

## Teaching Indonesian for Foreigners Online: Pre-service English Teachers Constraints

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**Abstract: Teaching Indonesian for Foreigners Online: Pre-service English teachers Constraints.**

**Objectives:** this research aimed to know the constraints of teaching Indonesian for foreigners online. **Methods:** the researcher employed qualitative research. The research sample was 20 pre-service teachers who taught Indonesian for foreigners in online mode. The total foreigners were about twenty. The research used semi-structured interview to gather the data. Then, to analyze the data, several stages were done namely data reduction, data display, and conclusion. **Findings:** the result showed that in the pre-activity, the teacher did not know how to master the online application. Besides, the teacher was nervous to teach foreigners because the teacher was not usual to teach foreigner with different cultural background. In main activity, the teacher found that students were bored and also lack of Indonesian skill, like grammar, pronunciation and vocabulary. In the post-activity, the teacher did not know how to do online assessment for teaching Indonesian. **Conclusion:** the teachers' constraints were existed in the teaching Indonesian for foreigners in online mode. This constraints must be anticipated by the teachers.

**Keywords:** teaching Indonesian, pre-service English teachers, online learning.

**Abstrak: Pengajaran Bahasa Indonesia Bagi Penutur Asing: Tantangan Guru Bahasa Inggris.**

**Tujuan:** penelitian ini bertujuan untuk mengetahui tantangan guru bahasa Inggris yang mengajar bahasa Indonesia bagi penutur asing secara online. **Metode:** penelitian ini menggunakan metode kualitatif. Sampel penelitian ini adalah 20 guru bahasa Inggris. Jumlah total mahasiswa asingnya adalah 20 orang. Penelitian ini menggunakan wawancara semi struktur untuk mengumpulkan data. Kemudian, data dianalisis dengan menggunakan beberapa tahapan mulai dari reduksi, penyajian dan penarikan kesimpulan. **Temuan:** pada kegiatan awal, beberapa guru tidak menguasai penggunaan aplikasi pembelajaran online. Selain itu, guru merasa gugup untuk mengajar mahasiswa asing karena para guru tidak terbiasa dengan perbedaan budaya yang ada. Pada kegiatan inti, beberapa guru menemukan bahwa pembelajar merasa bosan dan kurang kemampuan berbahasa Indonesia, seperti tata bahasa, pengucapan, dan kosa kata. Pada kegiatan inti, beberapa guru tidak mengetahui bagaimana melakukan penilaian secara online. **Kesimpulan:** tantangan yang dihadapi oleh para guru bahasa Inggris dalam pembelajaran online dalam mengajar bahasa Indonesia bagi penutur asing harus bisa diantisipasi.

**Kata kunci:** pengajaran Bahasa Indonesia, calon guru Bahasa Inggris, pembelajaran online.

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## ■ INTRODUCTION

Teaching Indonesian for foreigners (BIPA) is an issue that needed to be addressed by the researchers. It is because many foreigners want to learn Indonesian for academic and non-academic (Muliastuti, 2019). Indonesia is also foreign language for foreigners (Kramsch, 2014). That is one of the reasons that several universities in Indonesia cover Teaching Indonesian for foreigners in a curriculum. English Education Postgraduate program of Bengkulu University is one of the state universities that inserts BIPA as one of the courses for students. During this pandemic, the lesson must be delivered virtually by the lecturer. The lecturer gave students to practice for teaching Indonesian for foreigners (Syafryadin & Martina, 2021). Based on the informal interview to the students who became teachers for foreigners, they used several applications for teaching BIPA during pandemic. In teaching BIPA online, the students who were being pre-service teachers faced constraints, such as poor connection, cultural background problem and low ability in teaching. This notion needs to be raised by the researchers.

Several studies conducted on teaching BIPA online from 2015 until 2020. In 2017, Suyitno, Susanto, Kamal, & Fawzi conducted research on cognitive learning strategy of BIPA students in learning the Indonesian language. The result showed that cognitive learning strategy could be useful for students in learning Indonesian. Then, in 2018, Anggraini, Arthani & Mendra (2018) researched on Indonesian language learning and teacher innovation for foreigners and instructors for foreign language for employees in Bali. The result showed that there must be a training for the instructors of BIPA to improve their quality in teaching Indonesian for foreigners. Anggaira (2019) found that BIPA teacher must integrate culture and BIPA with technology. Thus, the technology could help BIPA teacher in teaching

BIPA all over the world. There are so many online application that can be used by the teacher. Moreover, in 2019, Seni, Sringing, Nurhadi researched on evaluation of Indonesian language teaching and learning for BIPA program in Thailand. The result showed that teaching Indonesian can be adjusted to the students' culture and it is not difficult that people expected. In 2020, Marlina stated that zoom was one of the online applications that can be used to teach BIPA. Furthermore, Rahmawati, Asiyah, & Mustikasari (2020) and Andriyanto et al., (2020) also stated that Klonosewandono application as BIPA material in reading for basic level could help teacher and students in learning BIPA virtually or long distance for teaching reading. The weakness was that the application did not provide the text types. Besides, the use of Languagesonline website in teaching BIPA for level 1 could make students active, critical, interactive, and independent in learning BIPA.

Moreover, Editia (2019) also used application in teaching BIPA. The name of the application was "CAKAP" online application. However, there were challenges that happened during teaching and learning process. Those were pronunciation, vocabulary and grammar of Indonesian. Furthermore, Gusnawaty and Nurwati (2019) researched on BIPA, but they focused on learning model of Bahasa Indonesia as foreign language based on intercultural politeness. In 2020, Hastowahadi, Setyaningrum & Pangesti explored international students experiences in learning Indonesian during covid-19. The result showed that online learning of BIPA affected students' emotional conditions, such as sadness, disappointment, anxiety, and resignation which contradicted on their expectations. In 2019 and 2021, Hardini, Setyarini, Harto explored how BIPA teachers implemented remote learning process during pandemic covid-19 and identified the problems. The result showed that BIPA

teachers provided learning model, listening to students', individual reading practices, doing a discussion with the students, and implementing simple practices on the selected materials. One of the problems encountered was about students' motivation. In this case, students' motivation was low, so they were not enthusiastic in learning BIPA online. This was caused by poor interaction in learning online and may be caused by monotonous teaching method.

In 2021, Zamzamy developed multimodal language teaching material either online or offline for BIPA during pandemic. The result showed that BIPA teachers have a certain preference of teaching and learning mode. Multimodal teaching and learning BIPA could effectively improve BIPA learning process, attractive and interest students in learning BIPA. In addition, Defina (2021) researched on Students' Assessment on learning BIPA Online and offline. She found that in offline class, students were assessed by individual assignment, group and fields assignment, while in online class, the assessment is individual. In short, those previous studies were only discussing about online and offline teaching BIPA, the benefits of using Online Application in teaching BIPA, Assessment of teaching BIPA online and problems of teaching BIPA during pandemic. However, the problems in teaching BIPA online were only about lack of motivation, pronunciation, vocabulary and grammar. Those problems were for students. This current research explored more about the constraints of the teachers in teaching BIPA online.

## ■ METHODS

The research was conducted In Bengkulu, Bengkulu Province, Indonesia. It involved 20 pre-service teachers who taught Indonesian for foreigners in online mode. Every pre-service teacher handled 1 foreigners. The total foreigners were about twenty. The total population were

twenty pre-service English teachers. Then, the researchers took total sampling because they took all pre-service English teachers. The foreigners were taught by using zoom cloud meeting or goole meet. The pre-service teachers have bachelors degree of English Education, so they can speak English Well. Then, they have been trained to teach Indonesian for foreigners. The foreigners were from Netherland, Russia, USA, Thailand, Philipines, Africa, Germany, and French. Those students were categorized in level A1 and A2.

The qualitative design was employed by the researcher. It is because qualitative is a research design which describes phenomenon or event. This has relation to the describing the event. Creswell & Creswell (2017), Ary, Jacobs, Sorensen (2010) & Heigham & Crocker (2009) stated that qualitative can be used to build new theory from the case or phenomenon. Thus, the phenomenon that occurred whether academic or in academic setting could produce something new from the research. Moreover, this design was suitable for this research because this research investigated the constraints of the teachers in Teaching BIPA online. .

The instrument of this research was interview guideline. This intruments covered several indicators, such as connection, facilites, teaching method, ability, and media. There is one question or two questions for each indicator. One of the examples of the question is "do you have a problem in terms of internet connection during teaching and learning BIPA?". The instruments have been validated by two experts judgments in teaching BIPA online or offline. The researchers interviewed several students who became pre-service teachers of BIPA. The procedures of collecting the data were (1) Permitting to the head of postgraduate program of English Education, Bengkulu University, Indonesia; (2) asking students to fill consent form in relation to the research ethics. The result showed that those pre-

service teachers were willing to be interviewed by the researcher, but their names must be confidential; (3) Interviewing several pre-service teachers or students; (4) gathering the data. Furthermore, the data were analyzed by using Miles, Huberman, Saldana (2014) theory. The steps were (1) reducing data from interview results. The researcher tried to erase several unimportant result of the interview; (2) displaying the interview data in text and describing them; (3) Concluding the data of the interview about the constraints of the teachers in teaching BIPA online.

## ■ RESULT AND DISCUSSIONS

The constraints of Teaching BIPA online can be obtained by looking at the interview results to the pre-service English teachers. The constraints can be divided into the pre-activity, main activity and post activity in teaching and learning BIPA online. The result of constraints of teaching BIPA online in the pre-activity can be seen in sample 1, 2 and 3.

### Sample 1

*“I think my problem in the beginning of teaching BIPA online is preparing the online application that can be used for teaching because I am not still familiar for the application, so I can not master it in the pre-activity of my teaching”.*

Sample 1 displays that the teacher was in trouble with preparing the online application for teaching BIPA online because the teacher was not quite mastering the online application. Thus, it needs time for the teacher to operate the application. “

### Sample 2

*“I am difficult to design and making it online for the BIPA material because I need to scan and put into the powerpoint. Then, I am*

*nervous in teaching foreigners because I am not usual to teach non-Indonesian students”.*

Sample 2 showed that the teacher was in trouble in preparing the online material for BIPA because the teacher was not usual to teach online. Moreover, the teacher was nervous in teaching foreigners because the teacher was not familiar with the foreigners. “

### Sample 3

*“I am doubt that I can adapt with my student cultural background because I teach them by using English. But, they had a problem with the English. They were from Russia and they were not speaking English. I try to find out everal vocabularies in relation to Russian.”*

Sample 3 indicated that the teacher got problem in term of students' cultural background because the students can not understand English fully. But, the teacher tried to learn Russian to anticipate it. Although the teacher was hard to master it.

Based on sample 1, 2, 3, in the pre-activity of teaching Indonesian for foreigners, the teacher encountered the problems of online application for teaching Indonesian for foreigner. The teacher did not quite know how to use online application. As a result, in the beginning of the lesson, when the teacher introduced online application, he got several problems, such as the slide show can not be appeared and the voice of video can be heard by student. The teacher did not master the application because the teacher did not have enough knowledge or ability in operating the technology tool. Besides, the teacher did not practice for several times to make sure that they could operate the application in good way. Another problem in the beginning of the lesson, the teacher was nervous in teaching foreigners because the teacher was not usual to teach foreigner because they had different culture

(Panggabean, Juliana, & Hora, 2013). Moreover, the teacher still had inadequate experience in teaching Indonesian for foreigner (Andayani, 2012; Saddhono, 2016), even though the teacher has joined the training for teaching Indonesian for foreigner. Azwandi, Harahap and Syafryadin (2019) Stated that training is one of the activities that could improve teachers' ability or their professionalism, but there is no guarantee that teacher could improve or not their ability if they never repeated or practiced what they have been trained. Moreover, the teacher also got problem in terms of language for the foreigner because the foreigner could not understand English fluently and accurately. The BIPA teacher also could not master the foreigner's language. Thus, teacher was difficult to open the lesson. This finding was almost the same as Ho (2003) who stated that the teacher was less contacting with the speaker of other languages or foreigners, so they were difficult to adjust with international students and difficult to achieve the goal of the lesson (Leung & Scarino, 2016).

The constraints of Teachers in teaching BIPA online in the main activity can be seen from sample 4, 5, and 6.

#### Sample 4

*"I have problem when doing interaction virtually with my student. My student was difficult to pronounce several words in Indonesia, such as "merencanakan, berolahraga, bepergian ke sungai".*

Sample 4 showed that student was getting trouble with the pronunciation of Indonesian words because the student's language is different from Indonesian. Besides, student was still in learning process.

#### Sample 5

*"My student was hard to remember the words of Indonesian. I try to repeat several times. In the first meeting, he can remember,*

*but when I repeat the words in the following meeting, he forgot. The reason may be age because his age was 50".*

The sample 5 displayed that the student was not easy to remind the Indonesian words. It was because the student's age. It can be logic because if the student was above 45, it may cause their memory slower than the younger.

#### Sample 6

*"My student got bored during my teaching. My student was sleepy. My student was not active. I asked several times. However, sometimes, she answered, sometimes not."*

Based on sample 5, the student was bored to learn Indonesian. Consequently, the student was not quite active in teaching and learning process. It was because the teaching method of teacher may be inappropriate for the students.

In the main activity, the pre-service teachers faced several problems. The first, student got problem in terms of pronunciation. It was because the student was difficult to say Indonesian words. The student was not usual to pronounce Indonesian. Besides, student's language was also different and the student's language, there is not letter "L" and "R". Consequently, several mispronunciation happened during teaching and learning process of Indonesian. The second, student always forgot the Indonesian words or vocabularies. It was because of the age. The student was 50 years old. Then, he was not easy to remind the vocabularies. The teacher needed to repeat all vocabularies in every meeting. The third, the student was passive in the teaching and learning process because student was bored to learn Indonesian. It may be caused by the uninteresting teaching method used by the teacher. This finding was supported by Unal and Ilhan (2017) who stated that the problems in learning language can be inadequate about language skills itself. It can be pronunciation, grammar, vocabulary, reading ability, speaking and writing. It is in contrast with

Supatra, Mantra, and Widiastuti (2017) & Bagus, Mantra, Ayu, Sri (2017) who found that teaching method was one of the problems in teaching Indonesian for foreigners in main activity. The BIPA teacher needed to develop teaching method. Thus, the teacher of BIPA needed to improve their skills (Andayani, 2016). Besides, the learning materials needed to be noticed by BIPA teacher in order to adjust with teaching method (Rohmadi & Saddhono, 2013; Mediyawati, Lustyantje, & Emzir, 2019; Mwanza, 2017a; 2017b).

Furthermore, teachers' constraints of teaching BIPA online can be seen in sample 7, 8, and 9.

#### **Sample 7**

*“ I am not easy to give my online assessment because in learning management system, there is not part of online assessment. ”*

Sample 7 showed that the BIPA teacher can not do online assessment in teaching BIPA online because the teacher was difficult to do it. Besides, in online system, there was part of assessing task or commenting task' score with the detail reason.

#### **Sample 8**

*“ Honestly, I did not find the rubric for teaching BIPA online, so, I just instructed students to send their task or final test to my email ”.*

Sample 8 also showed that the BIPA teacher did not have specific rubric or assessment matrix for BIPA online. It may be because of less knowledge.

#### **Sample 9**

*“I did online evaluation by giving them online test, but the problem is not from me but also the student's connection. Consequently, the student was late to submit online test.”*

Sample 9 displayed that the teacher can do online assessment, but the student submitted the online test not based on the time schedule. It was because of poor network connection from the student. The student was living in the place where the connection is not quite good.

In the post activity, the teacher found several problems in teaching BIPA online. The BIPA teacher was difficult to do online assessment because the teacher did not find the assessment part in learning management system. Besides, the teacher has not made a rubric for assessing students' speaking, reading, writing and listening in online teaching. The teacher was not usual to do online assessment. The teacher like doing offline assessment. The reason why the teacher could not do online assessment because the teacher did not upgrade their knowledge and do not want to search the information either from internet or other sources. Another problem of online assessment was the students could not submit the task based on the time given. The students could not do it because the student had trouble connection when submitting task. The finding in post activity was almost the same as Brachman (2013) who found that teacher had problem in terms of language assessment whether online or offline assessment. Especially, in online assessment, the teacher was confused to do online assessment in learning management system because there is not part of it.

In addition, the finding of this research was almost similar with Defina (2021). Students' Assessment on learning BIPA can be Online and offline. She found that in offline class, students were assessed by individual assignment, group and fields assignment, while in online class, the assessment is individual. Thus, it made the teacher difficult to assess the students. Editia (2019) found that the constraints in teaching BIPA online were only about lack of motivation, pronunciation, vocabulary and grammar of Indonesian. However, the finding of this current research was



more specific in pre-activity, whilst activity and post-activity. In contrast, Hastowahadi, Setyaningrum & Pangesti (2020) explored international students experiences in learning Indonesian during covid-19. The result showed that online learning of BIPA affected students' emotional conditions, such as sadness, disappointment, anxiety, and resignation which contradicted on their expectations. Another finding from Diani & Dewi (2020) showed that the challenges of BIPA teacher during pandemic were material, technology and the implementation of teaching BIPA itself. This finding was almost the same as the current research. The difference was only the current research more specif in stages of teaching.

## ■ CONCLUSIONS

Based on the result, it can be concluded that the BIPA teachers faced problems in teaching Indonesian for foreigners. The teacher faced constraints in the beginning of the lesson, main activity and post activity. The constraints were less ability in terms of technology, students' problems, and teacher's problems. The details problems can be seen in the results. The limitation of this research was that the researcher using only one instrument because of pandemic covid-19. Besides, pre-service teachers did not have much experience in teaching Indonesian for foreigners. Therefore, the further researcher could extend this research by exploring the possible solution of the constraints.

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