

INTERPERSONAL COMMUNICATION ANALYSIS OF BAHASA INDONESIA ONLINE COURSE BY THE UTS FOREIGN COOPERATION DIRECTORATE

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ABSTRAK

Pembelajaran bahasa Indonesia bagi penutur asing menjadi semakin penting mengingat fungsi bahasa sebagai instrumen interaktif yang beragam. Penelitian ini bertujuan untuk menguraikan komponen-komponen korespondensi yang terlibat dalam pembelajaran bahasa Indonesia bagi penutur asing di Kursus online BIOC. Penelitian ini menggunakan metodologi Kualitatif deskriptif dengan analisis kontekstual. Penelitian dilakukan dengan mengobservasi secara langsung kegiatan kelas online dan Me-wawancara pengalaman para siswa yang mengikuti kursus yang berasal dari berbagai negara sebagai penutur asing Bahasa Indonesia. Informasi dikumpulkan melalui persepsi wali kelas, wawancara dengan siswa/siswi BIOC. Penelitian ini menggunakan teori konstruktivisme sosial sebagai tolak ukur apakah BIOC menggunakan metode yang efektif dalam mengajar Siswa/siswi BIOC. Hasil penelitian menunjukkan bahwa komponen-komponen korespondensi saling berkomunikasi satu sama lain dan mempengaruhi keberlangsungan pembelajaran bahasa Indonesia. Instruktur yang dapat menggunakan berbagai macam teknik pemeragaan dan memahami kualitas penutur asing pemula yang umumnya akan membangun iklim pembelajaran yang lebih komprehensif. Demikian juga, pesan yang disampaikan oleh pembicara juga memiliki peran penting dalam bagaimana pemeran pengganti dapat menginterpretasikan materi pembelajaran. Hambatan yang muncul dalam siklus pembelajaran hanyalah, Masalah Koneksi internet, dan batas waktu zoom yang hanya memberi waktu 30 menit untuk menggunakan live chat mereka mereka saat menyampaikan pesan. Hasil penelitian ini memberikan saran untuk perbaikan rencana pembelajaran dan teknik pengajaran bahasa Indonesia bagi penutur non-lokal di BIOC, dengan memfokuskan pada metodologi yang lebih logis dan sesuai dengan kebutuhan siswa.

Kata kunci; Komunikasi Interpersonal, Bahasa Indonesia, Penutur Asing.

ABSTRACT

Indonesian language learning for foreign speakers is becoming increasingly important, considering the function of language as a diverse interactive instrument. This research aims to outline the components of correspondence involved in Indonesian language learning for foreign speakers in the BIOC online course. This research used a descriptive-qualitative method with contextual analysis. The research was conducted by directly observing the online class activities and interviewing the experiences of the students who attended the course, who came from various countries as foreign speakers of Indonesian. Data was collected through homeroom teacher perceptions and interviews with BIOC students. The study used social constructivism theory as a benchmark for whether BIOC used effective methods in teaching BIOC students or not. The results showed that correspondence components communicate and affect the continuity of Indonesian language learning. Instructors who can use various demonstration techniques and understand the qualities of novice foreign speakers will generally establish a more comprehensive learning climate. Likewise, the message conveyed by the speaker also plays a vital role in how the understudy can interpret the learning materials. The only obstacles in the learning cycle were internet connection problems and the Zoom time limit, which only gave 30 minutes to use their live chat when delivering messages. The results of this study provide suggestions for improving lesson plans and techniques for teaching Indonesian to non-native speakers at BIOC, focusing on methodologies that are more logical and in line with the needs of students.

Keywords: Social: Interpersonal Communication, Indonesian language, Foreign Speakers

1. INTRODUCTION

Indonesia is an archipelagic country that has a lot of tourism potential. Most of our people have learned Indonesian since childhood because it is their first language, but why do people from other countries want to learn our language, which for some outsiders is considered difficult? Learning Indonesian sometimes, will make their name in the realm of Indonesian social media they search for Social media sensation. There is a lot of evidence. If there is someone from outside Southeast Asia who can speak Indonesian then their comments column will be full of proud Indonesians or can be called over proud, but not all of them aim as such. They also want to be able to speak Indonesian to communicate with Indonesian people because he has been friends with Indonesian people for a long time. When compared to other Asian languages such as Chinese, Korean, Thai and Japanese, Indonesian is the easiest language to learn. Pronunciation does not require tone or stress, and it is easy to write letters because it uses the Latin alphabet and has a simpler vocabulary compared to other Asian languages. Here are some additional reasons:

- 1) Foreign citizens are more curious about tourist attractions and Indonesian culture than Indonesian citizens. Therefore, they want to learn Indonesian so they can learn Indonesian to ease their journey throughout Indonesia.
- 2) The large number of Indonesian workers, scholars and tourists abroad inspires people who live in countries frequently visited by Indonesians to want to learn Indonesian to work as tour guides.
- 3) Indonesian cuisine is rich in flavours and spices; other reason foreigners should learn Indonesian is to learn authentic Indonesian recipes. Many famous chefs worldwide love Indonesian cuisine, such as Gordon Ramsay, a celebrity chef from England who recently visited west Sumatra to cook and exchange knowledge with famous Indonesian William Wongso.

- 4) Because Indonesian is the primary language of instruction in the ASEAN region, Indonesian is the official second language taught in Vietnam. As a result, Indonesian is very popular within ASEAN citizens.
- 5) Considering that Indonesian is the ninth most widely spoken language, it is not surprising that more and more people worldwide are starting to learn it. Several universities offer Indonesian literature majors worldwide, such as the University of Naples in Italy.

According to the author's experience, many NTB people cannot speak English; others only speak the regional language (Sasak), and the Indonesian Language significantly influences tourism in NTB because of the importance of interpersonal communication between residents and foreign tourists in tourism. However, some foreign tourists can speak Indonesian. However, many feel that they don't have to speak Indonesian, even though many things can be done if they can talk to Indonesians; as the author has explained above regarding their proud culture, Indonesian people will be more respectful to foreign tourists who can speak Indonesian, a phenomenon that has been happening for a long time in among world celebrities when they mention and comment on things related to Indonesia, their view count proliferates.

What is the role of Indonesian as an international language? Is Indonesian the language used to "get to know" some Indonesia? Or as a step towards mastery expansion or spread of influence over other nations? No, It is not difficult to answer this question concisely because the benefits of learning an unknown language differ significantly. They start from family interests (in the context of marriage or an arranged marriage with an Indonesian) to state interests (such as clandestine operations for the situation above).

Many government programs present a unique opportunity by offering scholarships to foreign citizens eager to delve into the rich Indonesian language and culture. This initiative mainly aims to unveil the untapped tourism potential of NTB Island. While it may not be as renowned as Bali or Lombok, NTB boasts of potential tourist attractions, such as Kenawa Island, Moyo Island and others, waiting to be discovered.

Education is also correlated with the world of communication science. With communication, the educator's message will reach in the context of the process. Education can be interpreted as a form of communication with two main components: the teacher as the communicator and the learner as the message receiver. The terms generally refer to teachers and students at lower and secondary levels. In comparison, at higher levels, teachers are called lecturers, students are called students, and students of universities are named Scholars. Although there are differences at these levels, the essence of the communication process between teachers and learners remains the same. The difference lies in the quality of the message delivered.

The Indonesian language can be seen as a bridge of friendship in this context. It is hoped that people will develop an understanding and sympathy for Indonesia by learning the language and experiencing its culture. The author's concern is to examine how the strategies carried out in marketing and sales have increased the business till now. Therefore, this makes the author want to research the learning methods applied by the directorate of foreign cooperation in teaching Indonesian to foreign speakers in the BIOC course titled "Interpersonal Communication Analysis of Indonesian Online Course (BIOC) by the UTS Directorate of Foreign Cooperation".

2. METHODOLOGY

The author used qualitative research methods to obtain data for this study. The researcher tried to analyze the BIOC Learning Activities in the UTS Directorate of Foreign Cooperation. Descriptive qualitative research is a problem-solving research procedure by investigating, describing or describing the current state of the subject or object of the researcher based on visible facts or as they are, which includes data interpretation and data analysis (Nawawi Hadari, 2000).

This research focused on BIOC teaching methods and the reactions of BIOC students to their teaching methods. The students studied from the 2nd batch need a nominal amount, and the process will be described. The first stage to getting informants for this research is to determine the research informants. The researcher used a purposive sampling technique where informants were selected based on the data that the researcher selected. So, the informant for this research is the Co-Founder of BIOC. The informants are as follows:

1. Tutor from BIOC Mauro Scabuzzo
2. UTS Foreign Affairs Directorate Staff Eri Sofiatri

Creswell's book "Research Design" explains various data sources; qualitative researchers usually collect data from interviews, observations and documentation. These three activities are carried out repeatedly and from different sources. Then, the researcher processes all the data, assembles the data and processes it into specific categories that cross data sources. According to Lofland, the primary data source in descriptive qualitative research is the words and actions of informants and the results of interviews. Informants are the primary sources in descriptive qualitative research, which are recorded photos, videos or recorded. Written sources are additional sources, which include book sources and personal documents, as well as photo sources, which can produce descriptive data. The benefits of using photos to complete data sources are greatly beneficial (Moleong, 2012: 157).

2.1 Primary Data

Primary data is data directly provided by sources in this research. The data source in this research was obtained from the Co-Founder of BIOC. The researcher explored several data related to discussions through the Co-Founder.

2.2 Secondary Data

Secondary data sources are obtained indirectly by providing data to data collectors, for example, through other people or documents. These secondary data sources are obtained from websites, journal books, prior thesis research related to the title, and learning process analysis.

2.3 Time and Place

The research location was the place where the research was carried out. This research will be carried out at the Sumbawa University of Technology by directly conducting BIOC interviews and being one of the tutors.

3. RESULT AND DISCUSSION

3.1. BIOC Profile

BIOC (Indonesian Online Course) is the unique collaboration of Eri Sofiatry, a seasoned Foreign Affairs Directorate Staff, and Mauro Akbar Scabuzzo, an exchange student from Argentina. Eri Sofiatry, with his rich experience as an English Tutor in the Special Region of Yogyakarta, has developed a teaching method that is simple, easy to understand, and tailored for local speakers.

BIOC is an Indonesian language course institution for foreign speakers. BIOC was founded to help foreign speakers who still felt that the Indonesian language was difficult. BIOC has a vision and mission to introduce Indonesian culture and teach Indonesian in a comprehensive way, simple and relevant. Armed with the knowledge that co-founder Eri Sofiatry gained when he was still an English tutor, the teaching method he used is also fun.

3.2 Discussion

From the research conducted, BIOC used the same syllabus as other educational institutions in teaching Indonesian to foreign speakers. However, this syllabus resulted from joint discussions with students/foreign speakers who study there.

This system is highly praised by many students at BIOC because it is considered very flexible and can be digested better than other learning methods. BIOC Class Scheduling is very relaxed but still uses democratic principles because if the majority of the class chooses that day, that day will be selected. Other students must understand the student's decision. Others wait for their turn to select the material they want. Sometimes, students ask to hold a lottery or rock paper scissors to get their turn. This is sometimes done as an icebreaker or just for fun. The selection of learning materials is done during the learning semester. The BIOC Tutor can create excellent and appropriate learning modules and strategies the next day at the earliest possible time or every time before the course ends. There are four primary levels in this learning, namely;

- Beginners : Beginner level: this level is intended for people just starting to learn Indonesian. The focus here is on building basic vocabulary in Indonesian.
- Pre-beginners : Pre-beginners level, where students already have much of the basic vocabulary needed to form sentences.
- Intermediate : Intermediate level, where students already know enough but are still far from being fluent in Indonesian.
- Advanced : Advanced level, where students already have sufficient proficiency in Indonesian so they can speak it.

BIOC is focusing its institutions on teaching online because many of its students come from outside Indonesia and Sumbawa NTB. This online-based learning is very beneficial for BIOC because, during the COVID-19 pandemic, BIOC continued to operate in the pandemic era without obstacles. BIOC's most significant obstacle to teaching online is the need for a good Internet network. In Sumbawa, there are very few Hotspots with sufficient signal; therefore, BIOC prefers to carry out lessons in the UTS Rectorate Building because the Internet signal is faster. BIOC emphasizes freedom in printing its learning curriculum; they use a simple curriculum because it will make international students less confident in learning Indonesian. Instead, they ask students to tell them what they want to teach. This method was called student-based learning; therefore, BIOC used a technique where students would choose what they wanted to know or what they wanted to be taught.

BIOC admits that using fun learning methods is the primary key to successful learning, and as one

of the BIOC co-founders, Mauro Akbar said:

"In BIOC, Enjoyable and fun lessons are the key to success."

BIOC prioritizes students' freedom in choosing lesson themes and what they want to learn. This method ensures that what will be explained in class is truly understood and becomes practical knowledge for foreign speakers. Two methods are known to researchers from the sources: the student-based learning method and game-based learning. The first method was student-based learning, where student learning is centred on what you want to learn at BIOC. Student learning only applies to themes while game-based learning is used in almost every meeting using Kahoot and Draw io, usually after the session Learning culture and geopolitics all students who attend can reach 20 people and will usually be divided into each tutor on duty according to the level of Indonesian language Founder BIOC Mauro Akbar said:

"We had two main methods: student-centred and game-based learning. We often learn in small groups of at least ten people, and sometimes we divide it into smaller groups if different levels of students are present so the materials don't get mixed up."

According to the results of the researcher's interview with Co-Founder Mauro, there were already 80 participants who finished running the BIOC course, and some of them returned to take the next class level. BIOC founder Mauro Akbar said:

"More than 80 Persons have Joined Bahasa Indonesia Online Course, and many enrolled in more than one course."

BIOC bases itself on being an online course institution because many of its students live outside Indonesia; BIOC only offers an offline program where they practice the Indonesian language and get to know Indonesian culture in Sumbawa. BIOC founder Mauro Akbar said:

"We base our learning on online meeting applications such as Zoom or Google Meet, mainly Zoom because of its simplicity. We focus on making what we teach practical for everyone enrolled in our course. We focus on students' conversational."

The obstacle experienced during this teaching and learning activity was the internet facility because learning is sometimes face-to-face and sometimes conveyed online (through the Zoom application). All lessons are student-centred, so tutors must be flexible in adapting and creating content to accommodate the needs of the study group. The success, fluency, and flexibility of students in understanding grammar and vocabulary depend on their ability, and this must be addressed by the tutor with flexibility by jointly finding solutions, for example, by having many discussions. Tutors have a background as formal and non-formal education educators. Armed with an educational background as a legal and non-formal educator, it is an added value for tutors in delivering material to students. Personal character is also very influential; for example, a flexible and humorous person makes students comfortable in this teaching and learning process.

4. CONCLUSION

Based on the research results above, it is known that BIOC has followed its methodology well, and according to the source, the two co-founders and testimonials of a student. BIOC is a legitimate institution Teaching Indonesian to foreign speakers and communicating well with its students. The learning method at BIOC should be a standard in language course institutions and other educational institutions for students who prioritize language fluency. This research has many areas for improvement, especially from the data obtained; researchers only have a little time to get the data needed due to the busy BIOC staff due to their projects. Researchers hope this research can be a reference for future researchers discussing the same topic.

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