BIPA Teachers' Strategies in Teaching Indonesia Vocabulary Online for Students Other Languages

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Abstract

The Indonesian language program known as Indonesian Language for Foreign Speakers (BIPA) is designed for foreigners. One of the most crucial elements in using a second language successfully is vocabulary. The aims of this study were to identify the strategies that BIPA teachers employed to teach Indonesian vocabulary online and the factors that influenced the utilization of these strategies with foreign students. The study used a qualitative descriptive research design. The sample of this study consisted of 12 BIPA teachers at the University of Bengkulu. The result of this study revealed that there were five strategies used by BIPA teachers in teaching Indonesian vocabulary, namely: 1) Drilling, 2) Code-Switching, 3) Translation, 4) Guessing the context, and 5) Making Task. Additionally, the second outcome examined the factors that influenced the BIPA teacher's use of the strategies for teaching vocabulary in Indonesia; student abilities, duration of time, and the level of material.

Keywords : *BIPA, Other Languages, Teachers, Strategies, Vocabulary*

INTRODUCTION

Indonesian Language for Foreign Speakers (BIPA) is a program that involves foreign students in learning the Indonesian language (BI). In this regard, speakers of other languages find the Indonesian language alien. Other nations can readily learn about Indonesia through the BIPA program, which also fulfills the goal of bringing awareness of Indonesian culture to the world. The development of Bahasa Indonesia bagi Penutur Asing (BIPA), or the Indonesian Language for Foreign Speakers, could accomplish this goal (Annisa & Sumaludin, 2022). 10,730 BIPA students from 38 countries were connected in 2021 by means of 279 BIPA teachers allocated to 204 institutions (Saddhono et al., 2023). This demonstrates the high demand for Indonesian language and culture outside. At BIPA centers, BIPA is being used more often both domestically and abroad. Furthermore, the main obstacle to teaching BIPA, according to

Yulianeta & Siddique (2024), is Indonesia's intricate grammar, which is hard for non-native speakers to understand. Adapting the teaching strategy to the needs and preferences of international students is another crucial component. Thus, more research on the difficult aspects of the BIPA learning program is required of educators and researchers.

One of the most crucial components of using a second language successfully is vocabulary. The structures and functions he learned cannot be applied to thorough communication without vocabulary. Hutami et al. (2021) assert that vocabulary is the primary element that is necessary for communication to take place. Vocabulary is necessary to convey thoughts and emotions. The first stage in learning a language is expanding one's vocabulary; a restricted vocabulary might be a barrier to learning a foreign language. Thus, the primary focus of teaching Indonesian should be vocabulary. A person cannot effectively communicate using any learnt structure or function if they do not have an adequate vocabulary, which makes it crucial for second language learning (Median et al., 2022). Therefore, teaching vocabulary is crucial to improving the effectiveness of teaching Indonesian to BIPA program participants.

Lack of variety in teaching methods and opportunities for students to actively engage in the learning process can make vocabulary instruction boring. According to Liu (2022), the vocabulary teaching model hasn't changed much. Furthermore, as stated by Yu (2022), teachers hardly ever teach efficient vocabulary learning techniques and strategies, despite the fact that doing so is crucial to enhancing the efficacy and caliber of vocabulary acquisition. Additionally, when vocabulary is taught using the traditional method, students get bored since they must passively listen to the teacher. Teaching vocabulary in a foreign language can be accomplished in a variety of strategies (Nazaruddin et al., 2020). Different teachers may use various strategies when teaching language. Thornbury (2002) states that teachers employ a number of techniques while teaching vocabulary in English, including games, translation, guessing from context, dictionary use, and creating assignments.

Furthermore, there are two primary types of vocabulary instruction methods: explicit and implicit. According to Ellis et al. (in Dakhi & Fitria, 2019), this is explained by the idea that implicit teaching occurs indirectly and involves an unconscious teaching process that makes vocabulary learning natural and primarily unconscious. The teacher's role is essential in these situations because this kind of teaching approach

usually requires a lengthy process. If teachers want students to be interested in learning new words, they must be able to create engaging teaching and learning activities. Teaching strategies must be employed when teaching vocabulary in order to maximize learning outcomes and support the students' learning process. The intended learning objectives of the lesson plan are not met when there is a lack of clarity in the approach, which leads to an undirected teaching and learning process. The teacher develops an engaging learning strategy for the students in order to meet learning objectives. A teaching strategy is a set of steps or an activity that uses strategies to accomplish specific goals, particularly learning objectives (Nurislam et al., 2023). Teachers' strategies can indirectly affect students' interest in learning, motivation to follow the curriculum, and interest in the teaching materials. As a result, each student should benefit from a teacher's strategy.

There have been a number of earlier investigations on this subject. The first research was conducted by Duha (2024). This study looks at the strategies that teachers at SMP Negeri 1 Teluk Dalam employ to teach vocabulary to eighth graders. This study was carried out using the qualitative method. The second study was done by Deni & Fahriany (2020). Investigating the opinions of the Qur'an Learning Center teachers about the approach used to teach vocabulary to young students is the aim of this descriptive qualitative case study. The third one was carried out by Josafat Gultom et al. (2021). This study aims to describe the strategies teachers use and the difficulties they encounter when teaching vocabulary. Next study was conducted by Saddhono et al. (2023). The purpose of this study was to use the corpus linguistics tool Kortara to examine the grammar, vocabulary, and terminologies used by BIPA students. The last study was done by Laksono & Ismiatun (2023). This study looked into how BIPA instructors instruct local culture in online classes. Previous investigations examined the strategies used by teachers to teach junior high school learners vocabulary in English. BIPA students' application of the corpus linguistics use in vocabulary teaching principles and techniques was noted in another study. The most recent study on BIPA teachers taught about local culture in Indonesia. The topic and purpose of this current study determine the gaps. The strategies utilized by BIPA teachers to teach vocabulary in Indonesia were the main subject of this study.

The investigation of BIPA teachers' vocabulary teaching strategies and the factors that influenced them is the novelty of this study since it considers new teaching

environments like online platforms, integrates culture and context, adapts to student diversity, and explores unique teaching methods. Given the range of vocabulary-related issues that have been discussed, it can be concluded that BIPA teachers play a critical role in putting vocabulary teaching strategies into practice. Thus, the researcher questions of this study were: 1) What strategies do BIPA teachers employ to teach Indonesian vocabulary to foreign students online? 2) What factors do the BIPA teachers consider to choose these strategies while teaching vocabulary to students of other languages online. Postgraduate students in their third semester who have previously instructed international students in Indonesian vocabulary online were selected by the researcher as the sample. Lastly, given this context, the researcher is eager to carry out qualitative research under the heading **"BIPA Teachers' Strategies in Teaching Indonesia Vocabulary Online for Students Other Languages."**

METHOD

The study employed a qualitative approach that incorporated descriptive research. This study falls under the qualitative research category since it uses verbal data and produces a description as its end product (Moleong, 2018). Finding out what strategies BIPA teachers employ to teach Indonesian vocabulary online and the variables influencing their choice to employ these strategies with foreign students were the goals of this study. Interviews were employed by the researchers to collect data from people who could have provided pertinent information. The instrument was adopted by Cahyaningrum (2023). The researcher only included the interview data that was relevant to the BIPA teacher's strategies for teaching Indonesian vocabulary. The strategies employed by the BIPA teacher were identified based on this data. There were 27 BIPA teachers in the study's population. The study specifically examined BIPA teachers at the University of Bengkulu who provided online instruction in Indonesian vocabulary to students studying other languages. Twelve individuals were chosen for the interview using purposive sampling.

In order to gather more specific information about the strategies employed by BIPA teachers to teach Indonesian vocabulary online, this step was developed. The researcher applied Miles, Huberman & Saldana's approach to analyze the data. Three processes are involved in data analysis, according to Miles, Huberman, and Saldana, referenced in Yunion (2020). They were data reduction, data display, and conclusion drawing. The concept was utilized in this setting by examining how BIPA teachers employed various learning strategies. Prior to selecting the information from the interview, the researcher made some notes. This procedure entails organizing, classifying, and summarizing data basically, choosing that which is pertinent to the study questions. Reducing the data was followed by organizing it in

a way that made it easier to comprehend and interpret. To illustrate the BIPA strategies for teaching Indonesian vocabulary, a table was created. The researcher categorized the strategies or arrangements that BIPA teachers employ when teaching Indonesian vocabulary, as well as the factors that influence the teacher's usage of these strategies. Following the conclusion, the researcher answered to the initial research questions used in the study.

RESULTS AND DISCUSSION
Research findings

In this section, the author addresses the research questions and presents the findings from the study that were obtained from the interviews with the BIPA teachers. The data from BIPA teachers' strategies for helping their international student expand their vocabulary is described in this chapter. Interviews with twelve BIPA teachers are used to gather data. Using Thornbury's (2002) theory, the researcher examined how the first problem was formulated, focusing on the strategies that teachers employ to teach vocabulary. In order to examine the second problem formulation about the elements that impact teachers' usage of techniques when teaching vocabulary, the researcher employed Lawrence's (2009) theory.

1. **The strategies used by BIPA teachers in teaching Indonesia vocabulary to International Students online**

    The researcher employed Thornbury's concepts of teacher strategies for introducing vocabulary. According to the data collection results, BIPA teachers employ a number of teaching strategies including the following: a) Drilling, b) Code Switching, c) Using Translation, d) Repetition, e) Guessing Word, and f) Making Task, to teach Indonesian vocabulary to students learning other languages. Table 1 provides the following information on BIPA teachers' methods for helping pupils learn more Indonesian words in other languages:

Table 1. BIPA Teachers' Strategies in Teaching Indonesia Vocabulary

Respondents	Strategies				
	Drilling	Code Switching	Using Translation	Guessing Word	Making Task
Teacher 1		✓	✓		✓
Teacher 2		✓	✓	✓	
Teacher 3	✓		✓	✓	✓
Teacher 4	✓		✓	✓	✓

Respondents	Strategies				
	Drilling	Code Switching	Using Translation	Guessing Word	Making Task
Teacher 5	✓		✓		✓
Teacher 6			✓	✓	✓
Teacher 7			✓	✓	✓
Teacher 8		✓		✓	✓
Teacher 9		✓		✓	✓
Teacher 10	✓		✓	✓	✓
Teacher 11			✓	✓	✓
Teacher 12	✓		✓	✓	✓

Based on the aforementioned interview results, the researcher discovered that the BIPA teachers employed six distinct strategies to teach Indonesian vocabulary to their foreign language learners. Only two instructors used the repetition strategy, ten teachers used the guessing strategy, eleven teachers used the making tasks, five teachers used the drilling strategy, four teachers used the code switching strategy, and ten teachers used the translation technique. These are the strategies that BIPA instructors employ while instructing international students on Indonesian vocabulary online. The following are the interviews conducted by the BIPA teachers' representative for each strategy:

1) Drilling

The outcomes of BIPA teachers' interviews regarding the use of drilling techniques in teaching Indonesian vocabulary are listed below.

T3: *"I used drilling in teaching vocabulary to my foreign student."*

T5: *"Direct method like drilling. Sometimes I used AI too."*

Based on the information gathered from the interview, it can be stated that the teachers' use of this drilling technique is highly successful in teaching vocabulary since it gives students the chance to progressively repeat, correct, and comprehend new terms more deeply.

2) Code Switching

The following is a collection of the findings from interviews with BIPA teachers about the application of code-switching strategies in teaching Indonesian vocabulary.

T1: *"I use switching language Indonesia and English so that the student will understand the material better."*

T2: *"I use code switching (mix 3 languages) because the student doesn't really fluent in English yet."*

According to the data acquired from the interview, teachers employ this code-switching strategy when teaching vocabulary in order to improve retention, boost engagement, and establish links between the students' target and native languages. Teachers can help students acquire and use new vocabulary more successfully in the classroom and in real-world situations by alternating between languages in a deliberate manner.

3) Using Translation

The results of BIPA instructors' interviews regarding the use of translation strategies in teaching Indonesian vocabulary are compiled here.

T3: *"Yes, I used translation in teaching vocabulary whenever my students can't cover up the meaning, I translated the word."*

T10: *"Yes, to deliver the meaning of new vocabularies."*

Based on the information gathered from the interview, it can be indicated that when teachers employ this translation technique when teaching Indonesian vocabulary, students are better able to grasp the meaning of a word. This strategy only requires students to repeat the term in a different language; it makes very little attempt to engage them. The teacher uses time that is both efficient and effective, minimizing or even eliminating the need for dictionaries to help students understand terms.

4) Guessing Word

The findings from interviews with BIPA teachers about the application of guessing the context techniques in teaching Indonesian vocabulary are gathered here.

T4: *"Yes I do. To make the learners more active."*

T7: *"Yes, so that students not only memorize the meaning of the vocabulary but can use it in the context of a sentence."*

The guessing from context technique is frequently used by BIPA teachers in every meeting, according to the data findings from the interviews. In addition to helping students focus, this also teaches them how to think critically and participate actively in class. This was done to help student

become more critical thinkers and to get them used to actively responding to the teacher's inquiries.

5) Making Task

This is a compilation of the findings from interviews with BIPA teachers about the use of the making task technique in teaching Indonesian vocabulary.

T6: *"Yes, I made some type of task to evaluate the teaching process such as multiple choice and matching."*

T8: *"Last meeting ya, like fill in the blank, find the correct picture."*

According to the information gleaned from the interviews, BIPA teachers assign tasks to enhance their students' educational experiences. This technique is employed to assess students' comprehension and abilities while also helping them become more understanding and memorize the usage of Indonesian terminology. The tasks used to teach Indonesian vocabulary include fill in the blank, multiple-choice, matching, oral, quiz, and memorization exercises.

2. Factors that impact BIPA teachers' use of teaching techniques for Indonesian vocabulary

The researcher's interview revealed that some factors influenced the BIPA teacher's use of the strategies for teaching Indonesian language. The elements were categorized into three primary areas.

1) Students' abilities

The following are the findings from interviews regarding the factors that motivate BIPA teachers to use code-switching and note-drilling when instructing international students in Indonesian vocabulary.

T7: *"In choosing the right strategy, I would see the students' ability first. What level they are."*

The data findings indicate that the BIPA teacher's decision to use the strategy is influenced by the student's ability. When introducing new vocabulary to beginning-level students, BIPA teachers frequently employ more encouraging techniques including code-switching, illustrations, and condensed explanations in the students' native tongue. In these situations,

techniques like repetition and drilling are crucial for establishing a foundational vocabulary.

2) Duration of time

The following are the results of interviews about the aspects that encourage BIPA teachers to employ making tasks and guessing the context while teaching Indonesian language to foreign students.

T12: *"Based on the student's abilities and insufficient time because it is online, it must be planned carefully."*

According to the interview results, the duration of online vocabulary classes is essential for maximizing learning outcomes, particularly when it comes to BIPA (Bahasa Indonesia untuk Penutur Asing). In order to accommodate students' attention spans and avoid tiredness, online classrooms benefit from shorter, more frequent sessions (30 to 45 minutes). In order to keep students motivated and improve retention, these sessions should be interactive and include lots of practice chances along with interesting exercises.

3) The level of material

The following are the results of interviews with BIPA teachers about the reasons behind their usage of translation when teaching foreign students Indonesian terminology.

T5: *"It must be in the context of the material and easy to understand, the difficulty of the material. For example for A1 level differs from A2. And then, it depends on the students' level."*

The effectiveness of online vocabulary instruction is largely dependent on the quality of the content, especially when it comes to BIPA (Bahasa Indonesia untuk Penutur Asing). The content should be appropriate for the students' level of language competency, making sure that the vocabulary is both difficult enough to promote learning and manageable enough to prevent irritation.

Discussion

The finding description discussion is presented in this session. This conversation centered on the answers to the two suggested research questions. The first section discusses the strategies that BIPA teachers employ to teach Indonesian vocabulary to

international students, and the second part discusses the factors that encourage BIPA teachers to use these strategies. Three strategies were identified to be used by BIPA teachers in order to teach Indonesian vocabulary, according to Thornbury's (2002) theory. Translation, context-based guessing, and making task are the three strategies. This study also discovered two further strategies namely drilling and code-switching that is not part of the types of tactics suggested by Thornbury's theory. The utilization of code-switching and drilling as strategies for teaching Indonesian vocabulary was discovered in this study. The repetitive practice technique known as "drilling" is especially useful for solidifying vocabulary pronunciation and form. Students can internalize the target words and progressively incorporate them into their active vocabulary through consistent repetition. Beginners especially benefit from this method since it provides an organized approach to learning fundamental terminology that can be used in everyday conversation situations. Using the drilling technique helps students learn English and improve their vocabulary (Terasne & Hafiz, 2022).

On the other hand, code-switching—the process of moving between the learner's native tongue and the target language, Indonesian—can be a crucial comprehension scaffold. Code-switching prevents cognitive overload and makes it easier for learners to understand new words by offering explanations and clarifications in the native tongue. Furthermore, Muthusamy et al. (2020) discovered that similar factors—such as a lack of English proficiency, the desire to prevent misunderstandings, the need to protect students' privacy, the ease of speaking in the first language as opposed to English, and unfamiliarity with similar English words accounted for why some teachers employed code switching with their students. As a result, code switching was discovered to be an effective strategy employed by BIPA teachers to convey some knowledge to the students and make the intended meaning clear.

Based on Thornbury's theory, the study also discovered three strategies: task creation, context guessing, and translation. The success of these strategies in meeting the various demands of language learners has drawn attention to their use in BIPA classes for teaching Indonesian vocabulary. Translation is often seen as a simple technique to bridge the gap between the students' mother tongue and the target language (Indonesian). Particularly for novices, teachers might provide instant comprehension by translating new words into the students' native tongue. Munawwarah (2021) asserts that translating is one of the typical techniques used to

teach young learners English vocabulary. Conversely, the use of guessing the context as a technique encourages critical thinking and makes language learners more self-sufficient. Students can gain an understanding of word meanings and their usage in various contexts by employing contextual cues. Given that it replicates real-world scenarios where language comprehension depends on context, this strategy encourages greater engagement with the language. Lastly, by involving students in a variety of tasks that demand the contextual application of acquired vocabulary, task creation provides a very successful method for vocabulary acquisition. This encourages not only memory but also the use of language in real-world situations. Creating exercises that are suitably leveled to the students' competency is a challenge in BIPA settings. According to Cahyaningrum (2023), this result is in line with the seven strategies of teaching vocabulary: games, guessing from context, translating, creating activities, using pictures, using videos, and taking vocabulary notes.

This study discovered that the subject matter being taught, the amount of time, and the students' ability level all had an impact on the strategies used by BIPA teachers when teaching vocabulary. This element is predicated on Lawrence's (2009) concept of the factors influencing the teacher's application of vocabulary teaching strategies. The level of material, time allotted, and ability of students are important variables that affect how BIPA teachers teach vocabulary. This finding is consistent with Suardi & Sakti (2019) assertion that teachers face challenges when choosing which vocabulary to teach because there are a lot of terms in English and students' proficiency varies.

Teachers can choose the best vocabulary acquisition techniques for their pupils by knowing their individual needs and skill levels. In order to keep students from feeling overburdened and to guarantee that they can acquire and retain relevant terminology, it is also necessary to carefully balance the amount of time allotted for instruction with the difficulty of the subject matter. The best language learning experience will come from a customized strategy that adapts to these variables, guaranteeing that students not only acquire vocabulary but also acquire the abilities necessary to apply it successfully in everyday contexts.

CONCLUSION

The researcher comes to two major conclusions about this study based on the analysis of the data and the findings. Initially, BIPA instructors at the University of Bengkulu employ five teaching strategies to teach Indonesian language. They include

drilling, code-switching, translation, and making task. Additionally, the BIPA teachers employed a variety of exercises to teach Indonesian vocabulary, including multiple-choice, oral, quiz, and matching assignments. The analysis also shows that translation, word guessing, and task creation are the most commonly used and effective strategies. Second, when it comes to using ways to teach Indonesian vocabulary online, BIPA teachers are influenced by three variables. Students' abilities, time constraints, and the material's levels of difficulty are the determining variables. Considering time duration, time zone differences, and the Zoom teaching method are major issues that BIPA teachers encounter. The instrument used in the investigation is limited. The reason for this is that the researcher only used interviews to gather data. It would be preferable for future studies if the information was collected using some other tools. To put it another way, more study is anticipated in the same field using different tools and students at a higher level in order to improve the knowledge of teaching Indonesian language to international students.

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