

SOUTH KOREAN STUDENTS' PERSPECTIVES ON THE NEED FOR BIPA READING TEACHING MATERIALS BASED ON LIVELIHOOD CULTURE

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Abstract

This study aims to identify the views of South Korean students on Indonesian Language reading materials for Foreign Speakers (BIPA) that raise the theme of livelihood culture. The method used is descriptive qualitative with data collection techniques through questionnaires filled out by Busan University of Foreign Studies BIPA 3 and 4 students. The results of the study show that students are interested in cultural themes, such as civet coffee, salt farmers in Bali, and Minang restaurants. They expect reading materials that are presented digitally and interactively, equipped with supporting images or videos to be more interesting and easy to understand. In addition, students consider the similarity of cultural values between Indonesia and South Korea as a factor that facilitates understanding and increases interest in learning.

Keywords: *BIPA, Reading Teaching Materials, South Korea*

INTRODUCTION

Language is the main communication tool in building social interaction and cultural understanding. The ability to master a second language is not only an advantage, but also a necessity in today's increasingly globalized world. Second Language Acquisition has attracted much attention from researchers and educators in recent decades, who are trying to find effective strategies and methodologies to improve language learning. The BIPA program in South Korea has experienced very significant development from year to year. This is supported by Law of the Republic of Indonesia Number 24 of 2009 Article 44, which emphasizes the improvement of the function of Indonesian as an international language. Indonesian has been introduced and studied in South Korea since 1964 (Suyitno, 2017). According to PISA (Program for International Student Assessment) in 2022, South Korea is ranked 4th in the world in reading literacy with a very good level of understanding. The assessment was conducted on Korean students aged up to 15 years. This shows that the education system in South Korea is very effective in building reading and understanding skills among students. Factors such as a rigorous curriculum, a strong learning culture, and technological support in learning have contributed to these achievements.

The increasing number of BIPA learners in South Korea has increased the need for teaching that is in accordance with the country of origin of BIPA learners (Rahaya & Sahidillah, 2022; Wulandari, 2022). BIPA teaching materials are tools that contain Indonesian language learning for foreign speakers including aspects of listening, speaking, reading and writing (Hasanah et al., 2019). Based on the 4 aspects of language skills, this study aims to determine the perspective of South Korean students on the need for BIPA reading teaching. The choice of reading skills in this study is because reading is one of the basic skills that is very important in understanding language (Siahaan, Wiranata, Zai, & Nasution, Year, 2023). Currently, the Sahabatku Indonesia textbook is still the most commonly used textbook in BIPA learning in South Korea. This book was compiled by the Language Development and Fostering Agency and is designed for various levels of proficiency. In developing BIPA teaching materials, one thing that needs to be considered is the cultural aspect, because it has a very important role in meeting BIPA learning targets (Prasetyo, 2015; Muzaki, 2021). Therefore, in developing BIPA teaching materials, there needs to be an element of

Indonesian culture. Understanding culture will prevent foreign students from excessive culture shock (Nurlina et al., 2017). This study is a needs analysis as an initial stage in developing reading enrichment materials for BIPA learners from Korea, by adopting the first step of the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) development model. The needs analysis stage plays a very important role in the process of developing teaching materials, because it is the basis for designing materials that are in accordance with the characteristics, interests, and needs of learners. Through this study, the data obtained is expected to provide a comprehensive picture of the needs of Korean learners in Indonesian reading skills, so that the results can be used as a basis for the development stage of teaching materials in further research.

LITERATURE REVIEW

Reading is one of the activities to hone cognitive abilities that is quite complex because it involves various processes in processing information (Schroeder, 2011). This process includes understanding the text, starting from reading each word and sentence to understanding the essence of the reading. In addition, understanding the reading also includes the ability to conclude ideas and organize the meaning of the text logically and comprehensively (Schroeder, 2011). For BIPA learners from Korea, this process can be a challenge because of the differences in sentence structure and writing systems between Korean and Indonesian which are also different. They need to adjust their mindset in reading in order to understand the text well, especially in terms of vocabulary, grammar, and different cultural contexts. Learning a new language is a complex and multifaceted journey, with the speed and ease of learning varying greatly between individuals. This is influenced by a variety of factors, including previous language experience, cognitive abilities, motivation, and preferred learning styles (Lightbown & Spada, 2013). In addition to second language learning, the first language plays an important role in the process of mastering a new language (Ellis, 1986:19). According to Tom Linson (2001), one approach that is increasingly gaining attention is Differentiated Instruction (DI), a pedagogical method that adapts the teaching and learning process to meet the needs of each individual learner. The importance of DI arises from the diversity that exists in the classroom, especially as multiculturalism increases in schools and institutions around the world. The essence of differentiated learning lies in adjusting teaching techniques, learning materials, and learning content to suit the learning needs, abilities, and interests of individual learners, so that needs analysis is very important in creating teaching materials for BIPA learners.

If learners have mastered their first language well, they can use it as a basis for understanding their second language. According to Tom Linson in second language learning, emphasizing the importance of the material should be slightly more difficult than the learner's ability, so that they feel challenged during the learning process. This approach also encourages the use of materials that are relevant to everyday life, so that learners are more motivated and able to apply the language in real situations. This makes the learning process more effective and enjoyable. There are 6 principles for compiling teaching materials (Daryanto, 2013), (1) needs analysis, (2) module design development, (3) implementation, (4) assessment, (5) evaluation, and (6) validation (quality assurance). Learning Indonesian with cultural integration for BIPA learners is one of the important things so that learners do not experience cultural shock. Based on the theory of cultural elements, according to Koentjaraningrat (2005) there are seven elements of culture, namely 1) religious systems and religious ceremonies, 2) social systems and organizations, 3) knowledge systems, 4) language, 5) arts, 6) livelihood systems, and 7) technology and equipment systems. Indonesia and Korea have several cultural similarities that can be integrated into BIPA learning. By discussing these similarities, Korean learners can more easily understand readings in Indonesian because of the cultural context that is familiar to them. Language teaching that is integrated with cultural aspects related to livelihood systems allows BIPA learners to understand how language is used in everyday life in agrarian, urban, and coastal communities in Indonesia (Suryana, 2018). In line with this, learning vocabulary related to livelihoods in BIPA teaching is very important (Purwanto et al., 2020) because it helps the process of mastering the language more functionally. Research by Liu, Cheng, and Chen (2022) shows that cross-cultural teaching materials are influenced by the extent to which the teaching materials reflect the local culture of the learner.

Therefore, the development of BIPA teaching materials that integrate elements of Indonesian livelihood culture can improve the understanding and engagement of South Korean students, as well as strengthen the relationship between language and culture (Byram & Grundy, 2003). This study aims to explore South Korean students' perspectives on the need for BIPA reading teaching materials based on livelihood culture.

METHOD

To answer the research problem, a qualitative method with descriptive explanation was used (Miles and Huberman, 1994). The research data were in the form of questionnaire results from 1 class of Busan University of Foreign Studies (BUFS) BIPA students, grades 3 and 4. The questionnaires distributed contained information related to the analysis of the needs of intermediate Korean learners for the needs of BIPA reading teaching materials that they like. Starting from the reasons for learning Indonesian, the number of texts they usually read, cultural themes and preferred teaching media. The data that had been obtained were then analyzed descriptively and the last stage was data presentation and making conclusions.

RESULTS AND DISCUSSION

Questionnaire Results Regarding Korean Students' Interest in Learning BIPA

Based on the results of the questionnaire, it was found that the majority (70%) of Busan University of Foreign Studies (BUFS) students had studied Indonesian for more than 2 years, while the rest (30%) had studied it for 1-2 years even though they were at the intermediate BIPA level.

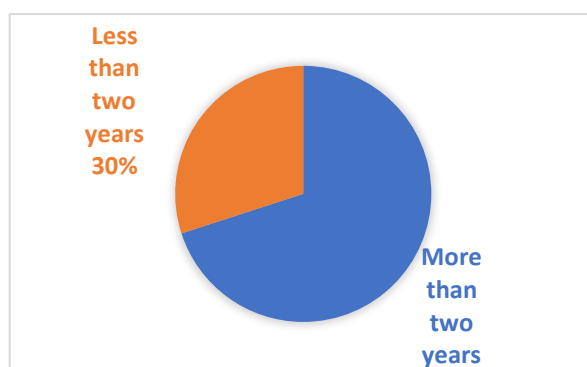


Figure 1

Length of time for students to study BIPA

Questionnaire Results Regarding Students' Reasons for Learning BIPA

The majority of BUFS students learn Indonesian because they are interested in the culture (50%) and job opportunities (40%), while 10% have other reasons. This shows that culture-based teaching materials can increase learning motivation while providing career insights in Indonesia.

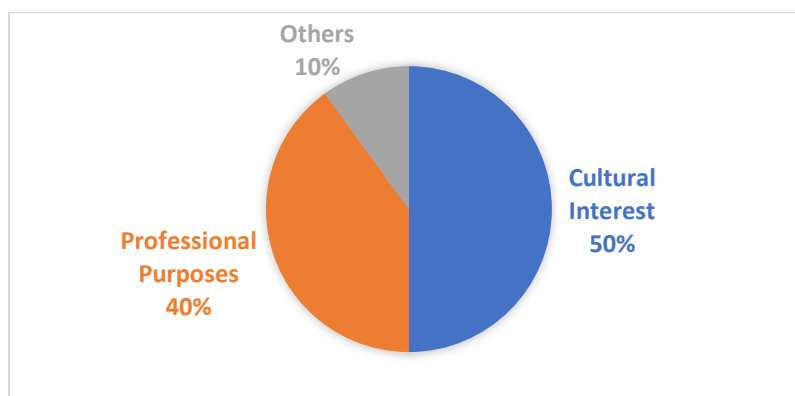


Figure 2
Reasons to study BIPA

Questionnaire Results Regarding the Number of Reading Texts Desired by Learners

The questionnaire results showed that 50% of BUFS learners preferred learning materials with less than 500 words, 30% preferred 500-1000 words, and 20% preferred more than 1000 words. The majority tended to prefer concise texts, but some were comfortable with longer texts. This needs to be considered so that learning materials can meet various learning needs.

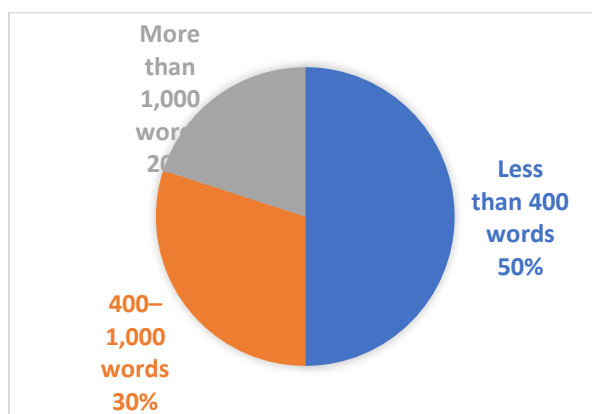


Figure 3
Reasons to study BIPA

Questionnaire Results Regarding the Need for Interactive Enrichment Materials

The majority of BUFS learners (90%) preferred interactive learning materials with images, indicating the importance of visual elements in learning. Only 10% did not choose this method. This finding emphasizes the need for visual elements in learning materials to enhance understanding and make learning experiences more engaging.

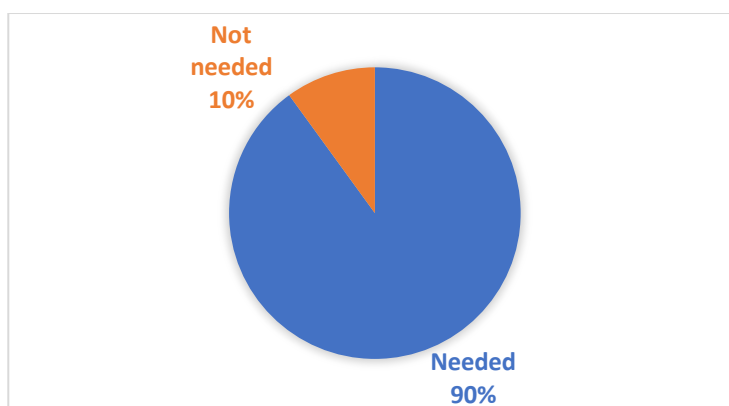


Figure 3
The need for teaching materials

Questionnaire Results Regarding BIPA Reading Text Themes

Based on the 10 livelihood themes presented, each can choose 3 themes that they like the most. Based on the results of the BUFS student theme preference analysis, the most popular theme is "Minang Restaurant", the second choice is "Cuwak Coffee Farmers in Sumatra" and the third choice is "Salt Farmers

in Bali". This interest shows that students tend to choose themes related to culinary aspects and traditional Indonesian livelihoods that have cultural and economic appeal. Korean students' interest in BIPA learning is greatly influenced by the cultural similarities between the two countries. Learning Indonesian with cultural integration allows students to understand the language in a social context that is closer to their experiences. Indonesia is a country that produces world-class civet coffee (D'Cruze et al., 2014).

According to the Korea Economic Daily News, the consumption value of South Korean society has continued to increase in the last 5 years with the increase in coffee outlets in Korea. This shows that Koreans' interest in coffee is very high. Based on the great interest of Koreans in culinary, Minang restaurants are the second choice that is popular with Korean students. The world also knows Minang cuisine, especially rendang, as the most delicious food in the world, which was named by CNN in 2017. Even now, the government is proposing rendang as a cultural heritage to UNESCO in 2025. Korea also has a dish similar to rendang, namely bulgogi, so this is an attraction for Korean students to learn Indonesian through reading with a culinary theme, especially rendang.

The third most popular theme choice is about salt farmers in Bali. The Buan area, North Jeolla Province in South Korea is one of the salt-producing areas in South Korea. Indonesia and Korea both have quite extensive coastal areas so that salt farmers are still one of the livelihoods that are quite popular with coastal communities. In addition, Bali is one of the popular tourist destinations worldwide. Based on BPS 2024 data, foreign tourists visiting Bali in June 2024 were recorded at 518,819, an increase of 7.24 percent compared to the previous month which was recorded at 469,227 visits. This is one of the reasons Korean students chose a theme related to Bali.

CONCLUSION

This study revealed that South Korean students at BUFS have specific needs for BIPA reading teaching materials based on livelihood culture. They showed high interest in themes such as civet coffee, salt farmers in Bali, and Minang cuisine, which not only enrich vocabulary but also provide cultural insights. The preference for digital and interactive media emphasizes the importance of using digital teaching materials that are packaged interactively. In addition, the similarities between Indonesian and Korean cultures can be used as a bridge in developing teaching materials. Therefore, it is recommended that BIPA teaching materials be more contextual, technology-based, and relevant to students' needs to improve learning effectiveness and support their career opportunities in Indonesia.

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Dinar Asri **et al**

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