

BIPA Learning Material Development for Empowering Thailand Students' Writing Competence

ABSTRACT: Thai students have come and studied at the UMP (Muhammadiyah University of Purwokerto) in Central Java, Indonesia. So, "Bahasa" Indonesia (Indonesia language) is needed as a communicative language to deliver lecture. "Bahasa" Indonesia has important role, either nationally or internationally, because foreign students are interested in studying here. The foreign learners study the "Bahasa" Indonesia as second language (foreign language) with the academic and practical purposes. BIPA stands for "Bahasa Indonesia untuk Penutur Asing" (Teaching Indonesian Language for Non-Native Speaker) develops in UMP to fulfill the need of foreign students. The study was aimed at analyzing language aspect difficulties on writing paper and developing BIPA material to improve students' writing competence. This article highlight the process nine Thai students on their writing process. The data were collected through paper and writing task in first semester. The mistake classifications are word reduplication, the usage of "n", "m", "f", and "v", English word, the confusing between "ng" and "g", the affix mistakes, the mistakes of "a", "i", "u", "e", and "o". Syllabus and BIPA learning material to support them understanding "Bahasa" Indonesia well. Most Thai students tried hard to master "Bahasa" Indonesia for their study here. There are two suggestions to develop BIPA learning material: it needs a good methodology and learning material; so, the teacher can manage it well and a further research beside the writing skill itself.

KEY WORDS: Thai students, Indonesian language, difficulties, foreign language, writing skill, syllabus development, and learning material.

INTRODUCTION

WCU (World Class University) is not only prestige to be considered higher quality than other university in Central Java, Indonesia, but also a need. UMP (Muhammadiyah University of Purwokerto) launched its tagline by consideration to raise competition spirit with other universities. There are some MoU (Memorandum of Understanding) signed by UMP and other university to join cooperation on education. Example: fifteen South Thai students study here and took different departments. Some guest lecturers often come to give public lecturing and guide lecturer research in this campus and vice-versa we go to other campus to deliver lecture.

One of the requirements being WCU is English mastery and international class which

is used English as communication language, the international qualified facilities, well-prepared learning curriculum and learning process, many things to be a highest service. This condition will take long time to prepare international classroom, because not all of lecturers master English either written or oral, especially in teaching activity.

Thai students come and study here and UMP does not have international class yet. So, Bahasa Indonesia (Indonesia language) is needed as a communicative language to deliver lecture. Bahasa Indonesia has important role, either nationally or internationally, because foreign students are interested in studying here. The foreign learners study the Bahasa Indonesia as second language (foreign language) with the academic and practical

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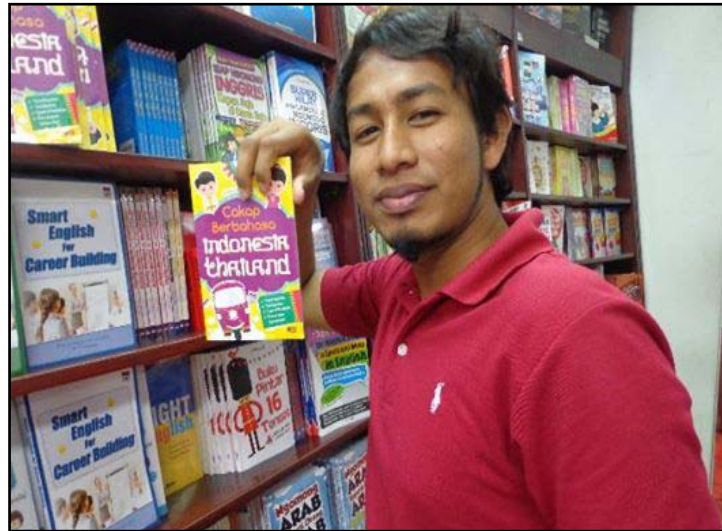
purposes (Dardjowidjojo, 1994:3). It takes time to prepare students speaking and writing in *Bahasa Indonesia*, while they used to speak Thai and Malay languages before.

The academic purpose are directed as knowledge to learn linguistic and literature, such as *Bahasa Indonesia* learnt by Mahroso Doloh from South Thailand who took the Indonesian Education and Literature Program in UMP. In 2014, Mahroso Doloh succeed to publish his own masterpice, *Thai – Bahasa Indonesia Dictionary*, which very useful for further Thai students will study in Indonesia. While the practical purpose is geared for the self-interest, example Indonesian used as daily conversation with friends, lecturer, and to ease understanding of learning process. It shows by Aisyah Doloh, Mirfat Chehama, Rosuenece Islam, Kareemah Maming, Sofiah Samoh, Iswande Sa-e, Abdulloh Makeh, Saripah Yakoh, and others.

Bahasa Indonesia learning process for Thai students in a course have conducted twice. The learning evaluation was documented in previous research by title “The Analyzes of Indonesian Writing Mistakes in Narrative Text: A Study to Find Alternative BIPA Learning in UMP”. The results shows that the Thai students do not get any difficult to communicate in daily life. They can understand other people and they communicate by using simple Indonesian terms. It means that the foreign students have good speaking ability of Indonesian, but how about the writing ability? Confusing, because their score of GPA (Grade Point Average) are not good, even under average.

Malay language and *Bahasa Indonesia* are similar, but they are very different, especially in meaning context. They think that Indonesian and Malay languages have same vocabulary and grammar. One of the problems to boost their *Bahasa Indonesia* competence written and orally is they always speak Thai and Malay languages outside the course.

By using informal conversation, we can find that the students got difficulty on writing paper



Picture 1:
Mahroso Doloh and his *Thai – Bahasa Indonesia Dictionary*

and answering the test. The students can not write paper and express their idea, opinion, and argumentation. They know how to write it, the form, the systematics, but difficult to write their thought; so, their works still lack of coherence. It is quite frustrating, because almost all of the subject demand the students competence on writing.

The lecturer will not differ where do the students come from or their *Bahasa Indonesia* ability. All of the students must write paper and present them in front of the audience and then discuss the content. This problem needs to be solved soon, so the students will feel enjoy, motivate, and eager to achieve on studying.

Muhammadiyah University of Purwokerto always receives South Thai students every year. They will study about 3.5 – 4 years in Indonesia. It is urgent to do research by using basic data of difficulties on writing to increase their competence. The purposes of this research are: (1) analyze language aspect difficulties on writing paper; and (2) develop BIPA material to increase on writing paper competence (cf Straus, 2009; and Cresswell, 2010). It is expected that the result of research will help further foreign students to study in Purwokerto, Central Java, Indonesia. They can write and speak *Bahasa Indonesia* better than Thai students today.

LITERATURE REVIEW

On the BIPA Teaching in Muhammadiyah University of Purwokerto.

BIPA (*Bahasa Indonesia untuk Penutur Asing* or Teaching Indonesian Language for Non-Native Speaker) has been implemented since September 2012 for South Thailand students. This learning process is carried out without any preparation of syllabus, lesson plans, or teaching materials, so that its implementation is still limited to assist students in the preparation daily communication. The researchers as tutors taught them by taking various materials from magazine, newspaper, and so on. It was not focus on different students' ability and contextual condition. The time for learning process took only 2 weeks up to 1 month for listening, speaking, reading, and writing. The students found the difficulties to understand and practice their *Bahasa Indonesia* well. They were confused to differ between *Bahasa Indonesia* and Malay language.

According to P. Suyata (2000:6), the foreign students learn *Bahasa Indonesia* by having various purposes, from just want to communicate in daily life, such as talking to the driver, bargaining on selling and buying activity, until master Indonesian language for official purpose, such as attending lectures or teach Indonesian. They studied *Bahasa Indonesia* as medium language to master other knowledge such as in UMP (Muhammadiyah University of Purwokerto) did.

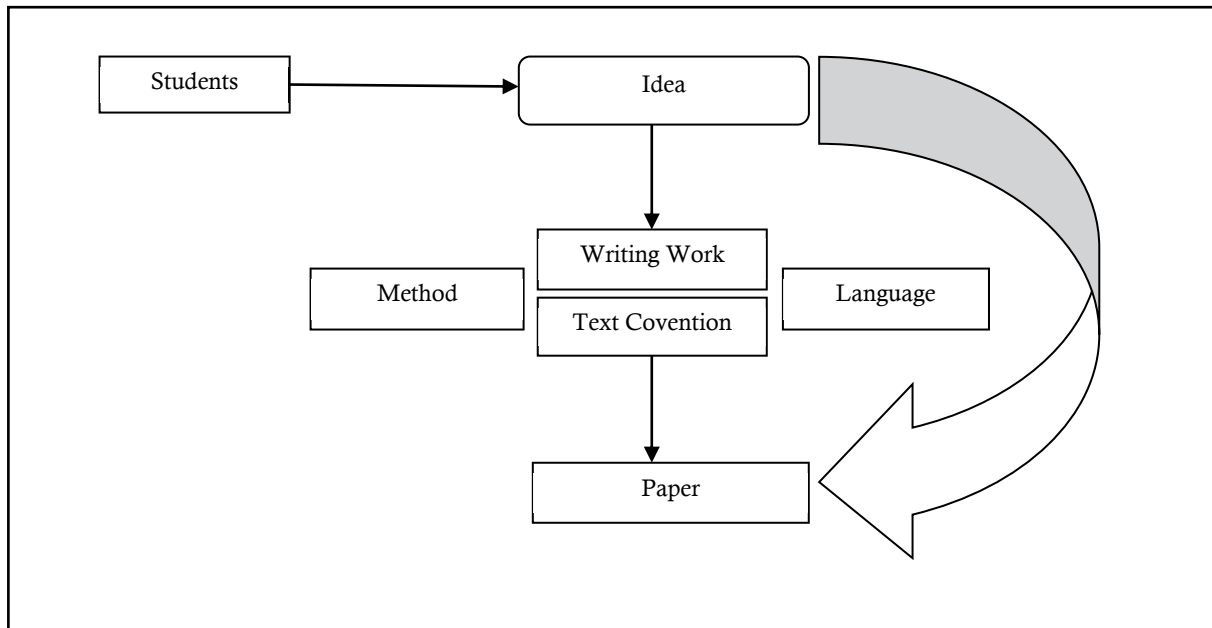
Thai students learnt *Bahasa Indonesia* as a communication tool, not as a language to be memorized or analyzed. Indonesian language is functioned as a means of communication, both orally in daily life, written as the writing assignment, or other text. Materials such as grammar are integrated in communicative learning, so it is easy to be accepted by foreign students. They practised speaking through shopping in a store, money changer, admission, and other places supported and encouraged them to speak (*cf* Ellis, 1986; and Kentjono *et al.*, 2004).



Picture 2:
At Thailand Embassy: Handover Thai Students to UMP
(Muhammadiyah University of Purwokerto) in 2013

At the beginning of learning BIPA, the objectives to be achieved by the tutor are to improve the ability to communicate in daily life, such as in the neighborhood as well as on campus. Based on the learning outcomes that have been achieved, Van Eck explains that the goal of language teaching requires communication components, as follows: (1) the situation underlying the usage of language, including the role of speaker, background, and the subject; (2) linguistic activities of what will need to be carried out by the learner; (3) the language function will be implemented by learners in the usage of language; (4) what the learner can be implemented on any subject; (5) the general notion of what would be handled by learners; (6) what specific concepts handled by the learner later; (7) any form of language used by the learner; and (8) the level of skill that would be manifested by learners (in Suyanto, 2009).

Fiction or non-fiction writing needs ability to express idea in a sentence and understanding syntaxis to organize them in coherence idea. Thai students got difficulties on writing, because writing skill covers very complicated competence and high level linguistics competence. Language mistakes can be classified into close and open mistake. Open mistake is language mistake in grammar that can be highlight in their sentences.



Graphic 1:
The Scientific Writing Skills of Students

Close mistake is hidden, the sentence is well systematic grammar but incorrect semantics (*cf* Hayes & Flower, 1986; Littlejohn, 1991; and Sneddon, 1996).

Ismorosiyadi (2011) states that the paper is students' scientific papers on a particular topic covered in the scope of a lecture. This paper is one of the requirements for completing a lecture, either in the form of literature review and the results of field lectures. Another common opinion, we find that the paper is a systematic and comprehensive text in the form of outlines for a given problem, and is written with the approach of one or more specific disciplines, whether it elaborate on their opinions, ideas and discussion in the context of problem solving (Hastuti, 1989).

Writing is an activity categorized as a form of communication. Communication is an interaction process of ideas, thoughts, and ideas of one person to another. According to Sembiring, there are four factors that cause students trouble of writing that is less reading, less practice writing, confusion in thinking, and ambiguity in the language (in Hastuti, 1989). Scientific writing skills must be possessed by students everywhere.

According to Suhardjono (2006:46), scientific papers have in common with other

types, such as: (1) the area in question is located on scientific knowledge; (2) the truth of its contents refer to scientific truth; (3) the grain framework and reflects the application of the scientific method; and (4) physical appearance according to the manner of writing scientific papers. How the mindset of students trained in making paper? The graphic 1 shows the scientific writing skills must be possessed by students everywhere.

On the Definition of Instructional Materials. Learning process needs learning resources and preparation in the form of teaching materials. Instructional or teaching material consists of a word that means teaching and teaching material or materials. Implementation learning (teaching) is defined as the process of creating and maintaining an effective learning environment (Sanjaya, 2008). While the material, according to Paul S. Ache, is the book can be used as reference material, or can be used as a writing material weighing (in Nurgiyantoro, 2010).

Teaching materials are all forms of material used to assist educators in implementing the teaching and learning activities in the classroom. This material can be written or unwritten. According to K.J. Eltis (1991), teaching materials is a set of material/

Table 1:
The Function of Teaching and Learning Material

No.	For Teacher	For Students
1	Time efficiency on teaching.	Students can learn without teacher or friends.
2	Change from teacher to facilitator.	Students may study every where and every time.
3	Learning process will be more effective and interactive.	Learn based on their choice.
4	-	Study sistematically and arrange by their competence.
5	-	Being autonomous students.

Source: Tian Belawati (2003:117).



Picture 3:
The Situation of BIPA Learning Process

substance of learning (teaching materials) that systematically and well-arrangement, showing full figure from which students will learn competencies in learning activities.

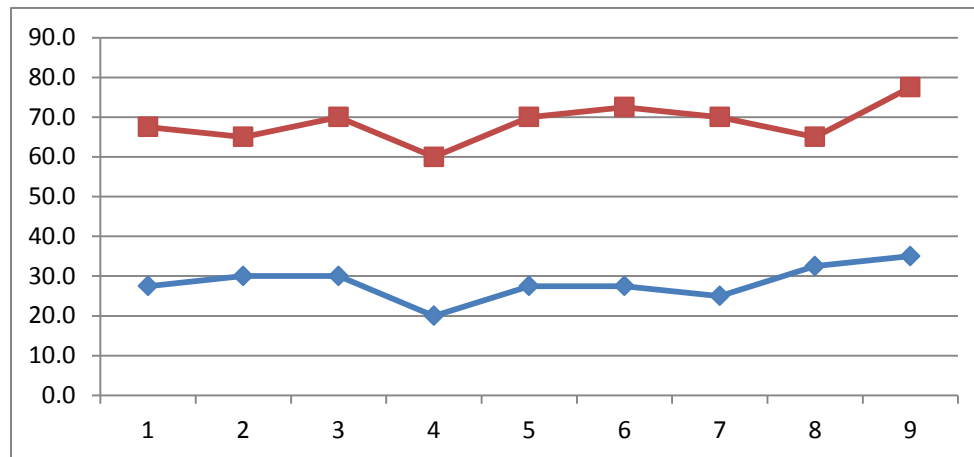
The function of teaching materials, among others: (1) guidelines for teachers who will direct all activities in procedural learning; (2) guidelines for students who will direct all the activities in the learning process; and (3) an evaluation tool achievement/mastery of learning outcomes (Sanjaya, 2008). So, from the entire description can be interpreted that the material is a set of teaching materials systematically arranged so as to create the environment/atmosphere that allows students to learn.

Why do we need BIPA (*Bahasa Indonesia untuk Penutur Asing* or Teaching Indonesian Language for Non-Native Speaker) teaching material preparation? Teaching material is an important component in the implementation of learning, both educators and learners, so that both will be very helpful and easy to learn. Teaching materials can be made in

various forms according to the needs and characteristics of teaching materials that will be taught (Widjono, 2005).

BIPA teaching materials are prepared with the purpose of providing instructional materials to suit the needs of students from Thailand, who had studied for one semester at the UMP (Muhammadiyah University of Purwokerto) in Central Java, Indonesia, by adjusting the majors and the problem to be addressed. Besides teaching materials, BIPA assist students in obtaining alternative teaching materials that are usually difficult and less appropriate to be used, and most importantly with the BIPA teaching materials facilitate tutors and learners to carry out learning.

A teacher who developed the teaching materials will have some benefits. *First*, they obtain teaching materials appropriate to the learning needs of the student or students. *Second*, they are no longer dependent on the textbook sometimes difficult to get. *Third*, teaching materials become richer, because developed using a variety of references.



Graphic 2:
Comparison of Writing Competence

Fourth, increase the repertoire of knowledge and experience of the teacher or lecturer in writing instructional materials. *Fifth*, teaching materials will be able to build effective learning communication between teachers/lecturers and students.

Many teaching materials will make BIPA learning more interesting; learners will have opportunity to learn a lot more independent on the presence of the teacher's explanation. They can study themselves and explore their knowledge by guiding the material. Teacher facilitate them by giving some clear instructions and resources media learning like library, internet, and students to guide them.

Learning resources is information represent and keep in some media, able to help students as curriculum. It is unlimited whether printing, video, software, or combination that can be used by students. As pointed out by Arief S. Sadiman *et al.* that learning resource is anything as learning aid such as people, thing, message, material, technique, and background (Sadiman *et al.*, 2008:3). Other argued that learning resource is any kind energy to be done by teacher separately or combining to improve effectiveness and efficiency learning purpose (Arsyad, 2011). In this study, teacher creates syllabus, material, handout, and modul to encourage Thai students' writing competence, so they can fulfill the assignment better than before.

This study took in the UMP (Muhammadiyah University of Purwokerto)

in Central Java, Indonesia, especially in BIPA classes. It is held outside the regular lecture time + 4 months from issue identification process of writing a paper to the management of learning and teaching materials manufacture. The previous paper was analyzed, so we can find the mistakes on vocabulary and grammar. The variables in this study include the independent variable is "BIPA teaching materials"; the dependent variable is "the ability to write papers".

The results are compared and analyzed errors – common errors; and the researchers developed a syllabus and teaching materials BIPA learning. So, the product of this research is the syllabus and teaching materials BIPA learning. The study is simple research and development method, so we need to examine the effectiveness of BIPA material.

RESULTS AND DISCUSSION

Comparison of writing competence before and after study conducted using BIPA (*Bahasa Indonesia untuk Penutur Asing* or Teaching Indonesian Language for Non-Native Speaker) teaching materials are showed in graphic 2.

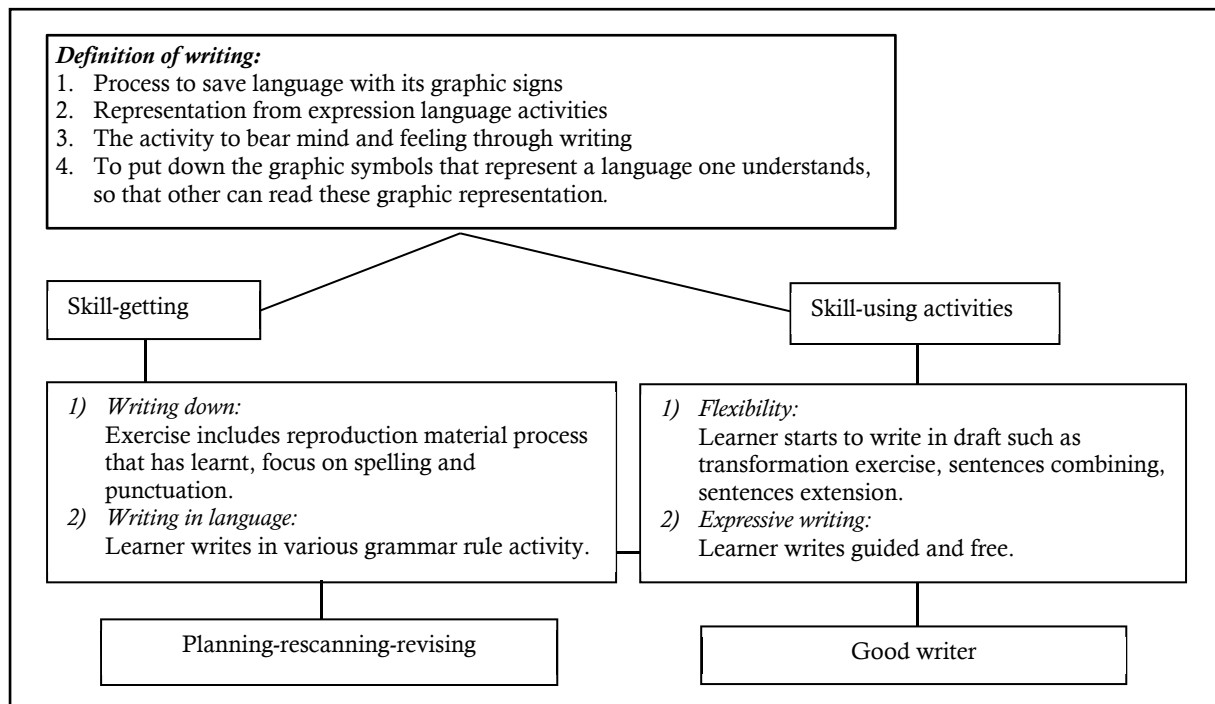
The graphic 2 shows that the differences score between before and after the learning process by using BIPA material. We can see that every students gets the improvement score. The indicator writing score includes vocabulary, diction, grammar, systematic writing, and the contents.

Table 2:
The Mistake Classification of Paper Writing

NO	CLASSIFICATION	MISTAKES	CORRECTION
1	<i>Kata ulang</i>	<i>Peparu</i> <i>Plan-plan</i>	<i>Paru-paru</i> <i>Pelan-pelan</i>
2	<i>N / M</i>	<i>Pansangan</i> <i>Menyembakkan</i> <i>Mamun</i> <i>Menentapkan</i> <i>Lapiran</i>	<i>Pasangan</i> <i>Menyebabkan</i> <i>Namun</i> <i>Menetapkan</i> <i>Lampiran</i>
3	<i>F / V</i>	<i>Fariasi</i> <i>Aktifitas</i>	<i>Variasi</i> <i>Aktivitas</i>
4	<i>Istilah asing</i>	<i>Tisu-tisu</i> <i>Diceraikan</i> <i>Automatik</i>	<i>Jaringan</i> <i>Dipisahkan</i> <i>Otomatis</i>
5	<i>Pengaruh Bahasa Melayu</i>	<i>Pemendaman rawatan dadah</i> <i>Chomotherapy</i> <i>Sesetengah ketumbuhan</i> <i>Terbina</i> <i>Bahagian</i>	<i>Penundaan perawatan narkotika</i> <i>Komeoterapi</i> <i>Masalah pertumbuhan</i> <i>Terbentuk</i> <i>Bagian</i>
6	<i>Imbuan</i>	<i>Terlekat</i> <i>Penelitian ini dengan berjudul</i> <i>Mengaturan</i> <i>Lebih menguntungkan</i>	<i>Melekat</i> <i>Penelitian ini berjudul</i> <i>Mengatur</i> <i>Lebih menguntungkan</i>
7	<i>G / NG</i>	<i>Melindungi</i> <i>Tergantung</i> <i>Bagun pagi</i> <i>Bersingungan</i> <i>Mengunakan</i> <i>Menunggu</i> <i>Ditungiang</i> <i>Mingu</i>	<i>Melindungi</i> <i>Tergantung</i> <i>Bangun pagi</i> <i>Bersinggungan</i> <i>Menggunakan</i> <i>Menunggu</i> <i>Ditunjang</i> <i>Minggu</i>
8	<i>A / I / U / E / O</i>	<i>Kerana</i> <i>Mendetaksi</i> <i>Menjelani</i> <i>Kesihatan</i> <i>Kesimpulan</i>	<i>Karena</i> <i>Mendeteksi</i> <i>Menjalani</i> <i>Kesehatan</i> <i>Kesimpulan</i>



Picture 4:
The Enjoyable Situation of BIPA Teaching-Learning Process



Graphic 3:
 The Learner as a Good Writer

Table 3:
 Developing Syllabi and Material

No	Basic Competence	Description	Time
1	Able to use simple words and phrases for example greeting, signs, and announcement in public places.	<ul style="list-style-type: none"> ▪ Greetings. ▪ Address someone. ▪ Signs, announcement, etc. ▪ Simple conversation in public places. 	6 meetings @ 90 minutes
2	Know and understand Banyumas culture and tourisms.	<ul style="list-style-type: none"> ▪ Batik. ▪ Sokaraja traditional paintings. ▪ Baturaden. 	2 meetings @ 90 minutes

Those table 2 shows some interesting cases such as: (1) Diction is word choice and spelling for giving certain effect to speak and write something; (2) Spelling is how to spell a letter and standar writing, usually phonology aspect about describing phonem and letter, morphologys aspect and syntax; (3) Grammar or structure is combining meaning context to form meaningful sentences; (4) The influences of Malay language or interference is using other language or interfering dialect to *Bahasa Indonesia*; (5) Punctuation is graphic sign to use convensional to separate one thing to others that can influence meaning; and (6) Ineffective sentence is sentence consist of words or phrases repeatedly and useless (*cf*Hidayat, 1998).

Writing is communicative action as an effort to share observation, information, mind or idea, and experience to other people (Cohen & Riel, 1989). As a good writer, the learner can be described in graphic 3.

The theory shows that the sequences of writing process and the students need to boost their vocabularies. John Norrish reported as follows:

[...] it was vital that people should be educated to construct grammatically acceptable sentence and be able to spell correctly [...] because of this, a great deal of attention has traditionally been given to writing and error in the medium tend to be regarded as indicative of some type of failure (Norrish, 1983:65).

Table 4:
The Contents of Syllabi

No	Theme	Material
1	Regards	<ul style="list-style-type: none"> • Say “<i>Assalamu’alaikum</i>” can be used every time. • “<i>Selamat Pagi/Siang/Sore/Malam</i>” depends on time. • Differences greeting in Indonesia and the students’ country. • Speaking practise.
2	Greetings	<ul style="list-style-type: none"> • Introducing greetings. • The usage “<i>Apa kabar?</i>” • Miscellaneous/courtesy in daily life. • The different culture to greet in Indonesia and students’ country.
3	Sign, announcement, label, and its usage	<ul style="list-style-type: none"> • Introducing simple signs “<i>Parkir, Dilarang parkir, Belok kanan/kiri, Belok kiri jalan terus</i>” etc. • Introducing announcement “<i>Dilarang merokok di sini, Silahkan mengisi formulir, Silahkan antri</i>” etc. • Introducing medicine, food, soap label, etc. • Explaining the advantages each signs/label/announcement. • Introducing campus and its environment.
4	Number	<ul style="list-style-type: none"> • 1-100. • Introducing currency <i>Rupiah</i>. • Introducing number, time, and calendar. • The differences culture, time, and discipline between Indonesia and student’s country.
5	Time	<ul style="list-style-type: none"> • How to read 9.15 (<i>sembilan seperempat/sembilan lima belas menit</i>, etc) • The importance of coming on time. • Shock culture about time.
6	Time differences	<ul style="list-style-type: none"> • Morning/afternoon/evening/night, and the time . • Introducing etiquette calling, sms, meeting, and the right time. • Introducing special days in Banyumas: birthday, independence day, <i>Ramadhan</i>, etc.
7	Visiting <i>batik</i> and traditional Sokaraja paintings	<ul style="list-style-type: none"> • <i>Batik</i> Banyumas has special motif which is called <i>Mengruyun</i>, its size, picture, and colour different from other <i>batik</i>. Students practise to “<i>membatik</i>” in gallery. • Famous Sokaraja paintings is naturalist and so interesting. Students learn how the process and wide information about Banyumas.
8	Visiting Baturaden	<ul style="list-style-type: none"> • Baturaden is tourist resort around 30 km from Purwokerto. Its cool weather attract to come surrounding peace and beautiful view to stay decorating colourful flowers.

Related to the difficulties of BIPA (*Bahasa Indonesia untuk Penutur Asing* or Teaching Indonesian Language for Non-Native Speaker) teaching, D. Sunendar pointed some problems, namely: (1) lack of good impression; (2) difficult to decide or found material; (3) teacher and learner trapped on grammar or structure; and (4) different character letter with *Bahasa Indonesia* (Sunendar, 2000).

Those problems can be solved by developing syllabi and material to teach Thai students as showed in table 3.

From the details of the material, the

students begin to understand the use of vocabulary and grammar in formal and informal communication as well as oral and written communication distinguish. Development of syllabus and details of the material is then developed in the form of a simple module making it easier for students to study systematically.

The ability to write gradually improved with the guidance of tutors informally as teaching BIPA (*Bahasa Indonesia untuk Penutur Asing* or Teaching Indonesian Language for Non-Native Speaker) has been completed at the beginning

of the academic year. Students have studied the systematics used in the UMP (Muhammadiyah University of Purwokerto) in Central Java, Indonesia, so that tutors do not need to be taught from the beginning. More emphasis on the use of vocabulary and grammar, because of the ambiguity between the Indonesian and Malay languages that be controlled by the students from Thailand.

CONCLUSION

This study concluded that the preparation of Indonesian language learning is absolutely necessary for foreign students from Thailand to minimize the difficulties of students when studying at the UMP (Muhammadiyah University of Purwokerto) in Central Java, Indonesia, two errors – errors that commonly occur should continue – constantly guided, so that foreign students will not have too much difficulty in writing final project later (thesis) and three professors and academic advisor very big role in the success of foreign students for study at UMP.

Suggestions can be given is a learning methodology and BIPA (*Bahasa Indonesia untuk Penutur Asing* or Teaching Indonesian Language for Non-Native Speaker) requires proper teaching materials, so that teachers/tutors are given a task to be really-really able to manage it and the two need to do further research on other language skills such as reading, talking, and listening to the repertoire of knowledge about BIPA at UMP more complete. Previous research has been conducted on the subject of BIPA which took narrative writing student from Thailand.

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