

Developing Balinese Culture–Based Textbook for Intermediate Level BIPA Instruction

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Abstract— This study aimed at developing a Balinese culture-based textbook for intermediate level BIPA (Indonesian Language for Non-native Speakers). The research method applied in this study was Gall and Borg Research and Development Method. The steps already conducted were 1) need analysis, by distributing questionnaires to alumni of BIPA course beginner level and conducting FGD with all BIPA instructors to agree on the language and cultural contents of the book and the presentation of the book, as well as carrying out literature review to decide the language content of the book, 2) product design, by designing the guideline for the textbook development, 3) product development, by developing the textbook based on the guideline. The book developed consists of the following 11 topics: *Teman Baru, Kuliah di Bali, Pasar Tradisional dan Modern, Hobi, Jalan-jalan, Makanan dan Minuman Lokal, Tempat Tinggal (Kos di Bali), Tempat Umum, Budaya Tradisional, Hari-hari Besar, Transportasi*.

Keywords—textbook; BIPA; Balinese; culture.

I. INTRODUCTION

BIPA (Indonesian Language for Non-native Speakers) is a potential program to introduce Indonesia to the international world. This program assists foreigners in mastering the Indonesian language for them to be able to communicate with local people and meet the purposes of their visits to Indonesia, which can be for study, tourism or business. At the Language Centre of Ganesha University of Education (Undiksha), the course participants for BIPA Program increase each year. In 2018 alone, the number of participants was 43 students, all of whom stayed in North Bali. Among them, 38 students took a beginner level course and 5 students took the course for intermediate level. The textbook for the beginner level is available, yet no textbook is provided for the intermediate level. Some books from other institutions are available, yet they do not answer the need of Balinese culture and are not in line with the books used for the beginner level. The fact that intermediate classes of BIPA courses are already opened in the Language Centre and that the students of the course also advised for the availability of textbooks made it an urgent need to develop a Balinese culture-based textbook for intermediate level. This study was conducted to answer this need. By adapting the Research and Development Research Method by Gall, Gall and Borg, the researchers who were also

BIPA instructors in the Language Centre developed the book following these few steps: 1) need analysis, which was done by distributing questionnaires to the students to examine their needs on the cultural contents of the book, 2) Focus Group Discussion to examine the need of the teacher on the language and cultural contents of the book as well as agreeing some things, namely the presentation of the language skills and components as well as the cultural contents in the book and the reference used as the basis on deciding the language contents in the book, 3) product design by designing the guideline for the textbook development which covers list of competency, topics, activities and cultural aspects in the book, and 4) development of the book, which has 11 units in them.

II. LITERATURE REVIEW

A. BIPA Program

BIPA Program is the teaching of Indonesian language for non-native speakers. Non-native speakers are the people who come from foreign countries. At present, there are more than 200 institutions in 45 countries offer BIPA courses [1]. The Language Development and Fostering Agency of the Ministry of Language and Culture in its official website stated that BIPA program could also introduce Indonesia to international society, as this program is not merely a media to teach the language, but also to introduce Indonesian people and culture. Considering the importance of the program to introduce Indonesian language and culture to the world, the Centre of Strategy Development and Language Diplomacy which is under the Ministry of Education and Culture intends to carry out breakthroughs to strengthen the role of BIPA Program to promote the Indonesian language as an international language [1]. Some of the breakthroughs are standardization of the BIPA program, which includes the teachers, the competency, and the program implementation. The Language Centre of Undiksha is one of the institutions that offers the BIPA courses. The data of the course participants show that in 2018, the number of students participating in the BIPA course was 43 students from various countries, namely the Netherlands, Japan, USA, and Peru. They were university students, volunteers, and foreigners who stayed in Buleleng. Among these 43 students, 5 of them were in the intermediate program. In the questionnaires given to them at the end of the program, all of them wrote that there should be a textbook provided for them as learning material. The learning material should also be equipped with audio.

B. Definition, Function, and Types of Teaching Materials

In general, experts have agreed on how to define teaching materials. Teaching material is all that are needed to assist teachers or instructors in the instructions [2]. Other experts stated that teaching materials must include the competencies that the students must achieve. Teaching materials must be systematically composed and thoroughly display the competencies that the students should achieve [3]. Teaching materials such as information, tools, and texts are systematically composed to display a thorough picture of the competencies that will be mastered by the students and used in the learning process to plan and review learning implementation [4]. Based on the definitions of those experts, it could be concluded that teaching materials are materials or learning substances composed systematically based on the competencies that will be achieved by the students and used in the learning process.

Teaching materials have crucial functions in instructions. They have a few strategic functions, for both the teacher and students. For teachers, they function to save the teacher's time in teaching, change the teacher's role from teacher to the facilitator, improve the learning process to become more effective and interactive and as an evaluation instrument. While the functions for students are to assist them to learn independently, anytime and anywhere, as guidance for students that will lead their all activities in the learning process and is a competency substance that should be learned and mastered, and as an additional learning source for students.

In general, teaching materials can be divided into four types, namely printed, audio, audio-visual and interactive teaching materials. They can also be divided into two large classifications, namely printed and non-printed versions. Non-printed materials cover realia, display, audio and video materials [5].

C. Development of Teaching Materials

Teaching materials are crucial to be developed to improve learning quality. There are five stages to be done in developing teaching materials, namely analysis, design, development, evaluation, and revision. In the analysis stage, important things to be done are identifying students' level, character, background, age, etc. Those pieces of information are needed to determine the proper teaching materials and strategies. In the step of design, the teachers should formulate the learning objectives, development of concept map, and the guideline of the learning program. After conducting analysis and design, development can be started. Some points that are important in the development step are that the teaching materials developed should be based on the students' needs, should give learning experience to the students, have a variety of activities which are interesting, useful and effective for students, should contain examples and illustrations which are interesting. The fourth step; the evaluation step, is the process where responses on the developed teaching materials are obtained. The suggested evaluation is from experts and by conducting try out with limited respondents, try out with a larger number of respondents, and try out at the real class [5].

D. Culture-based BIPA Instruction

Culture is a complex matter. It is defined as a system (socially transmitted behavioural patterns) that functions to connect the community with its ecological setting [6]. Culture can be divided into two major groups, namely large and small cultures. Large culture covers geography, history, institution, literature, arts, music, and ways of life. While small cultures cover behaviour, faith, perception, especially expressed in language and affected by the local culture [7].

Language and culture are closely related that they are synonymous. Language is a part of culture and culture is a part of language [8]. As language cannot be separated from culture, the teaching of language must involve the teaching of culture. Cultural class is significantly useful in improving language skills, cultural awareness and changing attitudes towards native and target society [9].

Cultural-based BIPA teaching can be done in several ways, namely introducing physical and non-physical forms of the culture. The examples of physical culture based BIPA teaching are by inserting contents of touristic places and things that are typical characteristics of certain places while the example of a non-physical form of culture is a tradition of a place [10].

III. RESEARCH METHODOLOGY

The design of this study adapted the research and development design model [11]. The steps that had been carried out were a) Research and Information Collecting, b) Planning, c) Developing Primary Form of Product.

Research and information collecting were carried out by conducting a need analysis on the BIPA Course. This was done by distributing questionnaires to 10 alumni of beginner level BIPA program to examine their needs for the insertion of Balinese culture in BIPA instruction. The contents of the questionnaires were firstly validated by two experts and the results were calculated using Gregory formula. Focus Group Discussion (FGD) with all BIPA instructors of the Language Centre and the researchers was also conducted to determine the needs of the teachers of the language contents of the book and the order of presentations in the book (the skills and language components).

Planning was carried out by creating a guideline which will be developed by considering the results of the questionnaires given to BIPA alumni and the results of the FGD, which cover two major things, namely the reference used to determine the language content of the book and the types of cultural content to be inserted in the book. The numbers of units in the book and the topic of each unit were also determined in this step. The literature study was also done in this step by examining the Ministerial Regulation of the Minister of Education and Culture No. 27 of 2017 regarding the Competency Standards of Graduates of BIPA Course to decide the language contents that should be in the book in details.

This study involved quantitative and qualitative data. The quantitative data were the results of the questionnaires given to the alumni of BIPA Program which were analyzed quantitatively to find out the percentage of each item of the observed dimension and the results of the validation of the

questionnaire itself. The qualitative data were the data related to the design and development of the teaching materials, namely the results of the FGD and the results of the literature review. These data were analysed following Miles and Hubberman model which includes 1) data reduction, 2) data presentation and 3) conclusion drawing [12].

IV. RESULTS AND DISCUSSION

This part of the article will explain the results of the development steps carried out in the study.

A. The Results of the Need Analysis

Need analysis was done by distributing a questionnaire to BIPA program alumni and conducting Focus Group Discussion (FGD) for the instructors. Before given to the alumni, the questionnaire was validated by two experts. The calculation by using Gregory formula resulted in validation score 1 which meant that the questionnaire was valid to be used. Table I below shows the needs of the students on the insertion of Balinese culture in BIPA instruction.

TABLE I. THE NEEDS OF STUDENTS ON THE INSERTION OF BALINESE CULTURE IN BIPA INSTRUCTION

No	Statements	Response				
		SA	A	NS	D	SD
Target Needs						
1	Knowledge of Balinese culture makes it easy for me to communicate with the people around me.	100%	0%	0%	0%	0%
2	Knowledge of Balinese culture avoids me from misunderstanding communication with the surrounding community.	50%	50%	0%	0%	0%
3	I need knowledge of Balinese culture, in addition to skills in Bahasa Indonesia.	40%	60%	0%	0%	0%
4	Knowledge of Balinese Culture helps me understand the other person when communicating.	40%	50%	10%	0%	0%
5	Knowledge of Balinese Culture helps me express my intentions in communication.	40%	50%	10%	0%	0%
6	Knowledge of Balinese Culture gives me a more positive view of the surrounding community.	70%	30%	0%	0%	0%
7	Knowledge of Balinese Culture increases my love for Bahasa Indonesia.	40%	30%	30%	0%	0%
Learning Needs						
8	Balinese culture needs to be taught in BIPA instructions.	100%	0%	0%	0%	0%
9	Knowledge of Balinese Culture increases my love for BIPA instructions.	50%	50%	0%	0%	0%
10	BIPA learning with the insertion of Balinese Culture can make learning not boring.	40%	50%	10%	0%	0%
11	BIPA learning that presents Balinese Culture increases my motivation in learning Bahasa Indonesia.	40%	50%	10%	0%	0%
12	Knowledge of Balinese Culture can help me interact with teachers in BIPA instructions.	30%	70%	0%	0%	0%
13	BIPA learning with the insertion of Balinese Culture makes me feel happy in learning.	20%	70%	10%	0%	0%
14	BIPA instruction that presents Balinese Culture enhances my Indonesian language skills.	80%	20%	0%	0%	0%

Table I shows that the needs of students on Balinese culture can be divided into two; target needs and learning needs. The percentages of the responses of the students indicated that most of the students thought that Balinese culture was needed and was beneficial in many ways for their learning and communication with Balinese people. Some advantages of learning culture that they agreed were that the knowledge of culture made it easy for them to communicate with the people around them, avoid misunderstanding when communicating

and gave them a more positive view on the surrounding community. All respondents agreed that Balinese culture needed to be taught in BIPA instructions and most of them agreed that BIPA instruction that presented Balinese culture could enhance their Indonesian language skills.

While for the types of culture needed by the students, table II below will display the students' perception of them.

TABLE II. TYPES OF CULTURE NEEDED BY STUDENTS IN BIPA INSTRUCTION

No	Type of Culture	Response				
		VI	I	NS	U	VU
Surface Culture						
1	Food	0%	70%	30%	0%	0%
2	Holidays	10%	70%	20%	0%	0%
3	Arts	20%	80%	0%	0%	0%
4	Folklore	0%	50%	50%	0%	0%
5	History	0%	50%	50%	0%	0%
6	Personalities	10%	40%	50%	0%	0%
Deep Structure						
7	Ceremony	20%	80%	0%	0%	0%
8	Courtship & Marriage	20%	80%	0%	0%	0%
9	Aesthetics	0%	80%	20%	0%	0%
10	Ethics	100%	0%	0%	0%	0%
11	Family ties	20%	60%	20%	0%	0%
12	Health & Medicine	0%	70%	30%	0%	0%
13	Folk Myth	0%	50%	50%	0%	0%
14	Gestures & Kinesics	100%	0%	0%	0%	0%
15	Grooming & Presence	100%	0%	0%	0%	0%
16	Ownership	0%	50%	50%	0%	0%

17	Precedence	10%	70%	20%	0%	0%
18	Rewards & Privileges	10%	70%	20%	0%	0%
19	Rights & Duties	0%	40%	60%	0%	0%
20	Religion	10%	30%	60%	0%	0%
21	Sex roles	100%	0%	0%	0%	0%
22	Space & Proxemics	30%	70%	0%	0%	0%
23	Subsistence	0%	50%	40%	10%	0%
24	Taboos	80%	20%	0%	0%	0%
25	Concepts of Time	50%	50%	0%	0%	0%
26	Values	70%	30%	0%	0%	0%

Table II shows that both surface and deep culture are needed by the students. Among the surface culture, Balinese arts food, and holidays gained the most percentages. For deep structure, ethics, gestures and kinesics, grooming and presence, sex roles and taboos gained the most percentages. It means that most students thought that the surface and deep culture were important to be known and learned. The least five of the surface and deep cultures were folklore, history, folk myth, rights, and duties and ownership. These results then determined the cultural content of the units in the book.

B. The Results of the Focus Group Discussion

Focus Group Discussion (FGD) was conducted by involving researchers and all BIPA instructors in the Language Centre. The FGD was intended to answer the following questions: 1) the reference used as the basis of the language contents of the book, 2) the number of units in the book and the topic of each unit, the distribution of cultural contents in the book, 3) the way to present cultural content.

After having discussion at the FGD, the researchers and all instructors decided that the reference used as basis of the language contents of the book, in addition to the book for beginner level, is the Ministerial Regulation of the Minister of Education and Culture No. 27 of 2017 regarding the Standard of Competencies of Graduates of BIPA Program. The

competency standard in this regulation is written referring to the Common European Framework of Reference (CEFR) and the levels refer to the levels of *UKBI/Uji Kemahiran Berbahasa Indonesia* (the Official Indonesian Language Proficiency Test). In this Ministerial Regulation, the BIPA program is divided into 7 levels. After examining the contents of the Regulation, the researcher and instructors decided to develop a book for Intermediate level BIPA 3.

The regulation contains detailed elements of competency and graduate indicators for level BIPA 3. These indicators were mainly the consideration for writing the contents. In addition, elements of competency and the indicators listed for BIPA 1 and 2 were also examined to list the materials that should be in the book for beginner level but were not covered in the book for beginner level used at the Language Centre. Those materials were then written in the book for the intermediate level. The materials spread in the 11 units developed in the book.

In the FGD, the instructors also proposed that the presentations of the language contents and components in the book will be listening, speaking, reading, grammar, writing and a vocabulary list. Cultural notes will not be presented in special parts. Instead, they will be written in boxes and spread in whichever skill they need to be in.

TABLE III. LIST OF COMPETENCIES, TOPICS, ACTIVITIES AND CULTURAL ASPECTS IN THE BOOK

Unit	Competency	Listening (Menyimak)	Speaking (Berbicara)	Reading (Membaca)	Structure (Tata Bahasa)	Writing (Menulis)	Cultural Notes
Unit 1 <i>Temam Baru</i>	Able to introduce and give information about oneself and asking information about other people	Listening to a conversation on introduction and filling in cloze tests; answering questions that use the questions words who, when, from where, where, how many/much, where to	Giving information on one's personal identity; interviewing someone about his/her personal identity	Reading a text about a famous painter in Bali; answering questions about the painters which started with question words who, when, how, with whom	Using question words in sentences; using <i>kalimat ulang</i> in sentences; using prefix me- which mean to become or to become like in sentences	Using proper expressions to introduce oneself to others; writing about the differences in introduction between Balinese/Indonesian people with the people in the country of origin of the students	What people in Bali ask during introduction; nonverbal aspects of communication with Balinese: smile, proximity; how to address younger and older people; parents' role in their children's decisions
Unit 2 <i>Kuliah di Bali</i>	Able to explain the purposes of staying in Bali and some information about studying in Bali	Listening to information about some information about studying in Bali and working on cloze tests	Explaining about the student's purposes of staying in Bali and studying in the campus; explaining about the clothes normally worn by students in the	Reading a text about rules of clothes to wear for studying at university and	Using the words " <i>tidak</i> " and " <i>bukan</i> " in sentences; using <i>kata ulang</i> which	Writing about one's purpose to stay in Bali/to visit Bali and purpose of learning Indonesian language.	The attitude of Balinese people towards education; the attitude of Balinese/Indonesian people of time (punctuality, lateness)

Unit	Competency	Listening (<i>Menyimak</i>)	Speaking (<i>Berbicara</i>)	Reading (<i>Membaca</i>)	Structure (<i>Tata Bahasa</i>)	Writing (<i>Menulis</i>)	Cultural Notes
			country of origin of the student	answering questions about the text	mean to look like		
Unit 3 <i>Pasar Tradisional dan Modern</i>	Able to use proper expressions to buy things in the market and shops	Listening to conversations about buying things at the traditional market and a shop; answering cloze tests about shopping at the traditional market and a modern shop	Using fractions in the context of buying things in sentences; using quantifiers in counting quantity of things; expressing likes/dislikes;	Reading texts about traditional market and different types of <i>sambal</i> condiment	Using equative, comparative, and superlative comparison in sentences, using adverbs <i>sedikit, cukup, banyak, banyak sekali, terlalu</i> ; using prefix <i>ber-</i> with certain meanings in sentences	Writing about traditional market in the country of the students; writing about the students' habits in buying things in traditional market in Indonesia	Some things students should consider when shopping at traditional market; information about <i>plecing</i>
Unit 4 <i>Hobi</i>	Able to describe or one's hobbies and describe places of interest	Listening to conversations about one's hobbies; answering questions about one's hobbies	Mentioning different places of interest; describing places of interest; <i>menyatakan hobi</i> ; expressing agreement/disagreement	Reading texts about someone's hobbies and answering questions about them	Using prefix <i>pe-</i> in sentences; using words that show frequency in sentences	Writing about the hobby of the students and a popular art in the country of the student	Common activities of group of youngsters in Bali " <i>sekaa</i> "; and information on activities normally done in the community hall in Bali " <i>banjar</i> "
Unit 5 <i>Jalan-jalan</i>	Able to tell information about local people activities on certain occasion in Bali and tell suggestions and prohibitions when travelling in Bali	Listening to texts about some things that should be prepared and avoided when travelling in Bali; listening to a text about <i>ogoh-ogoh</i> parade in Bali	Explaining about a unique place in Bali; interviewing someone about unique or interesting places in Bali	Reading a text about Nyepi celebration in Bali and answering questions about it; expressing suggestions and prohibitions	Using words with prefix <i>me-</i> in sentences	Writing about interserting traditions in the student's country; things to be known and considered when travelling in the country of origin of the student	Roles of gender; how to interact with a member of the opposite sex
Unit 6 <i>Makanan dan Minuman Lokal</i>	Able to mention and explain about traditional foods and drinks and people ways in making and eating/drinking them	Listening to texts about types of typical food and drinks on Balinese/Indonesians and answering questions about them; listening to <i>ngelawar</i> tradition and answering questions about them	Asking someone about his/her favourite Indonesian/Balinese food and drink; explaining about his/her own favourite food/drink in Bali;	Reading texts about herbal drinks and a unique vegetable in Bali and answering questions about them	Using words with suffix – <i>an</i> in sentences	Writing about a certain food and the way people eat it/the occasions people have it in the country of the student	Types of food used for offerings or commonly available in ceremonies; the <i>megibung</i> tradition in Bali
Unit 7 <i>Tempat Tinggal (Kos di Bali)</i>	Able to make inquiry in looking for a place to stay and explain typical residences of local people	Listening to texts about making inquiry about a place to stay in Bali and bargaining the price	Describing the place of stay of the student; asking information about someone's place of stay and explaining to classmates the information obtained	Reading a text about someone's experience of staying at a boarding house in Bali	Using words with prefix <i>ber-</i> in sentences	Writing emails about one's place of stay in Bali	Family ties as shown in the houses of Balinese; common norms related to housing and staying in boarding house in Bali
Unit 8 <i>Tempat Umum</i>	Able to mention public places, the	Listening to a conversation about asking someone to	Explaining about a public place that the student has visited;	Reading a text about traditional	Using prepositions, particles in	Writing about a public place in the	The use of herbal medicine by Balinese people

Unit	Competency	Listening (<i>Menyimak</i>)	Speaking (<i>Berbicara</i>)	Reading (<i>Membaca</i>)	Structure (<i>Tata Bahasa</i>)	Writing (<i>Menulis</i>)	Cultural Notes
	activities people do in them and the rules in those places	go somewhere together and answering questions about them	asking others about public places they have visited	market and the herbal medicine sold there	Indonesian language and connectors in sentences	country of the student	
Unit 9 <i>Budaya Tradisional</i>	Able to explain about an art performance in Bali	Listening texts about touristic places in Bali that exhibit Balinese culture/performing arts and Balinese dances and answering questions about them	Explaining about one performing art that the student has watched	Reading texts about a religious ceremony and a tradition in Bali	Using ordinal numbers in sentences; using some adverbs of time in sentences; using a few connectors in sentences; using words with suffix – an in sentences	Writing about a tradition or a cultural show/performance in the country of the student	Prohibition in entering temples in Bali; what a person is to say and do on a particular occasion (ceremony); attitudes and beliefs about doing something against culturally accepted patterns (taboos)
Unit 10 <i>Hari-hari Besar</i>	Able to mention and explain about holidays /important days in Bali	Listening texts about some important days in Indonesia and answering questions related to them	Explaining about a celebration or holiday in Indonesia; explaining about a celebration or holiday in the country of the student	Reading a text about the celebration of Indonesian Independence Day and answering questions about them	Using words with confix me-i in sentences; using words with confix me-kan in sentences	Writing a message using shortened words: <i>yg, sgt, dgn, dsb</i> ; writing about a celebration or one of national holidays in the country of the student	The importance of Balinese calendar; the fact that there are many holidays in Bali; ceremonies in Bali
Unit 11 <i>Transportasi</i>	Able to mention different types of transportation modes and make inquiry about reserving transportation	Listening to a text about a mode of public transportation in Indonesia; listening about the use of roads and pavements in Indonesia	Reserving transportation; asking about price and facilities	Reading a text about traffic rules and regulations in Indonesia	Using connectors: <i>karena, sambil, ketika, sementara, tetapi, sebelum, sehingga, bukan hanya, melainkan, tidak...tetapi, baik... maupun</i> in sentences; using words with ending se- in sentences	Writing an inquiry email about reserving transportation	Some common violation of traffic rules done by people

Table III displays the list of competencies, topics, activities and cultural aspects in the textbook written for developing the book. The contents were based on the results of the need analysis, FGD and the contents of the Ministerial Regulation of Minister of Education and Culture No. 27 of 2017.

The draft of the book has been finished as the outcome of the research. Further steps would be the validation of contents by experts and try out to test the effectiveness.

V. CONCLUSION

The development of Balinese culture-based textbook for intermediate level BIPA Instruction was done by performing a few steps, namely need analysis, done by distributing

questionnaires to program alumni to determine the cultural content of the book, studying the Ministerial Regulation of Minister of Education and Culture No. 27 of 2017 regarding the competencies of BIPA graduates and Focus Group Discussion to determine the composition of the book as well as the language and cultural contents of the book. Based on the results of the questionnaires, it is decided that the cultural contents are inserted in the content of the book as the students agreed that learning Balinese culture would be beneficial for them in many ways and they agreed that Balinese culture needed to be taught in class. While for the types of surface and deep structure, all types of culture except the five types with the least percentages were inserted.

The Focus Group Discussion discussed the composition of the book and decided that it would contain *menyimak* (listening), *berbicara* (speaking), *membaca* (reading), *tata bahasa* (grammar), *menulis* (writing) and cultural notes respectively. The culture notes inserted in each unit are suitable for the competency to be achieved in the 11 units in the book.

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