

**DEVELOPING BALINESE CULTURE-BASED TEXTBOOK FOR
INTERMEDIATE LEVEL BIPA INSTRUCTIONS**

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Abstract

The aims of this research were analyzing the needs of the students about the insertions of Balinese culture in intermediate level BIPA Instructions and developing Balinese-culture based textbook for intermediate-level BIPA instructions in Language Center, Ganesha University of Education. This study used research and development design proposed by Gall, Gall and Borg (2003). The data were collected by using questionnaire distributed to ten students taking BIPA course. The questionnaire investigated target and learning needs of the students with Likert scale. The result of the study showed that the students perceived that they needed the knowledge of Balinese culture both for the communication with the people in the society (target need) and to enhance their learning in the instruction (learning need). The result of the need analysis also listed the types of culture which were considered important by the students to be inserted in Balinese culture-based textbook for intermediate-level BIPA instructions (B1 level). The types of the surface culture needed were: (1) food, (2) holidays, (3) arts, and (4) personalities. The types of the deep culture needed were (1) ceremony, (2) courtship and marriage, (3) esthetics, (4) family ties, (5) health and medicine, (6) gesture and kinesics, (7) grooming and presence, (8) ownership, (9) precedence, (10) rewards and privileges, (11) religion, (12) sex roles, (13) space & proxemics, (14) subsistence, (15) taboos, (16) the concept of time, and (17) values. Those types of culture were inserted in the units of the textbook.

Abstrak

Tujuan dari penelitian ini adalah menganalisis kebutuhan pembelajar tentang insersi budaya Bali dalam pembelajaran BIPA tingkat madya dan mengembangkan buku ajar berbasis budaya Bali untuk pembelajaran BIPA tingkat madya pada UPT Bahasa, Universitas Pendidikan Ganesha. Penelitian ini menggunakan desain pengembangan oleh Gall, Gall dan Borg (2003). Data diperoleh dengan menggunakan kuesioner, yang diberikan kepada sepuluh pembelajar BIPA yang telah mengambil program BIPA tingkat pemula. Kuesioner tersebut melihat kebutuhan belajar dan kebutuhan target dari para pembelajar yang diukur dengan skala Likert. Hasil penelitian ini menunjukkan bahwa para pembelajar memandang bahwa mereka perlu pengetahuan tentang budaya Bali untuk berkomunikasi dengan masyarakat (kebutuhan target) dan untuk meningkatkan hasil belajar mereka (kebutuhan pembelajaran). Hasil dari analisis kebutuhan juga menunjukkan tipe-tipe budaya yang dipandang penting oleh pembelajar BIPA untuk disisipkan dalam buku ajar berbasis budaya Bali untuk pembelajaran BIPA tingkat madya (B1). Tipe-tipe dari budaya permukaan (*surface culture*) yang diperlukan adalah: 1) makanan, (2) hari libur, (3) seni, and (4) kepribadian. Tipe-tipe budaya mendalam (*deep culture*) yang diperlukan adalah 1) upacara, (2) pacaran dan pernikahan, (3) estetika, (4) hubungan keluarga (5) kesehatan dan obat-obatan, (6) gestur dan kinesik, (7) penampilan dan eksistensi, (8) kepemilikan, (9) pendahuluan terhadap sesuatu/seseorang, (10) penghargaan and hak-hak istimewa, (11) agama, (12) peran gender, (13) jarak dan proksemik, (14) penghidupan, (15) tabu, (16) konsep waktu, and (17) nilai-nilai. Jenis-jenis budaya tersebut dimasukkan dalam unit-unit pada buku yang dikembangkan.

INTRODUCTION

It has long been agreed that culture and language have a very strong relation. Wei (2005) argues that language has a dual character: a communication tool and cultural carrier. Certain languages are a mirror of a particular culture. By learning a language, students gain knowledge and understanding of the culture in which language is embedded; in fact, students cannot really learn the language until they also master the cultural context in which the language appears. The relation of language and culture was also put forward by Brown (2000: 177) stating that “a language is part of a culture, and a culture is part of a language; both are intricately

interwoven so that people cannot separate the two without losing the meaning of language or culture”.

The relationship between the culture and language has implications for the teaching of *Bahasa Indonesia bagi Penutur Asing* Indonesian for Foreign Speakers (BIPA). BIPA instructions are also required to be able to present language and cultural learning simultaneously, at all levels of learning. Mastering language well is not only done by knowing or by understanding how to use language structures and vocabulary, but also the context in which target languages are used (Genc & Bada, 2005; Golshan & Ranjbar, 2017; Kovacs, 2017; Nguyen, 2017; Oxford & Gkonou, 2018; Thanasoulas, 2001; Tomalin and Stempleski; 1998, Suyitno, 2015; Pourkalthor & Esfandiari, 2017). Without awareness of the context of the use of language, misunderstandings that lead to not achieving communication goals can occur.

Culture does not only avoid misunderstanding in communication, but also support language learning. Mitchell and Myles (2004) argue that language and culture are shared, each providing support for the development of another. Thus, culture needs to be taught to the language learners, especially BIPA learners to boost and develop students' skills in Bahasa Indonesia.

Due to the importance of the existence of culture in language learning, BIPA teachers are expected to present culture in BIPA instructions. Gao (2006) states that language learning is cultural learning and consequently language teaching is cultural teaching. Gao further states that foreign language teachers must be aware of cultural study places in foreign language classes and seek to increase students' cultural awareness and improve their communication competencies. Wang (2008), also emphasizes that “foreign language teaching is the teaching of foreign cultures, and foreign language teachers are foreign cultural teachers.” Thus, language teachers should find ways to present the culture in language classes.

Textbooks can serve as one of the decisive factors in culture learning. Wandel (2003) recommends that textbooks should contain materials allowing and provoking diverging opinions and discussions on cultural stereotyping. Cortazzi and Jin (1999) states that it is often expected that second or foreign language textbooks should contain elements of the target culture.

The Language Centre of Ganesha University of Education (Undiksha) which is one of the institutions which offer of the BIPA program, was unfortunately unable to present adequate textbook for all of their students. Although itofficially opened intermediate-level BIPA program, the required textbooks were still not available.

This problem needed an urgent solution, because Undiksha Language Centerhad several BIPA students who were participating in the intermediate level BIPA course and new students who couldnrol in the course program at any time. The solution to the most urgent and possible problem was to develop intermediate level BIPA textbook based on Balinese culture. The textbookwas expected to improve the quality of BIPA course program, so that the students can have sufficient skills to interact by using Bahasa Indonesia and adapt to Balinese culture.

Because the need for textbook was very urgent, the researchers conducted research to develop BIPA textbooks for intermediate level. Thus, the researchersconducted the need analysis on the Balinese culture in BIPA instructions and developed the Balinese culture-based textbook for intermediate level BIPA program based on the need analysis.

RESEARCH METHODS

The design of this study adapted the research design and development model of Gall, Gall and Borg (2003) which aims to develop and validate educational products. This paper presents two stages that has been carried out in developing the

textbook. First, need analysis was conducted to get information about their needs of the cultural insertions in BIPA instructions. The data were obtained by distributing questionnaires containing the target needs and the learning needs to 10 BIPA students. The questionnaire also investigated the types of surface and deep culture that needed to be inserted in the BIPA instructions based on Gonzalez (1987). Second, based on the need analysis, the text book which was based on Balinese culture was developed for intermediate level BIPA instructions (B1 level). This research was carried out in Undiksha Language Center Bali, involving students at the intermediate-level BIPA course.

RESULTS AND DISCUSSIONS

Students' Needs for the Insertion of Balinese Culture in BIPA Instructions

The students were asked to respond to the questionnaire investigating the need which consisted of target need and the learning need. The result of the need analysis is presented in the table below.

Table 1. Students' Needs for the Insertion of Balinese Culture in BIPA Instructions

No	Statements	Response				
		SA	A	NS	D	SD
Target Needs						
1	Knowledge of Balinese Culture makes it easy for me to communicate with the people around me.	100%	0%	0%	0%	0%
2	Knowledge of Balinese culture avoids me from misunderstanding communication with the surrounding community.	50%	50%	0%	0%	0%
3	I need knowledge of Balinese culture, in addition to skills in Bahasa Indonesia.	40%	60%	0%	0%	0%
4	Knowledge of Balinese Culture helps me understand the other person when communicating.	40%	50%	10%	0%	0%
5	Knowledge of Balinese Culture helps me express my intentions in communication.	40%	50%	10%	0%	0%
6	Knowledge of Balinese Culture gives me a more positive view of the surrounding community.	70%	30%	0%	0%	0%
7	Knowledge of Balinese Culture increases my love for Bahasa Indonesia.	40%	30%	30%	0%	0%
Learning Needs						

8	Balinese culture needs to be taught in BIPA instructions.	100%	0%	0%	0%	0%
9	Knowledge of Balinese Culture increases my love for BIPA instructions.	50%	50%	0%	0%	0%
10	BIPA learning with the insertion of Balinese Culture can make learning not boring.	40%	50%	10%	0%	0%
11	BIPA learning that presents Balinese Culture increases my motivation in learning Bahasa Indonesia.	40%	50%	10%	0%	0%
12	Knowledge of Balinese Culture can help me interact with teachers in BIPA instructions.	30%	70%	0%	0%	0%
13	BIPA learning with the insertion of Balinese Culture makes me feel happy in learning.	20%	70%	10%	0%	0%
14	BIPA instruction that presents Balinese Culture enhances my Indonesian language skills.	80%	20%	0%	0%	0%

The table shows the students' need of Balinese Culture in BIPA instructions, which was classified into target needs (the needs of culture for communication) and learning needs (the needs of culture to enhance learning). For the target need the result of the table shows that most of the respondents thought that Balinese culture is needed when they communicate in Bahasa Indonesia. More specifically, they thought that knowledge of Balinese Culture makes it easy for them to communicate with the people around them (100% strongly agree), avoids them from misunderstanding in the communication (50% strongly agree and 50% agree), needed in addition to skills in Bahasa Indonesia (40% strongly agree and 60% agree), helps them understand the other person when communicating (40% strongly agree, 50% agree), helps them to express their intentions in communication (40% strongly agree, 50% agree), gives them a more positive view of the surrounding community (70% strongly agree and 30% agree), and increases their love for Bahasa Indonesia (40% strongly agree and 30% agree).

The finding of the study is in line with the study conducted by Genc& Bada (2005) which found that culture could change the attitudes of the learners towards indigenous people. It was also supported by Negoescu, Bostina-Bratu and Palea (2017) that culture can make the learners understand and appreciate the values of other cultures and as a result be tolerant with other people. By understanding the

culture, the learners will understand the actions and the thought of the local people in their interaction which leads to the positive view of the people.

The other findings about the needs of culture for the target need were also in agreement with the study carried out by Negoescu et.al. (2017). They found that culture can lead to effective communication and avoid failure in communication. It is due to the reason that by understanding the culture, the learners understand the context of the use of language (Golshan&Ranjbar, 2017; Kovacs, 2017; Nguyen, 2017). Thus, misunderstandings that avoid them to achieve communication goals will not occur.

For the learning need, similar result was found that most of the respondents thought that Balinese culture is needed to enhance their learning in BIPA instructions. Most of the respondents think that Balinese culture needs to be taught in BIPA instructions (100% strongly agree), increases their love for BIPA instructions (50% strongly agree and 50% agree), can make learning not boring (40% strongly agree and 50% agree), increases my motivation in learning Bahasa Indonesia (40% strongly agree and 50% agree), helps them interact with teachers in BIPA instructions (30% strongly agree and 70% agree), makes them feel happy in learning (20% strongly agree and 70% agree), enhances their Indonesian language skills (80% strongly agree and 20% agree).

The importance of the insertion of Balinese culture as a learning need supported the result of a research conducted by Genc& Bada (2005). They found that cultural classes were significantly beneficial in terms of language skills. It means the understanding of culture could improve the students' language skill. By understanding the culture, the learners will have more interaction with local people that can boost their language skills. The findings of the research also found that the insertion of culture could improve students' motivation in learning which supports what has been stated by Adaskou, Britten, and Fahsi (1990). Cultural information

usually contains something interesting for the students. Therefore, it can increase the students' motivation in learning.

The needs of the students were also investigated in the form of the types of culture they needed in BIPA instructions. The table below presented the result of the type of culture needed by the students.

Table 2. Types of Culture Needed by the Students in BIPA Instructions

No	Type of Culture	Response				
		VI	I	NS	U	VU
Surface Culture						
1	Food	0%	70%	30%	0%	0%
2	Holidays	10%	70%	20%	0%	0%
3	Arts	20%	80%	0%	0%	0%
4	Folklore	0%	50%	50%	0%	0%
5	History	0%	50%	50%	0%	0%
6	Personalities	10%	40%	50%	0%	0%
Deep Structure						
7	Ceremony	20%	80%	0%	0%	0%
8	Courtship & Marriage	20%	80%	0%	0%	0%
9	Esthetics	0%	80%	20%	0%	0%
10	Ethics	100%	0%	0%	0%	0%
11	Family ties	20%	60%	20%	0%	0%
12	Health & Medicine	0%	70%	30%	0%	0%
13	Folk Myth	0%	50%	50%	0%	0%
14	Gestures & Kinesics	100%	0%	0%	0%	0%
15	Grooming & Presence	100%	0%	0%	0%	0%
16	Ownership	0%	50%	50%	0%	0%
17	Precedence	10%	70%	20%	0%	0%
18	Rewards & Privileges	10%	70%	20%	0%	0%
19	Rights & Duties	0%	40%	60%	0%	0%
20	Religion	10%	30%	60%	0%	0%
21	Sex roles	100%	0%	0%	0%	0%
22	Space & Proxemics	30%	70%	0%	0%	0%
23	Subsistence	0%	50%	40%	10%	0%
24	Taboos	80%	20%	0%	0%	0%
25	Concepts of Time	50%	50%	0%	0%	0%
26	Values	70%	30%	0%	0%	0%

The table shows that both surface structure and deep structure are needed by the students in the BIPA instruction. More specifically, for surface structure, the percentage of the students who needs the information of Balinese food, Balinese holiday, Balinese arts, Folklore, history and personalities. Among the type of surface structure, arts were needed the most by the students. It was proven by the data that 20% stated that arts were very important, while 80% stated that arts were important. In addition to the reason that the local people and the learners have similar knowledge of arts that can improve the communication, the high need of the arts information is due to the fame of Balinese arts. The students are curious and it can make them motivated in learning.

It can be seen in the table that the students also need information of Balinese deep structure which could be seen from the high percentage of each type of culture. Among the types of deep structure, five of them were considered very important for all respondents. They were (1) ethics, (2) gesture and kinesics, (3) grooming and presence, (4) sex roles and (5) taboos. The five types of culture are crucial in communication. When the learners do not equip themselves with those information, the purpose of communication might not be achieved.

From all types of culture, there were five types of culture which were considered the least needed by the students. They are (1) folklore, (2) history, (3) folk myth, (4) rights and duties, and (5) ownership. Those types are not needed both for target need and learning need. They do not directly support the goal of communication. In addition, they are not interested with those information that they cannot give the learners more motivation in learning.

Development of Balinese Culture based Intermediate Level BIPA Textbook

Based on the need analysis, the Balinese Culture based textbook for intermediate level BIPA instructions were developed. The types of cultures which were inserted in the textbooks were also based on the need analysis conducted.

Five types of culture which were considered having the lowest level of importance were not included. The presentation of culture can be seen in the table below.

Table 3. The Presentation of Balinese Culture in Each Unit.

Unit	Topics	Balinese Cultural Information
1	New Friends	<ul style="list-style-type: none"> • Types of nonverbal communication (gesture and kinesics) • The cultural differences in personal behavior and appearance, such as laughter, smile, voice quality, gait, poise, hair style, cosmetics, dress, etc between different parts of Bali. (grooming and presence) • accepted manners toward older persons, peers, and younger persons (precedence) • the accepted distances between individuals (space)
2	Studying in Bali	<ul style="list-style-type: none"> • Attitudes toward education (values) • Attitudes toward being early, on time, or late (concept of time) • Attitudes toward achievement (rewards & privileges)
3	Modern & Traditional Markets	<ul style="list-style-type: none"> • Types of food and the contribution of food in people relationship (foods)
4	Hobbies	<ul style="list-style-type: none"> • Dance, music, drama and arts group (arts) • The beautiful things of culture: music, dance, art architecture, and how they are enjoyed (esthetics)
5	Hanging Out	<ul style="list-style-type: none"> • The roles of gender, how to interact with a member of the opposite sex and what deviations are allowed and expected (sex roles) • Attitudes toward dating, marriage, and raising a family (courtship & marriage)
6	Local Foods and Drinks	<ul style="list-style-type: none"> • Attitude toward the divine and the supernatural and how they affect a person's thoughts, actions and food (religion)
7	Residence	<ul style="list-style-type: none"> • How a person feels toward his or her family, friends, classmates, roommates, and others (Family ties) • Attitudes about providing for oneself, the young, the old, and who protects whom (subsistence)
8	Public Places	<ul style="list-style-type: none"> • How a person reacts to sickness, death, soundness of mind and body, medicine, etc. (Health & Medicine)
9	Traditional Culture	<ul style="list-style-type: none"> • What a person is to say and do on particular occasions (ceremony) • Attitudes and beliefs about doing things against culturally accepted patterns (taboo)
10	Important Days	<ul style="list-style-type: none"> • Patriotic holidays, religious observations, and personal rites and celebrations (holidays) • Historical, contemporary, and local figures (personalities)
11	Transportations	<ul style="list-style-type: none"> • How a person learns and practices honesty, fair play principles, moral thought, etc. (ethics)

It can be seen in the table that the book developed consisted of 11 units, each of which contained cultural information. The twenty-one types of cultural information presented were adjusted to the material and the topics of the book. The insertion of culture in the textbook was supported by Wandel (2003). He recommends that textbooks should contain materials allowing and provoking diverging opinions and discussions on cultural stereotyping. It is also supported

by Cortazzi and Jin (1999) who states that it is often expected that second or foreign language textbooks should contain elements of the target culture. Junaidi, Andhira & Mustopa (2017) also states that culture-based BIPA learning can be done in various ways, namely by introducing physical and non-physical culture of the culture. The examples of the physical culture presented are types which belong to surface structure, while the examples of the non-physical culture are the cultural types which belong to deep structure.

CONCLUSION

The purposes of this research were analyzing the needs of the students about the insertions of Balinese culture in intermediate level BIPA Instructions and developing Balinese-culture based textbook for intermediate-level BIPA instructions. Based on the result of the need analysis, it was shown that the students perceived that they need the knowledge of Balinese culture both for the communication with the people in the society (target need) and to enhance their learning in the instruction (learning need). The result of the need analysis also listed the types of culture which were considered important by the students to be inserted in Balinese culture-based text book for intermediate-level BIPA instructions. The types of the surface culture needed were: (1) food, (2) holidays, (3) arts, and (4) personalities. The types of the deep culture needed were (1) ceremony, (2) courtship and marriage, (3) esthetics, (4) family ties, (5) health and medicine, (6) gesture and kinesics, (7) grooming and presence, (8) ownership, (9) precedence, (10) rewards and privileges, (11) religion, (12) sex roles, (13) space & proxemics, (14) subsistence, (15) taboos, (16) the concept of time, and (17) values. Those types of culture were inserted in the units of the textbook.

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LAPORAN CATATAN PERSIDANGAN KIPBIPA XI

Fakultas Ilmu Budaya, Universitas Gadjah Mada, Yogyakarta, 7—9 Agustus 2019

Hari, Tanggal : Kamis, 08 Agustus 2019

Pukul : 11.00-12.00

Penyaji Makalah: Putu Ayu Prabawati Sudana

Judul Makalah : Developing Balinese Culture-based Textbook for Intermediate Level BIPA Instruction

Pemandu : Ida Yeni Rahmawati

Pencatat : Luluk Fauziah

Catatan Penyajian:

1. Budaya merupakan salah satu komponen dalam materi ajar BIPA yang cukup penting. Pengenalan budaya dalam pengajaran BIPA bisa melalui video.
2. Penggunaan video dalam pengajaran BIPA dapat mengakumulasi secara gamblang bagaimana orang Bali berekspresi dalam komunikasinya.
3. Pemakalah sudah membuat 64 video yang dikembangkan untuk materi bahan ajar BIPA.
4. Budaya juga diajarkan dan disampaikan melalui buku. Budaya yang diajarkan ini meliputi budaya permukaan dan budaya mendalam. Budaya-budaya ini tertuang di dalam setiap bab

Diskusi/Tanya Jawab

Penanya 1

Nama : Doni

Instansi : -

Pertanyaan:

Apakah saya bisa meminta video-video tersebut?

Tanggapan:

Boleh.

Penanya 2

Nama : Meirin

Instansi : -

Pertanyaan:

Menurut pemakalah, apakah para pengajar BIPA wajib lulusan dari bidang linguistik?

Tanggapan:

Sebenarnya siapa saja bisa menjadi pengajar BIPA. Namun, pengajar tersebut semestinya harus tahu mengenai sistem bahasa yang termasuk di dalamnya ada budaya, ekonomi, dan komponen-komponen lainnya.

Isu Utama/Isu Penting dalam Diskusi

Budaya merupakan salah satu komponen dalam pengajaran BIPA yang tidak dapat dipisahkan. Oleh karena itu, penyampaian budaya dalam proses belajar-mengajar sebaiknya dapat dikuasai dan dijelaskan dengan baik.