

**LAPORAN PENELITIAN KERJASAMA INTERNASIONAL PROGRAM STUDI**



Judul:

**DEVELOPING A CULTURE BASED INDONESIAN LANGUAGE FOR OTHERS  
SPEAKERS (BIPA) TEXTBOOK FOR ACADEMIC PURPOSE  
(A COLLABORATIVE RESEARCH BETWEEN YOGYAKARTA STATE  
UNIVERSITY AND YALA RAJABATH UNIVERSITY)**

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**LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT  
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**DEVELOPING A CULTURE BASED INDONESIAN LANGUAGE FOR  
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*(A Collaborative Research between Yogyakarta State University and  
Yala Rajabath University)*

***Abstract***

Indonesian language was predicted to be an international language since long time ago. In the present time, this dream is almost to be a reality. Since language and culture could not be learned and taught separately in order to be meaningful, a learning material based on culture should be developed and validated. This study developed a culture based textbook for academic purpose using a model of teaching language and culture (Byram,1991) . This model includes language knowledge, language awareness, culture awareness, and culture experience. A R&D was employed for that purpose. The first step (need assessment) concerning the need to develop culture based textbook was done in the previous study (Zuchdi and Nurhadi, 2019), while the level of students language competence and their cultural interest was done in the beginning of this study. This study was the development of an intercultural based textbook through these following procedures: defining objectives, identifying culture topics, developing materials and media of instruction, content layout and graphic design, internal and external review, try out, product validation , and developing final draft. Based on the survey, the majority of respondents were in level 3 and 4 of Indonesian language competence, so this textbook was developed for that levels. Because of the covid 19 pandemy, the validation was still a small scale try out using a quasy experiment method in one university, while the large scale try out will be conducted in the following study. The respondents were BIPA students of Ahmad Dahlan University in Yogyakarta. The data was collected using pretest and posttest and instructor reflection, and then analyzed by t-test. The result about the effctiveness of the *Culture Based Learning Indonesian Language for Academic Purpose Texbook* developed in this study was indicated by the signifant differences between pretest and posttest mean score (t value=....). The findings supports Byram's teaching model (1991), Guirdham's theory (2005), and Liddicoat, Papademetre, Scarino, & Kohler research findings via Liddicoat 2004.

**Keywords:** *culture based, textbook, Indonesian language, foreign speaker*

## CHAPTER I INTRODUCTION

### **A. Background of The Research**

Indonesian language is originally developed from Malay language. The national language of some Asian countries are also developed from Malay language, those countries include Malaysia, Singapore, Filipina, Thailand, and Brunei Darussalam. In fact, Indonesian/Malay is the fourth most spoken language in the world. People in South Thailand are also using Malay language as lingua franca and media of education in some schools. That is why Indonesian language was predicted to be an international language along time ago.

In the present time, this dream is almost to be a reality. In the 7th-9th of April 2020 Indonesian Professor Council/Board Forum (Forum Dewan Guru Besar Indonesia) purposed to held an International Seminar Using Indonesia Language in Pekanbaru, RiauIndonesia, . The main speakers were supposed to be from Indonesia, Malaysia, South Korea, Brunei Darussalam, Thailand, and Germany. The main topic that proposed meeting was to bring Indonesian into an international language. Unfortunately the very important conference should be canceled because of the covid 19 pandemy.

The Indonesian language learning program for foreign speakers (BIPA) is one of the national strategic steps to improve the function of Indonesian language into an international language in a gradual, systematic and sustainable way as stated in Law No. 24 of 2009, article 44 paragraph 1. This aim is supported by the Government Regulation Number 57 of 2014 article 11 (1.b) that the development of Indonesian language is carried out to improve the function of Indonesian language into an international language. In the House of Representatives Commission X meeting, the Minister of Education and Culture also stated that preparing Indonesian language to be the lingua franca in Southeast Asia becomes one of the national goals (<https://en.tempo.co/read/1310171>).

In Indonesia, there are approximately no less than 45 institutions that have taught Indonesian Language for foreign speakers (BIPA), in both universities and nonformal education institutions. Meanwhile, BIPA has been taught in around 36 countries in the world with no less than 130 institutions, consisting of universities, foreign cultural centers, Indonesian Embassy,

and language centers (<https://www.kemdikbud.go.id>). Thailand has become one of the countries which has many institutions that teach BIPA.

This development is in line with the development of the BIPA students' interests who have different purposes in learning BIPA, one of them is BIPA for academic purposes. The teaching materials for BIPA for academic purposes is urgently needed by foreign learners. Material is an important instructional part for BIPA teaching. in line with PP No. 57 of 2014, article 20 (1), the foreign students must have Indonesian language skills according to the required standards. However, mastering Indonesian in general is not enough for BIPA students who have academic purposes.

Unfortunately, the rise of BIPA for academic purposes is not in line with the availability of teaching materials. Some BIPA for academic purposes institutions have not prepared teaching materials that are suitable for the needs of the learners. Even if there is teaching material, cultural elements have not become the basis of the material yet. In fact, culture and language learning can not be separated. Guirdham (2005:46) said that *"Culture is about 'shared meanings'. Meanings are produced and exchanged through language, which is the medium through which we "make sense" of things. Meaning can only be shared through language."* Since a language cannot be learned and touch separately from culture in order to be meaningful, a learning material based on culture should be developed and validated. The previous study found that the existed programs in five universities in Yogyakarta were not fully based on culture in some aspect, including learning material and the teaching model (Zuchdi and Nurhadi, 2019). Therefore, developing a culture-based BIPA textbook is very useful to fulfill the needs of students. Indonesian society is basically multicultural, some of the cultural objects such as Borobudur Temple , Comodo Area, Saman Dance were decided by UNESCO as international heritages. So learning Indonesian language integrated into culture will be more interesting and meaningful.

## **B. Formulation of The Problem**

Based on the background of the study stated above, this study was focused on the development of a culture based BIPA (Learning Indonesian for Foreign Speaker) textbook for academic purpose. The problems of this study were formulated as follows.

1. What is the level of spoken and written Indonesian language needed by foreign students in university?
2. What cultural aspects are interesting for foreign students
3. How to develop a culture based BIPA (Learning Indonesian for Foreign Speaker) textbook for academic purpose?
4. What is the effectiveness of the BIPA textbook for academic purpose?

### **C. Research Objectives**

There are three objectives of the research that will be achieved in two stages. The research objectives of this study are:

1. to describe the competence level of spoken language (speaking and listening) and written language (reading and writing) and also the interesting culture aspects required by BIPA for academic purposes students,
2. to develop a BIPA culture-based textbook for academic purposes, and
3. to find out the effectiveness of the BIPA culture-based textbook for academic purposes.

### **D. Research Urgency**

Conducting research about the development of BIPA culture-based learning materials for academic purposes is important in terms of two aspects, theory and practice. Theoretically, this research supports the Indonesian language to be promoted to become an international language as the research product will be very useful for Asian countries that teach Indonesian language, especially its multicultural content. Practically, this research is important for BIPA for academic purposes learners, instructors, and agencies. The product of the research will be able to help BIPA for academic purposes learners in learning Indonesian according to their needs and goals with cultural elements that are closely embedded. The result of this study is also advantageous for BIPA instructors and managers as the culture-based BIPA textbook for academic purposes can support the teaching and learning of BIPA for academic purposes in their institutions.

## **E. Product Specification**

This product of this research is in the form of a culture-based Indonesian language teaching material for academic purpose for foreign learners. This study was designed to produce teaching materials in the form of a workbook with the following specifications.

1. A culture based textbook using various interesting topics about Indonesian culture: arts, food, clothes, craft, healthy, tourism, agriculture, education, religion, and gender.
2. A model of developing four essential competencies of culture based foreign language teaching and learning: language skills, language awareness, culture awareness, and culture experience.
3. Integrating four language skills (listening, speaking, reading, writing), vocabulary, and structure, suitable for foreign students who want to study in Indonesian universities.
4. Focusing on the development of Indonesian language competencies for university students, such as scientific papers writing, discussion, and presentation.
5. This textbook is enriched by various interesting videos and photos about Indonesian culture as learning resources.
6. This textbook is designed for level 3-4 (medium level) students of Indonesian language for academic purposes.

## **F. Output of Research**

The outputs of this research are as follows:

1. Scientific articles that will be published in scopus/its equivalent indexed international journals
2. A Culture Based Learning Indonesian for Foreign Speaker textbook with ISBN and HAKI.
3. Scientific articles that will be presented in international conference

## CHAPTER II

### LITERATURE REVIEW

#### **A. Globalization and the Need for Intercultural Space**

Becoming a global citizen is not only a need, but also a must to be able to perform well in this era. Education, including language education has a responsibility to equip young people with skills to live well in the global world, to be a responsible global citizen. Indonesian Language Education for Foreign Speakers also takes this responsibility. Many scholars assert that the teaching of knowledge, skills and understandings to challenge social injustices and inequity, actively engage in peace building and cooperation to resolve conflict, respect and value diversity, commit to sustainable development and concern for the environment, and acknowledge globalisation and the interdependence of political, social, economic and cultural issues are essential for the development of responsible global citizenship. (Oxfam in Bradley 2012)

Being a global citizen goes beyond simply knowing that we are citizens of the globe to an acknowledgement of our responsibilities both to each other and to the Earth itself. Global Citizenship is about understanding the need to tackle injustice and inequality, and having the desire and ability to work actively to do so. Each teacher consciously or unconsciously shapes students' knowledge, skills and attitudes (Fien, 2003). Arneil argues that global citizenship is rooted in two basic principles: "social rights", where we are focusing on improving the rights and lives of the world's poorest and worst off, and "shared fate" where the focus is on illuminating the links between north, south east and west and the interdependence of extreme poverty, civil wars and terrorism (Arneil, 2007 in Bradley 2012).

In this global and multicultural world, teaching to work together and understand each other is important. Liddicoat et al (2004) argue that intercultural language teaching (ILT) becomes more and more important, as it has goals to educate language learners to develop the ability to create multiple 'third place', as they learn to interact with otherness. What he means by third place is a comfortable, unbounded space which intercultural communicators create as they interact with each other, in their attempt to bridge the gap between cultural differences. The



traditional view that language teaching is just teaching reading, speaking, listening and writing has been considered insufficient.

According to Rodriques via Nguyen (2017), culture has a prominent role in language teaching with the goal of promoting communicative competence for learners. He further maintains that language competence and culture are intimately and dynamically connected. His statement is supported by Ommaggio and Hadley via Nguyen (2017) who states that the ability to communicate in a certain language requires knowledge of seeing, explaining and acting properly in accordance with the culture associated with the language.

## **B. Intercultural Language Teaching and Learning**

While the notion that teaching language cannot be separated from teaching culture has been increasingly understood, Gonen and Saglam via Tran and Sirinthon (2014) point out that “teachers in different classrooms in different parts of the world still ignore the importance of teaching culture as a part of language study”. Furthermore they also report that those who have accepted to the notion practice differently and hold different principles. In this research, intercultural language learning as a classroom process focuses around five broad principles (Liddicoat, Papademetre, Scarino, & Kohler 2003 via Liddicoat 2004).

1. **Active construction:** the principle that learners need to create their own knowledge about the culture as part of the development of a personal perspective on both their own culture and the culture they are learning. This means that learner’s themselves need to be equipped with the necessary abilities to notice differences, reflect on the nature and impact of these and develop personal solutions to intercultural issues. The role of the teacher in active construction is to allow difference to noticed, explored and reflected on rather than presenting the culture as a complete and now body of information.
2. **Making connections:** in intercultural language learning, students are encouraged to make their own connections between their existing culture, language and knowledge and the new stimuli they meet in the classroom. In order to do this it is important to foster a comparative perspective in which the new is compared to and contrasted with what is already known. This also means that the first culture(s) of the learners needs to be given a place in learning about other cultures.
3. **Social interaction:** culture is learned and explored through communication with others. Social interaction allows the learner to experience difference during communication, the

share perceptions and to discuss and try out possible responses. Moreover, social interaction emphasises the idea that language is learnt for communication.

4. Reflection: a key part of the process of intercultural language learning is having the opportunity to reflect on experiences of difference. Student need to respond positively or negatively to the culture they are experiencing and have opportunities to acknowledge the impact that the new knowledge has on their understanding themselves and the other. They also need to reflect on the consequences of choices about their communicative behaviour in the light of their new knowledge.

Finally, students learn that they have a responsibility for successful communication in all of their languages and for developing a perspective which values other languages, cultures and people.

The above principles need to be supported by the position of the learners in the intercultural understanding. In this case, Dema and Moeller (2012) suggest that:

1. Students should demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
2. Students should demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

and to apply the above tasks teachers should put the students in the center of learning and apply what so called inquiry based approach.

### **C. The Nature of Textbook in Language Learning**

The stability of textbook existence remain stable and even empower this current time. A number of reasons are believed supporting the condition such as textbook ability in accommodating the needs and provides the most convenient of well-structured the teaching-learning system (Hutchinson & Torres, 1994). The other reasons that textbook becomes the primary teaching resources are because it does not only give model language usage but also mediate the interaction between teachers, students and materials. A textbook becomes part of the instructional material which can represent the curriculum. In line with the previous scholars, to some extent, Setyono & Widodo (2019: 4) explained that textbooks can be used as the implementation of a new curriculum. Teachers can adjust the teaching materials and utilize them using the provided textbook. They even added that the standard values can be integrated on

textbook since it can contain collections of selected and different texts. As a consequent, when a subject becomes a compulsory, textbook is commonly found its proliferation as teaching materials.

Other different views which tend to be more critical about textbook in language teaching derived from Woo & Simmons (2008). They claimed that textbook has strategic position because it can support the teaching and learning process and persuade the readers how they should teach and learn the language. Add to this, they convinced that textbook is not only a cram prepackaged of materials but also theory driven which are ready to serve by the author. With the previous ideas in mind, practically speaking a textbook is a sequences of guided activities done for the teaching and learning process. Although generally, textbooks are perceived as the collection of subject knowledge, however, they are also the source of social norms and cultural values as well as the ideologies. Furthermore, through textbook, language socialization can be employed through various contexts (Curdt-Christiansen, 2017). Therefore, it can be understood that textbook is not only provide the cornerstone for knowledge transmission but also as the literacy education, enculturation, and socialization. Those are believed to be the significant point of textbook in language education context. Taking the important roles in teaching and learning resources.

#### **D. The Roles of Textbook in Language Learning**

To support all the previous scholars proposing their view about textbook, Hutchinson & Torres (1994: 315) explained the roles of textbook in language learning with more comprehensive explanation. According to them, textbooks can help to improve the educational change through some ways: (1) learner training vehicle for teacher, (2) providing “support and relief” from confusing of looking for appropriate materials; (3) facilitating students’ imagination through the pictures used, and (4) psychological support they give to teachers. Furthermore, realizing the important of textbook in teaching and learning process, it is convinced that textbook can be a complementary and mutually beneficial aspects of professional development.

In addition, a textbook based on the students’ perspective according to Morgan & Cain (2000) are used as the preparation of the packaged culture to learn. Students will be trained to

understand and taking an action based on the frame of the topic received. Ideologically speaking, textbooks can also support values to the students in respecting and appreciating their cultural diversity. In addition, the roles of textbook based on teacher's perspective are different. Menkabu A., Harwood N. (2014) explained that those believed textbook can be used as a guidance while other see it as the constraint or tedium. Therefore, as a consequence, there are some ways in adapting textbooks to the students' needs and to answer the teachers' pedagogical preferences and priorities.

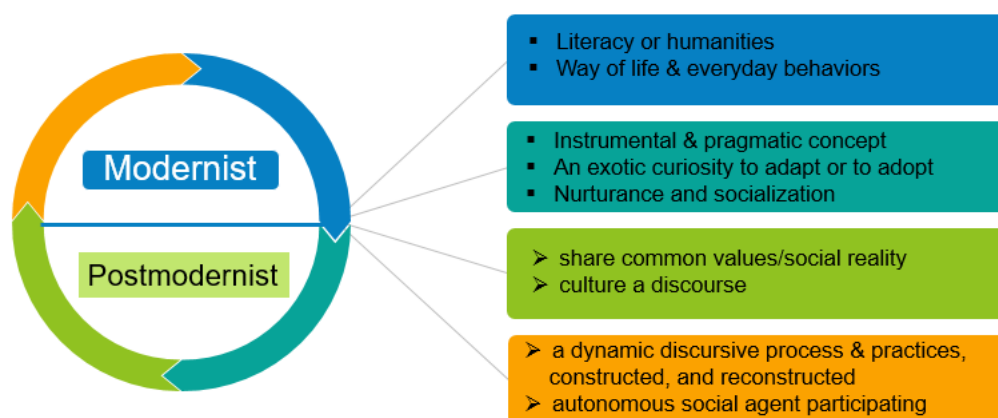
Although textbook has potentially role the teaching and learning, yet teachers still have to be in the higher position as they are the ones who can send the content of the textbook and the one who will guide the students to understand the content of the textbook. Drawing on this, some scholars such as Morgan & Cain (2000) as inspired by Swan (1991: 33) expressed the disagreement when much focus are put on the textbook authority or when the textbook held the prime position, and as the dominant framework in which the teacher must follow. Hutchinson & Torres, (1994) expressed it to be overarching structure and standard.

### **E. Culture in Language Learning and Textbooks**

Terminologically, culture can be defined as set of practices, codes and values that mark a particular nation or group (Richards & Schmidt, 2010). Furthermore, in education context particularly in foreign language learning, culture is integrated into some teaching aspects such as material or learning activities. Some scholars determined it as culturally relevant instruction referring to the practice of teaching language by considering the learners' beliefs, norms, and values. From this definition then we can perceive that culture is like a living thing embedded to the learners as part of the society. Culture than can be understood as a non-static thing but it is a dynamic.

Realizing the important of culture in foreign language learning, inspired by Lam (2009) and Pennycook (2010), Kramsch (2017) conceived the relation of culture and language into four categories: (1) as language of interest in or identification with culture, (2) as language of aspiration with a multinational culture of modernity, progress and prosperity, (3) as language of communication with a global culture of entrepreneurial and cosmopolitan individuals, and (4) culture as a hybrid forms of English as language of diaspora, travel, worldliness, resistance or

entertainment. Furthermore, in term of perceiving culture in language learning, Kramersch (2013: 64) postulated two different ways which are based on the disciplinary and intellectual orientation. The first is modernist and the second is postmodernist. How the two models of perceiving the culture in language teaching are presented into the following chart.



Culture in language learning (Kramersch, 2013: 64)

Another postulate of culture in language teaching and learning is proposed by Derwin (2012). He proposed the reconceptualization of culture and identity. From his perspective, culture is not only seen as the object discussed in teaching materials but also the representation of the society. The attribute supporting cultural identity are a set of qualities posed by society. Acting as cultural beings including the ethnicity. Another postulate of this notion derived from Chen (2006: 12) who stated that cultural identity can comprise some concept such as personal, sexual, national, social, and ethnic identities.

Some different views about culture are interesting to discuss. Therefore the discussion of the extent to which culture will be involved in the instructional materials such as textbook and students' workbook need to be carefully decided. Having discussed the culture from some perspectives and various field, then it can be re-postulated that culture in the textbook become the second aspects after the language itself. Even language and culture have the same position yet they have different roles and function. One of the easy ways to represent and declare the idea

of culture position in language learning is by borrowing Byram & Phipps' idea (2002), it is about a context and culture. The context is a complex concept of culture which pragmatically associated with a language being learnt by the students. In line with this idea then, to discuss about culture represented in textbook, Holme's idea (2002) can be adapted. It is about: (1) giving a combination when language teacher will bring culture into their teaching including to represent it in the textbook. (2) The communicative view (cultural content as marginal to successful language learning). (3) The classical curriculum view (treat language and culture as being acquired in dynamic interaction, with one being essential to the full understanding of the other). (4) The instrumental or culture-free-language view (that language and culture actually shape and interpret each other). (5) The deconstructionist view (shape and interpenetrate each other in accordance with the theory of relativistic about language and meaning). (5) The competence view (the cognitivist interest in how the conceptual structures that underlie abstract and, hence, grammatical meaning may be culturally constructed).

Based on the entirely discussion, then it can be drawn that culture can be taught through teaching and learning process by using a textbook. At this time, the culture can be shared into generation to generation. Likewise, in Indonesia context, the Indonesian ideology such as (1) religiosity, (2) humanism, (3) pluralism, (4) democracy and (5) social justice can integrated into textbook (Setyono & Widodo, 2019).

## **F. The Previous Studies on Developing Indonesia Language Textbooks**

There are a number of studies investigated Indonesia language, culture, and/or developing textbooks from some various perspectives such as policy, genre, history, politics, and teaching and learning system. Most those previous studies have shown their main focus of interest at the direct objects for instance language, culture, and textbooks. Unfortunately, how foreign speakers of Indonesian language use and learn textbook developed based on culture are scantily exposed and insufficiently portrayed.

Although some areas of interest reflected either conceptual or empirical studies, yet most of the researchers did not intensively discuss how the foreign speakers use the textbook. To

begin with, Murtianis, Andayani & Rohmadi (2019) investigated the problem faced by foreign Indonesia speakers for some reasons:

Nurlina, Andayani, Winarni, & Slamet (2018) who developed Javanese culture only focused on the instructional materials development by using cultural aspects as an intermediary. The cultures which are integrated in the textbook however only focus on Javanese cultures with the hope to help the foreign speakers to know some cultural points. Although they integrated culture such as transportation, food and drinks, arts, clothes, and ancient temples in Java in their textbook but they did not explain how those components learned by the textbook users.

The almost similar research with this current study is from Nurlina, Andayani, Winarni, & Slamet (2018). They explored the issue of TISOL (Teaching Indonesian to Speakers of other Languages) and culture. The exploration of language and culture is used to know the condition of Indonesian teachers who were justified unready on their teaching including the way to provide the material based on the local culture values. They recommended that in designing learning materials, the textbook designers should consider how the local or Indonesian people's perspective. Likewise, Saddhono (2016) also did his inquiry about searching the correlation between the development of teaching materials with a basis of Javanese culture and studying BIPA. He claimed that the two things need to be undertaken. Indonesian people have to be ready in facing the competitiveness toward the global demand. As consequent, keeping Indonesia language with its cultural diversity are must be undertaken. Underwent in BIPA program which was held by 12 universities and institutions in Indonesia, He proposed the following points: improving culture for teaching and learning Indonesia language and support students to develop their language skills.

Different with the previous research, Firdaus (2013) discussed the development of Indonesian language studies in Australia. Through the interdisciplinary approach, he explored the issues of politicians, policymakers, lobbyists, academics and parents' role on Asian language education in contemporary. He suggested the Indonesian language teachers to improve and broaden their frame of reference to improve the academic quality. The most important point which has been explore by him is strengthening the Indonesia language teachers to improve their quality and rejected the common belief of low quality of Indonesia language teachers as described on the body of his study “ ... language educators occupy middle or lower academic

ranks ... usually, language educators occupy middle or lower academic ranks ...”(Firdaus, 2013: 27).

Although what has been investigated by Firdaus (2013) does not directly relate to this current study, but the substance of that study and even his strong voice can trigger us to achieve the perfection of the Indonesia language teaching and learning. In this respect, the culture-based textbook development we have developed can answer his inquiry. To some extent, Woo & Simmons (2008) also highlighted the images of textbook development in Afghanistan by paving with good intentions. Extensively, they convinced that what the textbook designers need to do is improving the capacity development. By implementing Paulo Freire’s pedagogical strategy particularly on the understanding the concrete images of life ambiguities, dilemmas, and limitations in international education, they argued that genuine capacity development should be completed by critical scrutiny, assumptions, perspectives, and histories of all the actors to outline practical recommendations emerging from the critical analysis.

However, in general less work has focused on developing culture-based textbook for foreign speakers. Whereas, it is necessary to conduct the culture-based Indonesia language textbook which emphasized on supporting the popularity of Indonesian cultural values in the international level. The entirely previous studies in integration of culture have primarily focused on exploration for different aspects or variables. However, this current study aims to fill the lacuna by developing a culture based Indonesian language textbook for foreign speakers. In addition, this idea also comes to respond the popularity of Indonesia language users that significantly increase as well as to answer Firdaus's (2013) finding on his inquiry.

Realizing the dynamics and high demand of textbook usage, and the support from some scholars about culture in language teaching, thus we consider those points in developing the Indonesia language textbooks. Another consideration that we have to figure out is the respond of Indonesia language which has recently become well recognized by international speakers. This condition is open the possibilities of the real challenges due to the foreign speakers have some different cultural background. From both wide angled and narrow angled perspective, in developing the cultural-based Indonesia language textbook, either conceptual and empirical consideration are taken into account in this study. When that goal will be achieved then when teaching Indonesia language, a teacher will not only teach the language itself but also the Indonesian values included in the culture. Finally the students will fully understand not only the Indonesia language but also the cultural diversity possessed by Indonesia.



## CHAPTER III

### METHODS

#### A. Research Design

This study is categorized as Research and development (R & D) designed with two stages that consist of (1) product development and (2) product implementation. The development of textbook is based on culture for academic purpose using a model of teaching language and culture (Byram, 1991). This model includes language knowledge, language awareness, culture awareness, and culture experience.

This research refers to the design of ADDIE development which includes five stages, those are **A**nalysis, **D**esign, **D**evelopment, **I**mplementation, and **E**valuation (Mulyatiningsih, 2011: 183-186).

Figure 1. Research & Development Stages and Activities

Development Stages	Activities
Analysis	Identify and analyze the need for focusing problems and product content appropriately.
Design	Designing a concept of product that will be developed as well as related instruments. This stage includes: making concept maps of the contents of the book, making basic competencies in each book unit, looking for supporting materials that are appropriate for the contents of the book based on culture and academic goal.
Development	Developing products in the form of textbooks based on culture (revied by internal and external reviewer) and instruments for testing the product
Implementation	Implementing the product that has been developed in BIPA teaching and learning with academic objectives to test its effectiveness
Evaluation	Final stage revision based on data obtained during implementation.

## **B. Research Procedure**

This study is conducted in 8 months. Need assessment concerning culture based textbook was done in the previous study (Zuchdi and Nurhadi, 2018), while the level of Indonesian language competence of university foreign students and their interesting culture was in the beginning of this study by online survey during the beginning period of covid 19 pandemy. The next step was the development of a culture based textbook, by three faculty members and two graduate students. The third phase, the textbook was validated through a pretest-posttest experimental research design in the University of Ahmad Dahlan in Yogyakarta.

## **C. Data Collection Techniques**

The data during need assessment was gathered using questionair while the data in the try out of the product was collected using: objective test, performance test, and instructor reflection of the texbook after doing an experiment for try out, concerning the language level, the content structure (language skills, language awareness, culture awareness, and culture experience) of the texbook and the students interest. The respondents were foreign students taking Indonesian language for academic purpose program.

## **D. Data Analysis Technique**

The quantative data was analyzed by categorizing the pretest and posttest score into three categories: Low, Medium, and High to find the significant increase of pretest and post test score.

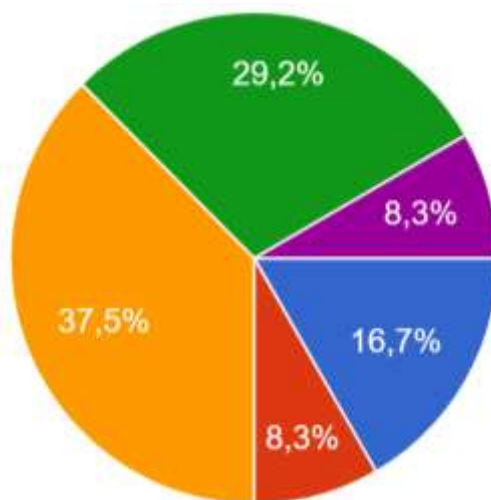
## CHAPTER IV RESEARCH FINDINGS

The findings of this study are presented in two part. Part one is the description about the level of respondents Indonesian language competence and their interest toward Indonesian culture, while the second part is about the culture based teaching and learning Indonesian for foreign speaker for academic purpose, as the product of this R &D.

### A. The Level of Indonesian Language Competence

A survey concerning the Indonesian language competence was done to find the difficulties and the level of competence appropriate to foreign students in learning Indonesian for academic purpose, and the interesting aspects of Indonesia on culture based on their opinion. The respondents were 24 foreign students from some countries taking master program in Yogyakarta State University. They are originally from Burundi, China, Gambia, Cambodia, Rwanda, Thailand, Vietnam, and Laos. The program they are taking are undergraduate or S1 (62,5%). and master program or S2 (37,5 %). The length of studying Indonesian language are varied among one year to 48 month, both in their own country and in Indonesia.

The levels of competence in Indonesian language are presented in figure 1 and describe in detail in table 1..



**Figure I. Pie Diagram of Indonesian Language Competence Level**

**Table I. The Level of Indonesian Language Competence**

Level	Indicator	Frequence	Percentage
5	Understand spoken and written Indonesia and be able to communicate in Indonesian fluently with accurate meaning as native speaker	2	8,3%
4	Understand long and complicated written texts in a specific field and express an idea spontaneously and fluently	7	29,2%
3	Understand spoken language and written text both in concrete and abstract topics for many purposes and to interact for a specific purpose in detail.	9	37,5%
2	Understand simple spoken language and written text and to interact for limited purpose	4	18,75
1	Understand simple spoken language for eveyday life and to speak in a simple conversation	2	8,3%
<b>Total</b>		<b>24</b>	<b>100%</b>

The table indicates that the highest percentages of the respondents are in the third and fourth level (66,7 %). That is why the culture based BIPA textbook was developed for academic purposed for that level of competence (level 3-4).

Then, the difficulties found by foreign students in the university are as follows:

- a. The difficulties frequently found by the students in participating in a lecture are: questioning to the instructor (25,3%), understanding tasks delivered by the instructor (29,5%), and understanding the instructor's vocabulary (45,2%). The respondents report that these difficulties comes from the habit of some instructors to insert Javanese or English words during giving lectures. Besides, some students are not having self confidence and willingness to try expressing their ideas.
- b. The difficulties the student found in doing a discussion are: making a conclusion (22,5%), understanding peer idea (27,5%), and expressing a certain opinion (50%). Expressing a certain idea is the most difficult one for the students because of a limited

vocabulary they have, a limited structure they master to make a sentence, and the inability to understand the topic of the discussion.

- c. The difficulties the student found in doing an oral presentation covers some aspects, those are in making grammatical sentences (10 %), expressing a complete idea (27,5%), and in selecting appropriate words (62,5%).
- d. The most difficult one for the students in writing a paper or a journal article is in making a paragraph with a clear idea (58,3%). Another difficulty is in making grammatical sentences and in selecting appropriate words (41,7%).

#### 2a. The Knowledge about Indonesian Culture

The knowledge of respondents about Indonesian culture can be described as follows. It is limited on the system of public school.

The levels of schooling in Indonesia are almost the same as that in their countries: elementary, secondary, and high school. However, the length of study in each level is different. While in Indonesia the duration is 6-3-3 years for elementary, secondary, and high school, in some countries the durations are 7-4-4 years. The number of students in every class are around 40-450 students, it is bigger than in Indonesia. In Indonesia, the number of students in every class in elementary, secondary, and high school should not be more than 30 students. The numbers of subjects in elementary, secondary, and high school in the respondents' original countries are 3-10, 9-15, and 6-15 for elementary, secondary, and high school respectively, while in Indonesia the numbers of subjects are around 6, 12, and 12 for elementary, secondary and high school.

#### 2b. The Interest toward Indonesian Culture

The data about the interest toward Indonesian culture are presented in table 2.

**Tabel 2. Interest toward Indonesian Culture** (Respondents can choose more than one option)  
t

No.	Aspect of Indonesian Culture	Kind of Cultural Aspect	Responden Preference (the third highest)
1.	House of Worship known or attended	Mosque Church Temple	70,8% 45,8% 37,5%
2.	Indonesian Arts interested in	Tradisional Dance Gamelan Wayang	79,2% 58,3% 37,5%
3.	Indonesian Food liked the most	Sate Bakso Gado-Gado	62,5% 41,7% 25%
4.	Indonesia Dress liked the most	Batik Sarung Songket Kebaya	100% 20,8% 25%
5.	Tourist Object attended frequently	Beach Mountain Forest	91,7% 83,3% 62,5%
6.	Tradision Ceremony attended frequently	Wedding Ceremony Idul Fitri Ceremony Sekaten	58,3% 54,2% 33,3%

The table presents that the highest preference of respondent concerning: (1) the house of worship was to mosque; (2) the Indonesian art was to traditional dance; (3) the Indonesian food was to sate; (4) the Indonesian dress was to batik; (5) the Indonesian tourist object was to beac; and (6); the traditional ceremony in Indonesia was to wedding ceremony. Based of this survey, the six cultural aspects of Indonesian culteur were included as the units of the texbook developed in this study.

## B. The Product

1. Tryout Result
2. The Pretest Result

There are 12 students participated in the experiment, 6 students are from Cina and 6 students are from Korea. The length of studying Indonesian language both in their original country and in Indonesia are presented in table 3.

**Table 3. The Length of Study**

N	Name	Length of Study	
		In Cina	In Indonesia
1.	Liu Sian ...	18 months	14 months
2.	Tan Jungnin	18 months	14 months
3.	Huang Guipei	24 months	12 months
4.	Huang Jingqi	24 months	14 months
5.	Nong Zhun Zhen	24 monts	14 months
6.	Yangsidei	24 months	15 months
		In Korea	In Indonesia
7.	Lee Hien	12 months	12 months
8.	Seo Jeong Kim	12 months	11 months
9.	Oh Eun Hee	12 months	24 months
10.	Jo Ui Jin	6 months	8 months
11.	Lee Dong Jun	6 months	9 months
12.	Lee Hyein	6 months	8 months

China students have studied Indonesia Language (IL) longer than Korea students. Four China students have studied IL in their own country for two years and in Indonesia more than one year while the other two students learn more than one year in their own country and more than one year in Indonesia. A half of Korean students have studied Indonesiain in their own country for then one year and in Indonesia are arround one year and half of

them is a half of year in their own country while in Indonesia is less than one year. The length of study Indonesian language may have an effect on their Indonesian competence.

### 3. Pre test Score

No	Name	Length of Study		Scores	Time Allocation
		In Cina	In Indonesia		
1.	Liu Sian ...	18 months	14 months	82,5	25 minutes
2.	Tan Jungnin	18 months	14 months	75	24 minutes
3.	Huang Gupei	24 months	12 months	62,5	30 minutes
4	Huang Jingqi	24 months	14 months	57,5	35 minutes
5	Nong Zhun Zhen	24 months	14 months	27,5	25 minutes
6	Yangside	24 months	15 months	30	28 minutes

No	Name	Length of Study		Score	Time Allocation
		In Korea	In Indonesia		
7	Lee Hien	12 months	12 months	90	30 minutes
8	Seo Jeong Kim	12 months	11 months	55	20 minutes
9	Oh Eun Hee	12 months	24 months	30	30 minutes
10	Jo Ui Jin	6 months	8 months	85	30 minutes
11	Lee Dong Jun	6 months	9 months	15	25 minutes
12	Lee Hyein	6 months	8 months	30	27 minutes
Total score				640	
Mean score				53,3	

Minimum score 0

Maximum score 90



Minimum score 0

Maximum score 90

Score category: 0-30 Low

31-60 Medium

61-90 High

The pretest result shows that there are 5 students in low category, 2 students in medium category, and 5 students in high category.

#### 4. Post test score

No	Name	Length of Study		Score	Time Allocation
		In Cina	In Indonesia		
1.	Liu Sian ...	18 months	14 months	65	13 minutes
2.	Tan Jungnin	18 months	14 months	65	30 minutes
3.	Huang Guipei	24 months	12 months	60	25
4	Huang Jingqi	24 months	14 months	60	30
5	Nong Zhun Zhen	24 months	14 months	65	13
6	Yangside	24 months	15 months	65	36

No	Name	Length of Study		Score	Time Allocation
		In Korea	In Indonesia		
7	Lee Hien	12 months	12 months	70	30 minutes
8	Seo Jeong Kim	12 months	11 months	55	25 minutes
9	Oh Eun Hee	12 months	24 months	70	14 minutes
10	Jo Ui Jin	6 months	8 months	65	28 minutes
11	Lee Dong Jun	6 months	9 months	70	14 minutes
12	Lee Hyein	6 months	8 months	70	30 minutes
Total score				780	
Mean score				65	

Minimum score 0

Maximum score 70

Score category: 0-22 Low

23-46 Medium

48-70 High

The posttest results shows that all of the raspondents (12 students) are in high category.

It can be cocluded that the Indonesian language skills of the students increases significantly by using the *Culture Basad Indonesian Language Learning for Academic Purpose* as a media of instruction.

### **C. DISCUSSION OF PRODUCT DEVELOPMENT**

#### **CULTURE BASED INDONESIAN LANGUAGE TEXTBOOK FOR FOREIGN SPEAKERS FOR ACADEMIC PURPOSE**

This Culture-Based Indonesian Language Textbook was written as a textbook for *BIPA* 3 and *BIPA* 4. This book was written based on the results of the needs analysis of foreign students when studying in Indonesian educational institutions. This book also contains some contents from various cultures in Indonesia. Culture-Based Indonesian Language Textbook *BIPA* 3 and 4 consist of ten units with the following topics.

1. Indonesian Art
2. Indonesian Food
3. Indonesia Clothing
4. Indonesian Crafts
5. Indonesian Health
6. Indonesian Tourism
7. Agriculture in Indonesia
8. Education in Indonesia
9. Religious Activities in Indonesia
10. Gender Equality in Indonesia

The number of pages of the textbook is 137 pages. Every unit presents a consistent section. The section consists of Indonesian language skills, knowledge of Indonesian language, and Indonesian culture. Here are the detail information.

1. Language skills
  - a. Speaking

- b. Listening
  - c. Reading
  - d. Writing
2. Language awareness
  3. Cultural awareness
  4. Cultural experiences

The first part is language skills containing some materials and language learning activities to develop students' speaking, listening, reading, and writing skills. Activities in each unit varies, for example, Unit 2 which is about Indonesian Food provides language skills starting from reading, listening, speaking and writing. Different from the previous Unit, Unit 3 starts the activities by reading, writing, listening and speaking. The activities in language skills also vary. Starting from reading texts, having dialogue, simple interviews, listening to audio or video, writing sentences, and writing text. This activity is also supported by several practices. In addition, certain words are presented to increase student vocabulary.

The second part is language awareness which contains of Indonesian grammar. The materials presented in this unit of the textbook consist of phrases, prefix, tenses, affix, imperative sentences, single sentences, compound sentences, compound and complex sentences, conjunctions, coordinative conjunctions, subordinate conjunctions, affixes; and active voice. This material is equipped with various exercises such as finding affix words in the text that have been read, making sentences from affix words, and identifying types of sentences. With these materials and exercises students can comprehensively understand the grammar.

The third part is cultural awareness relating to various cultures in Indonesia. Culture is presented according to the topic of the unit. In this section, students are asked to look for differences or similarities between Indonesian culture and their culture. This contrasting cultural activity is used as a method of approaching Indonesian culture with culture in the student's country. That strategy will help students to easily understand because they have already understand the cultural background. The topics chosen in this cultural awareness consist of traditional dances, special foods, special clothes, handicrafts, public health, *Gamplong* studio as

the tourist destinations, organic plants, systems of education, college enrolment systems, Islamic boarding schools education institutions, and the phenomenon of gender equality.

The fourth part is cultural experiences. The purpose of this sub-unit is to make students get direct experiences related to the topics discussed. The activity in this subunit is to visit places related to the topic directly. For instance, the activities carried out in Unit 7 is for Agriculture in Indonesia by conducting tours to agricultural or plantation areas. Students must do interviews with officers regarding how to plant and care for plants in the garden. Another example in Unit 2 is for Indonesian Food and how to make a videos about cooking Indonesian food. In this subunit, students are asked to visit, observe, and carry out activities such as interviews to understand Indonesian culture. Therefore, students get direct experience related to culture in Indonesia.

Having done the first stage of textbook development, the team conducted an internal validation test. The research team conducted a cross-review of the results of the development, and made several changes according to the revised findings and the results of the discussion.

Furthermore, external validity with external reviewers were done. External reviewers of this product development were Dr. Gatut Susanto, M.M., M.Pd. (State University of Malang) and Drs. Suharsono, M.Hum. (Gadjah Mada University) who is an expert, activist, and lecturer of *BIPA* expertise. The validation aspect consists of the feasibility of the material and the feasibility of the presentation. The validation results showed that the textbook is suitable for being used as suggested revisions. The following is a summary of the textbook validation from the two experts:

No.	Aspect	Score		Mean Score
		Reviewer 1	Reviewer 2	
Appropriateness of material description and target level / competency				
1.	The presented material is accordance to the level of the learner ( <i>BIPA</i> 3 and <i>BIPA</i> 4)	4	5	4,5
2.	The uniformity between competence and learning material.	4	4	4
3.	The accuracy of cultural information in each	5	5	5

	chapter.			
4.	The presented material iscomprehensive.	5	5	5
5.	The presented material is coherent.	4	5	4,5
6.	The uniformity of the examples presented with the content of the material.	5	5	5
7.	Emphasizing on the important points in the material.	5	5	5
8.	The presented material is accordance with the learning objectives.	4	5	4,5
9.	The accuracy of illustrations and resources.	5	5	5
Cultural Aspects				
10.	The culture served in the textbook vary.	5	5	5
11.	The culture served is according to the topic.	5	5	5
12.	The culture served is interesting.	5	5	5
Language				
13.	The cultural reference are accurate.	5	5	5
14.	Accuracy of spelling.	4	4	4
15.	The correctness of the term.	4	5	4,5
16.	Use of communicative language.	5	5	5

No.	Aspect	Score		Meaen Score
		Reviewer 1	Reviewer 2	
<b>Presentation</b>				
1.	Intelligibility of learning instruction in each chapter.	4	4	4

2.	The conciseness of material presentation	5	5	5
3.	Consistency	5	5	5
4.	The distinctness of the concept map in each chapter	5	3	4
5.	Module identity	5	5	5
6.	Foreword	4	4	4
7.	Table of contents	5	5	5
8.	Cover every Chapter	5	5	5
9.	Bibliography	5	5	5
Completeness				
10.	Module size according to ISO A4 standard	5	5	5
11.	Appropriate use of cover images for modules and covers for each chapter	5	5	5
12.	Outer cover design	4	5	4,5
Graphical Design				
13.	Text Readability	5	5	5
14.	The attractiveness of the image	5	5	5
15.	The uniformity of the fonts	4	5	4,5
16.	The regularity of page design and the font.	5	5	5

The scoring system is 1-5 scale with the following description.

1 = Very inappropriate / very bad

2 = Not suitable / not good

3 = Sufficiently suitable / good enough

4 = fit / good

5 = Very suitable / very good

The results of the external reviewer validation achieved 4 and 5. In general, all aspects are appropriate / good and very good / very good in categories. The overall results show that this textbook is suitable. Here are some notes regarding the textbook shortages.

ASPECT	REVIEWER 1	REVIEWER 2	SUGGESTIONS
MATERIALS	There are some errors in spelling, writing affixes, prepositions, and how to use punctuation marks.	There are competencies that are not comprehensively discussed in the material, for example about seven job opportunities for bachelor of public health (Unit 5), expressing opinions through online oral and written about tourism (Unit 6), compiled a list of questions For the interview (Unit 7).	Complete the materials or activities in order in meet the formulation of competencies in the unit.
	Indonesia language used in BIPA teaching materials should be adapted to the academic of Indonesia	There is a misspelling related to (a) writing numbers (Write 3 paragraphs □ three paragraphs, writing	

ASPECT	REVIEWER 1	REVIEWER 2	SUGGESTIONS
	language.	<p>affixes, and examples of words and sentences</p> <p>In the description that should be printed.</p>	
	<p>Indonesian cultural materials in the topic of tourism and education need to be more concrete.</p>	<p>Inconsistent writing of grammatical on Language Awareness: Such as entitled, there is, all capitalized, there is who does not</p>	
	<p>Language awareness materials containing Indonesian grammar should be harmonized with listening and reading.</p> <p>Unit two is a poor example because in the reading there is no word formation with the affix, but in the language awareness material it is discussed different.</p>	<p>There are sufficient writing errors annoying, namely (a) ternrlis subtitle topic me (l () - kan, but there is no discussion about the above affixes, (b) the last sentence on. the most motivated dialogue of doctors and patients (There is a missing</p>	



ASPECT	REVIEWER 1	REVIEWER 2	SUGGESTIONS
		<p>part).</p> <p>The speaking activity in Unit 7 is in the form of dialog practice based on dialog text available ft.89) is lacking challenging for Level 4 and less encourage learners to produce his/her own speech.</p>	<p>Better to be geared towards activities Speak 4 for example, learners are asked to discuss how they compile a list of questions for interview (competency in Unit 7 this has not been specifically discussed).</p>
PRESENTATION	It should be given clear receptive and productive ability parameters in the learning objectives in each lesson unit to show the level of proficiency in BIPA 3 and BIPA 4.	Formulation of learning objectives (competence) in each unit, especially listened, had no difference specifically the level of proficiency to be achieved except only different themes are listened to, for example	Add specific formulas or descriptions to differentiate the level of listening proficiency in the different units.

ASPECT	REVIEWER 1	REVIEWER 2	SUGGESTIONS
		Units 4, 5, 6, and 8.	
		Concept maps don't always exist at every Unit / chapter.	It is necessary to make a concept map Consistent on each unit if the author wants a concept map.
		Some things stated in the preface need to be revised.	

In addition to the material and presentation aspects, the development team also conducted a graphic design validation test. Following are the results of the graphic design validation.

#### The result of Graphical Design

BOOK	REVIEW RESULT	REVISION PROCESS
Cover	<ol style="list-style-type: none"> <li>1. The image of the puppet is dragged forward to the bottom therefore this section is removed then the picture of the batik woman looks more dominant and imperfect.</li> <li>2. Cropping techniques must be done carefully so as not to damage the proportions and important parts of the object. In this photo, the head of the batik maker is cut off.</li> </ol>	✓

<b>BOOK</b>	<b><i>REVIEW RESULT</i></b>	<b>REVISION PROCESS</b>
	<ol style="list-style-type: none"> <li>3. You can look for a darker <i>gatotkaca</i> puppet image to display a dominant and artistic effect.</li> <li>4. The font size needs to be slightly reduced so that the sides of the text are not too crowded and full. However, it must be ensured that it remains dominant compared to other texts</li> </ol>	
<b>Unit 2</b>	<ol style="list-style-type: none"> <li>1. Position the text at least 1 cm from the right margin of the paper</li> <li>2. The black block is made even / symmetrical with the left side of the food photo underneath.</li> <li>3. Square block with red color is very dominant visually, it can be softened by bending the vertical lines. So the line is made slightly curved like a flag flying.</li> <li>4. Other notes about the color block can be seen in the previous unit cover notes</li> <li>5. The font size for the FOOD IN INDONESIA text is slightly enlarged from the text of UNIT 2</li> <li>6. The block color on the header is made older than the contents column (p. 14)</li> <li>7. 7.Wide and empty white blocks can be sweetened by adding a gray drop shadow effect (p. 16)</li> <li>8. The block color on the header is made older than the contents column (p. 19)</li> </ol>	✓
<b>Unit 3</b>	<ol style="list-style-type: none"> <li>1. The cover comments are the same as the previous unit</li> <li>2. Text center right left and top bottom (p. 29)</li> </ol>	✓

<b>BOOK</b>	<b><i>REVIEW RESULT</i></b>	<b>REVISION PROCESS</b>
<b>Unit 4</b>	<ol style="list-style-type: none"> <li>1. The cover comments are the same as the previous unit.</li> <li>2. Change the font color in to white for better contrast.</li> <li>3. The color of the blocks is not in harmony with the colors in the photo of the craft object. Can be changed to terracotta or light blue color.</li> <li>4. Placement of interesting picture / photo captions. The technique can also be applied to annotate images on page 31. (p. 32)</li> <li>5. Writing image source description text should be horizontal rather than vertical. (p. 34)</li> <li>6. Position can be below or to the right of the image (flat below the photo). (p. 34)</li> <li>7. Photo caption text is left aligned. (p. 35)</li> </ol>	✓
<b>Unit 5</b>	The cover comments are the same as the previous unit.	✓
<b>Unit 6</b>	The cover comments are the same as the previous unit.	✓
<b>Unit 7</b>	<ol style="list-style-type: none"> <li>1. The cover comments are the same as the previous unit.</li> <li>2. Add outer glow or shadow with soft colors (p.70)</li> </ol>	✓
<b>Unit 8</b>	The cover comments are the same as the previous unit.	✓
<b>Unit 9</b>	<ol style="list-style-type: none"> <li>1. The cover comments are the same as the previous unit.</li> <li>2. The description of the source of the image should be in a horizontal format instead of vertical. Position text can be placed under IMAGE. (p. 92).</li> </ol>	✓
<b>Unit 10</b>	<ol style="list-style-type: none"> <li>1. The cover comments are the same as the previous unit.</li> <li>2. Images should be given an image caption. (p.107).</li> <li>3. The block color on the header is given a darker gradient. (p. 110)</li> <li>4. The white box should be given a soft shadow effect. (p. 112)</li> </ol>	✓

All the results of the graphic design review have been used to improve the *BIPA* Culture Based tetxbook.

These notes serve as guidelines for the textbook development team to improve the product. Generally, textbook improvements were made on the aspects of spelling errors, consistency of using formal sentences, and display design. After the revision is completed, the development team conducts a final review to fix the final product of the book. The review results show that the book has been revised according to external reviewers and is ready to be tested. Thus, the textbook Learning Indonesian Language Based on Culture Books Level BIPA 3 and BIPA 4 are ready for use by students. Following are the results of the analysis of Strengths, Weakness, Opportunities, Threats (SWOT), a culture-based Indonesian Language Learning Book Book Level BIPA 3 and BIPA 4.

<i>Strengths</i>	<i>Weakness</i>	<i>Opportunities</i>	<i>Threats</i>
Learning materials contains of specific Indonesian culture.	It is difficult to find a culture from other country that is close / similar / almost the same with Indonesian culture.	Various Indonesian cultures are interesting to introduce to foreign students in BIPA class.	The use of BIPA textbooks is interactive that students can actively interact.
The reading material in the form of audio and video is presented using a <i>barcode</i> in whcih it is making students easier to access the learning material link.	It is difficult to find video or audio that is common resource and according to the topic of the unit on Youtube.	Foreign students are more interested in various Indonesian cultural traditions.	BIPA learning for foreign students is conducted by blended learning, so it requires a special strategy that sometimes does not relevant to the activities in the tetx book.

<i>Strengths</i>	<i>Weakness</i>	<i>Opportunities</i>	<i>Threats</i>
The exercises in each subunit are presented in various ways.		The cultural similarity toward one of the country to another makes it easier for students to learn Indonesian culture.	
Students can directly do exercises in workbook.		Culture-based <i>BIPA</i> books are still rarely used.	
Material and tasks are arranged based on four language skills.			
Students have a direct experience toward culture from every unit.			

#### **D. Discussion**

The finding of this study support Byran model of teaching teaching integrated language and culture (Zuchdi and Nurhadi, 2019). Four essential ways to make students actively engage designe in this model, mainly language skills, language awareness, culture awareness, and culture experiences make it possible for the students to feel happy in the process of learning, as a very importan factor to make an instruction to be effective. The instructor reflection after doing

an experiment during try out of the textbook developed in thi study can be seen as a testimony. She expressed her experience like this:

It is also in parallel with Liddicoat (2004) opinion in Intercultural Language Teaching Principles and Morgan & Cain (2000) in Foreign Languge and Culture Learning. They states that language and culture can not be learned seperately in order to be effective and meaningfull. The culture based textbook as the product of this research also meet to Nurlina, Andayani, Winarni, and Slamet (2018) suggestion to improve culture for teaching and learning Indonesia language in order to support students to develop their language skills.

## CHAPTER V CONCLUSION

Three conclusions can be drawn from this research findings and discussion.

1. A textbook developed in this research entitled *Culture Based Indonesian Language Learning for Foreign Speaker for Academic Purpose* is suitable for level 3-4 Indonesian language competence of university students.
2. The Byram's model of teaching language and culture with 4 elements: language skills, language awareness, cultural awareness and culture experience can improve significantly language competence of the students.
3. The cultural aspects in language learning material makes students have more interest in mastering foreign language skills.



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**APPENDIXES**