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บทคัดย่อ

ประเทศไทยกับประเทศอินโดนีเซียมีความสัมพันธ์อันดีโดยเฉพาะการร่วมมือทางด้านการศึกษาและวัฒนธรรม ประเทศอินโดนีเซียมีความโดดเด่นทางด้านวัฒนธรรมในกลุ่มประเทศอาเซียน อันเนื่องมาจากมีรากฐานความเข้มแข็ง

ทางด้านศาสนาและประชากรที่ร่วมกันอนุรักษ์และสืบสานประเพณีและวัฒนธรรมท้องถิ่น จึงทำให้หลายๆ ประเทศให้ความสนใจต่อประเทศอินโดนีเซีย รวมถึงประเทศไทยในฐานะที่เป็นประเทศเพื่อนบ้านที่ดีกับประเทศอินโดนีเซีย ทำให้มีคนไทยจำนวนไม่น้อยโดยเฉพาะภาคใต้ตอนล่างที่ให้ความสนใจในการเรียนรู้วัฒนธรรมและภาษาอินโดนีเซีย ซึ่งกลุ่มผู้เขียนได้ทำการศึกษาค้นคว้าข้อมูลจากมหาวิทยาลัยและโรงเรียนระดับมัธยมต่างๆ ในภาคใต้ตอนล่างของไทย ซึ่งมีการจัดการเรียนการสอนภาษาอินโดนีเซียให้กับนักเรียนและนักศึกษา หรือการจัดการสอนภาษาอินโดนนีเซียสำหรับคนต่างชาติ (BIPA) ด้วยเหตุนี้กลุ่มผู้เขียนจึงมีความสนใจที่จะศึกษาเชิงสำรวจการจัดการเรียนการสอนและประเมินผลการสอนภาษาอินโดนีเซียในโปรแกรม (BIPA) ดังกล่าว โดยมีหัวข้อดังต่อไปนี้ 1) การเรียนการสอนภาษาอินโดนีเซีย 2) ระบบการสอนภาษาอินโดนีเซีย 3) สื่อการเรียนการสอนภาษาอินโดนีเซีย และ 4) เนื้อหาการเรียนการสอนภาษาอินโดนีเซีย เพื่อรองรับการเติบโตในอนาคตของกลุ่มประเทศอินโดนีเซีย และการขยายตัวทางด้านเศรษฐกิจการท่องเที่ยวในกลุ่มประชาคมอาเซียน

คำสำคัญ: การเรียนการสอน; การประเมินผล; ภาษาอินโดนีเซีย; โปรแกรม BIPA

Evaluation of Indonesian Language Teaching and Learning for BIPA Students in Thailand

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Abstract

Thailand and Indonesia have a good relationship, especially in cooperation in education and culture. Indonesia has a distinctive culture among ASEAN countries. Due to the foundation of religious

strength and population that conserve and preserve local traditions and culture; so as many countries are interested in Indonesia. Including Thailand is a good neighboring country with Indonesia, Causing a small number of Thai people, especially the lower southern region; who are interested in learning Indonesian culture and language. The author conducted survey studies from various universities and high schools in the lower southern part of Thailand. This is teaching Indonesian language for students or the management of Indonesian language for foreigners (BIPA). There are the following topics: 1) Indonesian language teaching 2) Indonesian language teaching system 3) Indonesian language teaching media and 4) Indonesian language teaching content to support the future growth of the Indonesian group and the expansion of tourism economy in the ASEAN community.

Keywords: Teaching; Learning; Evaluation; Indonesian language; BIPA program

1. INTRODUCTION

Indonesian language is born as the unifying device of the nation. Indonesian has been able to bring together various layers of different languages, ethnicities and socio-cultural backgrounds. Indonesian is one of the national identities, and as an inheritance that must be maintained, that is applied, because Indonesian is a whole unifying archipelago. Learning Indonesian is a process for knowing a language. Mastery of the Indonesian language begins with recognizing the rules in the language which ultimately were oriented towards language skills, both receptive and productive. Learning languages is basically learning to communicate. Language learning is done in order to improve the learner's ability to master the language, both of speaking and writing. There are two types of language learning, namely naturalistic and formal. Naturalistic learning takes place in people's lives naturally. The formal learning is learning that is held in the class-room by the teacher to transfer the lessons to students. Thailand is a country that has flared up on the Indochina and the Malay peninsula (in Southeast Asia). In the eastern part of the country, it was bordered with Cambodia and Laos. The western part was connected to the Andaman Sea and Myanmar. While in the southern part of the border is with Malaysia. The country of Thailand consists of 77 provinces, with a population of 66 million. The majority of the population in Thailand is Buddhist. But in the southern part of Thailand in general, the people are Muslims and speak Malay in their daily lives.

The Indonesian language plays an important role in Thailand because Indonesian as the selected language is the communication language of the MEA (Asian Economic Community) of ten countries in

Southeast Asia (Malaysia, Myanmar, Vietnam, Laos, Singapore, Indonesia, Thailand, Cambodia, the Philippines, and Brunei). This is in line with the opinion of Iskandarwassid and Snerdar (2009: 263) that Indonesian language enthusiasts are gradually increasing. Now in several countries such as Korea, Australia, Japan, China, Russia, and Thailand itself have many institutions or universities offer course in the language and culture of Indonesia.

Bilateral relations between Indonesia and Thailand, especially cooperation in the fields of education and culture, made the Indonesian language accepted by Thai people with open arms. Until now, I know that there are approximately of universities in Thailand that open Indonesian language courses, namely Naresuan University, Chulalongkorn University, Mae Fah Luang University, Changmai University, Prince of Songkla University, Pattani Campus, Yala Rajabhat University, Thammasat University, Meajo University and Fatoni Islam University. Learning Indonesian in Thailand still faces many obstacles for students to master Indonesian well because the learning process uses many theories but little practice. Besides, teachers who teach are teachers who are not Indonesian citizens. In general, many graduates are teachers in Indonesia, but not all can to teach effectively.

Therefore, to lighten the image of Indonesia in the eyes of ASEAN and the world, to increase interest in learning Indonesian language abroad and to make Indonesian as a lingua franca in ASEAN, there are several things that must be corrected and pursued through BIPA, namely (1) BIPA teaching system abroad, (2) BIPA learning materials and media, and (3) BIPA teaching objectives.

2. Research Methods

This study used a qualitative approach with descriptive research design. This study only describes the implementation of Indonesia language teaching and learning for foreign speakers (BIPA) in Thailand that is factually actualized based on the knowledge of the author, experience, and facts that exist. The research was conducted intensively, in detail, and deeply into BIPA teaching and learning in Thailand. Research reports are arranged in a narrative and creative manner. The data sources in this study are all sources of information obtained from writers and activists of BIPA as well as documentation items such as the database of learners and instructors, written rules, organizers, and syllabus.

The stages to be carried out in this study are: (1) conducting a careful reading of the object of the research that has been determined, (2) conducting sample selection as the data to be analyzed in this study, (3) conducting additional data collection that supports the research. Data that supports qualitative research include author's knowledge, author's experience, and documentary (library books) that can support this study, (4) conducting careful analysis by interpreting the data that has been selected so that it can improve teaching and BIPA learning in Thailand, and (5) formulating conclusions on the results of the analysis in the study.

3. DISCUSSION

Indonesian Language Teaching and Learning in Thailand.

In the Study of Mapping Indonesian Language Teaching for Foreign Speakers (BIPA) in Asia, said that many things caused foreigners to want to learn Indonesian as a tool to achieve various goals. Rivai

et al. also said that Indonesian is one of the languages in the world that developed rapidly in the 20th century, teaching Indonesian continued to increase abroad. With the development of relations between Indonesia, ASEAN and other countries in various fields, the higher the perceived need for foreigners to learn Indonesian. The same thing currently happening in Thailand is the increase number of BIPA organizers and learners. This can be seen from the number of universities that open the BIPA program with teaching Indonesia Language (Rivai et al, 2010, p.1).

Teaching Indonesian in Thailand is welcomed by education players in Thailand, especially in Higher Education, such as Indonesian as a foreign language choice course at Naresuan University (NU), while there are several universities that have made MOUs with several universities in Indonesia such as program students credibility transfer from Rajabhat Yala University at Malang State University, student credibility transfer program at Thammasat University at Ahamad Dahlan University, and Meajo University credibility student in Northern Thailand at Muhammadiyah Yogyakarta University by attending a semester in Indonesia. This has become one of the elective subjects that many interested in. With the ASEAN Community being targeted to be realized in 2015 Indonesian language began to be seriously studied by Thai students. This proves that Indonesian can be accepted in the Thai region with open arms that are in an open manner, but it must have spread to universities in Thailand and finally, Mae Fah Luang University in the Northern Thailand region.

Although generally Indonesian in Thailand is still in the form of a foreign language elective course, learning Indonesian for diplomatic purposes has shown good progress for the development of

Indonesian in Thailand. The aim of increasing the knowledge of foreigners, especially Thai people, about Indonesian is the first step for Indonesia to improve the image of Indonesia in the eyes of Thailand. Under these conditions, the BIPA learning program and system are directly needed to meet the needs of Thai people to get to know Indonesia and vice versa to prepare themselves in the ASEAN community.

Learning Indonesian in Thailand has been going on since 1999 at Naresuan University (NU) taught by a Thai lecturer Asst. Prof. Siriporn Maneechukate. Meanwhile, in 2011 Indonesian language was revived by NU and other universities the ASEAN Community. There is an increase in Indonesian language selection by undergraduates who choose Indonesian as a foreign language as an elective course. The Indonesian language program, which is BIPA, is conducted in the form of elective courses, namely the minor course and elective course. As in NU, the Indonesian language elective courses can be chosen by all NU students every semester. The Indonesian language curriculum corresponds to the minor curriculum in levels A (basic) and B (advanced). While an Indonesian language course at the Indonesian Fathoni Islamic University is a compulsory subject in the Malay language called Malay-Indo, so students must learn Indonesian with courses set by the University such as Writing, Reading, Indonesian Culture and etc.

Therefore, BIPA learning has an essential role in language development and Indonesian studies abroad because BIPA makes the Indonesian language progress in the international arena. As stated by I Gede Artika (in Purwanti, 2007) that in its position as a national language, the presence of the Indonesian language can be accepted

by all ethnic groups with open arms.

The Indonesian language view for Thai people, when the author asked First year students who were fulfilling Indonesian language courses at Fathoni University, among them they said that Indonesian is easy to learn, and the letters ate in Latin like English so that spelling is not difficult. Also, the sound system has no intonation, and vocabulary and grammar are not difficult. For Thai students, learning Indonesian is not as difficult as learning Thai (Thai) itself, Burmese (Myanmar), Lao (Lao), Khmer (Cambodian), Vietnamese or Tagalog (Filipino). Them are also said to be acknowledged by Thai teachers who teach Indonesian at the Fathoni University. Of course, the BIPA learner's answer refers to the low variety of Indonesian language that is commonly used in oral or utterance. For example, daily conversations such as greetings and farewells, in the market in bargaining, and in conversations that are familiar with peers. This is because the oral varieties of the speakers of the language are prominent. Grammatical elements such as the function of the subject, predicate, and object and the relationship between the functions can sometimes be solved. Therefore, it is said that it is easy to learn the words of Indonesian as an opportunity in an effort to position Indonesian as one of the languages in ASEAN and the world that can bridge the continuity of national life.

A. BIPA Teaching System

The author argues that there have been several obstacles in teaching BIPA, which resulted in a decline in the interest of foreigners to learn Indonesian. According to the author, the problems are required to be addressed, discussed and resolved. For various

reasons, they are basic problems of the teaching systems and teaching materials. In the BIPA Teaching system for language learners, it is the process of mastering a foreign language. This must be realized by the BIPA teachers so that the problems faced by learners of second languages can be dealt with and solved. In mastering the second language, second language learners are faced with the learning process and the language acquisition process. The second language learning process and second language acquisition have a strong impact on learners' language mastery. Teaching encourages learners to be able to learn the rules of language as a basis for communication skills, and this is not easy.

Learning needs at the primary level are broadly to mastered vocabulary, simple expressions, and to be able to convey and request information about daily topics. The form of language that we can give is the basic form of vocabulary, task words, simple conjunctions, simple sentence structures. The type of instruction is to introduce your-self, ask questions about daily activities, ask for directions and places, offer and order, invite and ask for help, tell stories and discuss. At the advanced level, learning needs are more complex. Learners need to master of grammar rules, complex sentence structures, and more complex vocabulary. The goal to be achieved at an advanced level is to develop language skills that are quite high.

The need for master the language by BIPA learners must be known by the BIPA teacher first. This relates to the system and the selected materials that will be taught later, and the expected final results. Therefore, the background of the learner's knowledge of the target language, namely Indonesian, must be known by the teacher.

Some language skills must be trained and mastered by learners so that language classes become more communicative (Littlewood, 198, p. 6), namely:

a. Learners must achieve linguistic potential as high as possible. This can be achieved by developing the skill of "manipulating" the linguistic system towards the use of language to express various purposes.

b. Learners can distinguish linguistic styles to enrich their linguistic competencies with linguistic forms for communication purposes.

c. Learners must develop skills and strategies for using language to create meaning effectively and in concrete situations.

d. Learners must be aware of the social meaning of forms of language so that they can be applied in various social situations.

The BIPA teaching system abroad can use several methods including, using direct means, translation methods, audio-lingual methods, and communicative approach methods. The direct method is a method that is learned through direct association between words and phrases with objects and actions (gestures) without mother tongue intervention. The translation method is a method that translates the target language into learner language. This method will be very difficult if BIPA students come from various countries and cannot speak English, or the instructors cannot speak their language. An audio-lingual method is a teaching method with a system of developing four aspects of language skills naturally, and this method can be done in advanced learning. Lastly, the communication approach method is to teach language to act as a communication

tool (Fachrurrozi & Mahyuddin, 2011).

BIPA learning in Thailand teachers are satisfied and tend to use direct methods and methods of communication approaches in teaching. The direct method developed by Berlitz and Jespersen in the 19th century, which requires seriousness in listening, interpreting, and speaking. Indonesian is learned through the direct association between words and phrases with objects and actions (gestures) without Thai language intervention. The method is, of course, the author adjusts to the learning media. For the basic learning level, the writer strengthens the communication approach method focusing on oral communication to practice the ability to use the vocabulary learned in listening and speaking activities.

B. Media in BIPA Learning

Learning media that can be used in various forms. Media are various types of components as an introduction to information from the message source to the recipient of the message. The three functions of learning media are 1) Clarifying the presentation of information. 2) Overcoming limitations of space, time and sense power. 3) Overcoming the passive nature of learning that arouses learning motivation and creates excitement in education (Dede, C., Whitehouse, P., & Brown-L'Bahy, T., 2002).

There are a number of learning media methods that can be used by overseas teachers including, 1) graphic media, 2) audio media, 3) audio-visual media, 4) simulation games, and 5) the surrounding environment. Graphic media are all graphical media that are mainly used in vocabulary learning, speech, grammar, and writing. Graphic media can be in the form of photos, sketches, floor plans,

caricatures, maps/globe, posters, magazines, or newspapers, and others (Sadiman, 1990). Media games and simulations are the media used to be played or demonstrated. They are mainly used for vocabulary learning and speaking such as cards, traditional clothes, and traditional dishes. Media audio is a media that is delivered by being heard, which is mainly utilized for listening to teaching vocabulary, speaking, and writing. The materials can record your teaching voice and short and light songs. Media audiovisual is a media that can be seen and played. The materials provide primarily in listening, reading, vocabulary, and speaking, such as recording television broadcasts in Indonesia in live streaming, and they can be via YouTube, such as advertisement.

Furthermore, the surrounding environment media in the form of everything that is around the students in the form of natural conditions, buildings, events, which can be given for teaching speech, listening, vocabulary, reading and writing can be applied by bringing students out of the room such as the park, library and office.

Direct methods and communication, the media that is often used is visual media and game and simulation media. For the initial stage, introduce Indonesia with maps, posters or pictures of cultures about traditional clothing, traditional houses, traditional Indonesian instruments, traditional Indonesian dance, and musical instruments. They are visual media to show that Indonesian cultures can be incorporated into BIPA teaching materials. As for the next stage, the author uses a simulation game media with traditional games. For author, teaching BIPA with learning media in learning activities helps in achieving the maximum BIPA teaching goals.

C. Content in BIPA Learning

Teaching materials or material in BIPA learning become one of the keys to successful learning. Teaching materials are an essential part of learning. The preparation of suitable teaching materials is a must for teachers. In BIPA learning, the content must be directed and mature. Management of materials in BIPA learning is not easy. It is significant to understand the needs and proportions that must be given to learning as needed. The materials interpreted as “anything that is used by teachers or to facilitate the learning of language (Tomlinson via Kusmiatun, 2016, p. 57).

In large terms, BIPA learning material is divided into three types, namely: language skills, language, and culture. The materials for language skills are manifested in the form of dialogues. Language materials are manifested in the form of vocabulary, expressions, and grammar, while cultural materials contain information about the cultures that exist in both Indonesia and Thailand, as well as both regional culture and national culture. Materials for language skills, including speaking, listening, reading, and writing skills, are trained in the subject matter of Teaching materials or materials in BIPA learning to become one of the keys for successful learning. Teaching materials are important parts of learning. Preparation of good teaching materials is a must for teachers. In BIPA learning, the material must be directed and mature. The management of BIPA learning material is not easy because it is necessary to understand the needs and proportions that must be given to learning as needed. The materials are interpreted as "anything that is used by teachers" (Tomlinson via Kusmiatun, 2016, p. 57).

Learning materials are range from simple to complex ones.

Dialogue materials, vocabulary and expressions, and cultural notes are graded using extension techniques. Grammatical materials are classified in accordance with techniques: (1) simple to complex, (2) general to special, and (3) regular to deviant. The materials are arranged with a descriptive model. The development of description model materials includes grammar, listening, speaking, reading, writing, and culture. The learning material settings of BIPA use differentiated, paired, inductive, and integrative models.

4. CONCLUSION

The teaching and learning of Indonesian language in Thailand was received with increasing interest and acceptance among the university groups as mentioned above. BIPA teaching systems and materials that attract BIPA learners abroad can be adjusted to the objectives of BIPA teaching through activities related to Indonesian culture such as intensive traditional with games, materials, media and picture. Besides, Indonesian can have the opportunity to be used as lingua franca in ASEAN with several thoughts, namely, the ease of learning spoken Indonesian which is not as tricky as learning other languages in ASEAN countries such as Thai.

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