

EXPLORING THE INTERNATIONAL STUDENTS' PERCEPTIONS OF THE INDONESIAN TEACHING MATERIALS TO ENHANCE THEIR WILLINGNESS TO COMMUNICATE

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ABSTRACT

This research had been conducted to investigate Indonesian teaching materials which corresponded with the Willingness to Communicate (WTC) in Indonesian to facilitate students' learning. Therefore, this case study was conducted in Indonesian Language for Foreigners (BIPA) classes at a private university in Bandung, Indonesia. The objectives of the research were; to investigate BIPA students' perceptions of the current language learning materials used; to discover to what extent the international students' WTC was influenced by the current language material; and to explore the BIPA teachers' strategies in developing language materials that facilitate the students' WTC inside and outside the classroom. Semi-structured-interviews with seven BIPA students and four teachers and classroom recordings were used to collect data. Thematic analysis and descriptive statistics were used in data analysis. The findings show that the listening activities and interview assignments implemented in the current language materials, also the teachers' strategies in class, such as using authentic materials and social media have positively impacted the students' WTC. The findings of this research contribute to the classroom practice and material development of Indonesian to facilitate students' learning and increase students' WTC in Indonesian.

Keywords: student perceptions, international students, teaching materials, Willingness to Communicate

INTRODUCTION

Nowadays, the opportunities for having study abroad experiences in Indonesia for international students are increasing. Many higher education institutions in Indonesia have provided programs for international students to pursue their education in state or private universities. Ristekdikti (2017) has reported that the number of international students in Indonesia is 6.967 in 2016. In addition, Ristekdikti (2017) has also stated that based on the home countries, most of the international students come from Timor Leste, Malaysia, Thailand, South Korea, China, Japan, Germany, Netherlands, France, and Australia. It can be seen that more and more international students are coming to Indonesia for having long-term or short-term education experience.

Along with the growing number of international students, the teaching of Indonesian for foreigners is highly needed. It is indicated that the class of Indonesian Language for Foreigners (BIPA) has been one of the most popular programs for international students (Ristekdikti, 2017). Obviously, learning Indonesian as a second language for international students is significant for academic and

social purposes during their course of study. Therefore, it is crucial to develop the quality of BIPA class for international students in university particularly which supports communication skills. Relevant teaching materials are needed to enhance them to learn Indonesian as a second language. Accordingly, it is significant for BIPA teachers to develop teaching materials which accommodate the learners to be able to communicate with local people in the social and academic setting.

Material design plays an important role in any language learning including BIPA materials. Howard and Major (2004) describe the advantages of teacher-designed materials namely; first, contextualization which is to fit a particular learning environment and to overcome the lack of 'fit' of the course book and to match with available resources. Second, individual needs which are to consider the learners' first language, cultures, learning needs, and learning experiences in the elements of the materials and activities (topics, situations, notions, functions, skills, etc.). Third, personalization which includes a personal touch, consider the learning styles of the learners. Fourth, timeless which means responding to local and international events

with relevant, up-to-date and interesting topics and tasks.

Related to material design for BIPA materials, it is necessary to consider the communicative language teaching since the aim of learning Indonesian for international students is also for social interactions during their study abroad experiences. Richards (2006) has stated some principles of communicative language teaching. They are the focus of language learning are for real communication, learners need to experiment and try out what they know, learners need to practice various skills such as speaking, reading and listening to resemble the real world situation, learners need to be engaged in interaction and meaningful communication, and the role of the teacher is as a facilitator who provides opportunities to use and practice the language.

Despite the important role of communicative language teaching for language learning, there is another factor which is influential for effective L2 communication namely the Willingness to Communicate (WTC). MacIntyre (2007) has explained the concept of WTC as the probability of speaking when free to do so. The action of L2 learners to speak up or remain silent inside or outside the class is worth considering for the development of language learning. MacIntyre et al. (2003) believe that promoting WTC for language education in immersion or intensive program is a crucial goal to enhance authentic communication for learners in second language learning (SLL). Related to WTC in the L2, MacIntyre (2007) explains that WTC can be seen as an influential factor which facilitates an individual to develop his/her L2 in communicating with others and the result of learning process effected by language anxiety and learning motivation.

There are several research related to WTC. Initially, McCroskey and Baer (1985) regard WTC as a personality factor which influences the willingness of individuals to communicate under certain circumstances in the native language. They have tested WTC instrument among 428 college students which include four communication contexts and three types of receivers. Next, the research of MacIntyre and Charos (1996) have developed the WTC model in L2 communication which entailed language-related affective variables and personality traits. Related to further concept of WTC as the situational model in an L2, MacIntyre et al. (1998) have explored the variables of linguistics, communicative, and social psychological which influence the WTC of L2 learners. They have proposed the influences of enduring variables (such as intergroup relations, learner personality, etc.) and situational variables (such as the desire to speak certain people, the familiarity of the topic, etc.) which support WTC as the ultimate goal of language learning. Years later, based on the research of language anxiety and language learning motivation, MacIntyre (2007) has investigated that initiating WTC can be referred to as a volitional process. Therefore, the increasing and decreasing degree of WTC is possibly influenced by the changes in the situation.

One of the essential ways for increasing students' WTC is to develop language material which can facilitate and motivate students to be willing to practice their Indonesian inside and outside the classroom. Referring to material development for Indonesian as L2 for BIPA students, there are several research related to Indonesian material development. In his study of Indonesian as a Foreign Language (IFL) related to developing Indonesian learning materials, Suyitno (2007) argues that need analysis of Indonesian learners is important to develop Indonesian teaching-learning materials because most of the Indonesian

learners are adults with various language, cultural background, and learning styles. Therefore, it is important to consider the entry-level behavior of the learners, the teaching materials, the teaching-learning approach, and the evaluation process.

Nurlina and Israhayu (2016) have investigated the difficulties on writing paper for Thai learners who studied at a university in Purwokerto and the efforts of developing BIPA material to support the writing ability of the students. Ulumuddin and Wismanto, (2014) have underlined the needs of developing interactive BIPA materials which accommodate the social and cultural spheres of Indonesian culture. Ramadhani, Widodo, and Harsiati (2016) have conducted research on BIPA speaking skill materials for beginner level which are well-validated by IFL instructional experts.

Meanwhile, due to the limited number of qualified BIPA teaching materials, Fariqoh (2016) has developed the reading materials for BIPA students of the basic level to facilitate the increasing number of BIPA learners. Related to Indonesian for academic purposes, Kusmiatun et al. (2017) have explained the importance and characteristics of some academic learning components for BIPA development. BIPA materials need to fulfill the academic needs of the learners that are supported by the use of media and authentic materials. On account of underlying the importance of pedagogical norms of BIPA learning, research has investigated the teaching techniques and learning materials for BIPA students to match the characteristics of BIPA learners in Indonesia. The research also highlights that outdoor activities can be effective for learning BIPA (Suyitno et al., 2017).

There have been many research on WTC in English. First, in EFL speaking class in Thailand, Pattapong (2010) has studied WTC among college students using qualitative method (interview, stimulated recall, and classroom observation) and contributed to a model of WTC in a second language and teaching application to promote WTC. Second, the research of Zarrinabadi and Abdi (2011) have examined the relationship between WTC in English and language learning orientations of bilingual Iranian college students by using questionnaires.

Third, in a New Zealand university, the researcher involves three permanent migrants from Iran for case studies to reveal six supporting factors of WTC in English (Cameron, 2013). Moreover, it is also discovered that their WTC outside of the class in New Zealand is significantly higher than their WTC in Iran. Fourth, this research has investigated that the WTC in English of the first year Pakistani college students is relatively high based on the self-completion questionnaire related to context-type and receiver type (Bukhari, Cheng, & Khan, 2015). Fifth, in Indonesia, the scholar explores four major factors influencing the WTC of Indonesian college students in EFL speaking class using an open-ended questionnaire (Wulandari, 2015). Sixth, based on their research among EFL learners at a private university in Ankara, Turkey, it is stated that the relations between ideal L2 self and WTC inside the classroom were positive and highly significant (Bursali & Oz, 2017).

Furthermore, more recently, action research is conducted in a basic German classroom among 15 undergraduate students at an American public university by Wegner (2017). The findings of this research indicate that there are three crucial factors to enhance the learners' WTC such as student preparedness, student motivation, and the utilization of various assessment types (Wegner, 2017). In

addition, the role of teachers is also significant to create a supportive classroom atmosphere and provide authentic speaking activities.

Despite many pieces of research of English language learners' WTC or WTC in English-speaking countries, to our knowledge, only one research is conducted in regard to the Indonesian language in Indonesia. Recently, Siregar, Maryani, and Limuria (2016) have investigated Asian foreign students in using the Indonesian language inside and outside the classroom. They find that the students' WTC inside the classroom is higher than their WTC outside the classroom and this WTC is influenced by the teachers' strategies and enthusiasms. They also argue that teachers have to modify the learning opportunities including developing their teaching material to prevent the students' WTC decreasing. The research has shown the importance of researching BIPA students' WTC as well as living a gap to fill.

Considering the previous research of BIPA, none of the research is related to the evaluation of BIPA learning materials which can enhance Willingness to Communicate (WTC) in the Indonesian language for international university students. This is one of the research gaps which need further investigation. Another research gap to fill is investigating the students' perceptions and the teachers' strategies in promoting WTC inside and outside the classroom. Accordingly, this research is significant in giving insights into the quality of BIPA learning materials and teaching strategies to promote students' WTC in learning Indonesian. Therefore, it is required to conduct this case study to examine the influence of current Indonesian materials on the learners' WTC inside and outside the classroom.

The research objectives of this research are to discover the BIPA students' perceptions of the current BIPA learning materials, to figure out how much the students' WTC is influenced by the current language materials and to present the strategies that the teachers used to facilitate students' WTC inside and outside the class. This case study will provide insights to enrich the research of WTC in the Indonesian language in study abroad contexts for international students.

METHODS

A qualitative method is used in this research in order to answer the research questions. The qualitative method is chosen to reveal the detailed phenomenon related to the research and achieve a comprehensive understanding of the phenomenon (Creswell, 2012) which is about BIPA teachers and international students' perceptions of the current language learning material, that influence the students' willingness to communicate in Indonesian.

This research is conducted in a BIPA class at a private university in Bandung. The participants of this research are seven international exchange students from Japan, South Korea, and Malaysia. They are taking BIPA class at the university; five students at Elementary BIPA class and two students at Intermediate BIPA class. Their age levels are 19-23 years. They are enrolled in some departments such as English, Economics, and Art and Design. Besides the students, there are two BIPA teachers in Elementary class and two BIPA teachers at the Intermediate class that participated in this research. Their age levels are 29-40 years.

There are some stages of data collection for this research. First, the researchers seek the official approval from a private university in Bandung for the research to take place before conducting the data collection. After getting the approval, the researchers distribute the information sheets and consent forms to all participants, and give the students a chance to ask questions about anything that is unclear. Moreover, all participants are asked to use pseudonyms in order to keep their anonymity in any publication and presentation of this research. All recorded data are only used for this research and not be made available to anyone else without the express permission from the participants.

Second, the data are collected through the means of semi-structured interviews with BIPA (Indonesian Language for Foreigners) students, teachers, and also classroom recordings. The interview with teachers and students are conducted to answer the first question of this research, that is, to discover the BIPA teachers' and international students' perceptions of the current BIPA handbook used in the class, while teaching, and learning process in class. The interview questions for students are adapted from the study of Cao and Philip (2006). Some examples of the questions are; (1) how important is it for you to learn Indonesian? (2) How motivated were you during this language course? (3) How much did you like learning together with your classmates in this course? (4) How would you describe your personality (quiet or talkative, relaxed or tense)? (5) Did you feel confident when you were speaking Indonesian in class? (6) In what situation did you feel most comfortable (most willing) to communicate; in pairs, in small groups, with the teacher in a whole class? Why?

Besides, classroom recordings are useful to collect students' actions in speaking situations to be used as evidence for determining conditions influencing students' WTC related to the use of current language material in class. A classroom observation scheme is adapted from the research of Cao and Philip (2006) and the research of Xie (2011) is used to code the recorded classroom data. Both the elementary and intermediate BIPA students are observed once in the middle of the semester. The scheme includes WTC behavior categories that can be seen in Figure 1.

In the presence of the teacher, does the student show the following actions?

Teacher-student

1. Greetings
2. Volunteer an answer
3. Volunteer a comment to the teacher's open question
4. Give answer to teacher's individual question
5. Ask the teacher a question
6. Ask the teacher for clarification
7. Guess the meaning of unknown word
8. Try out a difficult lexical form
9. Try out a difficult morphological form
10. Try out a difficult syntactical form

Student-student

1. Talk to their classmates
2. Present own opinion to their classmates
3. Respond to an opinion of their classmates

Figure 1 The Categories of WTC Behavior

The data taken from the semi-structured interview are transcribed verbatim to discover BIPA students' perceptions of the current language learning material;

and also to know how far the international students' willingness to communicate is influenced by the current language material. The data taken from teachers' interviews are used to know the strategies that the teachers used in developing language material which is expected to facilitate BIPA students' willingness to communicate inside and outside the classroom. The recorded data taken from classroom recording are used to evaluate the willingness to communicate in the classroom. Thematic analysis is used in analyzing the interview result, whereas descriptive statistics is used in analyzing the data taken from classroom recording.

RESULTS AND DISCUSSIONS

The first research question examines the BIPA students' perceptions of the current language learning materials used in class. These current materials include several tasks. First, the listening section is supplemented with the audio recording of the Indonesian conversation in each unit of the BIPA handout. Second, the interview assignments are given by the lecturer based on the topic in each unit of the BIPA handout. The interviews are done in Indonesian and outside the class. The BIPA students could choose their own interviewees as long as the interviews are done in Indonesian. The data to answer the first research question is taken from the students' interview.

The findings show that the current language materials used in class have given several benefits for the BIPA students. Table 1 presents the data from the BIPA students' interview about the benefits that they have experienced from the listening section in BIPA handout.

Table 1 BIPA Students' Perception of the Listening Section

Participant	Perception
S1	I think it's [listening section] suitable for us, it's not too difficult, it's not too easy, but I think we need more listening section because we have problems with communicating with taxi driver.
S5	Sometimes, it's [communicating with taxi driver] difficult. I can't understand Indonesians speak. [need more exercise.. practice] yeah.
S3, S2, S4	[need more exercise..practice] yeah.
S3, S2, S4	It's [more listening section] important.
S3, S2, S4	[for daily life] yes.
S7	Sometime it's [listening section] difficult because we need to fill in the blank with vocabulary which I've, we've never learn... sometimes too fast, but it's ok to improve our listening skill... [it's useful] yes...it's [listening section] usual, like natural [conversation].
S6	It's [listening section] good for me... I also like this kind of activity, but we don't know how to spell...we have to write constant but sometimes we don't know the spell... [it's useful] yes.

Based on the BIPA (Indonesian Language for Foreigners) students' perception of the listening section in Table 1, it is clearly seen that all students find the listening materials to be useful and important to improve their listening skill. However, three students have stated that listening to Indonesian recordings is difficult due to the new vocabularies and spelling of those words that they have never learned before. Table 2 presents data from the BIPA students' interview about the benefits that they have experienced from the interview assignments in BIPA handout.

Table 2 BIPA Students' Perception of the Interview Assignments

Participant	Perception
S3	I think the assignment is helpful, because... in speaking Bahasa we also can add other Indonesian friends. So, every assignment I will make sure that the people that I interview is different person.
S2	Same with [S1]... I think it's helpful.
S4	Usually I'm trying to different person, to interview. And then, it is helpful, to make friends. It makes more information about them.
S5	I try to [interview] different person and this makes improves my Bahasa Indonesia.
S1	Help me to make more Indonesian friends, and also I can improve my Indonesian skill.
S7	It's [interview assignment] useful...I asked some questions like some topics about hobby...to Indonesian.
S6	It's [interview assignment] really helpful... and when we talk to native speaker, they use many expression that we don't know... so Indonesian people talk like this, and I can get some like...how they speak.

Based on the BIPA students' perception of the interview assignments in Table 2, it is clearly seen that all students benefited from the interviews that they have done. They admit that their Indonesian improve significantly when they interview other Indonesians outside the class. They could learn more Indonesian vocabularies; moreover, they also know more Indonesian people as they try to interview the different person for each assignment. Interestingly, one student has mentioned that the interview assignments have helped him to recognize how the Indonesian native speakers speak so he could imitate the way they speak.

The findings are in line with Kusmiatun et al. (2017)'s statement that support media usage and authentic materials related to BIPA teaching materials. Based on the interview results, it is found that the BIPA students are benefited from the listening session, where they could listen to the native speakers' utterances, although sometimes they find difficulties to spell the words needed in the listening exercise (fill in the blanks). Moreover, the authenticity in the interview assignments has helped the BIPA students in having more encounters with the native speakers so they could have more Indonesian acquaintances and learn the way the native speakers' speak.

The second research question examines the extent to which the international students' WTC in Indonesian is

influenced by the current language materials. The data is taken from students' interview and also classroom recordings. The findings show that the students are influenced by several topics in the current language materials. Table 3 presents data from students' interview about their opinion on how the current language materials have influenced their WTC in Indonesian in class.

Table 3 BIPA Students' Opinion on the Influence of Current Language Materials to Their WTC

Participant	Perception
S1-S5	Speaking [make us want to talk Bahasa more]
S6	Listening part [make us want to talk Bahasa more]...it makes me know to use...to study vocabulary from conversation
S1	[the topic of] Food [make me want to talk Bahasa more] because I often eat lunch or dinner with my Indonesian friends. They ask me about my favorite food, or, "Do you like it?", so I have more vocabulary of food, how to describe taste, so that's why it's comfortable
S5	[the topic of] Food [make me want to talk Bahasa more]
S3	[the topic of] Time and activities [make me want to talk Bahasa more]
S2	[the topic of] Numbers [make me want to talk Bahasa more]
S4	[the topic of] Useful numbers...useful sentence [make me want to talk Bahasa more]

Table 3 BIPA Students' Opinion on the Influence of Current Language Materials to Their WTC (Continued)

Participant	Perception
S6	[the topic of] Color or weather [make me want to talk Bahasa more] because it will be helpful for me to talk outside the class with everyone...when we with our friends... maybe with taxi driver or staff in the hotel or supermarket
S7	[the topic of] Places in Indonesia [make me want to talk Bahasa more]...I like to travel, so it's good information for me to decide where to going. It's very interesting for me to learn new culture and to learn about Indonesia.

Based on the BIPA students' opinion on the influence of current language materials to their Indonesian WTC in Table 3, it is clearly seen that speaking and listening part which is included in the current language materials have motivated the students in their Indonesian WTC. Furthermore, several topics have influenced them to speak Indonesian in class, such as food, number, time, activities, color, and weather. Interestingly, these topics are the topics that the students find common to be used in daily life situation with the other Indonesian they meet, either their own friends or acquaintances they encounter in the daily basis. Moreover, one student has stated that the topic, which is places in Indonesia, has made him eager to communicate in Indonesian since it is related to his traveling hobby.

Based on the data in Table 4, it can be seen that both BIPA 1 students and BIPA 2 students have shown their WTC inside the classroom. Most of them volunteer a comment to their teacher's open questions which are related to the

Table 4 The Data from Classroom Recording about the BIPA Students' WTC in Indonesian in the Classroom

Interlocutors	WTC	BIPA 1 Elementary (5 stds)					BIPA 2 Intermediate (2 stds)			
		S1	S2	S3	S4	S5	Total	S6	S7	Total
Teacher-student	Greetings	0	0	0	0	0	0	0	0	0
	Volunteer an answer	3	1	5	2	4	15	0	0	0
	Volunteer a comment to the teacher's open question	4	4	1	4	0	13	55	58	113
	Give answer to teacher's individual question	45	12	22	3	13	95	36	13	49
	Ask the teacher a question	0	0	0	0	0	0	2	1	3
	Ask the teacher for clarification	0	2	1	0	1	4	5	0	5
	Guess the meaning of unknown word	1	1	0	0	0	2	0	0	0
	Try out a difficult lexical form	5	3	0	0	1	9	0	1	1
	Try out a difficult morphological form	0	0	0	0	0	0	0	1	1
Student-student	Try out a difficult syntactical form	0	0	0	0	0	0	2	2	4
	Talk to their classmates	0	0	0	0	0	0	4	3	7
	Present own opinion to their classmates	0	0	0	0	0	0	25	14	39
	Respond to an opinion of their classmates	0	0	0	0	0	0	0	0	0
TOTAL		58	23	29	9	19	138	129	93	222

topic of the meeting, which is the holiday. All students also answer the teacher's individual questions in Indonesian, which is the most frequent WTC occurrence compared to the other occurrence of WTC shown in Table 5. Moreover, some of them also ask the teacher for clarification regarding unfamiliar terms that they just know and try out difficult lexical terms, such as *air mancur*, *Prambanan*, *pemandangan*, *lesehan*, and *perak*. Few of them guess the meaning of unknown words, such as *pesawat* and *kereta api*. However, BIPA 2 students show a higher frequency of WTC compared to BIPA 1 students. This is due to BIPA 2 students are intermediate Indonesian learners, they have been in Indonesia more than six months, and they have traveled to several cities in Indonesia; therefore, they have more language knowledge and confidence in speaking Indonesian.

The findings are in line with Wegner's (2017) findings in which he has stated that the students' WTC positive improvement is a result of topic interest. He further argues that students who are interested in the learning activities will feel positive that results in improved WTC. Based on the present findings, the common topics used in the BIPA class have made the students want to communicate more in Indonesian, especially the topics that are easy to be talked to with other Indonesian outside the class, for example, food, color, weather, and places in Indonesia.

The third research question analyzes the strategies that BIPA teachers used in developing language material which is expected to facilitate BIPA students' willingness to communicate inside and outside the classroom. The data is based on the interview with two BIPA teachers level 1 (Elementary) and two BIPA teachers of level 2 (Intermediate). Based on the interview with the first BIPA teacher in Elementary level, there are some strategies used in the classroom as listed in Table 5.

Table 5 Strategies used in BIPA Level 1 (T1)

Materials & teaching aids	Strategies to increase WTC
Coursebook: BIPA 1 Authentic materials: Menu Board game	a. Role-play (buyer and seller) b. Outdoor activity: Going to campus canteen c. Going to a mini market to buy some items d. Sharing experiences of going to the mini market e. Playing monopoly

It can be seen from Table 5 that there are several strategies that the teacher used. First, in the class, the teacher encourages the students to use Indonesian vocabulary that the students have learned related to numbers and prices by asking them to demonstrate a role play between a seller and a buyer by using money-like paper and restaurant menu with the price list. The students could practice to ask and answer questions related to food items and prices in daily life.

Second, the teacher takes the students to a small faculty canteen in the campus area and lets them communicate with the canteen owner to ask the names of Indonesian menu and the prices to buy any light meal with Rp10.000,00 and check the change. Taking the students to meet Indonesians

outside the classroom is a valuable opportunity for them to experience an authentic conversation with Indonesians.

Third, the students are given the assignment to visit a nearby mini market, take notes of some product prices, and make some transaction with their money then report the activity to the classmates in the next meeting. They might not use many Indonesian words when going to mini market, but they could learn to write some information related to items and prices. Then in the class, each student could share their notes and experiences to visit and buy some items in a mini market in Indonesian and get some feedback from the teacher.

Fourth, the teacher already plans to use a monopoly board game to have some fun learning in the class, but due to the limited of time, the game is canceled. Furthermore, in order to increase WTC, the teacher suggests that the students should have more learning activities outside the classroom because it is more challenging so that the students will practice speaking in Indonesian with some Indonesians who cannot speak English or their native language. If they only communicate with university students, they might switch to English or their native language.

Related to BIPA Level 1, there are some information related to strategies from the second BIPA teacher as shown in Table 6.

Table 6 Strategies used in BIPA Level 1 (T2)

Materials & teaching aids	Strategies to increase WTC
Coursebook: BIPA 1 Authentic materials: Product catalogue, supermarket brochure, fast food flyer, realias (birthday presents)	a. Introducing oneself: finding new Indonesian friends b. Fruits & food and beverages: mini market survey, food survey among Indonesian friends (interviewing) c. Time & holiday activities: Sharing with Indonesian conversation partners using photos, exchanging birthday wishes and present, singing a song, brainstorming & eliciting d. Transportation: pair work: information-gap activities e. Family: sharing family tree

It can be noticed that there are some strategies employed in developing students' WTC. First, in order to encourage the BIPA students to practice some phrases of introducing themselves outside of the class with new Indonesian friends, they are given a task to interview some Indonesian friends from various faculties and take notes about the names, the major, and the residence in the worksheet. They have to record the interview with their mobile phone and send the files to the teacher. They do the assignment after doing some practice with some Indonesian conversation partners in the class.

Second, the teacher goes to a nearby mini market with the students and some Indonesian conversation partners; the task is finding some authentic Indonesian snack/food and beverages as well as taking notes of the names of the items and the brands. They move around the mini market assisted by the Indonesian friends. The Indonesian friends

will help them if they want to get information about the authentic Indonesian products. After collecting the data, they buy some items and discuss the result of the survey in the class. For the assignment, the students are told to do a small survey among their Indonesian friends to find out how many people like or dislike the food and beverage that they have in their worksheet and discover the reasons of their statement. In such a way, the students are encouraged to have social interaction outside the class with Indonesian friends.

Third, the students learn Indonesian song “Names of Days” to help them memorize the days in a fun way. The teacher shows some realism of birthday items and present such as a doll, a key chain, a purse, a watch, a necklace, a bracelet, an umbrella, a gift box, and candles so that they would have some ideas when they practice to say “happy birthday”, and give small cue cards of birthday present with their choice of gift to Indonesian friends in the class. Furthermore, the teacher also has some students work in a small group with Indonesian friends to share their holiday experiences to Yogyakarta using some printed pictures or photos after doing brainstorming about their holiday experiences with the teacher. Eliciting some answers from the students about their holiday experiences is quite effective to encourage students to speak in Indonesian actively.

Fourth, the students work in pairs with Indonesian partners and do the information-gap activity about the schedule and destination of trains in some cities in Indonesia. They practice asking and giving information in Indonesian. Fifth, the students make a simple family tree and share it with the teacher for the oral test. To sum up, the teacher underlines that involving university students as Indonesian conversation partners is helpful to encourage BIPA students to practice the Indonesian language in a relaxed atmosphere. Additionally, the teacher suggests using speech journal, journal writing, and taking city tour around Bandung to enhance students’ WTC.

In the next part, the result of interview with two BIPA teachers of Level 2 will be discussed. Based on the interview with the teacher, there are some strategies listed that can be seen in Table 7.

Table 7 Strategies Used in BIPA Level 2 (T3)

Materials & teaching aids	Strategies to increase WTC
Coursebook: BIPA 2 With audio recording, Reading passages, dialogues	a. Brainstorming and eliciting b. Listening: fill in the dialogue and read the dialogue, discussion and personalization c. Telling hobbies and retelling hobbies d. Discussing reading text e. Interviewing Indonesians about hobbies f. Asking for suggestions if going to Japan

It can be seen that there are some strategies employed in BIPA class level 2. In this class, there are two male Japanese students. First, she encourages the students to speak by brainstorming some ideas of their traveling experiences in Indonesia and Japan. The teacher also shares

some tourist destinations in the Bandung area. Second, the students are listening to the recording to fill in the missing words in the dialogue; then the students practice reading the dialogue between two friends about hobbies. She is able to elicit some answers in Indonesian by using personalization when discussing their hobbies such as cooking, reading, playing tennis, and watching movies. Also, they discuss the new hobbies they have in Indonesia and their traveling in Indonesia. Third, the teacher asks the students to tell their hobbies, listen to each other, and tell their partner’s hobbies. Also, they are asked to tell about the hobbies of their sister or brothers. They are able to share short stories in Indonesian about their siblings. Fourth, the teacher discusses the reading text with the students and let the students answer and ask question-related to the text. Fifth, the students are given the task to interview two Indonesian friends about their hobbies, record the interview, and discuss the result of the interview to give feedback and learn new vocabulary.

In order to develop WTC, she gives some suggestions such as asking the students to make the recording, listen to their own recording, make the transcription of the recording, and evaluate the recording for learning Indonesian. Incorporating technology to learn Indonesian will be helpful for the students. Besides, it is recommended that the students learn to text in Indonesian to make an appointment for doing activities with their friends. Furthermore, to evaluate the development of their language skills, the teacher can give pre-test at the beginning of the semester and the post-test at the end of the semester for describing the same pictures or sharing the same topic.

Based on the interview with another BIPA teacher in Level 2, there are some strategies listed in Table 8.

Table 8 Strategies used in BIPA Level 2 (T4)

Materials & teaching aids	Strategies to increase WTC
Coursebook Indonesian movie	a. Telephoning the staff of Korean language courses to get information b. Watching Indonesian movie c. Writing a short film review and discussion d. Writing holiday experience and sharing the story e. Creating video using a mobile phone

From the last interview, it is found some strategies to increase WTC. First, in order to practice telephoning in Indonesian, each student is given a task to telephone the Korean language center in campus and off campus to get some information about the schedule of the course, the levels, the price, and registration procedures. The teacher lets the student make a phone call by himself after learning some phrases and examples from the book. The teacher acts as the prompter and gives some advice or clues if the student needs assistance. The students learn to practice for the authentic conversation on the phone with its challenges and difficulties.

The teacher has reported that it turns out some phrases or expressions they have learned are different from what they have to use when communicating with the Indonesian at the language center. They hear some informal or conversational

Indonesian words that they might not be familiar with. Thus, in such a way, they learn to handle the situation and increase their vocabulary and speaking skills. Second, the students watch a full-version of Indonesian movie *Cek Toko Sebelah* in class so that they could practice listening to authentic formal and informal language. The teacher chooses the film due to the fact that it contains cultural aspects of Sunda and Betawi, and the dialogues are also mixed with some English words. It is not easy for the students to understand the film, yet at least they have the experience of learning new things and get some information about new vocabulary from the teacher.

Third, the teacher asks the students to write a short review of the film and share what they learn from the film by having the discussion in the class. Fourth, related to holiday the students are asked to write their holiday story and share it in the class. Fifth, for the test the students are creating a video about their learning experience in for one year in Indonesia. The teacher explains some suggestions for developing BIPA materials such as watching a short Indonesian film or video clip (10-15 minutes) related to daily life, watching Indonesian commercials from TV, learning to do informal text messages with some abbreviations, ordering online transportation (taxi or Gojek), and ordering some food.

In short, concerning the third research question about the strategies for developing language materials, this research has shown that BIPA (Indonesian Language for Foreigners) teachers have developed several practical and useful strategies to promote the learners' WTC. In Elementary and Intermediate class, there have been some applicable strategies such as using authentic materials, creating more opportunities for real communication, and using social media and audiovisuals materials. Providing learning opportunities for the learners to practice Indonesian inside and outside the classroom is crucial.

Finding of this research is in line with the research of Richards (2006) that related to the principles of communicative language teaching namely focusing language learning for real communication and providing opportunities to experiment and practice the language. The significance of teacher's strategies and the development of listening and speaking activities are also consistent with the research of Siregar, Maryani, and Limuria (2016) that teachers need to prevent students' WTC decreasing by developing BIPA teaching materials. Similar to the research finding of Suyitno et al. (2017) and Wegner (2017), this research also highlights the importance of providing outdoor activities and speaking practice to increase WTC in a supportive classroom environment in which the teachers are taking the role as a participant.

CONCLUSIONS

To sum up, this research has several findings. First, regarding the perceptions of BIPA students, it is revealed that the students have positive responses towards the current language learning materials in BIPA classes specifically on the use of the listening section and interview project. They find it important and helpful to listen to recorded Indonesian conversation and communicate with Indonesian native speakers to enhance their speaking and listening skills in the academic and social setting.

Second, the current language materials are influential in motivating the BIPA students in their Indonesian WTC

inside and outside the class. They regard it useful to learn some relevant topics to have small talks with people in their social interaction. Furthermore, based on the classroom recordings, it can be noticed that the students are active to participate in discussion with the teachers.

Third, BIPA teachers have employed some strategies to develop the WTC of BIPA students inside and outside the class with various listening and speaking activities and class projects. The strategies are in line with some principles of communicative language teaching such as practicing language skills for real communication and experimenting with what the students learn in the real-world situation. The research also shows that using authentic materials and integrating technology into teaching and learning is important to motivate the students practicing the language.

Considering the beneficial impacts of the current language materials, it is highly recommended that the teachers keep on developing BIPA language materials by incorporating more cultural aspects, more technology and online resources for providing more opportunities and access to learn Indonesian language and culture. As a result, the needs of BIPA students to use Indonesian in academic and social setting can be fulfilled by teacher-designed materials comprising contextualization and individual needs.

Despite its important findings, there are some limitations to this case study. First, it is the limited number of international students and the origins of home countries, namely seven international students from Malaysia, South Korea, and Japan. Having more participants with more various nationalities will enrich the depth of this case study. Second, the current main focus of material development is on listening and speaking activities. Integrating more language skills such as reading and writing will be more beneficial for promoting students' WTC. For further research, it is worth analyzing to study various BIPA textbooks and audiovisual materials which promote students' WTC inside and outside the class.

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