

The Use of Learning Media on Writing Skill in Learning Indonesian Language for Foreign Speakers

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ABSTRACT: Media is one of the important aspects that must be considered in supporting the success in learning a language. Writing skill is one of the language skills that must be mastered by someone. Therefore, in learning writing of Indonesian Language for Foreign Speakers (BIPA), it is necessary to have media that can help the teaching and learning process. This article discusses about the use of learning media of writing in learning Indonesian Language for Foreign Speakers (BIPA) at BIPA, Semarang State University. The type of this research was qualitative research with case study approach. This research was conducted for two months, in October – November 2018. The data in this research were obtained through two ways, namely observation and interview. The data sources in this research were objects (the used media) and instructors of BIPA at BIPA, Semarang State University. Based on the research results, learning writing at BIPA, Semarang State University used two types of media, namely visual media and text media. The used visual media were pictures, sketches, and color cards. The used text media were word cards and books. To choose the appropriate media in the learning process, the instructors needed to consider some factors.

KEYWORDS : BIPA, learning media, Indonesian writing, foreign language

I. INTRODUCTION

Language is a need for every human being. Language is used as a communication tool by humans in daily life. At the 11th Indonesian Language Congress, it was discussed about Indonesian language as a strategy development and linguistic diplomacy to achieve the target of Indonesian language becoming an international language by 2045. Indonesian language has been learned in more than 45 countries, such as: United States of America, Thailand, Australia, China, Vietnam, and others. In addition, Indonesian language is a major at universities in various countries, for examples, Moscow State University, Moscow State Institute, Saint Petersburg State University, and others. It is obviously possible to achieve the target of Indonesian language becoming an international language by 2045 because the interest in learning Indonesian language abroad is getting higher.

Therefore, BIPA program in Indonesia is growing. BIPA is a special program held for foreigners to learn Indonesian language. Learning BIPA becomes important along with the increasing interest of foreigners who want to learn Indonesian language.

Learning Indonesian language has four skill aspects, namely reading, listening, speaking, and writing. Writing skill is one of the skills that has a fairly high level of difficulty. On the other hand, writing has many benefits in someone's life. In learning a language, obviously, there are various aspects to be considered. One of the important aspects in learning a language is the use of learning media.

Media is a means to deliver messages, which is in the perspective of teaching and learning process, aims to help to deliver messages to learners in achieving certain learning goals (Naz & Akbar, 2010). The appropriate media will help the learning process. In teaching BIPA, the role of the media is very important to help the learning process. The aim of this research was to describe the media and procedure of its use in learning writing at BIPA, Semarang State University.

II. THEORETICAL REVIEW

1. Indonesian Language as a Second Language and a Foreign Language

There are three language terminologies, namely first language, second language, and foreign language. First language is often called as mother tongue which is the first language used or mastered by someone. This

language is usually learned in the family environment of someone since infancy. When children learn first language, they can build on pre-existing ideas or what must be represented with the language and previous communication ideas (Clark, 2003).

Second language implies that learners are in the environment where the acquired language is spoken. In the research field, the term of language acquisition is the general term including learning foreign languages and investigating humans' ability to learn languages other than the first language they have acquired (Moeller & Catalano, 2015). Meanwhile, foreign language refers to the language that is not used in the place of origin of the learners. Learning foreign language refers to learning non-native language outside the environment where it is usually used.

Indonesian language can be both foreign language and second language for foreign speakers. For many foreigners, Indonesian language is regarded as a foreign language, while Australia categorizes Indonesian language as a second language.

The learners of Indonesian language are usually the people who have mastered the first language from where they come from. They also have mastered other languages before learning Indonesian language. If the foreign speakers learn Indonesian language in Indonesia, the learning situation becomes the learning situation of the second language. On the other hand, if the Indonesian language learning is carried out in the learners' country, the learning situation becomes the learning situation of the foreign language.

The people who join *BIPA* program have a variety of purposes. The purposes are for academic purposes, work, business needs, researches, daily communication, and others. For these various reasons, the people will benefit from learning a second language, including cognitive benefits that can arise from achieving a certain level of skill in learning a second language. Learning other people, cultures, and languages can broaden mind. One of the benefits in learning a second language is to increase culture awareness. Someone learn cultures that exist around the world. By learning other languages, the learners also learn how to respect the members of other cultures.

2. Learning in Writing Indonesian Language

Learning Indonesian language for the foreign speakers can be carried out both formally and informally. Formal learning occurs if it is carried out by an official organizing institution of *BIPA*, both individuals and classics. On the other hand, informal learning can occur anywhere other than through formal institutions. The learners can learn Indonesian language in the Indonesian community environment.

In learning the Indonesian language, there are four skill aspects, namely reading, listening, speaking, and writing. Writing skill is very important and useful for a learner because writing is a must for the learner (Andayani & Pd, 2015). There are many functions of writing in life: communicating something for someone using written media when she/he cannot speak, reading written messages repeatedly to reduce the risk of lack of information, and reading messages in accordance with individual needs (Hasan, Rahman, & Masum, 2016). In the other side, at school or the higher level, writing is very necessary (Rohana, 2015). Without having the ability to put ideas into writing, it will be difficult to go through other skills that must be mastered.

The learners who learn Indonesian language have their own purposes. The instructor has to adjust every learner's need in the teaching process, especially in teaching writing skill. For example, a learner learn Indonesian language for business purposes. The instructor obviously has to adjust the learning in accordance with the learner's want. Writing skill for business purposes is one of the skills that must be had by the workers. Writing skill is needed to convey ideas and concepts correctly (Ranaut, 2018). The instructor must be able to develop the learners' writing skill in the context of business. If the learner's purpose is for academic purposes, like studying in Indonesia, the learner must also focus to develop his writing skill in the academic context.

3. Learning Media

There are various important aspects in learning *BIPA*. One of them is the use of learning media. Media is a communication means and information source. Media will be regarded as a learning media when it deliver messages with instructional purpose (Heinich, Molenda, Russel, & Smaldino, 2005). Media can accustom the learners with real and authentic contexts that are necessary for language learning (Oroujlou, 2012). In addition, media can attract the interest of language learners and accustom them with various forms of language.

There are many media that can be used in the learning process. According to Heinich, Molenda, Russel, & Smaldino (2005), there are six types of media that are used in the learning process, namely text, audio, visual, moving media, manipulative media, and people. The most commonly used media is text. Text is alphanumeric character that can be presented in any format – book, poster, whiteboard, computer screen, and others. Another media that can be used in the learning process is audio. Audio includes anything that can be heard – someone's voice, music, mechanical noise (running the engine), noise, and others. This can be direct or recorded sound. Visual media is regularly used in the learning process. Visual media will bring meaning that can only be explained verbally (Cranny-Francis, 2005), for examples, diagram on the poster, graph in the book, cartoon, and others. Another type of media is moving media. This media is the media that shows movement, including video

recording, animation, and others. Manipulative media is three-dimensional media that can be touched and held by the learners. The last type of media is people. This media is possible in the form of teachers, learners, or subject experts. People are very important to learn. The learners can learn from teachers, other learners, or other adults.

III. METHODOLOGY

This research used qualitative research method with case study approach. Case study research is one of the qualitative research approaches in which the researcher explores the limited system (case) or some limited systems (cases) from time to time through in-depth and detailed data collection involving many information sources (for examples, observation, interview, audiovisual material, document, and report), then the results are reported descriptively (Creswell, 2007).

This research was based on the obtained research object, namely the used media in learning writing for the students of *BIPA* at *BIPA*, Semarang State University. It was conducted for two months in October – November 2018. The data in this research were obtained through two ways, namely observation and interview. The data sources in this research were objects (the used media) and instructors of *BIPA* at *BIPA*, Semarang State University. Instruments in this research were field notes and supported documents. To find out validity of the data in this research, the researcher used triangulation technique. The data analysis technique used by the researcher was qualitative descriptive analysis technique using (1) data tabulation, (2) data reduction, (3) data presentation, and (4) conclusion.

IV. RESULTS AND DISCUSSIONS

There are so many media that can be used in language learning. Not all types of media are suitable to be used as learning media in writing. Selecting learning media is based on identification of appropriate learning content and information that must be accepted by the learners to learn. This analysis is used as the starting point for the process in selecting the appropriate learning media. The media used with the instructional purpose must be able to transmit all information, provide instructional stimulation needed in the learning process, and help the learners to engage in appropriate learning activities. Media is not allowed to obstruct the learners to participate actively in accordance with their needs (Romizowski, 1981).

There are some necessary factors to be considered in selecting learning media of Indonesian Language for Foreign Speakers (*BIPA*): 1) level of condition of *BIPA* learners; 2) taught skills; 3) learned materials; 4) achieved objectives from the learning process; and 5) place of the learning process.

This research results showed that the instructors used learning media in teaching *BIPA*, especially in learning writing. The types of learning media used at *BIPA*, Semarang State University were visual media and text media.

1. Visual Media

The first type of media used in learning writing at Semarang State University (*UNNES*) was visual media. The visual media used in learning writing were pictures, sketches, and color cards. Picture is a very commonly used media in the learning process. The use of this media can be very helpful in learning second language or foreign language. By using pictures, the instructor can explain abstract concepts becoming more real.

One of the factors that is needed to be considered in selecting the appropriate media is what materials will be taught, for example, to learn traditional market and modern market (department store). In Indonesia, these two markets are very commonly found in any region. The instructor showed pictures of each type of market, namely traditional market and modern market, as shown in the following picture.



Fig. 1: The instructor showed pictures of market

The learning objective was to find out the similarities and differences between traditional market and department store so that the instructor had to select the appropriate pictures and the learners could see the similarities and differences clearly. The learners were asked to observe the similarities and differences of those two types of market through the pictures given by the instructor. Then, they were asked to write the similarities and differences of two pictures in their own book. Obviously, the desired answers were not only the differences

between the two pictures literally, but also the concept of the similarities and differences between traditional market and modern market in Indonesia.

This material was taught to the level 3 *BIPA* learners so that they did not only write the answers based on the pictures shown by the instructor. They had their own experiences after visiting traditional markets or modern markets in Indonesia. The answers they write were usually based on their personal experiences during visiting the markets in Indonesia.

Then, as the confirmation form, the instructor asked every learner to read their answers. Before the learners read their answers, the instructor checked their work one by one. This was done so that the instructor knew development of the writing of every learner. Obviously, there were differences between one learner and another learner so that the instructor could really monitor the extent of their development.

Another visual media used by the instructor was sketch. This media was used to learn material about direction in Indonesian language. The sketch used in the learning process was obviously the simple sketch, like the following example.

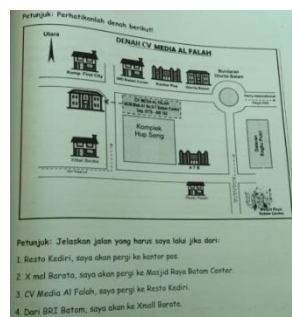


Fig. 2: Sketch

Visual media that was also used in learning writing was color card. The use of the color card aimed to introduce colors in Indonesian language. The use of this media was only as basis of color recognition, then it would be used to learn material of position in Indonesian language. This material was taught to the level 1 *BIPA* learners.

The learners were asked to observe color cards shown by the instructor. They would mention the colors shown by the instructor. If the color mentioned was wrong, the instructor would correct the learners' answer.



Fig. 3: The instructor used color cards in the learning process

After learning names of color in Indonesian language, the learners were asked to learn position in Indonesian language. There are many words or phrases indicating positions in Indonesian language, such as, *di atas*, *di bawah*, *di samping*, *di sebelah kanan*, and others.

Learning activities are carried out by paying attention to the instructor's instructions. The instructor used the objects inside the classroom as tools, for examples, hat, drinking bottle, chair, bag, book, pencil, ballpoint, pencil case, wall, and others. The instructor would put an object that was juxtaposed with other objects. The selected objects obviously had various colors, for example, the green drinking bottle was on the brown chair. The learners were asked to write sentences that indicated colors and position in their book. The objective achieved through this activity was to make the learners recognized various colors and positions in Indonesian language.

Based on the research results, visual media was frequently used in learning writing. Visual media had many roles in the learning process. This was in line with the opinion of Smaldino, Lowther, & Russel (2008). They explained that the roles of visual media in the learning process were: (1) providing concrete reference for ideas, (2) creating abstract ideas becoming concrete, (3) motivating the learners, (4) directing attention, (5) repeating information in different formats, (6) recalling the previous lesson, and (7) reducing learning efforts.

Selecting visual media used in learning writing at *BIPA* classroom, Semarang State University considered several things, like what materials would be taught and learning objectives. That was in accordance with Hackbarth (1996) who stated that a teacher has to select pictures based on learning objectives. Furthermore, Hackbarth argued that to attract attention to a particular book or display, colorful pictures will be very helpful. To influence emotions and attitudes, use photos. To ensure the breadth of knowledge, combine the related materials and visuals. In addition, selecting visual media must be based on how the media will be used. If the learners are given the enough time to use it, the more complicated visual media can be used when the clear and detailed directions are provided. On the other hand, for homework, the media should be more reachable for the learners in accordance with their ability and experience.

2. Text Media

The second type of media used in learning writing was text media in the form of word card and book. The first text media used was word card. Word card is learning media in writing that can be used for various types of learning activities. One of them is to recognize daily activities. The use of word card can be used by various ways, for example, doing a quiz in the classroom. One learner was asked to choose one of the word cards provided by the instructor. Then, she/he demonstrated the word printed on the word card. Another learner was asked to guess the word in writing.

The use of this word card can be used in various ways. Another way to use this word card is, for example, to learn about tourism places in Indonesia. The instructor made word cards related to the tourism places in Indonesia. She/he asked to write down tourism places around the environment written in the word cards, for examples, Gedung Songo Temple, Maerokoco Park, Kota Lama, Lawang Sewu, and others. Every learner was asked to take one word card and write down her/his experience visiting the place. The instructor had to ensure first whether the learner had ever visited the place or not yet so that she/he could write down the story based on her/his own experience. This material was usually not taught at the level 1 *BIPA* classroom, but it was special for the learners who had stayed longer in Indonesia.



Fig. 4: Word card

There are many other ways that can be done using word cards, such as, to introduce specific words, to be a command to write one whole sentence using the word written in the word card, and others.

Another used text media was book. Textbook is very important to be used in the learning process. Obviously, every learner was given a textbook during the learning process of *BIPA*. The instructor could use the texts in the textbook for the learning process. The texts were used in accordance with the instructions written in the textbook. For example, in teaching the material about traditional and modern market, the instructor did not only use pictures to find the differences and similarities of traditional and modern market, but also two texts about shopping experiences in the traditional and modern market. The learners were asked to write about the differences and similarities of the traditional and modern market through the texts in the textbook.

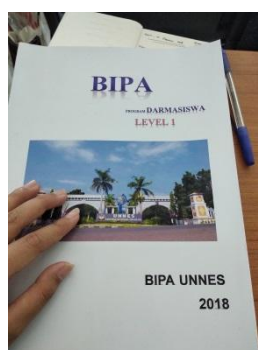


Fig. 5: The *BIPA* Textbook of Level 1

The use of text media at the *BIPA* classroom had been adapted to the learning objectives and helped the learning process. The learners could use the texts in accordance with the instructor's instructions, and it made them easier to find information written in the texts. This was in line with the opinion of Newby, Stepich, Lehman, & Russel (2000). They stated that text is intended to present information. The learners read the text to learn the contents, use it to find something in accordance with the instructions given by the instructor, and write the findings based on the text.

V. CONCLUSION

Based on the research results at the *BIPA* classroom, Semarang State University, the used learning media in writing were visual media and text media. The used visual media were pictures, sketches, and color cards, while the used text media were word cards and books. To select the appropriate learning media, the instructor needed to consider several factors: 1) the level of condition of the *BIPA* learners; 2) the taught skills; 3) the learned materials; 4) the achieved objectives from the learning process; and 5) the place of the learning.

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