

## BIPA TEACHING TO STUDENTS AT VTTISANVITAYANUSORN SCHOOL THAILAND

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### ABSTRACT

**Abstract:** Introducing bipa to young students in Thailand as a way to ensure communication and cultural exchange between the two countries. Studying Indonesian is not only in the form of vocabulary but also understanding the culture and culture of Indonesia itself. With the existence of BIPA, Indonesian language and culture will become increasingly known in the current era of globalization. And also with communication between languages, it will strengthen the relationship between students and teachers. Through things as simple as small talk using Indonesian, introducing Indonesian songs or mentioning things in Indonesian becomes one way to communicate.

**Kata Kunci:** BIPA, Thailand.

### INTRODUCTION

In an increasingly connected world, the ability to communicate across national borders is a valuable skill. Learning a new language not only opens the door to effective communication, but also helps you understand different cultures. This is where BIPA, or “Indonesian for Foreign Speakers” comes in as an exciting and enriching opportunity for young students. BIPA, especially designed specifically for the younger generation and goes beyond traditional approaches to language teaching. It's not just about memorizing vocabulary and grammar rules. Rather, it is a holistic experience that encourages language acquisition in an interactive and engaging way. Not only language skills are important, but also awareness and sensitivity to Indonesian culture..

On a rapidly growing global scale, the ability to communicate fluently across cultures is an important skill. As the world becomes more connected, the demand for people with multilingual skills continues to increase. In response to this need, Indonesian for Foreign Speakers (BIPA) has emerged as an attractive platform for young learners who wish to embark on a linguistic and cultural journey outside the traditional language classroom. This aims not only for Indonesian to become a connecting language but also to become a way for Indonesian language and culture to be widely known in the eyes of the world. Things that need to be considered in BIPA learning are cultural factors. BIPA students are foreign citizens from various countries. (Abdul Karim Wirawan 2018)

Humans and culture are closely interrelated and together shape life. They organize themselves into sociocultural units in society. produce, create, grow and develop culture. Without culture, humans would not exist. The opposite also happens, without humans there would be no culture. Without culture there is no society, without society there is no culture (Agmi Sinta Nanda Permatasari 2020) so when you want to introduce culture and Indonesian in Thailand, teachers must also understand the culture and several languages in Thailand so that it can be more accepted by students and impress them..

In service activities carried out in Thailand, there are several factors that are taken into account, such as choosing the right learning approach and media for students there. Introduction in non-formal form such as exchanging vocabulary in daily conversations such

as greetings, praise, food, and so on. And in more formal situations, the media used is more complex to create simple sentences. Due to the placement of schools that use a private curriculum, the teaching of foreign languages such as Indonesian is applied outside of study hours or during free hours in the classroom.

## **METHOD**

The research method used is qualitative descriptive research, which is a research method that aims to describe and interpret objects according to their properties. The research location is flexible and can be carried out anywhere (inside the school and outside the school) depending on the researcher's needs. Meanwhile, the research period is 4 weeks (5 November – 3 December 2023) formal and non-formal for students at elementary, middle and high school levels.

Learning Indonesian for foreigners can be done formally or informally. Formal learning, both individual and classical, occurs through the official institutions of the BIPA organization. Today, informal learning can take place outside formal institutions. Students can learn Indonesian in an Indonesian community environment. (Julananda Putri Sahasti 2018) In the field, teaching Indonesian to foreign students indirectly involves imparting knowledge about the character and identity of the Indonesian nation (Dya Fatkhiyatur Rohimah 2018).

BIPA for Young Learners emphasizes interactive and immersive learning experiences. Through games, activities and real-life scenarios, children do more than just learn language. They use it actively. This approach not only makes the learning process fun, but also ensures you absorb the language in a natural and intuitive way. (Gresy Gareta Ulfi Kentaury 2020)

## **RESULTS AND DISCUSSION**

Beberapa siswa hanya ingin memahami percakapan praktis, misalnya empat Some students just want to understand practical conversation, for example the four language skills: listening, reading, writing, and speaking. There are those who want to master Indonesian. The difference in age of BIPA students is also a characteristic that needs to be considered for the smooth running of the learning process at BIPA. By studying the cultural context, social life, and norms as values of the entity of Indonesian society, foreign speakers can learn the character of the Indonesian nation which is an absolute requirement that must be fulfilled or known as the sine qua non for learning Indonesian. Suwandy Tanwin (2020)

According to (Agmi Sinta Nanda Permatasari 2020) Teaching materials can be grouped according to their type, namely:

- (a) printed materials, such as: handouts, books, modules, student worksheets, brochures, leaflets and wall charts;
- (b) teaching materials in audiovisual form, such as: videos/films and VCDs;
- (c) teaching materials in audio form, for example: radio, cassettes, audio CDs;
- (d) teaching materials in visual form, such as: photos, drawings, models/mockets; And
- (e) teaching materials in the form of multimedia, in the form of: interactive CDs, computer based, and internet.

In the process of teaching Bipa at school, the author uses visual and printed teaching materials so that students can understand the names of objects in Indonesian, especially for elementary and middle school students. The material taught is varied and spontaneous due to time and space limitations, so 60% of the material is exchange vocabulary (Thailand / Indonesia) and also several words or sentences that students want to know such as food, greetings, praise, verbs, animals. and surrounding objects

Table 1. Food and Beverage

Food	Drink
Rice	Milk
Noodles	Tea
Chicken	Coffee
Egg	
Glutinous	

Because in Thailand itself, apart from rice and noodles, sticky rice is a fairly popular source of carbohydrates, BIPA learning with the theme of food and drink occurs during school meal times, where students will ask about their favorite foods and exchange the names of these foods in Indonesian and Thai.

Table 2. Verbs, Adjectives and Simple Sentences

Verb	Adjective	Simple sentences
Write	Beautiful	I love you
Read	Handsome	Thanks
Speak	Big	I eat rice
Help	Small	
	Heavy	

These three materials are taught during free time because it is more possible to demonstrate or provide understanding to students while in class. Then material about surrounding objects such as books, bags, pens and erasers will be easier to teach in the classroom because these objects are most often found in the classroom.

It is not uncommon for students to ask in Indonesian about things they want to know or even sing Indonesian pop songs. Or just want to know what Indonesian animals are like cats, monkeys and even ants. So seeing that there are many interested foreigners who want to learn Indonesian accompanied by institutions that are willing to teach Indonesian at home and abroad can certainly speed up the internationalization process. This will of course be realized if the handling is carried out as well as possible.

## CONCLUSION

With BIPA, it is enriching, they not only acquire a new language but also open up a broader understanding of the world around them. BIPA for the younger generation, especially students, is a passport to a world rich in culture, global connectivity and personal growth. The introduction of Indonesian at an early age is an investment in creating a generation of individuals who appreciate diversity, communicate effectively across national borders, and make meaningful contributions to an interconnected world. BIPA is not just about learning language but also about cultivating a mindset that transcends language and cultural boundaries. Not only for foreign students but also for teachers who get cultural exchange through communication between BIPA students.

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