UNIQUE EXPERIENCES AND BEST PRACTICES OF BIPA TEACHERS IN VICTORIAN SCHOOLS: A CASE STUDY IN SELECTING CONTEXTUAL TEACHING MATERIALS

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ABSTRACT

This qualitative case study seeks to reveal the unique experiences and best practices of BIPA teachers from Universitas Pendidikan Indonesia in Victorian schools, Australia. Fifty-four teachers of BIPA were involved in this study to share their unique experiences and best practices with regards to their activities inside and outside schools in their official duties. The data were collected through questionnaires, in-depth interviews and document analysis. From the data analysis, this research revealed that the Indonesian language teachers in Victorian schools have shown their professionalism and creativity in formulating and designing their contextual materials for the teaching and learning processes. Interesting teaching materials have been collaboratively selected and applicable teaching strategies have been implemented by the teachers to achieve the purposes of their learning in Indonesian classes. The teachers taught the students using contextual materials relevant with those of the Indonesian contexts intended for the students to understand and practice the teaching easily. The teaching materials were selected by the teachers through taking cultural contexts of Indonesia closer to the students including the introduction to the Indonesian foods, ordinary people’s stories, Indonesian literature for children, and Indonesian people’s daily activities.

Keywords: BIPA teachers, experiences, practices

ABSTRAK

Studi kasus ini mencoba mengungkap pengalaman unik dan praktik terbaik guru BIPA Universitas Pendidikan Indonesia di beberapa sekolah di Victoria, Australia. Lima puluh empat guru BIPA yang terlibat dalam studi ini mengungkapkan pengalaman unik dan praktik terbaik di berbagai aktivitas mereka baik di dalam maupun di luar sekolah selama mereka bertugas secara resmi sebagai guru bantu BIPA. Data dikumpulkan melalui angket, wawancara mendalam dan analisis dokumen. Dari data analisis terungkap bahwa guru bantu bahasa Indonesia di beberapa sekolah di Victoria telah menunjukkan profesionalitas dan kreativitas mereka dalam memformulasikan dan mendesain materi proses belajar mengajar secara kontekstual. Materi pengajaran telah dipilih secara kolaboratif dan strategi pengajaran yang menarik telah diimplementasikan oleh para guru untuk mencapai tujuan pembelajaran mereka di kelas-kelas bahasa Indonesia. Para guru mengajar siswa dengan menggunakan materi pengajaran kontekstual sesuai dengan konteks Indonesia yang dimaksudkan agar siswa mampu memahami dan mempraktikkan

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materi pembelajaran secara lebih mudah. Materi pengajaran dipilih oleh guru dengan cara membawa konteks budaya Indonesia lebih dekat dengan siswa, antara lain dengan cara memperkenalkan berbagai makanan Indonesia, beberapa cerita tradisional Indonesia, karya sastra Indonesia untuk anak, dan berbagai macam aktivitas sehari-hari masyarakat Indonesia.

Kata Kunci: Guru BIPA, pengalaman, praktik

INTRODUCTION

The Teaching of Indonesian for Speakers of Other Languages (TISOL) is different from the Teaching of Indonesian for Native Speakers (TINS) since the two have some differences in nature, i.e. first language or mother tongue, age, education, purpose, (Fariqoh, 2016) and cultural background (Muliastuti, 2016). However, it should be noted that there are some factors that can support the success of the teaching and learning process, i.e. teachers, students, curriculum, media, resource materials, supporting facilities, environments, and even parents.

The TISOL, in which in Indonesian term, is known as Bahasa Indonesia bagi Penutur Asing (BIPA) teaching (Hardini, Setyarini, & Harto, 2019) does not only provide the students with skills of Indonesian language but also introduce them to the knowledge of Indonesian cultures (Suyitno, 2007; Junaidi, Andhira, & Mustopa, 2017). In addition, local cultures can also be used as BIPA learning materials to support the success of teaching and learning process (Hermoyo & Suher, 2017; Mawadati, Andayani, & Saddhono, 2017). With regard to the contents of BIPA teaching, for instance, these should cover the Indonesian cultural values with their overall uniqueness. It means that the BIPA teaching itself does not only cover verbal languages but also include conceptual framework of cultures and essential components of the people’s traditions (Junaidi, et al., 2017).

With regard to the success of the teaching and learning process, the BIPA teaching materials should be selected on the basis of specific contexts experienced by the learners (Hardini, et al., 2019: 338). This is to suggest that a design of teaching materials should refer to former surveys or researches identifying the relevant
contexts favourable for the students. The design of contextual BIPA teaching materials is expected to accommodate the needs of learners through needs analysis (Rafiek, 2014; Adnyani, Paramarta, Sudana, Suparwa, & Satyawati, 2014; Arumdyahsari, Widodo-Hs, & Susanto, 2016) through considering some particular aspects, i.e. background, purposes, interests, cultures, level of language mastery, model and media, schedule, and even environments. Among these aspects of needs analysis, the purpose of students’ learning is the most important thing to consider by BIPA teachers in creating convenient teaching and learning processes (Gajewski, 2018). With regard to purposive consideration, the students studying Indonesian language are identified to have some main purposes, i.e. doing businesses (Sujana, 2012; Mediyawati, Lustyantie, & Emzir, 2019); investing capitals, exchanging services, and sending experts in various fields of expertise (Saputro & Arikunto, 2018).

Teaching materials, in various resources and forms, are developed through considering their applicability for both teachers and students (Arumdyahsari, et al., 2016). This consideration is logical since a certain learning resource, for instance, can be effectively used by a certain BIPA teacher, but it may not be appropriate to use by other teachers. This simple description has been shared by Fariqoh (2016) identifying that one reference book for a certain level used by a teacher may not be adequate to be implemented by the other teachers since, in her analysis, foreign learners have their own characteristics that are different from those of native Indonesian learners which automatically give consequences to the differences of materials to use in their studies.

The success of teaching and learning process can also be improved through the use of teaching media. Even, the media can improve the clarity in presenting messages of learning, breaking through the limitation of place and time, and activating students’ passive responses to the learning (Sadiman, et al., 2011; cited in Madawati, et al., 2017). In addition, Usman (2002; cited in Madawati, et al., 2017) even reiterates that teaching media can improve the effectiveness and efficiency for achieving the teaching objectives. Therefore, the BIPA teaching should be facilitated with relevant and appropriate media to achieve high competences of the BIPA learners.
The competences of BIPA learners are basically classified into three levels, i.e. basic, intermediate, and advanced, requiring different approaches, contextual teaching materials, and even adequate textbooks to use in the teaching and learning processes (Fariqoh, 2016). Now, the question is how to make the Indonesian language learning to be exciting experiences for the students in Victorian schools in particular and in the world in general. In order to answer this question and achieve big success in the teaching of BIPA to foreign students, Suyitno, Susanto, Kamal, & Fawzi (2017) encourage the teachers to use authentic materials, i.e. *realia* (real objects) of the Indonesian cultures. Through the use of Indonesian cultural contents showing the richness of Indonesia may change the images of Victorian students to see the country in better perspectives. As the consequence, this may attract the other Australian students to choose Indonesian language as the language of other than English (LOTE) to study. This paper focuses on the unique experiences and best practices shared by the BIPA teachers in selecting contextual teaching materials to achieve success in their teaching using the cases of teachers in Victorian schools, Australia.

**METHODS**

This research seeks to explore the unique experiences and the best practices of BIPA teachers from Universitas Pendidikan Indonesia in Victorian schools, Australia. There are three main instruments applied to collect the research data, i.e. questionnaires, in-depth interviews, and document analysis. The questionnaires were directed to 54 BIPA teachers to identify their experiences and their day to day activities and practices in planning contextual lessons. In-depth interviews were also done to 19 of the BIPA teachers to explore their views and ideas in selecting their teaching materials. Some relevant documents were also analyzed to provide some information on the experiences and practices of the teachers found in their official report documents submitted to the Universitas Pendidikan Indonesia through the Office of International Education and Relations (OIER) from the year 2011 to the year 2018.

The research data collected from the three instruments, as highly suggested by Creswell & Poth (2018) for the use of questionnaires and in-depth interviews, and
Gay, Mills, & Airasian (2006) for the use of documents analysis, were then codified, categorized, and then analyzed to see the common views and patterns of the teachers’ experiences which were considered unique and interesting to share to prospective BIPA teachers for their inspirations to select contextual teaching materials for the teaching of Indonesian language in their BIPA classes and to provide the other prospective teachers with some contextual cases showing the best practices to initiate more interesting lessons for their students.

RESULTS AND DISCUSSION

The data of this research are presented in two main categories. First, the data on the unique experiences faced by BIPA teachers in Victorian schools, Australia including their experiences in (1) cooking nasi goreng (fried rice) in a cooking class, (2) shopping activity in an Indonesian class involving the students to bring their own “items to sell” to practice the selling and buying activities, and (3) lining up practices for the students before entering the Indonesian language class. These three samples of contextual teaching strategies are relevant to what have been suggested by Suyitno (2007) giving an emphasis to the teachers to introduce the Indonesian cultures closer to students or learners.

Second, the data on the best practices done by the BIPA teachers in relation to the teacher’s collaborative activities with the local teacher who was also a native of Australian to deal with the design of teaching through facilitating the students with complete facilities including the cultural contents of Indonesia. In addition, an example of a problem solving initiated by the BIPA teacher in facing the students showing unintended behavior in the class shows the most democratic ways undertaken by the BIPA teacher to come up with the best solutions without making worse of the class situation.

Cooking Fried Rice, Soy Sauce at the Local Supermarket Sold Out

The local teacher, an Australian native who teaches Indonesian language, and the BIPA teacher, a native speaker of Indonesian language assigned to assist the local
teacher at the school, worked together to formulate the teaching materials to teach the students from preparatory level to year six. Through some regular communication and intensive discussion on the topics to cover in the Indonesian classes, they come up with some decisions to include some practical themes, i.e. performances of Indonesian traditional dances, practices of making Indonesian traditional handicrafts, story-telling of Indonesian specific stories, playing of Indonesian traditional games for children, singing of Indonesian songs for children, drawing of some pictures with Indonesian language descriptions, and cooking of some Indonesian foods (OIER, 2011-2018). The consideration of these aspects is the teachers’ ways to accommodate the students’ needs through their needs analysis as expected by Rafiek (2014), Adnyani, et al. (2014), and Arumdyahsari (2016).

With regard to the exploration of one of the above practical themes, in a particular interview with Respondent-12 (R12), a BIPA teacher in one of Victorian schools, shared her experiences when the students and the teacher practiced cooking nasi goreng (a fried rice) at school attended by other school teachers and parents. The responses from students, school teachers and principal, and even from the parents were very positive and surprising. They liked the fried rice and many of the parents were even interested to cook by their own initiatives at home. It means that the teaching materials are applicable (Arumdyahsari, et al., 2016) for both teachers, students, and even parents. As the consequence, they discussed the recipe with the BIPA teacher and asked her to write the recipe in the school newsletter. During the cooking practice, the fried rice was flavoured with one of the Indonesian ingredients called kecap manis (a particular kind of sweet soy sauce) which was recommended by the BIPA teacher in cooking the fried rice. It was surprising since many parents wanted to cook the fried rice at their own homes using the recommended particular soy sauce, then the supply of the soy sauce commonly available at the local city supermarket was sold out. The BIPA teacher shares her unique experience in quotation [1] below.
In the cooking class, we are cooking a fried rice and we get surprising responses. Due to many requests from parents on the recipe, the school then requests me to make a recipe of the fried rice and write it in the school newsletter. Due to demands from parents, the particular Indonesian soy sauce recommended to use in the cooking class commonly available in particular city supermarket is then sold out (Interview-R12).

Cooking fried rice was used by R12 as a teaching strategy in its context to introduce the students to simple imperative sentences and vocabularies related to cooking, i.e. memasak (cook), menggoreng (fry), mengupas (peel), and memotong (cut) and other vocabularies related to herbs, i.e. bawang putih (garlic), bawang merah (red onions), kecap (soy sauce), saus tomat (tomato sauce), dan garam (salt). This strategy was also considered to be applicable (Arumdyahsari, et al., 2016) and interesting for both students and parents.

A different strategy was implemented by Respondent-16 (R16) taking a context of selling and buying with a specific theme, berbelanja (shopping). This strategy was used by R16 to encourage the students to speak Indonesian among their friends in the classroom. This strategy ran well and the students could practice the vocabularies in the context of shopping, i.e. membeli (buy), membayar (pay), menawar (to bargain), and uang kembalian (change), and the name of the items used in the selling and buying practices or traditions (Junaidi, et al., 2017) in the Indonesian language.

Shopping was one of the themes selected by the BIPA teacher in two credit hours class where the class was then finalized by selling and buying practices held in the Indonesian language classroom. The students were requested to bring with them some “items to sell” into the class and practiced selling and buying their items. At the beginning of the class, the students were nervous to speak Indonesian language, however, through some encouragement and support from the BIPA teacher, they could do it within two credit hours (two periods in Victorian school term). Through these practices, the students found it interesting and encouraging to practice their speaking in Indonesian language and improve their self-confidence in dealing with selling and buying practices with their Indonesian business partners (Questionnaire-R16).
Lining up before Entering the Indonesian Language Class

In the Indonesian context, it was common for elementary school students to line up before entering the class. This regular practice of lining up was usually led by the class chairman through checking which of the lines should enter the class first, which ones enter the class later. This was made based on some consideration that the most discipline group of students in any of the lines showing the straightest-line was first directed by the class chairman to enter the class. Then, with the same consideration, the other lines would get the same chance to get into the class. These practices were done before the beginning of the class and by the end of the class break before starting the next lessons. These unique practices or traditions (Junaidi, et al., 2017) were also implemented by the BIPA teacher when the students wanted to start their Indonesian language class. In response to the questionnaire, Respondent-23 (R23) shared her experience in lining up the primary school students in one of Victorian schools in the quotation [2].

[2] In the Indonesian language class, primary school students are picked up by the Indonesian teacher in the other classroom. The students are required to line up and then walk together with the teacher and other students until they arrive at outside of the Indonesian language class. They are then invited to get into the class and sit on the classroom carpets) (Questionnaire-R23).

Selecting Ordinary People’s Stories and a Film Entitled “Laskar Pelangi”

The BIPA teacher mostly told stories to students of preparatory class in which most of them were people’s stories of Indonesia. The students were involved in selecting the most favourable characters for them and they were then required to make masks of the characters. Then, students were encouraged and invited by the teacher to retell the stories that have been listened to from their teachers. Finally, they played roles of the characters they chose and performed them on stage (Questionnaire-R1).

In the cases of R12 in the context of cooking and R16 in the context of shopping, interesting teaching strategies have been considered to become unique experiences for them. Different from the first two teachers, Respondent-2 (R2) used story books as the media to teach the students. One of the books entitled “Laskar
Pelangi” (rainbow troops) was used to develop the context of what would be discussed in the Indonesian class. The purpose of R2 to use the story book and its film entitled “Laskar Pelangi” was to provide the students with real exposures and relevant contextual media in their learning. In this particular extend, R2 would like to introduce the students to one of the Indonesian cities called “Belitung” where the contexts of the book, film, and their cultural phenomena took place. Through the use of the books and films, as the authentic materials for the students’ learning as suggested by Suyitno, et al. (2017), the students learned lots of vocabularies and found ways on how to pronounce words referring to native Indonesian speakers. The details of the interview with R2 is indicated in quotation [3].

[3] The students of year 9 of MEC are required to read an Indonesian book entitled “Laskar Pelangi” (rainbow troops). After reading the book, I do a short presentation on Belitung and then I strongly ask the students to watch the film “Laskar Pelangi”. The students are then encouraged to discuss some particular aspects of the film and provide the other students with some possible responses to the details of the film (Interview-R2).

**Teachers’ Collaborative Activities to Deal with the Design of Teaching**

In order to create interesting teaching and learning process, the BIPA teacher implemented some practices which were believed to be appropriate to motivate the students to learn Indonesian language. This was usually done through collaborating with the local Indonesian teacher to design the overall teaching materials for the students. This collaboration came up with including cultural aspects in their learning materials in order to introduce the students to contextual teaching completed with relevant cultural phenomena. The collaboration done by Respondent-19 (R19) with her local Indonesian teacher was aimed at identifying, selecting, and implementing the most appropriate strategies and media to use in the teaching and learning process. The cultural contents included in the selected teaching materials were very helpful for the students to select appropriate vocabularies in making sentences in Indonesian language and expressing them based on the situation and condition of the Indonesian people.
This kind of collaboration had resulted clearer learning purposes and this has come up with the use of relevant and appropriate media particularly applied by Indonesians in their real situations as implemented by R19 (quotation [4]).

[4] Saya dan Ibu guru setempat bekerjasama membuat rancangan pembelajaran untuk siswa. Rancangan pembelajaran yang kami buat disesuaikan dengan silabus yang dimiliki pihak sekolah. Dalam setiap pertemuan dengan para siswa, kami selalu berusaha memasukkan unsur budaya Indonesia untuk diperkenalkan kepada anak-anak (The local teacher and I work together to formulate teaching materials for the students. The teaching materials formulation is referring to the syllabus that has been made by the school. In each meeting with the students, we always include Indonesian cultural aspects to be introduced to the students) (Interview-R19).

In addition to the teaching of Indonesian language in the classroom, the BIPA teacher also introduces the students to the Indonesian cultures through some traditional games, traditional dances, traditional songs, and Indonesian specific foods. In response to the questionnaire, Respondent-34 (R34) shared her experience to deal with one Victorian school, PSC, which was well facilitated with various learning resources and media, as authentic materials (Suyitno, et al, 2017), which relate to Indonesian language and cultures. Those facilities, among others, were books, DVD, becak (pedicap), traditional gaming tools, samples of Indonesian specific foods, traditional clothes, and even Indonesian specific stage decoration. These resources and media help the students and the BIPA teacher to implement the teaching and learning process comprehensively (Questionnaire-R34).

Similar complete facilities were also available in another Victorian school, LPS. In response to the questionnaire, Respondent-7 (R7) shared her answers to specify the learning facilities and media available in the school as indicated in the quotation [5] below.

[5] Sarana dan media pembelajaran bahasa Indonesia sudah sangat lengkap di LPS. Sudah banyak buku-buku cerita, peta, gambar, baju adat, alat musik, poster, dan lagu-lagu yang bisa dipakai oleh setiap siswa LPS. Mereka memiliki satu ruangan kelas khusus yang penuh dengan exposure bahasa Indonesia (The facilities and media for learning Indonesian

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language in LPS is very complete. Many story books, maps, pictures, traditional clothes, posters, and songs that can be used to facilitate the students in LPS to learn Indonesian language. They have a special classroom which is fully facilitated with Indonesian language exposures) (Questionnaire-R7).

**Solving problems with Unintended Students’ Behavior**

Based on the interview with Respondent-48 (R48), students’ behavior in Australia is different from that in Indonesia. During her duties as a BIPA teacher in Victorian schools, Australia she had some challenging experiences to face some students showing unintended behavior to her during the class hour. Some of them, for instances, were: a student who came to class slamming a book, another student who also came to class slamming a laptop, and the other student who came to class and put his legs on the table. These were shocking to the BIPA teacher, however, she tried to find out the best ways to face such situations.

[6] Untuk beberapa kali saya sempat terkejut ketika siswa datang ke kelas mereka membanting buku, membanting laptop, dan juga mengangkat kedua kaki mereka di atas meja. Ini adalah pemandangan yang sangat berbeda ketika saya mengajar di Indonesia (I have several times been shocked by students, [for instances], coming to class slamming a book, slamming a laptop, and putting their legs on the table. This kind of situation is totally different from the experiences that I had when teaching students in Indonesia) (Interview-R48).

Slowly, she could solve these problems through saying to the students that there was a different rule when attending an Indonesian language class which was different from the rules for their attendance in the other classes. They slowly understood and realized when they learned a language, they actually learned its cultures (Muliastuti, 2016), including their ways to behave in this particular culture (Interview-R48).

**CONCLUSION**

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Teaching Indonesian language to foreign learners is not an easy task to do since there are some aspects to consider in teaching this language. A cultural aspect is one of the main important aspects to be included in the teaching materials. For that purpose, the BIPA teachers have to be smart and creative in selecting the teaching strategies and teaching materials. In the case of BIPA teachers in Victorian schools, Australia, they have been showing their creativity in selecting the teaching strategies and materials through intensive discussion and collaborative activities done with the local teachers in their own schools. The local cultural contents and Indonesian people’s habits and their daily activities are some of the consideration for the teachers to develop and formulate contextual lesson plans. The practices of cooking an Indonesian food, nasi goreng (fried rice), practices of shopping in Indonesian contexts, selecting ordinary people’s stories for the purpose of teaching, and the use of Indonesian books, novels, and even films to teach contextual vocabularies to the students are some of the other interesting teaching strategies implemented by the teachers in BIPA classes. These teaching strategies have been given great attention and appreciation by students, schools and parents.

REFERENCES


LAPORAN CATATAN PERSIDANGAN KIPBIPA XI
Fakultas Ilmu Budaya, Universitas Gadjah Mada, Yogyakarta, 7—9 Agustus 2019

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Pukul : 08.10—09.10 (soegondo 707)
Penyaji Makalah: Tri Indri Hardini (UPI)

Judul Makalah : Unique Experiences and Best Practices of BIPA Teachers in Victoria
n Schools: A Case Study in Selecting Contextual Teaching Materials

Pemandu : Sugihastuti
Pencatat : Titis Ary Laksanti

Catatan Penyajian:

Diskusi/Tanya Jawab
Penanya 1
Nama : Ida Bagus Bali (tidak menyebutkan nama)
Instansi : Universitas Udayana

Pertanyaan: (1) Bagaimana menjelaskan faktor budaya dan realitas di Indonesia? Karena banyak orang asing menanyakan realitas dalam budaya Indonesia? (untuk presenter 1)
(2) Bagaimana menjelaskan pelafalan bahasa Indonesia yang berbeda-beda dan seringkali tidak sama? (untuk presenter 2)
(3) Untuk BIPA akademik, level A1 dan A2 harus dilewati karena sudah akademik (untuk presenter 3)

Tanggapan:
(presenter 1) hal itu adalah kondisi normal. Kita bias memberi contoh-contoh yang jga dikenal oleh masyarakat umum, misalnya penjelasan mengenai berita di media sosial tentang pengurangan sampah plastik karena itu adalah masalah dunia.

(presenter 2) Pelafalan adalah masalah yang sangat luas. 15 menit cukup untuk pembelajaran pelafalan. Orang Indonesia memiliki pelafalan yang beragam karena banyaknya idiolek dan dialek. Sebagai pengajar, hendaknya tidak memunculkan aksen kedaerahan Anda karena sebagai pengajar harus menunjukkan hal yang netral. Tetapi, netral juga merupakan hal yang masih problematis.

(presenter 3) waktu akan habis jika mengulangi bahasa Indonesia dari awal. Ketika masuk ke universitas, perlu ada persiapan BIPA akademik.

(presenter 3) apresiasi itu penting, tetapi yang lebih penting adalah praktik.

Nama : Candra
Instansi : ...

Pertanyaan:
Praktik mengajarkan hal-hal yang kontekstual sangat diperlukan. Konteks budaya Indonesia seringkali mengalami gegar budaya. Pelafalan bahasa Indonesia seringkali tidak konsisten sehingga banyak pembelajar yang kritis.

Tanggapan:
(presenter 1) dijelaskan mengenai konsep budaya, yang bisa dilakukan dan tidak wajib untuk dilakukan.
(presenter 2) Orang Indonesia memiliki pelafalan yang beragam karena banyaknya idiolek dan dialek. Sebagai pengajar, hendaknya tidak memunculkan aksen kedaerahan Anda karena sebagai pengajar harus menunjukkan hal yang netral. Tetapi, netral juga merupakan hal yang masih problematis.
Penanya 3
Nama : Rina
Instansi : Wisma Bahasa
Pertanyaan:
Di wisma bahasa, beberapa kali ada murid SD, SMP, dan SMA. Kurikulum atau SKL yang distandarkan oleh pemerintah Australia untuk pembelajaran BIPA bagaimana? Apakah ada masalah lain selain mengajarkan hal-hal kontekstual? Tanggapan: (presenter 1) di Australia ada kurikulum tersendiri dengan metode praktis. Pelafalan penting karena bahasa Indonesia adalah bahasa kedua di sana.

Penanya 4
Nama : Idawati Darim
Instansi : Universitas Negeri Makassar
Pertanyaan:
Idiolek dan dialek dalam bahasa Indonesia memiliki peran penting dalam hal pelafalan n. Bagaimana membedakannya? Apabila ada kendala dan masalah saat mengajarkan BIPA, apakah tidak memungkinkan n dapat menyerempet cabang ilmu bahasa Indonesia yang lain? Dalam kegiatan seminar, apakah tidak memungkinkan memberikan gelar? Tanggapan: (presenter 1) bisa.

Penanya 5
Nama : Elsa
Instansi : FIB UGM
Pertanyaan: Bagaimana penerapan praktis yang sudah dilakukan untuk mengajarkan pelafalan? Dan butuh waktu berapa lama untuk mengajarkan pelafalan? (untuk presenter 2) Tanggapan: Pelafalan adalah masalah yang sangat luas. 15 menit cukup untuk pembelajaran pelafalan.

Isu Utama/Isu Penting dalam Diskusi
Bahan ajar merupakan komponen penting dalam pembelajaran BIPA
Pengembangan materi BIPA sangat diperlukan.