

Conference Paper

Empowerment of Literary Works As a Medium of Learning BIPA

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Abstract

This article discusses the use of literary texts as a means of supporting Indonesian language learning for foreign speakers. Literary texts serve as an additional supplement in Indonesian language learning for foreign speakers. The use of literary texts in this BIPA study will add variations of Indonesian texts learned by BIPA learners. Literary texts are more complex than nonliterature text will also increase the proficiency Indonesia for foreign learners. The purpose of this article is (1) to describe the implications of the use of literary texts on BIPA learning, (2) to describe the superiority of the use of literary texts in BIPA learning, and (3) to identify literary texts appropriate for BIPA learning.

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Keywords: literary texts, learning media, BIPA

1. Introduction

Indonesian at this time has become an international language. The Indonesian language is not only studied as a subject in schools in Indonesia, but many are also studied by foreigners in various parts of the world. This Indonesian language learned by foreigners is known as the BIPA. BIPA is an acronym for Indonesian for foreign speakers. As the name implies, BIPA's focus is to teach Indonesian to foreign speakers who want to learn Indonesian. This BIPA learning can be carried out in Indonesia or in other countries that have BIPA organizing bodies.

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BIPA as a scientific field is still not very well established. This is very natural because BIPA's scientific field is still relatively new. The Language Development and Development Agency as a body that facilitates language learning has also just intensified BIPA learning in the 2000s. Intensification of BIPA learning aims to internationalize Indonesian.

Ulumuddin and Wismanto (2014: 16) compared BIPA as a newborn baby. This newborn baby certainly needs to be grown together by various parties involved in it. That is, the BIPA program needs to be developed and matured. The development and maturation of the BIPA program aim to make BIPA as a scientific field able to stand firm and consistent. This consistency is needed for a field of science because it is related to the continuity of the learning process. The most essential development of the BIPA program is the development of learning programs. The development of this learning program starts from the very top, namely the development of the BIPA curriculum. This is important because the curriculum is the life of a program. This development was then followed by the development of teaching materials, media development, development of learning methods, and others.

The development of the BIPA learning program must be carried out by various parties interested in BIPA learning. These parties are primarily the Agency for Language Development and Development as the holders of responsibility regarding linguistics in Indonesia. However, the Language Development and Development Agency cannot work alone in developing BIPA. Support from other parties is needed in the development of BIPA, such as universities and BIPA program organizing bodies. The cooperation of various parties is needed so that the development of the BIPA program can be carried out optimally.

Things that need to be considered in BIPA learning are learning media. Learning media is very important to support the learning process. Media is used as a tool to help learners more easily understand the learning material. The use of media must be considered in BIPA learning because the success of the learning process is influenced by the learning media.

2. Literature Works in BIPA Learning

BIPA, as the name implies, is Indonesian language learning. BIPA learners focus on mastering Indonesian language skills. This ability is the ability to listen, speak, read and write. However, the essence of BIPA learning is not limited to learning Indonesian.

This is because language is closely related to other things outside the linguistic aspect. Language cannot stand alone and depends on the context that surrounds it.

BIPA learning is also inseparable from various problems. One of the problems with BIPA learning is cultural issues. The problem of cultural differences between BIPA learners and Indonesian culture can be overcome by integrating Indonesian culture into BIPA learning. Learning material that is taught to BIPA learners can contain matters related to Indonesian culture as one of the learning materials. Incorporating aspects of Indonesian culture into BIPA learning has several advantages, such as (1) adding the variety of BIPA learning materials, (2) adding to BIPA's learner understanding of Indonesian culture thereby reducing misunderstandings related to culture, and (3) introducing Indonesian cultural diversity to the world.

Things that need to be considered in BIPA learning are cultural factors. BIPA learners are foreign nationals from various countries. The cultural background of the BIPA learners is also diverse, and may not be the same as Indonesian culture (Suyitno, et al., 2017a: 53). This needs to be a concern of BIPA organizers because BIPA's learning culture differences with Indonesian culture can be a problem if not given understanding from the start. The problem that can arise is the misunderstanding of BIPA learners about cultural events or phenomena that he encounters in Indonesia because they are not in accordance with the understanding of the culture of his home country.

Language and culture are two things that are interrelated with one another. Language is a cultural product, while the cultural process requires language tools. Language is also a means of expressing one's personal identity, character, and background (Chaika, 1982: 2). This shows the importance of language for the interaction of society and culture.

This cultural context also plays an important role when drawn to BIPA learning. The cultural aspect of BIPA learning consists of two things. The first aspect is the cultural aspect brought by BIPA learners from their respective countries. Secondly, the cultural aspect that encompasses the Indonesian language as an object of learning for BIPA learners.

Suyitno, et al. (2017b: 177) states that in BIPA learning, the competency targets that must be mastered by BIPA learners are the mastery of academic and social communication in the context of Indonesian society. To achieve this level of mastery, BIPA learning needs to develop the receptive and productive abilities of Indonesian. BIPA learners also need to develop their knowledge of Indonesian language and culture comprehensively.

Indonesian culture has a high level of diversity. Each region of Indonesia has its own culture. Each culture has its own characteristics. This certainly raises issues related to the cultural selection that will be integrated into BIPA learning. Integrating all cultures in

Indonesia is certainly impossible because of the many forms of culture that are spread throughout Indonesia. Another reason is limited learning time. BIPA learners are generally limited in learning Indonesian language and culture. For example, the Critical Language Scholarship (CLS) program was held at the State University of Malang. This program only provides 8 weeks of study time for program participants (Suyitno, et al., 2017b: 179). This time limitation requires special attention for program designers when they have to integrate BIPA learning with Indonesian culture.

Foreign learners who will learn Indonesian need to be introduced to aspects of Indonesian culture. This is so that learners do not experience cultural shock which will affect the learning process. There are many ways that can be used to introduce Indonesian culture to BIPA learners. One way that can be done is to empower literary works.

Literary work is a form of creative work created by the author. Literary work can be used in BIPA learning as an additional supplement of learning. That is, literary works are not the main media of learning or are included in the curriculum, but only as additional material. This additional material serves to complement the knowledge that has been obtained by BIPA learners in the classroom.

Empowerment of literary works in BIPA learning has two advantages. First, literary works can improve the ability of Indonesian language learners of BIPA. This is because BIPA learners have Indonesian language reading supplements through the literature. Second, BIPA learners have additional understanding and insight about Indonesia through the literary work. To obtain this advantage, criteria for selecting literary works are needed so that they are in line with BIPA learning. These criteria include themes, language, content, and universality.

3. Text Literature According to BIPA Learning

The suitability factor of literary works for the BIPA learning process becomes a matter that needs to be considered in choosing a literary work as a supplement to support BIPA learning. This is because not all literary works are in accordance with the BIPA learning process. In this paper, at least four criteria for selecting literary works are described as supplements to support BIPA learning, namely themes, language, content, and universality.

The theme is a factor that must be considered in the selection of literary works for BIPA learning. The themes of literary works that highlight Indonesian diversity and culture are

the themes of literary works that can be used as supplements to BIPA learning. Literary works with the theme of Indonesia's diversity will make BIPA learners increasingly understand and know Indonesia through these literary works.

Another factor that needs to be considered in choosing a literary work as a supplement to BIPA learning is the language factor. This factor is important because many Indonesian literary works incorporate regional languages in it. The novels by Ahmad Tohari for example, which contain many elements of Javanese. This is not good because it will confuse BIPA learners. BIPA learners who are actually foreigners focus on learning Indonesian. Contamination of languages other than Indonesian will disrupt the learning process of Indonesian language by BIPA learners.

This factor is also an important consideration in choosing a literary work to supplement BIPA learning. Ayu Utami's works that display sexuality are certainly not suitable for learning. Inspirational novels are more suitable to be used as a supplement to BIPA learning. examples of inspirational novels include the novel *Laskar Pelangi* by Andrea Hirata. The novel is very well used as a supplement to BIPA learning because the contents of the novel can inspire and motivate readers in terms of education.

Another factor that needs to be considered in choosing a literary work as a supplement to BIPA learning is the universality factor. This is important to note because some literary works strongly highlight the locality of a region. This will limit the knowledge of BIPA learners who want to learn as much as possible about Indonesia. A good literary work to supplement BIPA learning is a literary work that shows Indonesia as a whole. An example of this type of literary work is Aruna's novel *and his tongue* by Laksmi Pamuntjak. This novel tells about the culinary diversity that exists throughout Indonesia. Novels like this are suitable for BIPA learners who want to study in Indonesia.

4. Implementation of Empowerment Literature Text in BIPA Learning

In the previous section, it was explained that the empowerment of literary works in BIPA learning is supplementary. That is, literary works are not the main media of learning or are included in the curriculum, but only as additional material. This additional material serves to complement the knowledge that has been obtained by BIPA learners in the classroom.

The next thing to think about is the implementation of this literary work empowerment in BIPA learning. Because of its nature as a supplement, it is impossible to empower this literary work in class. The easiest way that can be taken is to provide literature reading

material to BIPA learners to read independently. This method seems too easy, trivial, and simple. However, this method has advantages, such as not taking up the learning time of BIPA learners in class and mastering the Indonesian language more effectively.

When reading Indonesian language literature, BIPA learners also indirectly learn Indonesian. This is what underlies the claim that the empowerment of literary works in BIPA learning can improve the effectiveness of mastering Indonesian.

Learning methods like this are known as immersion methods, namely, learners learn directly in real situations. Immersion method is a method that emphasizes the empirical experience of learners in real situations (Georgiou and Kyza, 2017: 423). In learning with immersion methods, learners experience directly the things that become the object of their learning. By experiencing it yourself, the learner becomes more aware of what is being learned. The similar opinion was expressed by Bialystok, et al. (2014: 178) which states that the immersion method is a learning method that focuses on the application of learning material directly by learners. Based on these two opinions, it can be concluded that the immersion method is a learning method that emphasizes the learner's experience in real-life situations.

This immersion learning method has advantages and disadvantages. The advantage of this method is the mastery of learning materials that are more comprehensive by learners. This is because learners experience themselves directly related to the topics learned in real situations. This will make the learner's understanding better. The lack of this method is related to the allocation of learning time. Learners who experience their own learning topics in a direct situation certainly need a long time to understand the topic. This is because learners find their own concepts and principles of topics learned. The process of finding this concept requires a lot of time. Another disadvantage is related to problems that can arise when learners plunge into real situations. Learners will interact with the community outside the formal learning environment so that there can be misunderstandings and problems with the community.

This immersion method is suitable to be implemented into language learning. Language will be more effectively mastered if language learners jump directly to learn the language in the social context of society. Learners directly interact with the language-speaking community. Intensive interaction between language learners and the language-speaking community will effectively improve the learner's language skills. This is because the language is learned and mastered in the context of use in society. This will be different if the language is only studied academically in the classroom. Learners will need a long time to master the language. However, this method does not mean that learning in class is not important. Academic language learning in class

remains important, especially in teaching grammar and language spelling. The grammar knowledge is then implemented into the real context of the real conversation in the community. The combination of these two forms of learning will make the learner's concepts, knowledge, and skills complete and comprehensive.

5. Conclusion

BIPA learning is Indonesian language learning aimed at foreign speakers. The essence of BIPA learning is not limited to learning Indonesian. This is because language is closely related to other things outside the linguistic aspect. Language cannot stand alone and depends on the context that surrounds it. Foreign learners who will learn Indonesian need to be introduced to aspects of Indonesian culture. This is so that learners do not experience cultural shock which will affect the learning process. There are many ways that can be used to introduce Indonesian culture to BIPA learners. One way that can be done is to empower literary works. Literary work can be used in BIPA learning as an additional supplement of learning. That is, literary works are not the main media of learning or are included in the curriculum, but only as additional material. This additional material serves to complement the knowledge that has been obtained by BIPA learners in the classroom. The way that can be taken to implement the empowerment of literary works in BIPA learning is to provide literature reading material to BIPA learners to be read independently. This method has advantages, such as not taking up the learning time of BIPA learners in class and mastering the Indonesian language more effectively.

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