DEVELOPING CROSS CULTURAL UNDERSTANDING-BASED INDONESIA LANGUAGE MATERIAL FOR SOUTH KOREA FOREIGN SPEAKERS

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Abstract: The purpose of this study is to develop BIPA teaching materials based on cross-cultural and local wisdom in Banten Province. This research uses a model design for developing Indonesian language teaching materials for foreign speakers and combines existing models. The object being analyzed is the Borg and Gall' model (1983), from the analyzed model, a modified model can be formulated. The research data are numerical data and verbal data (interview transcripts, analysis results of teaching materials, questionnaires, observations, and notes, comments, criticisms or suggestions from test subjects). The research data are numerical data and verbal data (interview transcripts, analysis results of teaching materials, questionnaires, observations, and notes, comments, criticisms or suggestions from test subjects). Given the data obtained in the form of numerical data and verbal data, the analysis was carried out in the form of quantitative analysis and qualitative analysis. The results of this study are in the form of beginner level cross-cultural based BIPA teaching materials using a contextual-communicative approach. In this case the culture used as a reference is the local culture of Banten considering that in Banten there are foreign nationals from South Korea. The results showed that the average expert trial score reached 86%, the practitioner trial score average reached 89%, and the field stage trial score averaged 87%. Therefore, this book can be categorized as very feasible to be applied.
Keywords: *BIPA; cross-cultural; language teaching materials.*

INTRODUCTION
The era of globalization has had a significant impact in various fields of life, including language. At first, Indonesian was only spoken by

Indonesians, both as their first language and mother tongue, now spoken by foreigners. Technically, the use of Indonesian by Indonesian speakers is called BIPI while the use of Indonesian by foreign speakers is called BIPA (Indonesian for Foreign Speakers). Basically, BIPA has had a long history. Teaching Indonesian to foreign speakers began in the 1950s, although the name BIPA itself was only used massively in the 90s and currently there are at least 219 educational institutions in 74 countries that offer BIPA teaching. This figure shows that foreigners are interested in Indonesia in general and Indonesian language and culture in particular. The use of the BIP teaching curriculum until 2014 has not been uniform. Each institution develops its own curriculum (Suher, 2017). BIPA textbooks are also very diverse both in terms of material and quality (Saddhono & Erwinsyah, 2018). To overcome these diverse curricula, the Language Development and Development Agency in this case the Center for Development of Language Strategy and Diplomacy (PPSDK) has collaborated with BIPA teachers and experts to develop a standard BIPA curriculum.

This was actually initiated by the Language Development and Development Agency on 24-27 November 2014 at the Inna Garuda Hotel, Malioboro, Yogyakarta. The activity, which was named the Workshop on the Preparation of the BIPA Curriculum, produced an embryo for the BIPA Curriculum which is expected to be used nationally by institutions administering BIPA teaching at home and abroad. In its later journey, the curriculum was refined again in 2015-2016. In 2016, the BIPA curriculum based on the Indonesian National Qualifications Framework was compiled by a team consisting of BIPA teachers and activists who joined the Association of BIPA Teachers and Activists (APPBIPA) together with the PPSDK team. The preparation of the curriculum is accommodated by the Directorate responsible for public education, namely the Directorate of Early Childhood Education and Community Education (PAUDNI and Diknas). From the above background the use of cross-cultural teaching materials will spur the creative industry, especially in the fields of culture and tourism. The curriculum created will produce good Indonesian language skills and introduce Indonesian culture and local wisdom to foreign students.

Teaching Indonesian to foreign speakers is very useful for students and foreign workers to learn (Slameto, 2018). The aim is to be able to communicate effectively and efficiently in accordance with applicable ethics, both orally and in writing, so that Indonesian becomes an international language and avoids social conflicts in society, especially at school. foreign workers who work in Indonesia, by mastering the Indonesian language and respecting and proud to use Indonesian as the language of unity and the language of the state. understand Indonesian and use it appropriately and creatively for various purposes, use Indonesian to improve intellectual abilities, as well as emotional and social maturity, enjoy and utilize literary works to broaden horizons, refine character, and improve knowledge and language skills, appreciate and be proud Indonesian literature as a cultural and intellectual treasure of Indonesian people. By learning Indonesian for foreign speakers at universities and language institutions, foreign students and workers can get to know themselves, their culture and the culture of others, express ideas and feelings, participate in the community that uses the language and to improve the ability of students to communicate in Indonesian with properly and correctly, both orally and in writing, as well as fostering an appreciation of the works of Indonesian human literature.

Article 26 of the Presidential Regulation of the Republic of Indonesia No. 20 of 2018 states that every foreign worker (TKA) employer is obliged to facilitate Indonesian language education and training for foreign workers. From this regulation, BIPA Muhammadiyah University Tangerang took part in the Presidential regulation, due to the potential for foreign workers in the Banten area, especially in Tangerang City, South Tangerang and Tangerang Regency, there were no private institutions, especially universities that took part in the implementation of the regulatory policy, the establishment of BIPA Universitas Muhammadiyah Tangerang is to develop Indonesian language, culture and courses for foreign workers working in Banten, especially workers from South Korea who are scattered in the Banten area. This aims to suppress the status of social vulnerability, especially in the use of Indonesian for foreign workers.

Kusmiatun *et al.* (2017) explained that learning BIPA is different from learning Indonesian as a first language (B1) which is more complex and complicated, partly because foreign students studying BIPA can come from different countries (Astuti & Bewe, 2020). What is meant by foreign students here are students who (1) are foreign nationals (non-Indonesian) and (2) speak their mother tongue instead of Indonesian. According to Suyitno, (2018) learning Indonesian for foreign speakers is essentially a systematic, systematic,

and planned activity. Systemic because in it there is a set of aspects and a series of interrelated activities. It is called systematic because in its implementation it is procedural. Planned because learning has been described clearly and firmly. BIPA learning has goals, targets, and objectives that must be achieved (Mukti *et al.,* 2019). BIPA learning has two aspects that must be considered: the instructional aspect and the conditional aspect. Instructional aspects include: (1) learning objectives, (2) learning materials, (3) learning methods, (4) learning media, (5) classroom management, (6) evaluation, (7) lessons, and (8) teachers. The second aspect is the conditional aspect which includes: (1) conditioning the readiness of students' needs, (2) seeking exposure and discourse in real linguistic situations, (3) conditioning the learning atmosphere, and (4) seeking independent training (Murtianis *et al.,* 2019).

In learning, the use of the curriculum is wider in scope because it refers to all aspects of planning, implementing, evaluating, and regulating education programs. Nicholson (2019) define that the curriculum can consist of a number of syllabus, for example, the curriculum covers the whole school, while the language teaching syllabus is only part of the curriculum. Meanwhile, Beauchamp in Sukmadinata (2017) state that a curriculum is a written document which may contain many ingredients, but basically it is a plan for the education of pupils during the enrollment in given school. Agus and Windha (2019) about the learning process emphasizes that the curriculum is an education or teaching plan.

Based on the description of the opinion above, it can be said that the curriculum is broader than the syllabus. The approach used in the preparation of the curriculum will have an impact on the syllabus that is prepared. The author agrees, the theory used is a view or philosophy which states that learning language is learning communication. To communicate, students must have linguistic knowledge and language skills stated by Canale and Swin as (1) linguistic competence, (2) sociolinguistic competence, and (3) strategic competence. For this reason, the syllabus that is prepared must include all the things needed to achieve these competencies (Sihombing *et al.,* 2022).

However, in line with what Dubin and Olshtain (2016) stated that a syllabus is more detaild and operational statement of teaching and learning elements which translates the philosophy of the curriculum into a series of planned sreps leading towards more narrowly defined objektives at each level. This statement implies that the syllabus is an important part of the curriculum. The syllabus is more operational and concrete, as also stated by Brown (1995, p.123) which states that "Syllabuses is ways of organizing the course and materials." (Syllabuses are ways of organizing teaching and materials).

Harmer in Maulana, Zamahsari, and Purnomo (2020) states that there are several criteria that must be considered as the basis for preparing the syllabus design. Those criteria are (1) Learnability. This relates to whether or not certain lexical structures and items are learned by students. (2) Frequency. This relates to items that are rarely used in language. (3) Coverage (Coverage). Some words and grammatical structures cover a greater range of uses than other words and grammatical structures. (4) Its usefulness (Usefulness) (Gongora *et al.*, 2022). This relates to whether certain lexical items are closer to students' lives so that they are more useful for students when discussed in class.

Harmer in Rachman *et al.* (2019) also classify syllabus models as follows: (1) structural syllabus, (2) situational syllabus, (3) topic-based syllabus, (4) notional-functional syllabus, (5) process syllabus, (6) syllabus, procedural based on assignments, (7) mixed syllabus. As the research that the author has done for dissertation needs, the author tends to use a mixed syllabus for BIPA learning needs Harmer's opinion (2001) calls the mixed syllabus multi-syllabus, the solution that is usually done in an effort to mediate a number of different syllabus designs is to compose a mixed syllabus or multi-syllabus (Ellis, 2019). Thus, this syllabus design does not only emphasize grammatical or lexical aspects. Mixed syllabus design is a combination of aspects of grammar, lexical, language functions, situations, topics, assignments and various language skills tasks.

Mixed syllabus design is based on a language teaching approach that involves: (1) explicit teaching of the structural and grammatical features of spoken and written texts, (2) linking spoken and written texts to social and cultural contexts in their use, (3) preparation of material units that focus on developing skills in relation to integrated texts (whole texts), (4) providing practices when students develop language skills for meaningful communication through integrated texts. The elements of a mixed syllabus are (1) the integration of aspects of the overall types of syllabus, namely: lexical aspects, grammatical structures, topics, situations, learning activities and assignments and (2) learning objectives obtained from the labor analysis used as the basis for selection of aspects of syllabus preparation. In language learning, the

syllabus developed must pay attention to three dimensions, namely the dimensions of the language (language contend, process) and product (product). covers the four language skills (Purba *et al.,* 2022).

Based on the theories that have been put forward, it can be concluded that the syllabus is an important part of the curriculum. The syllabus becomes the teacher's reference in learning because it will provide direction for the goals to be achieved along with the material to be studied (Isnaniah & Islahuddin, 2020). The model set by the teacher will have an impact on the teaching approach used in the classroom.

Basically, there are already several BIPA teaching materials that can be used by teachers such as Lentera Indonesia, Sahabatku Indonesia, Basic Indonesian, and so on. However, not all existing BIPA textbooks provide material or information about the socio-cultural aspects of Indonesian society. In fact, the use of language is bound by culture. On several occasions, it was found that someone who had high Indonesian language skills was conflicted because he did not have an understanding of communication in the local culture. Even if there is a culture, it is general or specifically refers to the culture that surrounds the author so that it is not contextual. For example, students living in Banten are exposed to teaching materials that focus more on Sundanese and Javanese culture so that they only have cultural knowledge but not life skills in the local culture. Therefore, culture-based BIPA teaching materials are needed to overcome these limitations.

Language diversity cannot be separated from cultural diversity. In terms of culture, language is a cultural aspect, the wealth of language is something that is beneficial. The various languages will reflect the cultural richness that exists in the user community (multicultural). The relationship between language and culture is coordinating or subordinate, both of which have a very close relationship and influence each other. Coordinative relationships, namely equal relations, which have the same high position. Subordinating relationship means a language is under the scope of culture. In addition, there is another opinion which states that language and culture are two systems that are "attached" to humans. Culture is a system that regulates human interaction in society, so language is a system that functions as a suggestion.

The language system has a function as a means of ongoing human interaction in society, meaning that language behavior must be accompanied by the norms that apply in that culture. The system of language behavior according to cultural norms is called language ethics or language procedures. Language ethics is closely related to the selection of language codes, social norms, and cultural systems that apply in a society. Language is part of culture, the relationship between language and culture is a subordinate relationship, a language is under the scope of culture (Permadi *et al.,* 2022). In addition, there is another opinion which states that language and culture have a coordinating relationship, namely an equal relationship, which has the same high position.

Basically, language and culture play two complementary roles in the educational process. As all human activities are linguistically and culturally mediated, language and culture activate and organize teaching and learning processes (Budianingsih, 2017). The 'classroom culture' that students and teachers build on working together, the 'school culture' is the practice, large and small, more or less functional, in which school life is carried out. Both are shaped, among other factors, by educational policies, curricular priorities and the state of school materials. Both are sustainable through language and discourse, speech and text, and through hybrid, multimedia forms of communication. But just as language and culture provide the means to impart education, they also serve as objects. The role of language and culture as educational goals is most obvious in language teaching, where language defines the subject matter.

Language and culture have a very close relationship (Arvianto, 2020). The two influence each other, complement each other, and go hand in hand (Marbun *et al.,* 2021). Language is part of culture, so learning a language indirectly also studies culture. That is, language must be studied in the context of culture and vice versa, new culture can be learned through language. The close relationship between language and culture has led to studies to find out the relationship. The study of the relationship between language and culture is generally seen from the science that studies it. Antopology as a science that studies culture and linguistics as a science that studies language. Furthermore, linguistics and anthropology work together in studying the relationship of language and aspects of culture with the term anthropolinguistics. Anthropolinguistics means the branch of linguistics that studies the variation and use of language in relation to the development of time, differences in places of communication, kinship systems, the influence of ethnic habits, beliefs, language ethics, customs, and other cultural patterns of an ethnic group.

METHOD

This research is a product-based research or better known as research development (R&D). This research uses the Borg and Gall model. That the procedural model is a descriptive model that describes the flow or procedural steps that must be followed to produce a particular product). There are 10 stages in this procedural model, namely (1) research and initial information gathering, (2) planning. (3) initial product format development, (4) initial trial, (5) product revision, (6) trial field, (7) product revision, (8) field test, (9) final product revision, and (10) dissemination and implementation.

Based on the consideration of the characteristics of the product being developed as well as the limitations and limitations of the research, the ten steps were adapted and compressed into the first five development steps, the research phase and the initial information gathering. This stage is carried out by conducting a theoretical study, analyzing the BIPA curriculum, analyzing the teaching language used in the field, interviewing teachers, and distributing questionnaires to students in order to obtain authentic data about learning needs in the field. Second, the planning stage. At this stage the research begins to design textbook products based on the data obtained in the first stage. This product design is formed by a schema that explains the unit, material, aspect, culture, evaluation, language characteristics, and graphic characteristics. Third, the initial product development stage. This stage is the process of realizing the product based on the product specifications produced in the second stage. Fourth, the product trial stage. This stage is carried out simultaneously to experts, practitioners, and foreign students with the aim of knowing the feasibility and attractiveness of textbooks. The expert test was carried out at BIPA Muhammadiyah University Tangerang to two lecturers who teach BIPA courses in the Indonesian Language and Literature Education study program. The practitioner test was carried out at the Language Center Institute, Muhammadiyah Tangerang University involving 5 BIPA lecturers in the Beginner class. Meanwhile, a limited group field test was conducted on 15 foreign students in the beginner class. Fifth, the stage of product revision or refinement which is a follow-up to the recommendations for improvement from the validator at the product test stage. This stage produces a product that is ready to be implemented and disseminated.

The instruments used in this study are divided into pre-development instruments and post-development instruments. Pre-development instruments are all instruments used to collect initial information in order to develop teaching materials. This instrument consists of an analysis matrix, interview guidelines, questionnaires and literature review guidelines. Meanwhile, post-development instruments are all instruments used to obtain data about the validity of teaching materials and other things that researchers want to know from teaching materials that have been developed. This instrument consists of an analysis matrix of teaching materials, a questionnaire for the assessment of teaching materials, a questionnaire for notes on the attractiveness of teaching materials, an interview guide, and an observation guide.

From the above instruments, research data were obtained in the form of numerical data and verbal data. Numerical data includes teaching materials assessment scores. Meanwhile, verbal data includes interviews, results of analysis of teaching materials, results of questionnaires, results of observations, and notes, comments, criticisms, and suggestions written by test subjects on the assessment sheet (Riyanti *et al.,* 2019). Because the data obtained are in the form of numerical data and verbal data, the analysis carried out is in the form of quantitative analysis and qualitative analysis. Quantitative analysis consists of the average analysis technique used to analyze the test scores of teaching materials. Meanwhile, verbal data were analyzed by qualitative analysis which included: (1) collecting written verbal data obtained from interviews, questionnaires, observations, and field notes; (2) transcribing verbal verbal data; (3) collect, select, and classify written verbal data and verbal transcript results based on criteria; and (4) analyzing the data and formulating the conclusion of the analysis as the basis for taking action on the developed product.

RESULTS AND DISCUSSION

Teaching materials become an inseparable part of learning. Teaching materials can be interpreted as all forms of material used by teachers and students to carry out the learning process in the classroom to achieve learning objectives. In this regard, Herman *et al.* (2022) states that the theoretical principles underlying the development of teaching materials include (1) the need to communicate, (2) the need for long-term goals, (3) the need for authenticity, and (4) the need for centered on the learner.

Starting from the above principles, the teaching materials in this study were prepared using a contextual-communicative approach. The contextual approach is rooted in the foundation of

constructivism which emphasizes that learning is not rote but an attempt to construct or build knowledge. In this case, according to Khasanova (2020), there are five elements that must be considered in the application of contextual learning, namely (1) activating knowledge, (2) acquiring new knowledge, (3) understanding knowledge by compiling temporary concepts., discussion, and revision of concepts, (4) practice of knowledge and experience, and (5) reflection of knowledge (Zamzamy, 2021). Meanwhile, the highlight of this approach lies in the relationship between the material and the real situation in the learner's environment so that the material he has learned can be applied in everyday life.

Meanwhile, the communicative approach is a learning approach that emphasizes aspects of communication, interaction, and increasing linguistic competence and language skills. Littewood (in Purba *et al.,* 2022) states that to develop students' communicative abilities in second language classes, class activities must be arranged in such a way that there are pre-communication activities and communication activities. Pre-communication activity refers to the structure of linguistic forms and their meanings. The communication activity refers to the use of functional and social language. In this regard, (Herman *et al.,* 2022) explains that the use of functional language includes activities to share and process information, while the use of social language includes interactive social activities such as dialogue, simulation, role playing, and so on.

The textbooks developed in this study were designed by fulfilling the above elements. The material is arranged systematically based on the level of difficulty, urgency of use, and quantity of use in daily communication. Specifically, the aspect of contextuality is reflected in the preparation of materials that are tailored to the needs of learners, the selection of authentic texts, the preparation of texts that are adapted to the environment around the learners (in this case, the environment around the Banten area where there are foreign nationals from South Korea), and activities that conditions learners to explore various information according to the theme. The communicative aspect is reflected in the form of presentation of material that is in line with the syntax of the communicative approach which consists of pre-communication and communication activities. Pre-communication activities are manifested in the form of discussion activities to explore and process information, while communication activities are manifested in the form of exercises in the form of discussions, role playing, campaigns, interviews, advertising, and presentations.

In the end, language knowledge and language skills must be strengthened by intercultural competence (IC). This is very important because humans practice culture through language so that IC is a bridge between the learner's culture and the culture in the language being studied. Every use of language is at the same time a cultural practice and IC is likened to a third place 'third place' (Lantz-Deaton, 2017). The third place here is a position where language learners act as outsiders (etic) and at the same time as insiders (emic) to their home culture and the target culture they are studying at the same time. The final estuary is an attitude of respect for other cultures so that they can behave appropriately in different cultures.

Kohler (in Strotmann & Kunschak, 2022) proposed an IC teaching strategy formulated in five pedagogical principles. First, active construction which implies the learner to construct the target culture by describing, analyzing, and comparing the learner's culture with the target culture. Second, making connections which emphasizes the skills to see the relationship between the learner's culture and the target culture. Third, social interaction which conditions learners to conduct discussions related to the cultural topic being discussed. Fourth, reflection which focuses on involving students in responding and reflecting on the cultural items discussed. Fifth, responsibility which implies skills to build awareness of cultural differences so that they can respect and respect people with different cultural practices.

The application of IC through a communicative-contextual approach can then be understood through the following figure 1.
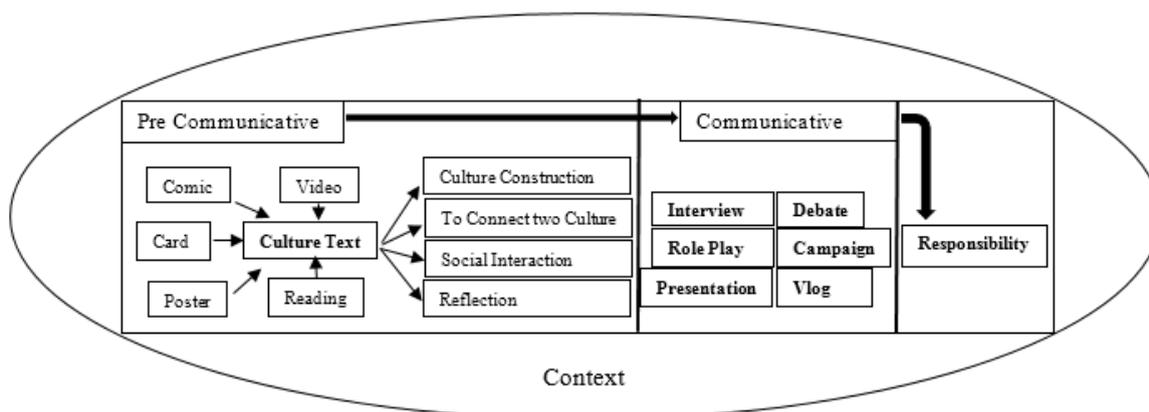
Figure 1. *The application of IC through a communicative-contextual approach*

The teaching material produced in this floating research is a beginner level BIPA textbook (BIPA 1). In Permendikbud Number 27 of 2017 concerning Competency Standards for Graduates of Indonesian Language Courses and Training for Foreign Speakers, it is explained that BIPA 1 graduates are expected to be able to understand and use expressions in the context of self-introduction and fulfill daily and routine concrete needs in a simple way to communicate with speech partners who very cooperative. These competencies are then translated into listening, speaking, reading, writing, and grammar competency units.

Based on the curriculum review and needs analysis, the textbooks are designed in six units, namely (1) Greet, (2) Traditional clothes, (3) Musical Instrumet (4) Go For Walk, (5) Culture Value, (6) Daily activities. day, and (7) Art. These seven units accommodate aspects of skills and knowledge that must be mastered by students in daily communication using Indonesian.

In this case, the cultural aspect is manifested in the column of cultural space. The cultural space column presents material and special discussions according to the unit's theme in order to develop students' intercultural competence. Furthermore, the cultural aspects that are integrated with the learning materials in each unit can be seen in table 1 below.

Table 1. *Composition of teaching materials*

	Unit	Material	Cultural Aspect
1	Greet	Regrads, identity, introduction	Greeting words: *Mang dan Teteh, Kang dan Nong*
2	Traditonal Clothes	Men's and women clothes	*Baju Koko leher tertutup, celana panjang diikat kain batik. Pada wanita memakai pakian kebaya dan kain batik*
3	Musical Instrument	Variety of musical instruments Banten	*Angklung Buhun, Pantung Bambu Rampak Beduk.*
4	Go For Walk	Visit historical buildings	Tourist attraction; *Menara Banten, Klenteng Boentekbiau, Masjid Seribu Pintu.*
5	Culture and Value	Cultural potential and uniqueness	*Seni Beladiri pencak silat, Debus, Tari Cokek, Umbruk, Palingtung, dan Lojor.*
6	Daily Activity day	Information about object function	Body Parts activities : Eat with hands.
7	Art	Banten art variety	*Seni Debus Sorosowan, Seni Rudat, Seni Terbang Gede, Seni Bendrong Lesung*

Product trials are carried out in three stages. The first stage is an expert trial conducted on two experts, namely learning experts and cultural experts. The second stage is a practitioner trial conducted on five BIPA lecturers at the Muhammadiyah University of Tangerang in the beginner class. The third stage is a field trial conducted on International Student Program (ISP) students, Muhammadiyah Tangerang University.
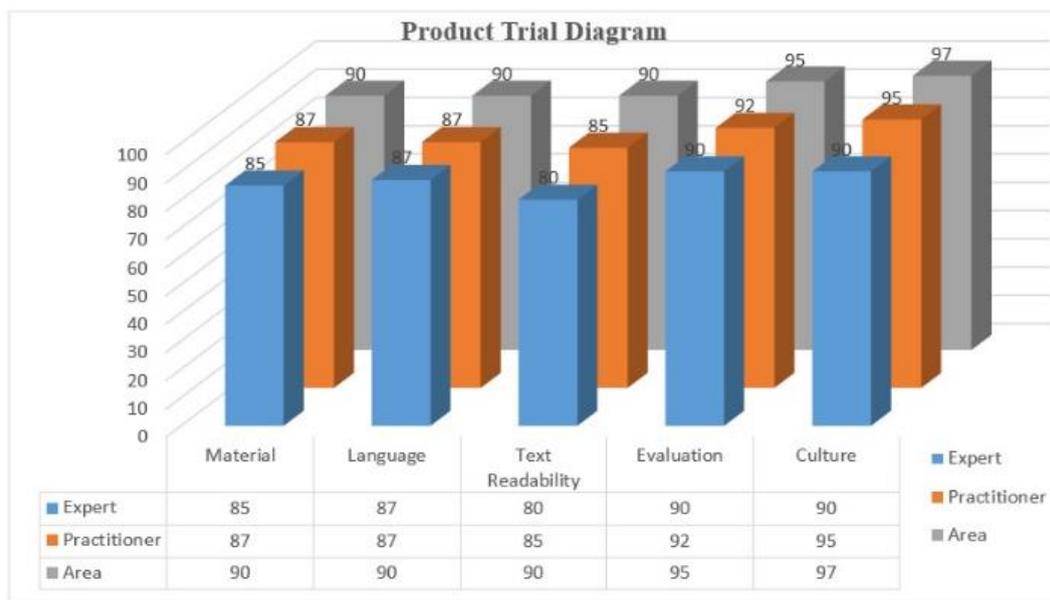
Figure 2. *Product trial diagram*

In the first phase of the trial, five aspects were assessed. The five aspects include (1) the feasibility of the material, (2) the feasibility of the language aspect, (3) the feasibility of the text readability aspect, (4) the feasibility of the evaluation aspect, and (5) the feasibility of the cultural aspect in textbooks. The test results show that the average feasibility of the material reaches 85%, the average feasibility of the language aspect reaches 87%, the average feasibility of the text readability aspect reaches 80%, the average feasibility aspect of the evaluation reaches 90%, and the average feasibility cultural aspects reached 90%. Thus, the average expert trial results reached 86% so that it can be concluded that this textbook is feasible to be applied.

The second phase of the trial had five aspects of assessment, namely (1) material aspects, (2) linguistic aspects, (3) applied aspects, (4) evaluation aspects, and (5) illustration aspects. The test results show that the average feasibility of the material reaches 87%, the average feasibility of the language aspect reaches 87%, the average feasibility of the text readability aspect reaches 85%, the average feasibility of the evaluation aspect reaches 92%, and the average feasibility cultural aspects reached 95%. Thus, the average practitioner trial results reached 89% so that it can be said that this textbook is very feasible to be applied.

Meanwhile, the third phase of the trial had three aspects of assessment, namely (1) material aspects, (2) language aspects, and (3) book display aspects. The test results show that the average feasibility of the material reaches 90%, the average feasibility of the language aspect reaches 93%, and the average attractiveness of the display reaches 95%. the average feasibility of the readability aspect of the text reaches 90%, the average feasibility of the evaluation aspect reaches 95%, and the average feasibility of the cultural aspect reaches 92%. Thus, the average field trial results reached 92%. Therefore, this textbook can be categorized as very feasible to be applied.

CONCLUSION
The problem of the availability of teaching materials is an issue that continues to grow from year to year. This departs from the fact that the existing teaching materials cannot be accessed easily and that the existing teaching materials do not meet the needs of teachers and learners, especially in terms of intercultural competence. Therefore, this study develops teaching materials based on local Banten culture using a contextual-communicative approach.

The teaching materials produced in this development research are beginner level textbooks. Teaching materials are designed with reference to Permendikbud Number 27 of 2017 concerning Competency Standards for Graduates of Indonesian Language Courses and Training for Foreign Speakers and the concept of learning a second language with a contextual-communicative approach based on local Banten culture. There are six units in this textbook, namely (1) Greet, (2) Traditional clothes, (3) Musical Instrumet (4) Go For Walk, (5) Culture Value, (6) Daily activities. day, and (7) Art. These seven units accommodate aspects of skills and knowledge that must be mastered by students in daily communication using Indonesian.

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