Cultural Literacy in Indonesian Language Learning for Foreign Speakers (BIPA): Overcoming Barriers and Fostering Language Proficiency with Cross-Cultural Understanding Issues

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ARTICLE INFO

ABSTRACT

This study explores the main challenges in teaching Indonesian language (BIPA) in international classrooms, particularly addressing the limited knowledge of Indonesian culture that learners encounter in BIPA. Another significant challenge is the constraint of materials and teaching strategies related to Indonesian culture, especially regional cultures, which may have an impact on BIPA instruction in Indonesia. The primary goal is to enhance the use of the Indonesian language among foreign learners through cross-cultural understanding and a cognitive approach that supports its implementation. This research also aims to identify the impact of community practices on language learning, believing that interaction within this community enhances students' language abilities. Using a linguistic phenomenology design, this study involves direct classroom observations supported by field notes, providing insights into interactions and teaching practices. Semi-structured interviews with instructors contribute to a deeper understanding of perspectives and challenges in teaching BIPA, particularly concerning cross-cultural understanding in its instruction. Findings indicate that not all BIPA instructors utilize cultural materials and strategies in teaching. However, with high levels of student knowledge about Minangkabau culture, such as food, art, clothing, and traditional houses observed in West Sumatra, gaps in their learning arise. Time management issues emerge as a significant concern affecting the effectiveness of teaching cross-cultural understanding in foreign language instruction. This research provides valuable insights for enhancing BIPA instruction in international classrooms, emphasizing the importance of understanding community practices in cross-cultural understanding in BIPA instruction.

1. Introduction

Considerable attention has been directed towards foreign language education, particularly concerning international students, foreign workers, and tourists (Rahmat et al., 2023). The Indonesian

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government has initiated the Indonesian Language Education for Foreigners program with the aim of integrating the Indonesian language with foreign languages in various educational settings, including schools, universities, and foreign language institutions (Sneddon, 2003; Nugraheni et al., 2022; Tiawati et al., 2023). Additionally, this initiative fosters a positive learning environment and creates job opportunities for international workers. This reflects the choice of Indonesian as the primary medium of instruction due to its widespread use (Mulyaningsih et al., 2022). The benefits of Indonesian language education for foreign speakers (BIPA) have led to the establishment of several private organizations, commonly referred to as Indonesian Language Teachers and Activists Affiliation (APPBIPA), serving foreign learners from elementary to advanced levels (Suyitno, 2007; Bahtiar & Nasrullah, 2019). Foreign language education institutions in universities implement an immersive pedagogical approach, requiring participants to predominantly communicate using both Indonesian and the foreign language or English as a second language, both inside and outside the classroom (R. Tiawati, 2018; Pujo Leksono & Tiawati, 2020; Putri et al., 2023).

Despite the popularity of foreign language programs, educators, particularly in BIPA, face numerous challenges. According to the research by Susanto (2007), Hardini et al. (2008), and Khaerunnisa & Mutiarani (2018), foreign language programs specifically designed for Indonesian, i.e., BIPA, often lack adequate emphasis on integrated components of the Indonesian language with cross-cultural understanding, such as modules and teaching materials. BIPA teachers also encounter difficulties in teaching Indonesian to international students unfamiliar with Indonesian language and culture, especially the Minangkabau culture. Additionally, instructors face limitations in teaching using the target language, especially in subjects like science, mathematics, and arts, due to a rigid focus on Indonesian language learning (Petra et al., 2012; Saddhono, 2017; Rachman et al., 2019). Instructors of Indonesian as the root of BIPA often bear the responsibility of ensuring that students effectively use the target language in an international educational environment, as indicated by relevant sources.

The APPBIPA education affiliation located in Padang City, West Sumatra, Indonesia, and functioning as the secretariat of Padang State University, has committed to providing a curriculum aligned with international standards, specifically the Graduate Competency Standards (SKL) for students globally. This affiliation employs traditional teaching methodologies, using English-Indonesian as the main language of instruction. Additionally, the program incorporates textbooks from the Ministry of Education and Culture (Kemdikbud) for teaching Indonesian and complements the program with additional textbooks to enhance its effectiveness. Based on the researcher's observations, it is noted that there are 9 students with diverse language backgrounds enrolled in this educational institution. Consequently, individuals may face challenges when learning in the BIPA environment. Educators encounter difficulties in creating an environment that encourages the use of the target language, Indonesian, among learners, including integrating Indonesian language and culture. Educators must implement strategies and materials integrated with effective cross-cultural understanding to introduce students to the Indonesian language. Although the environment is bilingual, students are required to demonstrate superior proficiency in Indonesian compared to their native language or English.

In Indonesia, English has gained significant popularity among the younger generation, even though it is not their native language (Rachman et al., 2019). As a result, the younger generation has achieved higher English language skills in their daily activities, surpassing their skills in Indonesian vocabulary (Isnaniah & Islahuddin, 2020). These factors may lead certain individuals or their guardians in Indonesia to overlook the importance of diligently making academic efforts in Indonesian. Although many Indonesians are proficient in various regional languages, mastery of the Indonesian language has not received equal attention. However, many people are aware of the importance of mastering Indonesian, which is commonly used in everyday communication (Fitriati & Rata, 2020). Consequently, the perception of the importance of Indonesian as an academic discipline has diminished.

However, in BIPA learning, it does not necessarily mean that students must use the target language exclusively but rather have an understanding of the culture. Unlike the widespread misconception, the exclusive use of Indonesian is not a universal linguistic practice in Indonesia. After incorporating regional dialects, Indonesian functions as a secondary language for certain individuals in a region. This indicates that a majority of the Indonesian population is proficient in using two or more languages. Individuals can acquire competence in at least one regional language in addition to the official Indonesian language. Mastery of

Indonesian as the primary language is limited to foreign workers, academic communities, and international scholars who require cross-cultural understanding.

Incorporating Cross-Cultural Understanding in Indonesian Language Learning for International Students

Cross-cultural understanding involves cultural elements in language learning. Providing cross-cultural understanding in language learning becomes a crucial necessity during foreign language education. This context is particularly relevant in second language or foreign language learning, where students are engaged in acquiring language skills that involve an awareness of related cultural contexts. Knowledge of culture associated with language not only enhances linguistic competence but also broadens insights into cultural differences and similarities. Primarily, cross-cultural understanding is required when students begin to learn vocabulary, expressions, and language conventions specific to certain cultural contexts. For example, native speakers may use expressions or metaphors that hold profound meanings in their culture, and students need to comprehend this cultural context to master proper understanding and usage. Situations requiring cross-cultural understanding arise when students engage in social interactions through language. This may involve role-playing, debates, or collaborative projects where students must understand social and cultural norms to communicate effectively.

Incorporating cross-cultural understanding in Indonesian language learning for international students is a critical step to ensure that they not only acquire language skills but can also interact effectively in the Indonesian cultural context. This understanding serves as the foundation for international students to develop better communicative competence and respect for Indonesian cultural values. Several strategies can be implemented to achieve this goal. Firstly, Indonesian language learning materials can be organized by introducing aspects of Indonesian culture inherent in the language. This may include an introduction to traditions, customs, and cultural beliefs reflecting Indonesian societal values. Secondly, incorporating aspects of social interaction in language learning aims to help international students sense and understand cultural norms in everyday life situations. Lastly, emphasizing activities such as visits to historical, artistic, or traditional Indonesian places can be an effective step in including cross-cultural understanding. This provides international students with direct experiences to immerse themselves in the atmosphere and uniqueness of Indonesian culture (Rahmat et al., 2018; Suyitno, 2007). Learning materials and activities are designed considering the cultural diversity of Indonesia while promoting an appreciative attitude towards differences.

Gaining insights into the intricacies of culture in the BIPA (Bahasa Indonesia bagi Penutur Asing) environment goes beyond mere linguistic proficiency; it involves a profound understanding of cultural aspects associated with both languages. A BIPA instructor needs to possess in-depth knowledge of customary practices, values, traditions, and norms related to each language, impacting teaching techniques and communication patterns. This cultural awareness enables educators to understand their students' perspectives and experiences, fostering an inclusive and supportive learning environment. Therefore, the process requires adaptation to the context. BIPA teachers must have a comprehensive understanding of their students, considering their unique language needs and challenges within the language context, taking into account individual language proficiency levels, understanding their language backgrounds, and adjusting teaching to meet their needs.

Furthermore, this contextual understanding helps educators tailor pedagogical approaches, teaching resources, and assessments to enhance students' proficiency and knowledge acquisition in both languages. The primary method employed is translanguaging, aligning with language acquisition research and promoting a more comprehensive and equitable educational experience for BIPA participants. This approach recognizes the complex and evolving nature of language use, providing a framework for leveraging students' complete linguistic repertoires to facilitate education and development. The system incorporates language exercises in a cross-cultural understanding format within BIPA. This research seeks to explore pedagogical strategies and challenges faced by BIPA teachers in promoting the use of the Indonesian language in international classrooms. The investigation is prompted by ongoing discourse regarding the effectiveness of BIPA education, particularly concerning the use of the Indonesian language as a medium of instruction and the challenges faced by international students in using both English and Indonesian. Language education in Indonesia typically involves the use of both Indonesian and English as instructional media for academic subjects in the classroom but often lacks cross-cultural understanding in its teaching.

The research aims to uncover specific linguistic elements that may arise during the teaching and learning process, stemming from the instructor's first language. Examples of such instances have been identified in groups of international students at Universitas Negeri Padang, where instructors often switch between English (L1) or Indonesian (L2) based on students' proficiency levels. Observational research findings indicate that educators adopt a flexible bilingual approach, predominantly utilizing translanguaging. The application of translation facilitates second language mastery and enhances students' interpersonal abilities in both language and Indonesian culture, which may be limited and challenging to obtain. Motivated by these findings and the scarcity of literature on cross-cultural understanding in the context of teaching Indonesian, this research presents an intriguing field of investigation.

2. Method

This research employs linguistic phenomenology as its methodology, utilizing a combination of linguistic techniques and phenomenological approaches to explore various social contexts (Rahardi et al., 2023). The study aligns with the recommended approach proposed by Schwartz (2018) to investigate issues related to daily activities, particularly suitable for examining the circumstances surrounding the behavior of BIPA teachers. The aim is to promote the use of the Indonesian language among international students in language classrooms. The research employs a linguistic approach to examine language use and a phenomenal approach to explore the challenges faced by BIPA instructors in implementing teaching techniques to encourage Indonesian language conversations in BIPA classes. Classroom activities during the learning period are observed, and field notes are used to document linguistic strategies. Additionally, semi-structured individual interviews are conducted to gain deeper insights into the teaching experiences of educators in bilingual classes.

Participants

The research takes place at APPBIPA Sumbar, an academic institution located in Padang, West Sumatra, Indonesia, with its secretariat at Universitas Negeri Padang. This affiliation has witnessed a significant increase in the number of international students seeking to enhance their knowledge and skills or gain brief cultural experiences. The study involves one BIPA teacher and one class consisting of 9 students, with a gender distribution of 30% male and 70% female. The students' ages range from 19 to 25 years. Among the 9 students, two demonstrate proficiency in the Indonesian language as they have previously studied Indonesian at the Embassy of the Republic of Indonesia in Vietnam. Two other students are fluent in Indonesian due to residing in Padang for two years. The remaining students have no prior experience learning Indonesian. The institution has three teachers, including a BIPA teacher who holds a Master's degree in Teaching Indonesian from Universitas Negeri Padang in Indonesia. Currently pursuing a Ph.D.

Instruments

The research methodology consists of two main approaches to data collection, effectively capturing the complex dynamics in the classroom. The initial method involves passive observation during class sessions, enabling a comprehensive understanding of the teaching performance and activities within the language environment. In this role, the researcher carefully notes observations to provide insights into teacher-student interactions and peer interactions among students. Field notes play a crucial role in maintaining the accuracy and precision of qualitative observations during the data collection process. Concurrently, semi-structured interviews are employed to delve deeper into pedagogical practices and the experiences of both teachers and students. This method facilitates the exploration of comprehensive teaching techniques in international classrooms, allowing researchers to capture the intricacies of the teaching-learning interactions. The instructional framework, rooted in Schwartz's techniques (2018), guides the design of interviews and further data analysis. By integrating these two complementary data collection methods, the research achieves a comprehensive perspective on classroom dynamics, pedagogical strategies, and the learning experiences of educators and students in bilingual or multilingual contexts. This multifaceted approach enhances the analysis and interpretation of research findings, enabling a nuanced understanding of the factors shaping language acquisition and educational outcomes in international classrooms.

Procedure

This research was conducted within the educational institution APPBIPA, following a regular schedule from 08:00 to 11:00, encompassing Monday to Wednesday, with students engaging in four different language skills each day. Our data collection primarily focused on Indonesian language classes, which constituted the main context of our observations. During the data collection phase, we conducted meticulous observations in Indonesian language classes, with a specific focus on one teacher. The teaching activities of this teacher were carefully documented during each 90-minute session. To comprehensively understand the teaching strategies employed, we recorded activities aligned with the strategies outlined by Schwartz (2018). It is important to emphasize that our observations were passive, allowing for a natural flow of teaching without interference. In addition to class observations, we conducted semi-structured interviews to gain deeper insights into the pedagogical experiences in BIPA classes. Conducted in both Indonesian and English, these interviews offered a comprehensive perspective. Each interview, lasting approximately 30 minutes, provided participants with the opportunity to share their experiences and insights. For data analysis, we followed the steps recommended by Sudaryanto (2015). The initial stage included data organization and collection, followed by in-depth reading and coding based on observable information from class observations and interview transcripts. The coded data was then categorized into themes and descriptions, allowing for a comprehensive interpretation of emerging patterns and findings. Regarding interview data, the process involved transcription, coding, and organizing responses into thematic categories, ensuring a systematic and comprehensive analysis. This rigorous data collection and analysis method formed the foundation for our exploration of language acquisition and cross-cultural understanding in bilingual or multilingual pedagogy in the classroom.

3. Result

The teaching session commences with the customary attendance check performed by the teacher, a routine practice in the classroom. To stimulate students' prior knowledge and engage them, the teacher poses introductory questions related to the upcoming lesson content. These initial questions serve a dual purpose: assessing students' familiarity with the topic and preparing them for new material. After gauging students' pre-exposure to the subject, the teacher proceeds to review and reinforce their understanding of the content covered in the previous lecture. This review step serves as a valuable learning strategy aimed at strengthening foundational knowledge and facilitating a smooth transition to new material. Following the review, the teacher introduces the learning objectives for the day, which involve memorizing idioms accompanied by illustrative examples and phrase structures in the Indonesian language. The idioms and phrase structures are designed to enhance students' language skills and understanding, equipping them with practical language proficiency. This teaching approach aligns with language acquisition principles, emphasizing the importance of vocabulary and context in language learning. The systematic teaching approach employed by the teacher underscores their commitment to effective pedagogy, ensuring that students learn the subject matter well.

In the main teaching segment, the teacher utilizes a multifaceted approach involving listening, speaking, and reading skills. The teacher initiates the process by posing questions from the textbook, and each student independently provides their answers. Subsequently, a comprehensive discussion is facilitated by the teacher, collectively reviewing and analyzing the responses. This interactive process encourages active participation and enhances students' understanding of the subject matter. To foster speaking skills, the teacher conducts partner-based activities where students collaborate to create short dialogs on selected topics. These exercises aim to reinforce their oral abilities, improve conversational skills, and enhance their ability to express themselves in the Indonesian language. To further develop students' reading skills, the teacher instructs them to read a provided text in the textbook and respond to a series of related short questions. If students encounter difficulties with vocabulary, the teacher uses gestures to clarify the meanings of specific words. The use of visual aids through body language proves to be an effective strategy, eliciting positive responses from students and motivating them to actively participate in the learning process. Particularly, the integration of multimedia elements in the form of videos adds an engaging dimension to the classroom environment. Students' enthusiasm for learning Indonesian through videos demonstrates the positive impact of technology-enhanced teaching on their engagement and language mastery.

Throughout the learning experience, the blend of English and Indonesian languages is evident. While most students speak in a mixed language, they often pose questions to the teacher in English. However, when interacting with their peers, Indonesian remains the preferred means of communication. As the lessons approach their conclusion, the teacher achieves the learning objectives by reviewing the day's content. However, during these observations, both the BIPA instructor and BIPA learners struggle to respond to the cultural understanding provided and received. Cultural material in the learning process is not prominently featured in the learning activities in the BIPA class. The instructor mainly encourages students to recap the new knowledge they have acquired and inquire if there are any aspects of the subject, particularly about standard Indonesian language structure, that remain unclear. Additionally, a brief preview of the upcoming material is given to prepare students for the next class. This three-phase teaching strategy, comprising review, content presentation, and preview, illustrates a well-structured and effective pedagogical approach.

Throughout the teaching and learning process, it is noteworthy that the teacher predominantly uses Indonesian-English code-switching rather than the local language, and the provided material focuses on Indonesian language structure, with limited use of cultural content. Among various language strategies employed, translanguaging, involving code-switching and code-mixing, emerges as the most frequently used strategy. Gestures, another crucial aspect of the teaching methodology, also play a significant role in facilitating student understanding and engagement with the material. However, cultural understanding strategies do not involve an emphasis on visits to cultural places or visual media depicting local culture. Below are examples of sentences without cross-cultural understanding.

(1) Pelajar   : Rumah adat Minangkabau? Rumah gadang. (menunjuk papan tulis?)
(2) Pengajar   : Iya nama rumah adat, Rumah gadang " big house".
(3) Pelajar   : Traditional house in Padang ya?
(4) Pengajar   : Ya.

The data above illustrates a highly interesting phenomenon in BIPA (Bahasa Indonesia bagi Penutur Asing) learning in an international class concerning cross-cultural understanding in instructional materials. The instructor provides a text using the term "rumah gadang" without further elaboration. BIPA learners are observed asking about Minangkabau traditional houses to seek clarification. In this interaction, the BIPA instructor merely explains the word without providing additional information. Both the instructor and learners engage in language switching from Indonesian to English and vice versa. Further observational data indicates that the teacher is involved in code-switching, not only with individual words but also with entire sentences during the lecture. Examples of these code-switching instances demonstrate the teacher's seamless navigation between languages during teaching. In the classroom context, this adaptable language use is observed to facilitate communication and meet the students' needs.

(1) Pelajar   : makan tangan with rendang
(2) Pengajar   : makan Rendang dengan tangan. (menjelaskan, dengan gerakan)
(3) Pelajar   : ya enak.
(4) Pengajar   : Ya.

In addition, the teacher complements language instruction with body language, as seen in the given example of demonstrating the gesture of eating with hands. What is interesting is related to the cross-cultural understanding present in the BIPA material in that international class, specifically the phrase "makan rendang dengan tangan" (eating rendang with hands). The questions posed in the material are related to the learner's understanding of the dining etiquette in Indonesia, particularly in West Sumatra. The explanation provided by the instructor focuses mainly on the sentence structure, with less emphasis on cultural explanations. Therefore, providing cross-cultural understanding is crucial to facilitate learners in mastering Indonesian vocabulary. With language and cultural explanations in the given cultural context, learners can develop a deep understanding of culture, enhance communication skills, and build positive relationships with the local community. Integrating cross-cultural understanding into Indonesian language learning will positively contribute to the educational experience of international students, helping them become more open individuals connected to their new cultural environment.

In summary, this analysis highlights the teacher's proficiency in cross-cultural understanding in communication and explaining language and culture in BIPA learning. The use of standard and non-standard language, as well as code-switching and code-mixing in bilingualism, accommodates language needs in the classroom. Moreover, the strategic use of instructional media enriches the learning experience by enhancing students' understanding and engagement with vocabulary and language concepts. This pedagogical approach effectively facilitates knowledge transmission and language acquisition. As for the second data collection method, which is interviews with teachers, the results are organized thematically. The purpose of the interviews is to gain insights into the teacher's perspective on teaching strategies and to identify challenges or obstacles faced in the classroom. Based on the interview findings, the teacher reveals that the language used in the class depends on the context. He describes situations where a combination of English and Indonesian is deemed necessary. This bilingual approach requires the use of English for approximately 50% of the learning time, with the remaining 50% using Indonesian as the target language. Additionally, cultural material is presented only as entertainment and supplementary material. The decision to implement this balanced language strategy appears to be influenced by specific educational needs, class dynamics, and the teacher's teaching experience.

In summary, the analysis indicates a mismatch between the teacher's instructional strategies and the overall recommendations for cross-cultural understanding in BIPA learning, as outlined in the BIPA competency standards. Nevertheless, the teacher's adaptability to the evolving classroom context, as revealed in the interview, demonstrates flexible language use in the educational environment. This adaptability reflects the teacher's responsiveness to the dynamics of language teaching and learning, highlighting his effective navigation in various teaching scenarios.

> In a specific context, I utilize both English and Indonesian languages in my teaching approach. The decision on the ratio between these languages depends on the specific subject being considered. For instance, when discussing grammar, I tend to use Indonesian in a higher percentage because, in my opinion, it is more effective in conveying grammar concepts in the Indonesian language. The choice of language use is also influenced by the specific language skills I am addressing. When focusing on teaching speaking and listening skills, I prefer to use the target language to enhance students' language absorption. Conversely, when teaching grammar and writing, I tend to use the local language as it aids in student learning. However, the understanding of cultural material is only provided as supplementary information.

The teacher interviews provide insights into the flexible and adaptive language use in the classroom, demonstrating an approach tailored to various situations and specific content being taught. The teacher clarifies that language use during teaching is not fixed but depends on the context. In certain scenarios, the teacher indicates that they mostly employ an English-based approach. This approach is typically chosen in teaching and learning situations where content is deemed more effectively conveyed in English, especially when discussing grammar. Conversely, when teaching grammar, the teacher tends to lean towards using the Indonesian language. This choice is driven by the perceived efficiency in explaining grammar concepts in Indonesian, aligning with the students' familiarity with the local language. In such cases, the teacher switches to Indonesian to enhance understanding, highlighting their adaptability in adjusting teaching methods based on the nature of the material.

Additionally, the teacher emphasizes that language choices are influenced by specific language skills being taught. For speaking and listening skills, they stress the use of the target language (possibly English) as it is considered more conducive to language mastery. Conversely, for teaching grammar and writing, they revert to using the local language, aligning with students' needs for easier comprehension of the material and demonstrating the teacher's awareness of their learning needs. In summary, the teacher's language use reflects adaptability, with varying proportions of English and Indonesian based on factors such as subject matter, language skills, and student learning preferences. This flexible approach underscores their commitment to effective language teaching and their ability to align teaching methods with specific demands of content and learning contexts.

4. Discussion

The results of this study reveal a significant overview regarding the implementation of strategies by teachers in cross-cultural understanding in the teaching of Indonesian as a Foreign Language (BIPA). These findings highlight a mismatch between the teaching strategies applied by teachers and the recommended cross-cultural understanding in accordance with the Competency Standards for Graduates (SKL) of BIPA. Essentially, the findings indicate that cross-cultural understanding is not adequately emphasized in the context of Indonesian language learning. From the perspective of the policy for teaching Indonesian as a Foreign Language (BIPA), cross-cultural understanding should be an integral element that supports the achievement of learning objectives. The misalignment between the implemented teaching strategies and the recommended SKL of BIPA suggests the need for a reconsideration of methods and approaches used to integrate cross-cultural aspects. One solution that can be implemented is to raise awareness and provide training for BIPA teachers regarding the importance of cross-cultural understanding in language learning. Teachers could be equipped with additional resources and education to enhance their understanding of Indonesian culture, enabling them to integrate these aspects more effectively into their teaching activities. Moreover, collaboration among BIPA teachers, cultural experts, and curriculum developers could be an effective step in designing teaching strategies that align better with the objectives of SKL of BIPA. This process may involve developing learning materials that reflect the richness of Indonesian culture and creating teaching methods that support cross-cultural understanding.

Overall, the findings of this study indicate an important need for increased attention to cross-cultural understanding in BIPA learning. Concrete actions, such as teacher training, curriculum revision, and collaboration among relevant stakeholders, are necessary to ensure that cross-cultural understanding becomes an integral part of teaching and learning Indonesian as a Foreign Language. The research findings also suggest that teachers sometimes use translation strategies, typically limited to crucial or highly technical terms. Although Schwartz and Asli (2014) emphasize the importance of introducing new vocabulary through translation, teachers, as mentioned in interviews, intentionally avoid excessive dependence on translation. This approach aligns with the perspectives of Bolkvadze (2021) and Thornbury (2008), stating that continuous translation can hinder students' ability to learn to use language spontaneously. However, these findings contrast with Ross's (2000) suggestion that translation is beneficial for the fifth skill, assisting students in solving problems related to words. The teacher's instructional approach does not include two specific strategies: (1) the use of cognates and (2) dual-language textbooks. It is presumed that time constraints during class sessions may limit their ability to provide comprehensive explanations. Nevertheless, educators are encouraged to consider the implementation of these strategies as they play a crucial role in disseminating knowledge about language relationships to students.

5. Conclusion

This study investigates the strategies and challenges encountered by an Indonesian teacher in a bilingual class. The research findings reveal that the teacher frequently employed translanguaging or code switching, a common practice in bilingual schools facilitating multilingual communication between students and teachers. However, it's noteworthy that the educational institution under examination places emphasis on Indonesian as the primary language for instructional purposes, indicating an expectation for both students and instructors to predominantly use Indonesian. The main challenge arises from students' hesitancy to employ Indonesian more extensively in their communication, potentially affecting the effectiveness of the bilingual program. To overcome this reluctance and boost student motivation, active student participation in formulating rules, rewards, and penalties related to Indonesian language use is recommended. Additionally, motivating the teacher to engage more frequently in Indonesian communication, both during class sessions and interactions with students outside the classroom, is crucial. In summary, this study highlights the significance of cultivating an Indonesian-speaking environment within the school, holding implications for the success of the bilingual program. However, it acknowledges the study's limitations, primarily examining strategies and barriers from the teacher's viewpoint, with a focus on classroom activities. Future research could explore barriers from the student's perspective and evaluate how these strategies impact students' academic performance. Therefore, it is recommended that future researchers address these aspects to provide a more comprehensive understanding of foreign language learning in the context of a practice community with cross-cultural understanding.

Declaration of Conflicting Interest
The authors state that there is no conflict of interest concerning the publication of this paper.

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