



## THE IMPORTANCE OF GUIDANCE IN UNDERSTANDING CULTURAL DISCOURSE IN THINKING AND SPEAKING FOR FOREIGN STUDENTS IN BIPA PROGRAM

### PENTINGNYA PENDIDIKAN DALAM MEMAHAMI WACANA BUDAYA DALAM BERPIKIR DAN BERBICARA BAGI MAHASISWA ASING PROGRAM BIPA

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**Abstract:** The lack of understanding of cultural discourse in speech is the key to international students' failure in understanding language concepts, especially for BIPA learners in Indonesia. This research aims to reveal the importance of understanding the concepts of speech that must be considered in communicating. The method used is qualitative descriptive. The object in this study is an international student from Taiwan named Wei Chen, who is participating in the Indonesian program for Foreign Speakers (BIPA) at PGRI University of West Sumatra. This research is naturalistic. The data in this study is in the form of video that is the result of recording in the field directly, then using the technique of seeing the record to transcribe the research results into writing form. The results showed that the international students used a form of guidance on the instructions for begging, asking, welcoming, advising, and inviting.

**Keywords:** guidance, speech act, international students

## INTRODUCTION

Polite behavior in the manners is done so that the communication of speakers and speech partners can run smoothly. This will make speakers and speech partners feel more valued in communicating (Yusutria &

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Rahmat, 2019). According to Kusno and Rahman (2016), guidance is an element of acceptance in the interaction between language users. In line with this opinion, the results of research conducted by Sari (2018) revealed that language has the most critical role as a means of communication. Every human being will need language to convey something.

Knowledge of manners in speech is essential to be understood by language users, especially learning Indonesian for foreign speakers. In this regard, the role of teachers is significant in equipping foreign learners with speech (Rahmat et al., 2019). Cahyaningrum, Andayani, and Setiawan (2018) revealed that socio-cultural factors could influence guidance in a speech in society. This is closely related to the principle of politeness that affects social behavior in a community. Learning like this means paying attention to communicative competence (Yendra et al., 2018). The impression of speaking will run naturally without being made up. With speech errors, speakers assume that speech partners already understand what the speaker means. This will be different if the speaker has wrong prejudices with speech partners, then communication will not find a match. When communicating, the use of language will also reflect a person's character and personality (Revita et al., 2019). The use of language that is polite, polite, systematic, and reflects the virtuous speaker. Conversely, disrespectful and disrespectful language will indicate a personal speaker who is not ethical. Therefore, the use of language according to the context will make the language effective in conveying the purpose of the speech.

The Indonesian program for Foreign Speakers (BIPA) is a learning program for Indonesian as a second language for foreign speakers (Tiawati, 2018). Sari, Utama, and Utama (2016) stated that Indonesia experienced rapid development in Indonesia and abroad. This is seen in the number of foreign speakers interested in learning Indonesian or BIPA (Pujo Leksono & Tiawati, 2020). In BIPA learning, learners are asked to master all language skills, namely listening, speaking, reading, and writing. These skills are related to each other. We need to know that the level of ability of BIPA learners varies, ranging from learners with entry-level learners to advanced learners. BIPA learning is not like Indonesian learning for native speakers. Therefore, learners should be taught Indonesian with patience.

BIPA learning is constantly in touch with fellow educators, education personnel, and the community in its context. Speech actions that BIPA learners often use are not directive speech. According to Sari (2017), the action of speech directive is included in the act of illocutionary act speech based on speech's function. This is also in line with Nurhasanah's opinion (2017) that the directive speech action is part of the type of illocutionary act speech action. Directive speech action is one type of speech act used by speakers to ask

someone to do something (Aditiawarman et al., 2022). This type of speech action states what the speaker wants, while according to Suryani (2015), the action of the directive speech is a speech act that aims to produce an effect in the form of actions carried out by speakers.

The study of the impression of speaking to international students has at least been conducted by Kartika (2007), who found that the appearance of begging speech actions by international students from Japan varies by utilizing speech strategies and modifications. In the research done by researchers, the speech of speech action suggestions and the overall guidance of the directive speech action will be researched. Furthermore, research on guidance in speaking to other international students was conducted by Nurlina and Fathonah (2014). They found several problems in the communication of international students from Korea with the community; however, a cultural understanding between countries can overcome it.

Directive speech is a form of language as a verbal system that BIPA learners can use to refer to various objects and concepts in interactions in the classroom. Directive speech is part of the communication that BIPA learners use to interact. Directive speech action is begging, asking, please, advising, and inviting. This will be found out how to guide the activity of international students from Taiwan in the BIPA program.

## **METHOD**

This research aims to explain and explain the guidance of directive speech actions by international students from Taiwan. The object of this study is Wei Chen, an international student studying at Andalas University. This study uses qualitative descriptive methods. The descriptive method forms findings based on a phenomenon and facts obtained based on field facts (Maryelliwati et al., 2018). This is in line with the opinions of Setiawan and Rois (2017), which reveals that descriptive methods are exposure to findings based on existing facts or phenomena obtained from data collected from the field. For this reason, what is done is data collection, data analysis, and presentation of analysis results.

The data used in this study comes from video recordings in the field directly, then using the technique of seeing notes to transcribe the study's results into written form. Analysis of data used by: (1) transcribing the recorded video in oral form into a written form, (2) reading the results of the transcript in its entirety, (3) finding the forms of directive speech guidance, and (4) discuss forms of directive speech guidance in the video transcript then concluded.

## RESULT AND DISCUSSION

The discussion in this study focused on the impression of not being instructive by international students from Taiwan in communication. The data obtained shows that there is a form of guidance on the instructional to plead, ask, please, advise, and invite.

### 1. Form of Guidance of The Act of Speech Directive Pleading

Based on the data clarification, as many as 5 speeches form guidance on the action of directive speech in pleading. Applying the appropriate directive guidance form can be seen in the following example.

International students Taiwan: **Please lend me the book.**

Questioner: This book? (pointing to the book Variety of West Sumatera Tourism)

International students Taiwan: **Yes, I want to read it.**

In the conversation, it was obvious that international students from Taiwan had applied the guidance of the directive's speech action well. "**Please lend me the book.**" He took advantage of the advice of the directive's speech act to request that the questioner would lend the book that was holding the questioner. Through this attitude, the questioner feels that international students from Taiwan become very polite in asking for or begging for something.

### 2. Form of Guidance for The Directive's Speech Act Requesting

Based on the clarification of data, as many as 23 speeches form guidance on the direction of speech in asking. The application of the directive guidance form requests can be seen in the following example.

International students Taiwan: **Please accompany me to the library.**

Questioner: Do you want to borrow a book?

International students Taiwan: **No, I want to return the book. Please send me a yes.**

The questioner: All right, you wait here. I'll take the bike first.

In the conversation, international students from Taiwan used a form of guidance on the instructions requested. He asked his questioner for help to deliver him to the library to return his loan book. The word "please" gives the impression of guidance with the aim that the questioner will accompany him to the library. In addition to the example above, the following conversation also shows that the foreign student from Taiwan has implemented the guidance of the directive requesting. Here is the form of conversation.

Questioner: Do you want to go for a walk?

International students Taiwan: **Yes, I ask you for help to take me around the Padang city.**

Questioner: Sure, After I finished college.

In the conversation above, it can be seen that international students from Taiwan take advantage of the guidance of the directive request. It can be seen from the stamp "**Yes, I ask you for help to take me around the Padang city,**" which shows that the foreign student from Taiwan asked for help from his questioner to be accompanied by a walk around the city of Padang. Based on these examples, it can be concluded that international students from Taiwan have implemented the guidance of the directive request. This shows that international students from Taiwan have good manners in speaking.

### 3. Form of Guidance for The Directive's Speech Act Please

Based on the data clarification, three speeches form of guidance on the speech of foreign students from Taiwan can be seen in the following example.

International students Taiwan: **Please enter (open the boarding door).**

Questioner: Yes, thank you.

Not the above speech occurred when the questioner played to the boarding school of international students from Taiwan. He allows the questioner to enter his boarding house; this can be seen in the conversation, "**Please enter (open the boarding door).**" From the speech, it can be seen that international students from Taiwan apply the impression of the directive's follow-up. In addition

to the example above, the following conversation also shows that the Taiwanese student has implemented the guidance of the directive's welcome speech. Here is the form of conversation.

Questioner: It's so hot today the weather (while faking with a book).

International students Taiwan : **Drink first, to be cold. Come on, please.**

The above speech action occurs when the questioner is on the UPT Pusat Bahasa UPGRISBA. The weather that day was indeed very hot. International students from Taiwan brought fruit juices that he bought at the UPT Pusat Bahasa UPGRISBA. Hearing his questioner talking about the weather today, the Taiwanese international student immediately responded by offering the juice he bought—that way, international students from Taiwan have prepared the guidance of the action of the directive, please.

#### 4. Form of Guidance on The Act of Speech Of The Advising Directive

Based on the clarification of the form of instructions for speech instructions, the data found five speeches. Can be seen in the following example.

International students Taiwan: **Shouldn't you wear polite clothes?**

International students Korea: (rushing to change clothes).

The above speech occurred when international students from Taiwan and Korea were about to attend an International Conference in Hotel. Korean students are accustomed to wearing revealing clothes, then students from Taiwan advise it by using the form of follow-up guidance. With the aim that the opponent of his speech is not offended.

#### 5. Form of Guidance for The Act of Speech Directive Invites

Based on the clarification of the form of instructional speech action, the data invites ten speeches to be found. Can be seen in the following example.

International students Taiwan : **Tomorrow I want to go to Gramedia Store, Please.**

Questioner: Yes, after I met my friend.

The above speech action shows the impression of the directive's speech action inviting foreign students from Taiwan to ask their questioners to go to MBK with the words "**Tomorrow I want to go to Gramedia Store, Please**" the speech act can be said to be directive because it contains the intention that the speech partner to do something after the speech is spoken. The speech partner accepted the speaker's invitation through the speech, "**Yes, after I met my friend, yes.**"

In addition to the example above, the following conversation also shows that the Taiwanese student has implemented the guidance of the invites instructions. Here is the form of conversation.

International students Taiwan: **Lunch first.**

Questioner: Okay, I'm hungry too.

The above speech action occurred in the UPT Pusat Bahasa UPGRISBA classroom during the day. The questioner intends to return the book he borrowed to foreign students from Taiwan at recess. At the same time, international students from Taiwan took him to lunch. That way, international students from Taiwan have implemented the guidance of the directive invites.

## CONCLUSION

Communication activities between speakers and speech partners should be carried out with good ethics in mind. The form of ethics is the guidance in speaking. Indirectly, the impression of a person is speaking shows his personality and character. Based on the results of research and developments on the impact of the action of the directive of international students from Taiwan in the BIPA program, it was found that the use of directive action guidance was found. International students from Taiwan use five directive action guidelines: the act of the directive to plead, ask, please, advise, and invite. Although the object is an international student, he has succeeded in implementing the guidance of the directive. This proves that recommendation can be done by Indonesians and foreigners in Indonesia.



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