The Seventh Annual International Symposium of Foreign Language Learning

"Language Teaching Evaluation: What Do We Need To Measure?"

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Foreword

To fulfil its commitment in improving the quality of language teachers and education personnel in Indonesia and Southeast Asia, SEAMEO QITEP in Language (Centre) conducted the 7th Annual International Symposium of Foreign Language Learning (AISOFOLL) with the theme "Language Teaching Evaluation: What Do We Need to Measure?".

This annual symposium aimed to facilitate language educators, education professionals, and researchers to share ideas, present research results as well as to discuss the most recent issues in foreign language education.

The keynote speeches, qualified papers and discussions on the topic discussed in the symposium, represent the thinking and experiences of language educators and experts in language education. The contributions of keynote speakers and presenters made the symposium as outstanding as it had been.

The results obtained from the 7th AISOFOLL will assist the Centre to do its best in improving the quality of teachers and education personnel in the field of language education through various programmes.

May the proceeding of the 7th AISOFOLL be used as a valuable reference and an impetus to stimulate language teachers for further study and research particularly in the area of language teaching and learning.

Jakarta, April 2017

[Signature]

Dr. Bambang Indriyanto
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RAND P LEARNING MODEL BASED ON CONTEMPORARY PUPPET SHOW FOR THE STUDENTS OF BAHASA INDONESIA FOR NON-NATIVE SPEAKERS TO IMPROVE THE UNDERSTANDING OF INDONESIAN CULTURE

By
Dr. Nugraheni Eko Wardani, M.Hum.
FKIP Universitas Sebelas Maret Surakarta
E-mail: nugraheniewardani_99@yahoo.co.id

Abstract

This study aims to (1) define and describe Indonesian learning model for non-native speakers using the cultural aspects which have been implemented; (2) explain and describe the development of Indonesian learning model for non-native speakers using the contemporary puppet-based as an alternative to BIPA learning based on Indonesian culture.

This research belongs to development research. The development is done through three stages as presented namely (1) the early development phase; (2) the validation phase of the research; and (3) the production phase. The data source is in the form of informant of BIPA teachers, BIPA students, contemporary puppeteer, and the experts to validate the data. The documents data is in the form of BIPA textbooks. The events such as BIPA learning in UNS and a puppet show performed BIPA students. The data collection technique is through observation, interviews, document analysis, focus group discussions, and questionnaires. The analysis of the data used interactive analysis.

The results of the research showed that learning Indonesian for non-native speakers that have been implemented have not reach the aspects of active learning to make the students close to the puppet directly. Students usually just saw through the video or the image of a puppet show. The cultural aspect learning is only by knowing Indonesian dishes, cooking Indonesian food, knowing the traditional market, and others. Thus, the researchers carried out the development of BIPA learning model based on puppet including the aspects of Indonesian culture with the Receptive and Productive models or R and P models. This model is an active learning model. The receptive models is started from the level of liking, the level of enjoying, and the level of reacting integrated with scientific learning steps (5 M): observing, asking, trying, reasoning, and communicating. The production aspect combined the integrative and interactive ways between the productive level with the mind mapping and role playing methods.

Keywords: learning model, BIPA, contemporary puppet

A. Introduction

The Guidance and Language Development Agency is charged by the government to improve the function of the Bahasa Indonesia as an international language (Internationalization Indonesian). One of the ways to implement the function of the Bahasa Indonesia as an international language is by teaching Bahasa Indonesia to non-native speakers (BIPA). This situation is along with the progress achieved by Indonesia, so it would be important to make Bahasa Indonesia as an international language.