

Literature Review on Strategies for Improving Indonesian Language Skills for Foreign Speakers

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Abstract

Strategies to improve Indonesian language skills for foreign speakers can be implemented through various effective and innovative learning approaches. This research aims to identify and analyze the effective strategy for enhancing Indonesian language skills for Foreign Speakers (BIPA) through the Systematic Literature Review (SLR) method. SLR is chosen to identify, evaluate, and interpret all relevant studies. The researcher utilizes the Google Scholar database as the main source to collect relevant literature from 2020 to 2024. The review results show that a combination of communicative approaches, the use of technological media, project-based learning, and direct interaction with native speakers are effective strategies for developing Indonesian language skills for foreign speakers. These findings are expected to contribute to developing more effective and efficient BIPA programs.

Keywords: BIPA, language skills, foreign speakers, literature review

Abstrak

Strategi peningkatan skill bahasa Indonesia bagi penutur asing dapat dilakukan melalui berbagai pendekatan pembelajaran yang efektif dan inovatif. Penelitian ini bertujuan untuk mengidentifikasi dan menganalisis berbagai strategi yang efektif dalam meningkatkan keterampilan Bahasa Indonesia bagi Penutur Asing (BIPA) melalui metode Sistemik Literature

review (SLR). SLR dipilih untuk mengidentifikasi, mengevaluasi, dan menginterpretasikan semua penelitian yang relevan. Peneliti memanfaatkan database Google Scholar sebagai sumber utama untuk mengumpulkan literatur yang relevan dari tahun 2020 sampai dengan 2024. Hasil kajian literatur menunjukkan bahwa kombinasi antara pendekatan komunikatif, penggunaan media teknologi, pembelajaran berbasis proyek, dan interaksi langsung dengan penutur asli merupakan strategi yang efektif dalam mengembangkan kemampuan berbahasa Indonesia bagi penutur asing. Temuan ini diharapkan dapat memberikan kontribusi bagi pengembangan program BIPA yang lebih efektif dan efisien.

Kata kunci: BIPA, keterampilan bahasa, penutur asing, kajian literatur

INTRODUCTION

Indonesian, as the national and official language of the Republic of Indonesia, plays a significant role in various aspects of society. As the unifying language for over 270 million people, Indonesian is crucial in daily communication, education, government, and media. Additionally, it serves as a symbol of national identity, reflecting the cultural diversity of Indonesia. On a global scale, Indonesians are increasingly attracting international attention, especially in the current era of globalization. The growth of international relations in economics, education, politics, and tourism has heightened the need to learn Indonesian.

The Indonesian Language for Foreign Speakers (BIPA) program emerged to address this need, aiming to teach Indonesian language skills to foreign speakers from diverse cultural and linguistic backgrounds. BIPA is designed to provide a comprehensive understanding of Indonesian, including grammar, vocabulary, and communication skills (Solikhah, I., & Budiharso, T., 2020; Tiawati, R. L., et.al., 2022; Putri, N. A., Tiawati, R. L., & Dwinitia, S., 2023). However, learning Indonesian language for foreign speakers presents challenges. Differences in language structure, phonetic systems, morphology, and syntax between Indonesian and the learners' native languages often pose significant obstacles. Moreover, cultural differences affect how foreign speakers understand and use Indonesian in appropriate social contexts. For instance, foreign learners might struggle with idioms, cultural expressions, and communication etiquette unique to Indonesian culture (Tiawati, R. L., et.al., 2024; Ratnadewi, D., 2020).

Some sources say that the BIPA program not only provides Indonesian language learning, but also functions as a tool for cultural diplomacy. Therefore, an integrated learning concept through textbooks is needed, so that students can understand Indonesian society and culture more deeply and comprehensively

(Sari, R., & Cahyani, D. D, 2020; Solikhah, I., & Budiharso, T., 2020). This integrated learning concept must of course cover various aspects of Indonesian culture, such as customs, traditions, history, and social values. Thus, BIPA textbooks not only teach language skills, but also introduce the cultural context in which the language is used. This approach is expected to help foreign learners overcome difficulties in understanding idioms, cultural expressions, and communication ethics that are unique to Indonesian culture.

Various learning strategies have been developed and implemented in the BIPA program to overcome these challenges. Communicative approaches, educational technology, project-based learning, and direct interaction with native speakers are some of the strategies tested and evaluated in various studies. For example, the communicative approach emphasizes the importance of using the language in real-life communication contexts, helping foreign speakers adapt more quickly and use Indonesian naturally. The use of technology, such as language learning apps and e-learning platforms, has opened new opportunities for more flexible and interactive learning. Project-based learning, on the other hand, engages foreign speakers in practical tasks that enhance their language skills through hands-on experience.

This study aims to analyze the various strategies implemented in the BIPA program across different educational institutions. Previous studies and relevant scholarly articles are examined using a literature review method to identify effective strategies for improving Indonesian language skills among foreign speakers. A literature review allows researchers to collect, analyze, and synthesize information from various sources, providing a deeper and more comprehensive understanding of the researched topic.

Previous research indicates that combining communicative approaches with educational technology can enhance students' motivation and engagement in learning Indonesian. For example, a study by Agustiani, M., Ningsih, S., & Muris, A. A. (2021) found that mobile-based language learning apps can significantly improve foreign speakers' vocabulary and grammar skills. Meanwhile, research by Haryadi, R. N., Utarinda, D., Poetri, M. S., & Sunarsi, D. (2023) highlights the importance of direct interaction with native speakers in enhancing speaking and listening abilities.

It is hoped that the findings of this study can offer concrete insights and recommendations for the development of more effective and efficient BIPA programs in the future. By identifying successful strategies, educational institutions can design BIPA programs that better meet the needs of foreign speakers, enabling them to master Indonesian more effectively and swiftly. Furthermore, the findings from this research can contribute to the development of theory and practice in second language teaching, particularly in teaching the Indonesian language for foreign speakers.

RESEARCH METHOD

The research methodology employs a literature review approach to identify and analyze various strategies implemented in the Indonesian Language for Foreign Speakers (BIPA) program across different educational institutions. This approach was chosen as it allows researchers to collect, review, and synthesize information from various relevant scientific sources, thus providing a comprehensive overview of effective strategies for enhancing Indonesian language skills among foreign speakers (Atmazaki, A., et.al., 2023; Ichsan, I., & Ali, A., 2020).

The data collection process in this study involves several steps: (1) identifying literature sources, including scholarly journal articles, books, conference proceedings, and research reports related to the teaching of Indonesian to foreign speakers. The primary database used for finding these articles is Google Scholar; (2) establishing criteria for literature selection, which includes selecting articles published within the last five years to ensure relevance and currency, focusing on studies that concentrate on Indonesian language learning strategies for foreign speakers, and choosing articles published in indexed and scientifically recognized journals; and (3) screening the articles obtained by evaluating their titles and abstracts to assess their relevance to the research topic. Articles that meet the criteria are then read in full to ensure the information they contain aligns with the research objectives.

The data analysis process in this study involves the following steps:

- a. Coding: The selected articles are analyzed using coding techniques. Each learning strategy identified in the literature is assigned a specific code to facilitate grouping and analysis.
- b. Categorization: The identified strategies are grouped into larger categories based on similar characteristics or approaches used. For example, strategies involving technology will be grouped, as will project-based strategies or communicative approaches.
- c. Synthesis: Information from various sources is synthesized to identify common patterns, consistent findings, as well as differences or contradictions among the studies. This synthesis will provide a comprehensive understanding of effective strategies for teaching Indonesian language for foreign speakers.

RESULT AND DISCUSSION

To provide a comprehensive understanding of the current strategies employed in teaching Indonesian to foreign speakers, this literature review examines and synthesizes findings from relevant studies conducted over the past five years. By analyzing recent research, this review aims to identify effective methods and

approaches that have been validated through empirical evidence, offering valuable insights for enhancing Indonesian language proficiency among non-native speakers. The research results can be seen in Table 1.

Table 1. Research to enhance Indonesian language proficiency skills

No	Author/ Research Title	General Description	Research Result
1	Yulianeta, Y., & Amandangi, D. P. (2021). "Learning to Write Descriptive Texts Based on Batik Culture of BIPA Students at the Indonesian Embassy in London".	Learning Indonesian Language for Foreign Speakers (BIPA) is carried out at the same time as introducing students to culture. The author focuses on the study of writing skills, especially in writing descriptive texts. Learning to write is based on Indonesian culture, especially batik culture. This research was conducted using quantitative methods during approximately the period October 2019.	BIPA students' ability to write descriptive text shows positive results with five writing steps, namely the pre-writing, writing, revising, editing and publishing stages. Descriptive text is used as an alternative approach in learning to write for BIPA because it makes it easier for students to learn vocabulary and culture.
2	Putri, K. E. (2017) "Application of the local wisdom-based picture word inductive model in learning to write descriptive texts for BIPA students (Doctoral dissertation, Universitas Pendidikan Indonesia)".	The aim of this research is to obtain an overview of the ability profile in learning to write descriptive text by applying an inductive picture word model based on local wisdom. The research method used is a single subject method with an A-B-A design. The model used in learning to write descriptions for BIPA students is the picture word inductive model.	This shows that the inductive model of picture words based on local wisdom is proven to be able to improve BIPA students' ability to write descriptions.
3	Junaidi, F., Suwandi, S., Saddhono, K., Wardan, N. E., Dwi Saputra, A.,	This research aims to determine the needs of foreign learners in learning Indonesian. This research uses a qualitative approach. This data was obtained	Foreign students hope to be able to use Indonesian dominantly in BIPA learning, discover a variety of learning methods and resources,

	& Ramdhani, J. (2022) Learning" BIPA" through Folktales: Need Analysis of Foreign Students in Indonesia.	through distributing offline questionnaires, online questionnaires, and conducting interviews.	access innovative media that involves various folk tales, and meet many new friends from various countries. Several informants also thought that Indonesian was unique and easy to learn using folklore. They show interest in learning through folklore.
4	Sari, R., & Cahyani, D. D. (2020). Development of BIPA Textbook as a Facility to Improve Active Communication for Novice Learners.	The availability of BIPA textbooks is still limited, especially BIPA guidebooks for active and interesting communication, especially for beginner learners, which is a major obstacle in learning. In line with learner demands, it is necessary to update textbooks that are more practical and communicative. This research is a development of research by adopting a research approach from Borg & Gall (1983), where the data obtained will be analyzed numerically and descriptively analytically.	The results of this research highlight the importance of continuous evaluation and development of BIPA teaching materials, especially in terms of vocabulary enrichment in order to improve and improve Indonesian language learning for foreign students.
5	Yuwana, S., & Sodik, S. (2023) Designing Digital Student Workbook to Enhance Oral Communication Skills in Learning Indonesian Language for Foreign Students (BIPA).	This research aims to design a modular teaching module, systematically in the context of BIPA (Indonesian Language for Foreign Speakers), including appropriate teaching materials. Methodology: This research adopts a modular approach based on the ADDIE model	The application of the five stages of the ADDIE analysis, design, development, implementation, and evaluation model that has been applied proves that the designed digital student workbooks have obtained positive results from both students and BIPA learners. In addition, validation from experts also shows an excellent impression.

6	Fatmawati, I. (2023, November) Learning Language Skills Using "Tanean Lanjhang" Technique for BIPA Students at the Beginning Level. In <i>International Conference on Language, Literature, and Cultural Education</i>	The implementation of the five stages of the ADDIE analysis, design, development, implementation and evaluation model that has been implemented proves that the digital student workbook that was designed obtained positive results from BIPA students and learners. Apart from that, validation from experts also shows a very good impression.	Development in the form of culture-based teaching materials for writing, speaking, reading and listening. The material presented is about 1) the architecture of Tanean Lanjhang by mentioning its parts, 2) the function of each part of Tanean Lanjhang, and 3) the nuclear family and extended family who live in Tanean Lanjhang
7	Perdani, Y. D., Nadelia, F., & Sumartono, R. P. (2022, October). Enhancing BIPA students' listening ability through the implementation of the audiobook e-learning media.	This research aims to determine the application of audiobook e-learning media in the BIPA-Indonesian for Foreign Speakers-Xiangzhu class to improve students' Indonesian listening skills. As stages of the research procedure, qualitative methods and the ADDIE approach were used in conducting the research.	The research results showed that through the application of audiobook e-learning media which was carried out for four weeks, students' listening skills improved; they can distinguish sounds and understand sentence structure. Apart from that, audiobook e-learning media material has helped students understand the material provided. This allows them to understand the content, remember the material, use the material they hear as knowledge about the world of work, and understand special terms related to the topics explained, such as job application letters, interviews, and some types of business letters

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| 8 | <p>Zunaidah, A., Amalia, M. N., Sari, C. C., Zamahsari, G. K., & Febrian, Z. (2021, October). Learning a foreign language during a pandemic: Developing podcast for listening skill of beginner-level BIPA learners.</p> | <p>This research aims to develop beginner level BIPA listening learning media based at the Ministry of Education and Culture. This research was conducted to help BIPA students in more flexible learning. In the midst of the Covid-19 pandemic, all students have to study at home. Therefore, developing Podcasts as an independent learning medium is a solution to overcome these problems. This is useful because students can access the material anywhere and at any time. The podcast development method adopts and modifies Borg & Gall's R&D cycle.</p> | <p>The conclusions that can be drawn from this research are:</p> <ol style="list-style-type: none">1. Podcasts can help BIPA students improve their listening skills independently; Students can access and download recordings to study at a time and place that is most convenient for them.2. Developing a podcast is useful because it can be a very important complementary medium in BIPA learning.3. Natural speaking speed is one option so that students get used to communicating naturally; Not all listening learning media must be made slower than the natural speaking speed.4. Background sounds/noise can help build atmosphere as podcasts rely solely on sound without any visual illustrations. However, the sound should not be louder than the actual speech in the dialogue to prevent |
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- noise from
interfering with
speech intelligibility.
5. Introducing
interjections is very
important for
beginner learners to
help them
understand how
everyday
communication
works in Indonesian.
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Based on the aforementioned research, it is evident that the development of Indonesian Language for Foreign Speakers (BIPA) education emphasizes a variety of approaches and learning media. Yulianeta & Amandangi (2021) demonstrate success in enhancing BIPA students' writing skills through teaching descriptive texts based on batik culture at the Indonesian Embassy in London. Putri (2017) utilizes an inductive model with illustrated words based on local wisdom to improve BIPA students' descriptive writing abilities. Junaidi et al. (2022) underscore the importance of using folktales as a diverse learning method to meet the needs of foreign learners in understanding BIPA.

Sari & Cahyani (2020) highlight the importance of developing BIPA textbooks to enhance active communication skills among novice learners, focusing on expanding vocabulary. Yuwana & Sodik (2023) design digital workbooks to improve oral communication skills among BIPA students, yielding positive results through the implementation of the ADDIE model. Fatmawati (2023) explores the "Tanean Lanjhang" technique to teach language skills to beginner-level BIPA students, emphasizing culturally based material development.

Perdani et al. (2022) demonstrate the effective use of e-learning audiobooks in enhancing BIPA students' listening skills, with positive outcomes in understanding and using Indonesian in everyday contexts. Zunaidah et al. (2021) develop podcasts as an alternative learning medium for BIPA listening during the COVID-19 pandemic, offering flexibility for learners to access materials anytime, anywhere.

These various studies provide a comprehensive overview of different teaching strategies and media used to enhance Indonesian language proficiency among foreign learners. Innovative and diverse approaches such as communicative methods, educational technology integration, project-based learning, and direct interaction with native speakers have been evaluated and proven effective. For instance, the communicative approach emphasizes practical language use in authentic contexts, facilitating quicker adaptation and natural

language production among foreign learners. The integration of technology has expanded opportunities for flexible and interactive learning experiences. Meanwhile, project-based learning engages learners in hands-on tasks that enhance language skills through direct application. Research findings indicate that a combination of these strategies effectively improves Indonesian language proficiency among foreign learners.

Moreover, these studies reveal a collective commitment towards advancing Indonesian Language for Foreign Speakers (BIPA) education by integrating a spectrum of pedagogical innovations. Yulianeta & Amandangi (2021) exemplify the efficacy of cultural immersion through teaching descriptive texts rooted in batik heritage at the Indonesian Embassy in London, thereby fostering not only linguistic skills but also cultural appreciation among BIPA learners. Putri (2017) employs an inductive model featuring illustrated words based on local wisdom, underscoring the importance of contextual relevance in enhancing BIPA students' descriptive writing prowess.

Junaidi et al. (2022) advocate for the integration of folktales as a versatile instructional tool to cater to the diverse learning needs of foreign students, highlighting the role of narrative in language acquisition and cultural understanding within the BIPA framework. Sari & Cahyani (2020) stress the pivotal role of BIPA textbooks in enhancing active communication skills among novice learners, emphasizing vocabulary enrichment as crucial for language fluency and cultural competence.

Yuwana & Sodik (2023) contribute to the discourse by designing digital workbooks that enhance oral communication skills among BIPA students, leveraging the systematic approach of the ADDIE model to ensure comprehensive skill development. Fatmawati (2023) explores the "Tanean Lanjhang" technique, focusing on culturally grounded material development to engage beginner-level BIPA students in language learning through indigenous knowledge.

Perdani et al. (2022) present e-learning audiobooks as an effective medium to improve BIPA students' listening skills, enabling them to grasp Indonesian language nuances and idiomatic expressions in everyday contexts. Zunaidah et al. (2021) innovate with podcasts as a flexible learning tool during the COVID-19 pandemic, providing BIPA learners with accessible resources that promote autonomous language acquisition and comprehension.

Together, these studies underscore the dynamic evolution of BIPA education through innovative pedagogical strategies and technological integration. By embracing communicative methodologies, leveraging educational technologies, fostering project-based learning, and promoting direct interaction with native speakers, educators enhance the efficacy and inclusivity of Indonesian language learning for foreign speakers. Research findings consistently affirm that these integrated approaches effectively elevate Indonesian language proficiency,

empowering BIPA learners to engage authentically with language and culture in diverse contexts.

CONCLUSION

The conclusion from the research presented is that the development of education for Indonesian Language for Foreign Speakers (BIPA) prioritizes various innovative learning approaches and media to improve Indonesian language skills among foreign learners. These studies show that the use of culture-based descriptive texts, inductive models with picture words based on local wisdom, and folklore, developed BIPA textbooks, digital workbooks, Tanean Lanjhang techniques, audiobook e-learning media, and podcasts as alternative learning tools during the COVID-19 pandemic it has proven effective in improving BIPA students' writing, listening and speaking skills. These approaches not only enrich language skills but also enhance cultural understanding and the ability to actively communicate in authentic contexts. The integration of educational technology such as e-learning and the development of content based on local culture provides interactive learning and foreign learning. Meanwhile, project-based learning and direct interaction with native speakers help BIPA students develop practical language skills through hands-on experience.

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