Enhancing the Speaking Skills of Intermediate BIPA (Indonesian for Foreign Speakers) Learners through Routines and Patterns

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Abstract

Enhancing the speaking skills of BIPA learners can be effectively achieved through the implementation of routines and patterns. However, this is often not paid attention to in foreign language learning, including BIPA, because it is directly at the creative language stage. For this reason, research is needed on whether foreign speakers' Indonesian speaking skills will improve if the learning process is carried out through routines and patterns. This qualitative descriptive study investigates the instructional environment of BIPA students at Yogyakarta State University, with a focus on the Yunan class. Data were collected from interactions between the instructor and BIPA students. The findings indicate that the use of routine and patterned expressions by instructors facilitates implicit language acquisition, allowing learners to internalize Indonesian through structured classroom routines. These routines and patterns play a crucial role in fostering and maintaining social interactions and optimizing communicative competence in Indonesian.

Keywords: Foreign learners, Indonesian language, routines and patterns.

INTRODUCTION

Many foreigners are interested in learning the Indonesian language. Foreigners have been studying Indonesian since the Dutch colonial period (Suyitno, 2005). Given the importance of BIPA (*Bahasa Indonesia untuk Penutur Asing*/Indonesian for Foreign Speakers) education, the implementation of BIPA teaching requires a careful attention. BIPA learners are foreign individuals who come from different linguistic and cultural backgrounds compared to the Indonesian culture they are learning (Kusmiatun, 2015). These linguistic and cultural differences have significant implications for the success of teaching Indonesian to them, as second language acquisition, including Indonesian for foreign speakers, is strongly influenced by the first language. Additionally, cultural differences also impact learners' understanding of the Indonesian language. Therefore, a specific strategy is needed to effectively teach Indonesian.

The proficiency levels of BIPA learners vary, ranging from beginner to advanced levels (Rofiuddin dkk., 2021). Based on these varying proficiency levels, diverse BIPA materials have been developed. BIPA learners are generally adults, defined here as individuals aged 17 and above. The objectives of BIPA learning are closely tied to the fulfillment of specific needs. Therefore, the emphasis of BIPA instruction must be tailored according to the goals intended to be achieved.

Foreigners who study the Indonesian language have various objectives (Suyitno dkk., 2018). Specifically, foreign students learning Indonesian at universities typically aim to master not only the spoken language for communication purposes but also the written form. Therefore, they engage in learning not just speaking or listening, but also reading and writing. By studying these four language skills—listening, speaking, reading, and writing—their coursework becomes more diverse. These four language skills are highly beneficial in enhancing communication abilities, as language serves as a means

of communication within society. Consequently, the primary goal for BIPA learners is to become proficient in communicating using proper Indonesian.

One of the countries of origin for BIPA students in Indonesia is China. China is one of the countries with the largest number of BIPA institutions (Kusmiatun, Ari, 2024). In fact, interest in learning Indonesian from China is increasing (Kusmiatun, 2024). One of them can be seen from the increasing number of foreign students coming to Indonesia (Junaidi dkk., 2017). One group of foreign learners studying BIPA in Indonesia can be found in the Yunan class at Yogyakarta State University. In this context, Yogyakarta State University (UNY), through its International Affairs and Partnerships Office (KUIK) and the Faculty of Languages and Arts (FBS), has established a collaborative program with foreign universities, specifically Yunnan University of Nationalities (YUN) from China. Students from YUN study at FBS UNY for one year.

An important aspect of BIPA (Indonesian for Foreign Speakers) instruction in the Yunan class is the skill of speaking. Speaking is a crucial component of language proficiency because the ultimate goal of language learning is for learners to effectively use the language in their daily lives. Therefore, to teach Indonesian effectively so that BIPA learners can speak it proficiently, the BIPA instruction needs to be well-designed, including aspects such as learning materials, teaching strategies and techniques, instructional media, and more.

To produce proficient or skilled BIPA learners in speaking Indonesian, an appropriate model, teaching strategy, and materials are essential. A teaching model is a framework or pattern used as a guide in planning classroom instruction. It refers to the instructional approach that will be employed, including teaching objectives and classroom management. The teaching model helps instructors design effective strategies and materials to assist language learners in achieving their educational goals. With the right model, strategy, and materials, teachers can support learners in acquiring knowledge and expressing their ideas or thoughts in the target language.

Speaking is an integral part of one's overall personality, reflecting the speaker's environment, social interactions, and education (Simarmata, 2017). It involves not just conveying information but also articulating sounds or words to express and communicate thoughts, ideas, and emotions. Speaking is a form of human behavior that extensively utilizes physical, psychological, neurological, semantic, and linguistic aspects, making it one of the most crucial tools for social control.

The primary goal of speaking is communication. To communicate effectively, speakers should understand the meaning of what they wish to convey. Generally, speaking serves three main purposes: informing and reporting; hosting and entertaining; and persuading, inviting, urging, and convincing. Success in communication within society reflects an individual's personal maturity. Four key skills characterize personal maturity: social skills, semantic skills, phonetic skills, and vocal skills.

To design effective Indonesian language instruction for foreign speakers, teachers need to understand language learning theories. One such theory that can address challenges in speaking skills is the theory of routines and patterns. Routines and patterns, also known as automatic speech, play a crucial role in language acquisition. They facilitate the development of grammar as well as vocabulary and spelling. In language acquisition, routines and patterns are related to both the first language and second language acquisition.

Routines and patterns are forms of memorized language (Krashen, 2002; Sholihah, 2018). Routines are phrases or sentences learned as whole units through memorization. For example, the English expression "How are you?" translates to "*apa kabar*?" in Indonesian and is used to inquire about someone's well-being. In contrast, patterns consist of two parts: the first part is a fully memorized expression, while the second part allows for the speaker's creativity. For instance, the English pattern "This is …" requires the speaker to fill in the blank based on the context and situation.

BIPA (Indonesian for Foreign Speakers) instruction is categorized based on the learners' proficiency levels, divided into three main tiers: basic (elementary), intermediate, and advanced. According to the CEFR (Common European Framework of Reference for Languages), these levels are further detailed into six stages. The first level, known as the basic user, includes A1 (Breakthrough or Beginner) and A2 (Waystage or Elementary), representing the foundational stage of learning Indonesian. The second level, the independent user, encompasses B1 (Threshold or Intermediate) and B2 (Vantage or Upper Intermediate), signifying an intermediate proficiency. The final level, the proficient user, comprises C1 (Effective Operational Proficiency or Advanced) and C2 (Mastery or Proficiency), representing the highest level of language skill. Students in the Yunan class are at the Intermediate level, having previously studied Indonesian in their home country, China.

According to the CEFR framework, language proficiency is assessed across four key language skills: listening, speaking, reading, and writing. Each level has specific competency indicators. For BIPA learners at the Intermediate level (B2), the competency indicators are as follows: *can understand the main ideas of complex text on both concrete and abstract topics; including technical discussion in his/her field of specialization, can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party; can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.* Based on these indicators, it can be inferred that Intermediate level (B2) learners should be able to speak fluently and spontaneously with a high level of proficiency.

One relevant study on routines and patterns is titled "Material Development Based on Routines-Patterns and Indonesian-German Cultures to Improve the Quality of Students' German Speaking Skills with Common European Framework of Reference for Languages (CEFR) Standard(Widodo dkk., 2013). The research found that the students' German-speaking skills still do

not meet the CEFR standards. Furthermore, the second finding of the research was the development of teaching materials based on routine patterns and Indonesian-German culture.

The difference between that research and this research lies, among other things, in the language object being studied. The research examines the German speaking skills of Indonesian students, while this study examines the Indonesian speaking skills of BIPA students from Yunnan. In addition, the research uses the Research and Development method with a spiral model adapted from the Five Phases of Instructional Design by Cennamo and Kalk. Meanwhile, this research is qualitative using the interactive analysis method pioneered by Miles and Huberman.

Widodo et al.'s (2013) research also provides an overview that it is essential to examine how speaking skills enhancement efforts are implemented in the classroom. This study aims to provide a description of how routines and patterns are applied in the BIPA class.

Efforts to enhance speaking proficiency among BIPA learners can be effectively achieved through the application of routines and patterns. This method is applicable to both novice and intermediate learners. Intermediate BIPA students frequently exhibit challenges such as lack of confidence, limited vocabulary, and inaccuracies in pronunciation. This study aims to systematically analyze and describe strategies for improving Indonesian speaking skills for intermediate BIPA learners in the Yunan class at Yogyakarta State University, specifically focusing on the implementation of routines and patterns.

METHOD

This research was conducted using a qualitative research method with a case study design, which involves a detailed study of a specific setting, a document storage site, or a particular context (Rahardjo, 2012), whether it concerns individuals, groups, or communities. The research was carried out at

Yogyakarta State University, specifically in the Faculty of Languages and Arts, in the Yunan class. The selection of the research locus was based on the researcher's preliminary observations regarding a collaboration program between Yogyakarta State University and foreign universities, in this case, Yunan University of Nationalities (YUN) from China. Students from YUN study at this Faculty for one year to deepen their understanding of the Indonesian language. The subjects of this research are the lecturers and BIPA learners in the Yunan class.

In this study, the primary instrument is the researcher themselves, who acted more as an observer than a participant. The researcher observed the use of language as routines and patterns, specifically the frequent use of words and sentences. The descriptive data analysis technique in this qualitative research involves the process of analyzing, describing, or summarizing the events observed. The goal is to describe the phenomenon of routines and patterns in the Yunan class. The data obtained in this research will be analyzed using the interactive analysis method pioneered by Miles and Huberman, which includes data collection, data reduction, data presentation, and concludes with drawing conclusions.

FINDINGS AND DISCUSSION
1. Issues in Speaking Skills

One of the issues encountered in learning Indonesian relates to components associated with speaking skills. These problems can be analyzed based on the conditions of BIPA learners, BIPA teachers, and the learning process. When teachers predominantly use conventional methods, learners often experience boredom and disengagement due to the lack of variation in the teaching approach. If the teaching and learning process is not optimized, changes in teaching techniques and media are necessary to prevent a monotonous learning environment.

Specific challenges in speaking skills include pronunciation, grammar, vocabulary, fluency, and comprehension. As a result, BIPA learners may lack confidence and hesitance in speaking Indonesian. Pronunciation issues are particularly evident, such as unclear articulation of sounds and difficulties in forming sentences.

For example, BIPA learners from China in the Yunan class often struggle with pronouncing consonants such as /b/, /d/, /g/, /h/, and /r/. This is in line with research on the pronunciation difficulties experienced by Chinese BIPA learners at Atma Jaya University Yogyakarta (Wiratsih, 2019) and research on phonetic errors made by Chinese BIPA learners (Nirmalasari, 2020). This mistake is usually related to the influence of the mother tongue (Nugraha, 2020). They also face challenges with nasal sounds like /ng/ when positioned at the beginning of words. These difficulties are largely due to phonetic differences between Indonesian and their native language, Chinese (Nugraha, 2020; Wiratsih, 2019).

As a result, instructors often focus on practicing difficult sounds with learners. To address pronunciation issues, teachers use drilling exercises to help students articulate challenging words. This approach is not limited to beginner learners; intermediate learners also benefit from these exercises, as they too may struggle with pronunciation errors.

For example, the word "*begadang*" and the sentence "*Saya begadang tadi malam*" might be used by the instructor when a student appears drowsy or disengaged. The teacher could ask, "*Melati, begadang lagi tadi malam?*" If the student responds with "*saya begadang tadi malam,*" this provides an opportunity for targeted pronunciation practice.

In terms of grammar, vocabulary, fluency, and comprehension, BIPA learners often experience pauses and hesitations in forming sentences. Intermediate learners continue to develop their vocabulary and grammatical knowledge. They may find themselves searching for the correct vocabulary in Indonesian when attempting to express their thoughts. To address these

challenges, instructors must choose creative, innovative, and engaging teaching methods and media. For instance, to practice pronunciation in sentences and words, teachers might use songs with lyrics such as "*begadang jangan begadang*," integrating enjoyable activities to enhance learning.

In teaching, speaking cannot be separated from other activities beyond linguistic aspects (Hughes, 2002). Hughes also highlights that speaking activities are influenced by various social aspects, including locus of change, interpersonal dynamics, informality, stigmatization, rhetorical elements, and primary functions. These social factors play a fundamental role in shaping an individual's speaking skills. In practice, beginner BIPA learners not only interact and speak in Indonesian with their teachers and fellow students but also engage with the surrounding social and cultural realities. This interaction with the broader social environment and cultural context significantly impacts their language acquisition and speaking proficiency (Rofiuddin dkk., 2019). Therefore, the use of authentic materials in teaching is crucial. Authentic materials are essential because they help achieve the learning outcomes in BIPA, particularly in speaking skills. The goal is for learners to communicate logically and naturally with interlocutors in Indonesian, employing accurate pronunciation, correct grammar, appropriate vocabulary usage, good fluency, and mutual understanding between speakers.

2. **Using *Routines and Patterns* to Enhance Speaking Skills**

Routines and patterns are applied in the BIPA classroom at Yunan to facilitate the development and maintenance of social interactions and to manage conversations in Indonesian. This approach is crucial for supporting the communicative competence of BIPA learners. Therefore, instructors frequently incorporate routine speech patterns throughout the learning process to enhance students' ability to communicate effectively in real-life situations.

By employing routine expressions extensively during interactions with students, instructors help establish habitual use of Indonesian. As learners become accustomed to using these routine phrases, they naturally acquire grammar, vocabulary, and pronunciation skills without explicitly focusing on them. This method fosters a more immersive and intuitive learning experience, promoting fluency and confidence in speaking Indonesian.

The use of routine expressions can be observed in the following conversation between the instructor (D) and the student (M):

D : *"Selamat siang."*
M : ***"Selamat pagi."***
D : *"Selamat pagi atau selamat siang?"*
M : ***"Selamat siang."***

Routine expressions are often used around 11:00 AM in Indonesia, which is considered early afternoon. Thus, greetings around this time typically shift to "*Selamat siang*" (Good afternoon). In this section, it is evident that routines and patterns are important for instilling the correct language concepts based on Indonesian culture. Thus, they will gain a correct understanding and be able to develop it in creative language. For this reason, the use of other techniques such as the information gap technique can also be effectively implemented once the learners have grasped the concept of language within Indonesian culture.

The following conversation between the instructor (D) and the student (M) also shows the presence of routine and pattern.

D : *"Di Tiongkok ada kantin?"*
M : *"Ya."*
M : *"Tidak."*
D : *"Tidak ada kantin?"*
M : *"Ada kantin."*
D : *"Ada kantin, ya?"*
M : *"Ada kantin."*

In that example, the lecturer asked a question and the student answered with short expressions, namely "ya" (yes) and "tidak" (no). Then, the lecturer repeated the question. After that, the student answered not only briefly but more completely, with the answer "Ada kantin" (There is a cafeteria). This shows that the lecturer is teaching how to answer questions in the Indonesian language construct with routine and pattern. With this teaching, BIPA learners will later be able to develop it in creative language.

Routines and patterns play a significant role in creating communicative routines. Krashen (2002) explains that communication routines can evolve into patterns for generating speech. These routines develop into communication patterns, which, in turn, foster creative language use. Routines produce speech that can transform into communication patterns, and these patterns can seamlessly integrate into creative language use. In other words, routines and patterns may serve as the foundation for creative processes.

Krashen and Scarcella (1978) differentiate between routines and patterns as learned expressions that are recalled and articulated. These expressions are delivered with simple structures and vocabulary. For instance, phrases like "*Selamat siang*" and "*Selamat datang di kelas BIPA*" (Good afternoon, welcome to the BIPA class) exemplify such routine expressions.

Instructors can design effective speaking skill development processes for Indonesian language learners by incorporating routines and patterns. This approach helps BIPA learners demonstrate their proficiency in speaking Indonesian. Beginning the language learning process with routines, followed by patterns, can enhance learners' confidence in communicating in Indonesian. Subsequently, learners can engage in creative language use. For instance, after noting that "*Hari sudah siang*" (It is already afternoon), the instructor might say, "*Jadi, selamat siang semua*" (So, good afternoon everyone), exemplifying how routine expressions can evolve into creative language applications.

3. Implementing Instruction with Routines and Patterns

To effectively enhance the speaking skills of intermediate-level students, the first step is conducting a needs analysis. Educators must assess BIPA learners' speaking abilities in accordance with CEFR standards. Following this, instructors should identify routines and patterns in Indonesian language usage.

Next, educators need to develop a teaching model that incorporates these routines and patterns. This involves creating instructional materials and designing teaching resources that align with the characteristics of the identified routines and patterns. The developed model should also be reflected in the syllabus and lesson plans (RPP), ensuring that the instruction effectively integrates routines and patterns into the learning process.

Efforts to enhance the speaking skills of intermediate BIPA learners using routines and patterns can be implemented across three stages of learning: the beginning, the process, and the end of the lesson. Each stage is briefly outlined as follows:

a. Beginning of the Lesson

At this stage, communication between the learners and the instructor utilizes routines and patterns during various classroom interactions. This includes the instructor entering the classroom, daily greetings, addressing late arrivals, and initiating the lesson. Routine phrases and patterns in Indonesian are employed when the instructor and learners enter the classroom and exchange greetings. For instance, common expressions such as "*Selamat pagi*" (Good morning), "*Selamat siang*" (Good afternoon), and "*Apa kabar*?" (How are you?) are used. If a learner is late, they might use routine phrases like "*Maaf, Bapak, saya terlambat*" (Sorry, Sir, I am late). Additionally, routines and patterns are used to commence the lesson.

b. **Process of Learning**

The learning process is crucial in helping learners engage effectively with ongoing activities. During this stage, learners work to understand and

practice Indonesian expressions in various forms, leading to an implicit development of vocabulary. Learners are encouraged to infer the meanings of unfamiliar words from context.

For example, if a student is assigned number thirteen to present their task and the instructor mentions that the second order is coming up soon while number thirteen is still a while away, the student must infer the meaning of "*masih lama*" (still a while) from the context. The learning process involves five key components: introducing new content, clarifying concepts, sequencing activities, assessing progress, and concluding. Routine expressions and patterns are utilized throughout these stages. For instance, instructors may use routine phrases to issue instructions, sequence events, or conclude the lesson. Examples include asking if there are any questions or comments, inviting students to summarize the material, or encouraging them to explain concepts to their peers. These practices ensure that the learners remain engaged and effectively integrate new knowledge.

c. End of the Lesson

At the conclusion of the lesson, routines and patterns are employed to provide feedback and wrap up the session. Instructors can offer constructive feedback and praise to acknowledge the learners' active participation and engagement. This feedback often relates to the current session or previous interactions, thus creating a significant personal relevance for the learners. This is particularly effective if the instructor takes a moment to exchange a few words with each learner as they leave the classroom, helping to develop their listening skills and boost their confidence.

End-of-lesson activities may include checking the time, assigning homework, concluding the lesson material, making announcements, and saying goodbye. For instance, feedback might be: "Wah, bagus sekali tulisanmu" (Wow, your writing is excellent) or "Wah, keren, Melati sudah

tambah fasih berbahasa Indonesia" (Wow, great, Melati has become more fluent in Indonesian).

Throughout the teaching process, instructors are encouraged to use correct and effective Indonesian. The consistent use of routines and patterns is intended to provide learners with an implicit learning experience, reinforcing Indonesian language skills through established classroom habits.

CONCLUSION

Indonesian for Foreign Speakers learners pursue a range of objectives. The primary aim for BIPA (*Bahasa Indonesia untuk Penutur Asing*) learners is to attain proficiency in effective and accurate communication in Indonesian. Speaking is a critical component of language competence and is essential for this goal. To achieve fluency and proficiency in Indonesian speaking skills, it is necessary to implement a well-defined pedagogical model, instructional strategies, and appropriate educational materials.

In the Yunan class, enhancing speaking skills for BIPA learners is facilitated through the application of routines and patterns. These elements play a significant role in advancing grammatical understanding, vocabulary acquisition, and pronunciation accuracy. Routines and patterns also contribute to the establishment and maintenance of social interactions and the management of conversational exchanges in Indonesian. By integrating routines and patterns into the initial stages of language learning, learners can develop greater confidence in their communicative abilities, thereby fostering the capacity for creative language use.

Efforts to enhance speaking skills of intermediate BIPA (*Bahasa Indonesia untuk Penutur Asing*) learners through routines and patterns can be implemented across three stages of instruction: the beginning, the process, and the end of the lesson. At each stage, the instructor employs routines and patterns to facilitate learning. By incorporating these consistent linguistic expressions, learners are

expected to subconsciously acquire Indonesian through structured classroom routines, thus embedding these practices as habitual components of their learning experience.

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