Batam, Riau Islands. Researchers chose this place because Batam International University (UIB) is one of the institutions that open KNB (Developing Country Partnership) and Darmasiswa programs for foreign students every year.

The BIPA program covers all Indonesian language skills including listening, speaking, reading and writing. Learning BIPA is not the same as learning Indonesian by native Indonesian speakers. Internal and external aspects must be considered in BIPA learning. BIPA itself leads to the function side (Kusmiatun, 2016). Therefore, in every Indonesian language learning unit for foreign speakers

there are always these four language skills. The development of foreign students' language skills will certainly help realize the students' goals in learning Indonesian.

Meanwhile, the goal of BIPA foreign students is to learn and understand Indonesian culture and language. Understanding Indonesian is important for them because: 1) BIPA foreign students participate in programs on Indonesian language at their universities. 2) BIPA foreign students will later conduct research programs in Indonesia (Suyitno, Imam., Gatut Susanto., Musthofa Kamal., 2018). Based on the student's goal to learn Indonesian, the learning materials provided must also support the goals or needs of the BIPA student.

The various goals that have been said before, then different goals will lead to different needs. It is as stated by Hunchintson and Waters (in Defina, 2017) that in designing a lesson, it must be based on the needs of learners or commonly referred to as analysis needs. According to Anderson needs analysis is a process analyze needs as well as determine priorities (Nurjannah, 2018).

In BIPA learning there are currently 7 levels that will be studied. Of course, these levels have different difficulties. The competency standards of graduates in learning Indonesian for foreign speakers have been regulated in Permendikbud Number 27 of 2017 (Permendikbud, 2017). In it, there are various materials that have been determined to be taught to BIPA students. However, in reality the teaching materials in the book *Sahabatku Indonesia* published by the Language and Book Development Agency in 2019 are not in accordance with the context of Indonesian language communication in the actual environment. The environment in question is the territory of Indonesia. Indonesia is a maritime area consisting of 70% ocean and 30% land. Indonesia has more than 17,000 islands, with a coastline of more than 99,000 km. This causes the material studied in class to be maritime in nature. But in reality this is not the case, foreign students may get high grades in class, but lack confidence, understanding, and competence to communicate using Indonesian (Purbarani et al., 2021).

Based on these learning needs and objectives, BIPA materials are selected and edited as needed or in relation to achieving goals. Based on the objectives (Kusmiatun, 2016), BIPA learning can be categorized as follows; (a) General BIPA which aims to teach daily communication only (General BIPA), (b) Academic BIPA which aims to continue studies or conduct research in Indonesia. (c) Recreational BIPA which is aimed at traveling in Indonesia, and (d) Special BIPA which aims for certain things or is oriented to one's profession.

The difference in objectives in BIPA learning affects other aspects of BIPA learning, especially in the material sense. The Indonesian language material provided must meet the learner's needs for daily communication, work orientation, recreation and academics. In general, according to Sudrajat (Retma Sari, 2020) teaching materials are a collection of information or texts needed by educators to plan and review the implementation of learning. In line with that, BIPA teaching materials are learning media that contain an introduction to Indonesian language and culture for foreign speakers, including aspects of listening, speaking, writing, reading and grammar used by teachers and students as a means to achieve indicators of BIPA competency standards.

Therefore, in BIPA learning, the selection of material must be adjusted to the needs of the students themselves. Based on the guidelines for the preparation of modules (teaching materials), the Ministry of National Education in 2003 (Daryanto, 2013) also details five characteristics that can be used as references as principles for developing teaching materials, namely (1) self-instructional, (2) self contained, (3) stand alone, (4) adaptive, and (5) user friendly.

Some things that must be considered in making BIPA teaching materials that are able to make foreign speakers able to learn independently and gain mastery in the learning process are: (a) providing interesting examples and illustrations in order to support the presentation of learning materials, (b) providing possibilities for foreign speakers to generate feedback or measure their mastery of the material provided by providing practice questions, assignments, and the like, (c) contextual, namely the materials presented related to the atmosphere or context of the Indonesian environment, and (d) language that quite simple to use (Retma Sari, 2020).

Research on the analysis of teaching material needs has also been carried out by Ningsih et al in BIPA learning. In his research, Ningsih focuses only on reading skills at level A1 using a deductive approach. the results of his research show that the teaching materials developed must have the

following order of presentation: 1) the rules at the beginning, 2) followed by relevant examples, and 3) adequate practice (Ningsih et al., 2018). Based on the results of the study, relevant examples must be appropriate to the environment in which they live.

Based on this background, it is important to analyze the need for maritime teaching materials in BIPA learning. Needs analysis is a process to obtain information about the needs, preferences, and problems of learners by the requirements of language learning. Based on the research findings on the use of needs analysis to design teaching materials, it was found that the information obtained from the needs analysis was used to determine the key components needed to design lesson materials (정명기 & Kim, Jeong-ryeol, 2012), (Saragih, 2014), (Aladdin, 2016).

## METHOD

This study uses a qualitative approach, according to Bogdan and Taylor, a qualitative approach produces data in the form of words (Moleong, 2013). Data collection techniques are in-depth interviews, questionnaires, and document analysis in the form of TISOL textbooks used and the competency standards of graduates in learning Indonesian for foreign speakers have been regulated in Permendikbud Number 27 of 2017. In-depth interviews were conducted with TISOL students dan teacher at Batam International University. Researchers also provide a questionnaire related to the analysis of the needs of teaching materials in learning Indonesian for foreign speakers to their students.

The validity of the data is done by triangulation of data sources, triangulation of methods, and triangulation of researchers. The data analysis technique used in this study is an interactive analysis technique that includes three components, namely: data reduction, data presentation, and concluding (Miles, Mathew B., 1994).

## DISCUSSION

### Analysis of BIPA students' ability conditions

BIPA students in the Riau Islands have different levels of ability. Some have studied Indonesian in their own country and some have never studied Indonesian at all. This causes differences in the level of ability between these students. Although there is a large difference in ability, based on the results of the study, students feel that they are lacking in two skills, namely special vocabulary and journal writing. This can be seen based on the results of the analysis of the following BIPA students' ability conditions.

**Table 1. BIPA Students' Ability Conditions**

Ability	Interpretation	Category
Reading	63.6%	good
Speaking	72.7%	good
Listening	72.7%	good
Pronunciation/Spelling	72.7%	good
General Vocabulary	72.7%	good
Special Vocabulary	45.5%	bad
Writing in general	63.6%	enough
Writing Scientific Papers/journals	54.5%	enough
Presentation	63.6%	enough

The difficulty in specific vocabulary skills is in line with the results of short interviews with some of the students who said that they had difficulty with shopping materials.

"So here, I find it difficult to shop. Because they use everyday language. So it's hard for me to do general shopping. So I just went to the supermarket."

Based on the notes from the interview, it can be concluded that shopping materials require a special vocabulary that refers to everyday language. Their presence in the Riau Islands also adds to the challenge of vocabulary, because many food ingredients or daily necessities in the Riau Islands require mastery of special vocabulary that is rarely found in textbooks.

### **Analysis of maritime-based teaching materials at SKL (Graduate Competency Standards) BIPA**

This graduate competency standard is based on an agreement on the competencies needed in learning BIPA concerning the Common European Framework of Reference (CEFR) and its levels refer to the Proficiency Test Indonesian Language (UKBI). The description of this competency standard consists of: a) Competency units; b) Elements of competence; c) Graduate indicators.

The unit of competence for BIPA learning in this course/training consists of aspects of language skills (listening, speaking, reading, and writing) and linguistic aspects (grammar and vocabulary). In practice, these two aspects are taught integrated manner. Thus, the selection of aspects of the study language is adapted to the skills study material that is taught. Apart from these two aspects, there is also a cultural aspect. Study material cultural aspects are not included as well as linguistic aspects. Educators/instructors are given the freedom to identify and develop elements of Indonesian culture by the material served. For example, in teaching introductions need to be given cultural knowledge about body language when getting acquainted and how to shake hands.

Based on the results of the analysis of the competency standards of BIPA graduates in the regulation of the minister of education and culture of the Republic of Indonesia number 27 of 2017 (1) only contains material, in general, starting from level 1 to level 7. The results of the analysis can be seen in table 2 below this.

**Table 2. The Results of The Analysis of The SKL BIPA**

No	Level	Mastered knowledge	Maritime Content
1	1	16	0
2	2	11	0
3	3	5	0
4	4	6	0
5	5	5	0
6	6	4	0
7	7	2	0

Based on the data from the analysis of the BIPA SKL, it can be seen that from level 1 to level 7 50 items of knowledge must be mastered, there is not a single maritime-based material. Therefore, it can be concluded that in the competency standard for BIPA graduates, the maritime content material is 0% and the knowledge that must be mastered by BIPA students is only in general and elements of Indonesian culture.

This was also emphasized by the BIPA teacher that the SKL they used as a reference was not maritime and only general. This can be seen in the following excerpts from the interviews.

*We followed the SKL from the Permendikbut, and the material provided was also attached to the Sahabatku Indonesia book so we taught all the material there. There doesn't seem to be any...*

### **Analysis of teaching materials in the book BIPA Sahabatku Indonesia**

The analysis was carried out on the BIPA textbook entitled Sahabatku Indonesia starting from level 1 to level 7 which was published by the Language and Book Development Agency in 2019 (2). The results of the analysis can be seen in the following table.

**Table 3. The Results of The Analysis in the BIPA Book**

No	Level	Number of Units	Written Material	Listening Material	Maritime Content
1	1	10	62	22	1 audio 1 teks
2	2	10	60	10	2 teks
3	3	10	48	12	4 teks 1 audio
4	4	10	45	13	4 teks 1 audio
5	5	10	45	10	1 audio
6	6	10	42	10	4 teks
7	7	10	36	10	0
	Jumlah		338	87	19

Based on the data from the analysis above, at level 1 opens 10 units with 62 written materials and 22 reading materials. At level 1 material for maritime cargo, there are only 2 materials in the form of text and audio. As for the maritime truth in the teaching materials in the audio and also the text, knowledge about tourist attractions is not known. The text material contained in the maritime is in the insight into Indonesia that must be mastered. Therefore, it can be locked based on the overall reading material and written material at level 1, the material brought here is only about 2.3%

At level 2 unlock 10 units with 60 written materials and 10 reading materials. There are only 2 maritime materials in the form of text. There is nothing that is not important in the teaching material in the written material, it is unclear about the tourist attractions of Raja Ampat while the other texts are only pictures that are charged with being unimportant accompanied by maritime with simple questions. Therefore, it can lock onto material loaded at level 2 only about 2.8%.

At level 3 unlock 10 units with 48 written materials and 12 reading materials. At level 3 maritime materials there are only 5 materials, namely 4 in the form of text and 1 audio. As for the uncertainty of maritime in the teaching material in the study material, there is no known knowledge of coastal tourist attractions. Meanwhile, not far from here, in the teaching materials, the first written material is a livelihood system in the form of buying and selling on a floating market. The second written material contains elements of living equipment systems and technology, namely the text of the Lampulo ship. The third and fourth materials contain unknown elements, namely tourist attractions on Rangit Island and Base G beach. Therefore, it is possible to secure material at level 3 which is loaded only about 8.3%.

Furthermore, at level 4 there are 10 units with 45 written materials and 13 reading materials. At level 4, there are only 5 materials with maritime content, namely 4 in the form of text and 1 audio. The maritime element in the teaching materials in the first and second written materials is the element of knowledge about tourist attractions on Doom Island in Papua and Bunaken National Park. While the third written material also contains elements of knowledge, but knowledge is in the form of disasters that occur in the maritime area, namely the text of the Tsunami Museum. In the fourth written material, as well as listening material, it contains elements of a social organization system, namely the Bau Nyale Tradition in Lombok. Based on the data above, it can be concluded that at level 4 the maritime content is only about 8.6%. At this level, the teacher also explains that several units can be used to introduce maritime areas to BIPA students. This can be seen in the following excerpt from the interview.

*If I'm not mistaken, at level 4 there are units like my ward. In this unit, we usually take BIPA students to the field to see the environment itself. We know for ourselves that there are many beaches, etc. So they can feel it right away.*

At level 5 there are 10 units with 45 written materials and 10 listening materials. There is only one material with maritime content, namely audio or listening. The maritime element in the teaching material in the study material is an element of knowledge about tourist attractions in eastern Indonesia. Therefore, it can be concluded that at level 5 the maritime content is only about 1.8%.

Furthermore, at level 6 there are 10 units with 42 written materials and 10 reading materials. At level 6, there are only 4 materials with maritime content, namely in the form of text. The maritime elements in the teaching materials in the written material are elements of knowledge about tourist attractions, namely Travel Plans to Indonesia, Dolphin Tourism in Lampung, Ombah on the Kampar River, and Tsunami in Banten and Lampung. Therefore, it can be concluded that at level 6 the maritime content is only about 7.6%.

The last level is level 7 with the same number of units, namely 10 units with 36 written materials and 10 reading materials. There is no maritime content material either in the text or audio or listening. Therefore, it can be concluded that at level 7 the maritime charged material is 0%.

Based on the analysis of data analysis in the book Sahabatku Indonesia, it can be concluded that the maritime content material at level 1 to level 7 with a total of 338 written materials and 87 listening materials is 19 pieces of material in both text and audio form. Therefore, it can be concluded that the maritime content in the Sahabatku Indonesia book is only around 4.4%. At least the percentage of maritime content was also explained by BIPA students. This can be seen in the following interview excerpt.

*If there is no maritime, but we go outside to the beach, etc., there is no such class. Written nothing. Not in the book either.*

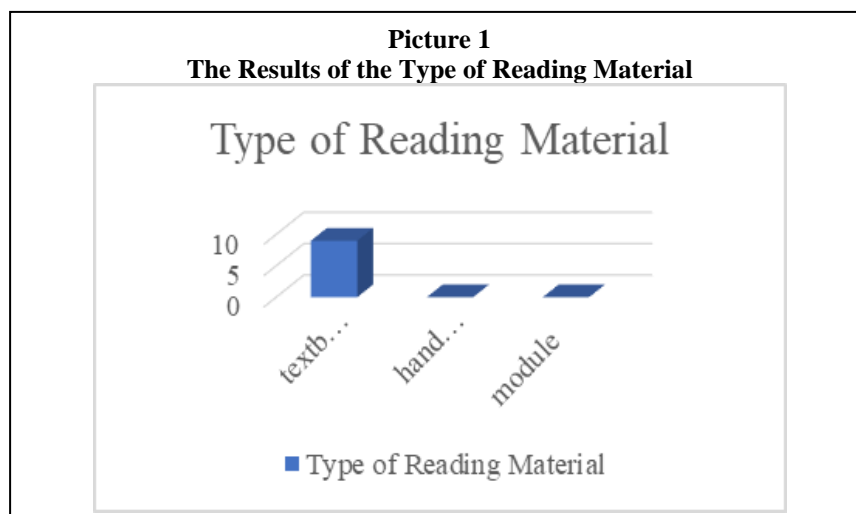
Based on the results of the interviews above, students conveyed material containing maritime content that was not found in textbooks or classroom learning, but they received the material directly or went to the field. This was also conveyed by the BIPA teacher regarding maritime material. This can be seen in the following interview excerpt.

*If there is no direct maritime presence, maybe at level 4 when our environmental or holiday materials bring them to the field to see the local area, we know that we are in a maritime area such as on the coast. We also developed our book from the BIPA coordinator himself. In it, there is some maritime material although not much.*

Based on the excerpt from the interview above, the teacher explained that it was true that there was no written material with maritime content. Therefore, the teacher and the BIPA coordinator have other handbooks that have been developed and have maritime content, although not many.

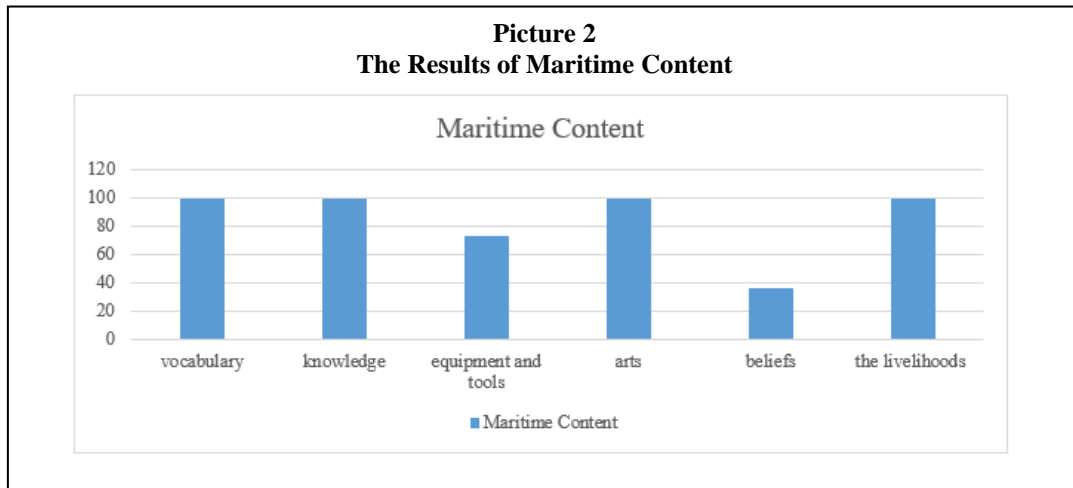
### Analysis of the Requirements for Teaching Materials on Maritime Contents in BIPA Learning

Based on the data from the questionnaire that has been given to BIPA students in the Riau Islands, the researchers found that students know about maritime affairs and know that Indonesia's territory is a maritime area as much as 100%. However, based on the results of the questionnaire, it was stated that 90.9% of BIPA students did not get maritime content in their learning.

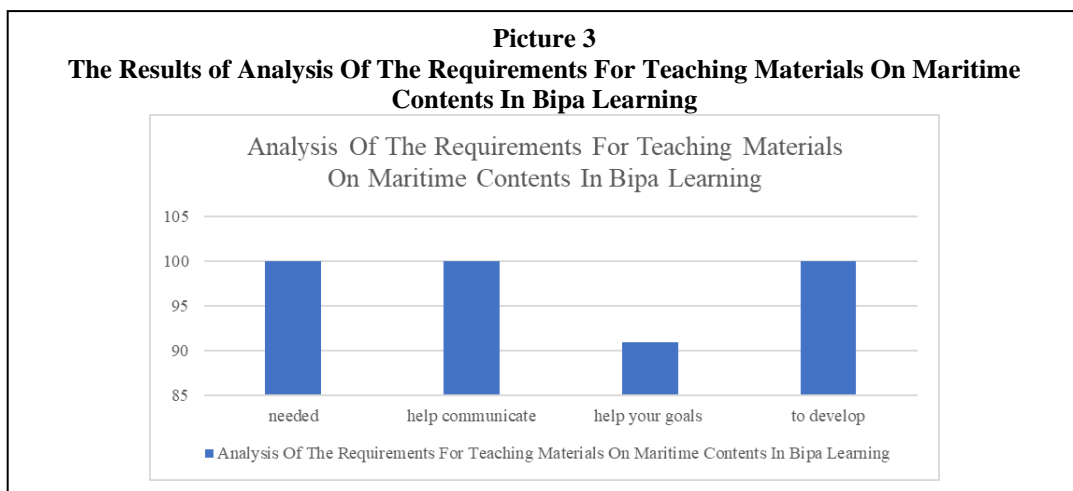


Based on the diagram above, it can be seen that the textbooks, other handbooks, and modules they received were also relatively few with maritime content, which was only 9%. Meanwhile, according to BIPA students, it is very important to know 100% of the vocabulary with maritime content such as islands, seas, bridges, etc. Likewise having knowledge about maritime such as sea transportation, seafood, etc.

Meanwhile, to find out the equipment and tools that are often used in the maritime area, only 72.7%. To know the arts in the maritime area, according to BIPA students, is very important, namely 100%. However, to find out the beliefs held in the maritime area, only 36%. Finally, students are also interested in knowing the livelihoods of people in maritime areas such as fishermen, selling in floating markets, etc. as much as 100%. This can be seen in the following diagram.



Therefore, based on maritime teaching material data that has been divided based on these elements, it can be concluded that BIPA students need maritime content in terms of vocabulary, knowledge, tools, and materials, arts, beliefs, and also livelihoods. This is also illustrated in the following questionnaire data.



Based on the data above, it can be seen that 100% of the maritime-laden materials are needed by BIPA students while in Indonesia. BIPA students also think that maritime-related materials can help communicate with the local community as much as 100%. Meanwhile, in achieving the goal of learning Indonesian, maritime content materials can help as much as 90.9%. lastly, according to BIPA students as much as 100% need to be developed maritime content learning materials in BIPA learning

## CONCLUSIONS

Based on the results of the study, research findings and discussion in the previous chapter, it can be concluded that the Indonesian language skills of BIPA students in the Riau Islands are still in the sufficient category. BIPA students find it very difficult to master specific vocabulary related to the surrounding environment that is related to maritime affairs. This is evident in the results of the analysis which shows that special vocabulary is only in the bad category, namely 45.5%. Therefore, BIPA students need improvement or deeper learning on special vocabulary with maritime content.

Based on the results of research that has been carried out on document studies, it was found that maritime content in SKL BIPA was 0% while in Sahabatku Indonesia textbooks it was only about 4.4%. Therefore, it can be concluded that the maritime content material in the SKL BIPA and the Sahabatku Indonesia book is only 2.2% of the total material and knowledge that must be mastered.

Meanwhile, based on the results of interviews with BIPA teachers and students related to BIPA student material containing maritime content, it is not visible in the Sahabatku Indonesia textbook, but the teacher provides another alternative, namely students are directly given material about maritime affairs in the field. In addition, teachers also provide other handbooks with maritime content to help students know their surroundings.

Based on the data from the questionnaire, it can be concluded that BIPA students need maritime content that can later help them communicate while in Indonesia and help them achieve their goals in learning Indonesian. Therefore, the development of maritime-related materials must also be carried out in learning Indonesian for Foreign Speakers (BIPA).

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