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Designing Indonesian Learning Materials for Communicative Purposes for Foreign Learners

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Abstract: This study aimed to develop the language learning materials design for communicative purposes for foreign learners. This study focused on designing the language material and the feasibility of language learning materials for communicative purposes for foreign learners. The study involved participants of 8 program managers, 11 language teachers, and 3 experts experienced in language learning for foreign students, also 17 beginner-level foreign students studying Indonesian in Indonesia. Data collected includes verbal and numerical data. Verbal data was in the form of information about teaching-learning materials have been used by Indonesian learning program for foreign learners. The data was used for designing language teaching materials and collected through interviews with the program managers and documents studies. Numerical data in the form of validation score of the learning materials design used to determine the feasibility of the language teaching materials as learning media for foreign students. The data was obtained by the validation test. The verbal data was analyzed by using qualitative analysis techniques and its results were used to make a design for Indonesian learning material. The numerical data was analyzed by simple statistical analysis. Using these analytical techniques, this study produced a design of learning materials that are appropriate for learning Indonesian for foreign learners for communicative purposes. The learning materials for communicative purposes of Indonesian foreign learners more emphasize on the language used in communication. Cultural materials and language skills were the main choices in the development of learning materials. The choice of content and variety of language learning materials was based

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on the analysis of students' learning needs. The development of learning materials based on empirical studies can produce material designs that are feasible for learning.

Keywords: design; Indonesian learning material; communicative purpose; foreign learner.

1. Introduction

Recently, foreign interest in learning Indonesian has increased significantly, both domestically and abroad. In Indonesia, there are more than 45 institutions that organize programs of Indonesian language for competitive learners, both managed by universities and in course institutions. Meanwhile, abroad, Indonesian learning is being conducted by around 36 countries, with no less than 130 institutions involved, consisting of universities, the Center of Indonesian Culture, the Indonesian Embassy, and course institutions (Badan Pengembangan Bahasa dan Perbukuan, 2012).

Most foreigners who learn Indonesian in Indonesia take part in short term learning programs, where the learning is conducted for 2 to 3 months. The programs include the Critical Language Scholarship (CLS) program, the Indonesian Flagship Languages Initiative (IFLI), the In-Country Program, the Sakura program, and the Aminef program. IFLI is a language learning program administered by American Councils that focuses on enabling learners to reach further proficiency in Indonesian immersion environments. CLS is an intensive overseas language and cultural immersion program for American students enrolled at U.S. colleges and universities. The program consists of intensive language instruction and structured cultural enrichment experiences designed to promote rapid language gains. The Sakura program is an Indonesian language and culture learning program for Japanese students. The Aminef program is a program of awards scholarships for learning the Indonesian language administered by AMINEF (American - Indonesian Exchange Foundation). These learning programs focus on mastering Indonesian for communication purposes, both for daily communication purposes and communication in their work environment.

In addition to short-term learning programs, some foreigners study in Indonesia for degree programs for a minimum of one year. The programs are the Indonesian Overseas Program (IOP), Study Abroad Program, Republic of Indonesia Darmasiswa Program, and Developing Country Partnership Program (KNB). IOP is an intensive semester-or academic year-long overseas immersion program. The program offers students the opportunity to gain new cultural knowledge and language competency while experiencing the vibrant and rich traditions of Indonesia. The program was established to serve participants from various levels and backgrounds, and students who are learning the language for the first time. Study Abroad Programs is the leading site for overseas studying programs for undergraduates. Darmasiswa is a scholarship program offered to all foreign students from countries which have diplomatic relationships with Indonesia to study Indonesian (Indonesian), art and culture. The KNB program is a scholarship program for learning Indonesian allowing experiencing life in

the culturally most diverse nation in the world while studying and earning a master's degree. However, almost all the students in these programs take part in Indonesian matriculation learning for 3 to 4 months. They have long-term goals that can be achieved by mastering the language. They want to master language skills and have literacy in communication to solve their problems (Shah et al., 2013).

The growth of foreigners' interest in learning Indonesian has implications for the institutions' performance in managing Indonesian learning programs. The staff of Indonesian learning programs have to prepare language learning programs well to provide excellent learning services to them. This is the challenge that must be answered by institutions to provide and develop effective learning that guarantees students' success in language learning. Language teachers must understand how to prepare Indonesian learning materials for foreign students. For preparing the learning materials, teachers must recognize the students' experiences and abilities as a basis of selecting the learning materials. In teaching process, teachers must attend and always respect learners' learning needs to respond to each learner and improve their academic growth (Ayers, Klonsky, & Lyon, 2000).

This study aimed to design Indonesian learning materials for communicative purposes for foreign learners. In more detail, this study aimed to describe (a) the design of Indonesian learning materials that suitable for communicative purposes for foreign students, and (b) the feasibility of designing Indonesian learning materials for communicative purposes for foreign students. The study intended to contribute the design to institutions that conduct Indonesian language learning for foreign students, especially in improving the quality of the process and results of Indonesian language learning for foreign students.

2. Theoretical Framework

Foreign students who study Indonesian in Indonesia can be categorized as second language students (see Moeller & Catalano, 2015). The students have already mastered their first language and possibly mastered other languages, before learning Indonesian. The structures and language systems they have certainly differ with the structures and systems of Indonesian, both in terms of vocabularies and cultural conventions. These differences, socially and psychologically, are one of the causes of difficulties in their learning. Therefore, in second language learning, emphasizing the social aspects of communication and considering the psychological dimensions of the learners are two important factors that should be understood by language teachers to help students overcome learning difficulties (Cook, 2017).

Foreign students in learning other languages have preferences regarding learning independently. They prefer to be actively involved in determining learning goals, learning materials, learning techniques, and learning models (Nunan & Richards, 2015). Their independence in learning can be developed by providing opportunities to choose learning materials according to their preferences. The independence in learning can be achieved by students if

learning applies the following principles, namely (a) actively involving learners in learning, (b) providing choices and sources of learning, (c) offering choices and providing opportunities to make decisions, (d) supporting learners in learning, and (e) cultivating the habit of learners to always reflect (Benson, 2001).

The selection of language learning material for communicative purposes must consider students' needs in learning the language. There are several principles should be considered in choosing the language learning material, namely (1) the selected learning material must be useful for language use, (2) the language material can arouse learner learning interests, (3) the learning material can evoke learners' cognitive processes, (4) the material makes learners focus on meaning not on the form of language, and (5) the material can be practiced in real communication (Tomlinson, 2016). In learning languages, foreign learners need challenges for arousing their motivation and enthusiasm in learning (Tomlinson, 2003).

Language learning for speakers of other language emphasizes learning language skills rather than learning knowledge about languages. Learning material is determined based on communicative principles that direct learners to use the language in communicating, not directing learners to memorize the structure of language. Learning objectives focus on mastering the language for the sake of communication and enriching learners' insight into the new culture related to the language being studied. Therefore, the use of authentic language learning material will be more beneficial for learners because the material follows the needs of learners (Mehdi, 2016).

The main goal of language learning for speakers of another language is to make learners have the ability to communicate in a second language. The standard language material in the curriculum is often irrelevant to the goals of second language learners and the material often makes learners have difficulty learning. Therefore, designing second language learning materials must consider the learner's needs in learning the language. The appropriate learning material allows learners to be actively involved in the learning process so that they can improve learning efficiency and enhance more effective learning outcomes (Aydin & Aytakin, 2018). This is in line with opinion Ghalley & Rai (2019), which explains that the freedom of students in determining learning material in accordance with their preferences becomes a supporting factor that increases student participation in learning interactions.

3. Method

3.1 Research Design

This research aims to develop Indonesian language learning material design for foreign students. In accordance with the objectives of the study, the design used in this study was research development. In the development of design, this research uses the Research & Development (R&D) model. Research activities are carried out to obtain information about user needs (needs assessment), while development activities are carried out to produce designs. There are 4 main features of R&D, namely (a) conducting studies or preliminary research to find

research findings related to the design to be developed, (b) developing designs based on the research findings, (c) conducting field tests in real settings or situations, and (d) make revisions to correct weaknesses found in the field test stages. The steps in developing the design are (a) analysis of learning needs, (b) planning of learning materials, (c) development of initial draft, (d) validation of design draft, (e) revision of design draft, (f) field test, and (g) design revision .

3.2 Participants

The study participants were (a) 8 program managers for teaching Indonesian for foreign students who worked at the Universitas Pendidikan (UPI) Bandung, Universitas Negeri Makasar (UNM) Makasar, Universitas Negeri Jakarta (UNJ) Jakarta, and Universitas Negeri Malang (UM) Malang as informants; (b) 11 experienced teachers in teaching Indonesian to foreign students (2 teachers from Universitas Negeri Yogyakarta (UNY) Yogyakarta, 2 teachers from Universitas Pendidikan Ghanesa (Undiksa) Bali, and 7 teachers from UM), and three experts in learning Indonesian for foreign students as respondents; and (c) 17 foreign learners who are learning Indonesian in UM (two learners from Uzbekistan, four learners from South Korea, two learners from Poland, one learner from Papua New Guinea, two learners from Palestine, two learners from Japan, and four learners from Thailand) as subjects.

3.3 Data

Data in this study is in the form of verbal data and numerical data. Verbal data are information and statements obtained from program managers through interviews. The data was used to design a draft design of Indonesian language learning materials for foreign students. The numerical data are a validation score of the materials design from experts, teachers, and foreign students by filling out questionnaires. The data is used to determine the feasibility of designing Indonesian language learning for foreign students.

3.4 Procedure in Collecting Data

Verbal data collection was done by interviews with managers of Indonesian language learning programs for foreign learners. The information included (a) the number and origin of foreign students learning Indonesian, (b) the purpose and duration of the learning program, (c) the topic of teaching material and learning activities, (d) student preferences in learning, (e) learning difficulties faced by students, (f) teaching material sources. To complete the information, this study also analyzed the learning documents obtained from program managers. Collection of numerical data to determine the feasibility of Indonesian learning material is conducted through validation tests, which include (a) validation tests of the design of language learning materials to experts, (b) validation test of the learning material to teachers, and (3) validation test of the learning material to foreign students.

3.5 Data Analysis

Verbal data were analyzed qualitatively by the process (a) selection and reduction of data to determine material topics needed for learning, (b) classification and categorization of data to design learning design drafts and

selection of teaching materials according to the design, (c) presentation and interpretation of data to develop the design of learning materials; and (d) inference of data to produce material designs for learners who are ready to test validity and feasibility. Numerical data were analyzed using statistical calculation techniques to determine the validity and feasibility of design learning material that is ready to be used as a reference for Indonesian language learning implementation for communicative purposes for foreign students.

4. Findings

4.1 The Design of Indonesian Learning Materials for Communicative purposes

In doing need analysis, the study conducted interview with managers of Indonesian learning programs for foreign students. Based on the interviews, the study obtained that foreign students not only learned languages but also studied culture. In their daily lives, while studying in Indonesia, students want to be able to establish communication with the communities around their homes. Therefore, they want to be able to speak Indonesian to (a) meeting their daily needs, (b) developing cultural insights according to their expertise, (c) understanding some activities for their social life, and (d) meeting the demands of their study. For daily conversations, the learners need to master the language for (a) greetings, (b) asking for information, (c) addressing people with nicknames, (d) conveying "sorry" and "thank you", (e) responding to invitations with words receiving or refuse, (f) knowing and riding local transportations, (g) knowing menus, and (h) understanding the variety of non-formal communication.

Regarding the choice of topics and material taught vis-à-vis the interest of foreign students, the managers explained that they preferred the topics of local culture and the theme of everyday speech. They are very interested in cultural themes and discuss them in classroom learning activities or visit cultural destinations. In learning, they prefer the practice of conversing and discussing receiving material explanations. The learning material chosen is mostly derived from the news in the mass media and from cultural phenomena that can be found in everyday speech events.

Based on the results of the needs analysis, in planning of learning materials, the study selected the Indonesian learning materials by considering principles of meaningfulness for foreign students in communicating in the community. The language is used by Indonesian-speaking communities, both verbally and in writing. The selection of language for teaching materials consider the academic communication needs of students on campus. For developing cultural understanding, the theme of Indonesian culture needed by foreign learners was considered in the selection of teaching materials. The outline of Indonesian language learning material briefly is described below.

- 1) Cultural themes chosen as Indonesian teaching materials include (a) daily conversation: greetings, politeness in acquaintance, cooperation culture, informal/daily conversation, (b) social activities: local/traditional transportations, traditional foods, traditional games, (c) academic

conversation: education, correspondence, writing papers, and (d) cultural understanding: traditional ceremonies, traditional houses, traditional clothing, folk crafts, traditional songs, traditional dances, batik crafts, puppet show art. The cultural material is presented as themes and dialogue and reading topics. Additionally, the materials are used as topics in language practices and tasks.

- 2) Language material chosen as an Indonesian learning material includes (a) oral language skills: understanding dialogue, conducting dialogue, recognizing dialogue sentences, responding to questions in dialogue, making simple dialogues; (b) reading skills: reading texts, recognizing difficult words, answering questions from reading, understanding basic ideas, and explanations, understanding statements, understanding expressions, understanding the contents of the text, telling the contents of the reading; and (c) writing skills: write simple sentences, make sentences with new words, complete sentences with the right words, change sentence patterns, write new words from site visits, write sentences with affixed words, write sentences with parallel words, write short paragraphs about field trip activities, writing paragraphs about public transportation experience, writing about personal experiences, writing interview results, writing paragraphs about interviews, writing announcements, writing essays, compiling reading reviews, writing text arguments, filling out forms, understanding various letters in Indonesian, knowing sections of the paper, exploring the topic of the paper, designing ideas in papers, writing and presenting papers.
- 3) Grammar materials selected for Indonesian learning materials consist of question words, prepositions, affixation, word formulation, simple sentences, sentence patterns, conjunctions, passive-active sentences, word types, sentence patterns, sentence types, standard and non-standard language, and text types. The materials are presented integrated with oral and written language skills material in the form of examples and exercises.

Based on the cultural topic and variety of the language materials selected above, the final design of language learning materials were described as follows.

UNIT 1: GREETINGS

This unit presented Indonesian learning materials on (1) listening and speaking, which includes understanding dialogue, conducting dialogue, recognizing greetings, practicing to ask for information, recognizing question sentences. responding to questions, and making simple dialogues, (2) reading, which includes reading texts, recognizing difficult words, answering questions from reading, getting to know the prepositions in reading, finding and understanding the forms of words that add to, and telling the contents of the reading, and (3) writing, which includes writing simple sentences, making sentences with new words, completing sentences with the right words, changing sentence patterns, and writing new words from field trip activities.

UNIT 2: POLITENESS IN ACQUAINTANCE

This unit presented Indonesian learning materials on (1) listening and speaking: understanding dialogue, recognizing nicknames in dialogue, conducting dialogue, recognizing the words "sorry" and "thank you", responding to questions in dialogs, and making simple dialogues, (2) reading : reading texts, getting to know difficult words, answering questions from reading, recognizing equivalent conjunctions, finding and

understanding the forms of the word affix (ber), and telling the contents of the reading, and (3) writing: writing sentences with verbs beginning with , writing sentences with parallel words, completing sentences with the right words, changing sentence patterns, and writing sentences about genealogy in a family.

UNIT 3: COOPERATION CULTURE

This unit presented Indonesian learning materials on (1) listening and speaking: understanding dialogue 1, enriching communication culture, responding to invitations with words of accepting or rejecting, understanding dialogue 2, understanding dialogue 3, responding to questions in dialogue, and communication literacy, (2) reading: reading texts, getting to know difficult words, answering reading content questions, getting to know words about social activities in reading, discovering and understanding affixed word forms (di-), and finding words that show comparisons in reading, and (3) writing: writing sentences with verbs beginning with, writing sentences, completing sentences with the appropriate word form, converting active sentences into passive sentences, and writing short paragraphs about visiting activities.

UNIT 4: TRADITIONAL TRANSPORTATION

This unit presented Indonesian learning materials on (1) listening and speaking: understanding the dialogue, practicing dialogue, getting to know local transportation tools in dialogue, mastering technical words on how to ride local transportation, seeking/asking new information through dialogue, responding to questions in dialogue, and making a dialogue. (2) reading: reading texts, getting to know difficult words from reading, answering reading content questions, recognizing contrasting conjunctions in reading, discovering and understanding affixed words (men-kan and -kan), finding adjectives and number words in reading, and telling the contents of the reading, and (3) writing: making sentences with affixed verbs, making sentences with contrasting conjunctions: but, completing sentences with affixed words, completing sentences by choosing one of the words in affix, changing the pattern of active sentences -passive start and end, writing paragraphs about the public transportation experience, and writing about your experience riding public transportation.

UNIT 5: TRADITIONAL FOODS

This unit presented Indonesian learning materials on (1) listening and speaking: understanding dialogue 1, recognizing the dishes on menus, responding spontaneously in communication, communication creativity, understanding dialogue 2, and communication literacy, (2) reading: reading reading texts, knowing difficult words , answering the contents of the question, understanding the words using the affix (ber-an), and talking about the contents of a reading, and (3) writing: writing sentences with verbs beginning with an essay, completing sentences with the right words, changing simple sentence patterns into complex sentences, and writing paragraphs on Indonesian food.

UNIT 6: TRADITIONAL GAMES

This unit presented Indonesian learning materials on (1) listening and speaking: understanding dialogue, conducting dialogue, responding to questions in dialogue, and making dialogue, (2) reading: reading texts, getting to know difficult words, finding and understanding the words that are affixed and discussing the contents of the reading, and (3) writing: use the affixed words, use conjunctions, write broad sentences, make broad sentences based on images, and write about experiences with traditional games.

Based on the description above, the Indonesian learning materials are organized in 6 Units. Every unit presents one cultural theme that is needed by students in

daily conversation. The cultural themes used in each unit of learning material are presented as topics of discussion developed in dialog texts and reading texts. The cultural themes are functioned to define the form and variety of languages developed. The systematics of learning material begins with the presentation of oral language skills material followed by reading skills and writing skills. The learning materials presented in each aspect of the language skills are more emphasized in the model of language practices and assignments. The choice of vocabulary and sentence structure, also the length of dialogues texts and reading texts, adjusted to the students' abilities at the beginner level in learning Indonesian. The model and form of exercises and tasks developed in the material are based on the needs of students in real communication in the community.

4.2 Validation Results for the Design of Indonesian Learning Materials

To find out the feasibility of the language learning design, the design of language learning materials were validated by language learning experts, language teachers, and foreign students who were studying Indonesian. The result of the validation can be seen in Table 1 below.

Table 1. The Scores of Experts' Validation for the Design of the Indonesian Learning Materials

Num	Aspects	Scores
1	The significant of the cultural topics	3,16
2	The Accuracy of the language skills materials	3,67
3	The scope of grammar materials	3,53
4	The meaningful of the teaching materials for foreign learners	3,34
The average Score		3.43

As Table 1, the average score from the expert assessment is 3.43. The score can be categorized in *very good*. It indicates that the choices of the Indonesian language teaching material outlined above have accuracy and meaningfulness for learning Indonesian for foreign learners. In detail, the results of the validation per aspect are (a) the significance of the cultural topics is categorized as very good (3.16), (b) the accuracy of the language skills materials is very good (3.67), (c) the scope of the grammar materials is very good (3.53), and (d) the meaningfulness of the learning materials for foreign learners is very good (3.34). The results of expert validation illustrate the outline of the topic and the variety of teaching materials can be referenced to design further teaching materials.

Table 2. The Scores of Teachers' Validation for the Design of the Indonesian Learning Materials

Num	Aspects	Scores
1	The suitability of the learning material with the characteristics of foreign students	2,86
2	The applicability of the material in learning	2,58
3	The completeness of the material for learning	2,73
4	The systematic of organizing the material for learning	3,41
The average Score		2,89

From Table 2, it can be said that the learning materials are feasible for teaching Indonesian for foreign students. This is proved by the teachers' validation score with an average score of 2,89 or in the *good category*. The score of the suitability of the learning material with the characteristics of foreign students is 2,86, the applicability of the material in learning is 2,58, and the completeness of the material for learning is 2,73. These scores illustrated that each of these aspects is in a *good category*. The systematic of the learning material is in a *very good category* with validation scores 3,4. Based on these scores, it can be said that the suitability, applicability, completeness, and systematic of the Indonesian learning materials are very good for teaching Indonesian to foreign learners.

Table 3. The Scores of Learners' Validation for the Indonesian Learning Materials

Num	Aspects	Scores
1	The meaningfulness of the material for foreign students	3,10
2	The level of readability of the material for foreign students	2,93
3	The attractiveness of material for foreign students	3,26
The average Score		3,10

The materials are feasible as learning resources for foreign students who are learning Indonesian. As in Table 3, the average score of language learning materials is 3.10 or a *very good category*. The score of meaningfulness of the material for foreign students is 3,10 or a *very good category*. The score of readability of the material for foreign students is 2,93 or a *good category*. The score of the attractiveness of material for foreign students material is 3,26 or a *very good category*. Based on these scores, it can be said that the meaningfulness, readability, and attractiveness of Indonesian learning material are very good for foreign students.

5. Discussion

The findings showed that in the design of Indonesian learning materials, oral and written language skills and the ability to use grammar are the main materials for improving students' language skills in language learning. Oral language skills consist of listening and speaking skills. Writing language skills consist of reading and writing skills. Meanwhile, grammar materials are integrated into the practice of the four aspects of language skills. The choice of the materials was adjusted to the learners through needs and their language competences. It is suitable with the opinion of Rhalmi (2014) that learning materials based on the students' needs can reduce the difficulty of students in learning languages caused by differences in the Indonesian language system with the first language system that they have mastered.

In the design of Indonesian learning materials, listening skills and speaking skills are trained in the practice of dialogue. The dialogue material was developed by prioritizing daily topics about real language events that are needed and can be applied by learners in daily communication. Language teaching builds the communicative competence of language learners to communicate in real situations. Learning Indonesian for foreign students is done by emphasizing the practice of communicating with the intention that students

can achieve communicative competence as optimally as possible. The findings support the statement Lawal, et al. (2002) that explained that communicative competence is the ultimate goal of any language teaching program.

Reading skills and writing skills are developed in the form of reading assignments, understanding the contents of the reading, rewriting the contents of the reading, and other tasks that encourage foreign students to achieve written language competencies. Reading and writing tasks are open for students to adjust the variety of tasks with the abilities and learning needs of students. This is based on the fact that not all foreign students have the same competencies and preferences in learning languages (Aydoğan & Akbarov, 2014). Therefore, an understanding of the differences in student competencies and student preferences becomes an important part of the teacher in developing the learning process effectively (Ivancevic-Otanjac, 2016).

In the design of Indonesian learning materials, the use of grammar in learning language skills was intended to develop students' ability to use appropriate and acceptable language. The ability to use language correctly and acceptably is an important aspect that needs to be considered communicating. Acceptable communication is usually conveyed using careful word choices and correct sentence structure. This ability can be achieved if speakers can use grammar properly. Therefore, learning grammar should be conducted by integrating the grammar elements into learning writing and reading skills.

The cultural topics designed in the Indonesian learning materials can meet the varieties of learners' needs for communicating in their community. The choice of cultural topics is based on the consideration that foreign learners in daily life can easily access this cultural diversity. The material is presented coherently in each unit of learning material as a theme that binds the second language material learned by learners. Kovács (2017) said that teaching the culture becomes part of the teaching of listening, speaking, reading and writing skills. Teaching culture through these four skills introduces learners to the mindset and scores in using the target language so that they understand and appreciate the scores and ways of communicating in other cultures (Dumitrašković, 2015).

The cultural introduced in the learning materials is how to deliver greetings, request information, and introduce themselves. These materials are needed by foreign students studying in Indonesia to facilitate their communication with Indonesian-speaking communities. Through these learning materials, learners are also introduced to ways of expressing forgiveness and gratitude. Cultural material relating to how to mention nicknames, how to respond to an invitation, and how to reject or accept an invitation is an important material for second language learners in communicating with native speakers. The general knowledge presented in the learning material includes local transportation, a way to ride local transportation, and the names of food menus. The cultural knowledge presented in the learning material is the material that is useful for meeting the daily needs of learners (Sun, 2013). In learning language, to make students understand culture becomes an important and integrated part in

learning activities. Cultural learning to foreign learners can be used to promote cultural awareness so that they are sensitive to cultural influences. By understanding culture, foreign learners who learn a second language can recognize and accept the existence of cultural differences in communication (Zhou, 2017).

The findings showed that the Indonesian learning material selected and organized in this design was feasible as Indonesian learning resources for foreign students. The result of the students' validation shows that practical language learning materials are easier for them to learn. Foreign learners prefer practical examples rather than grammatical explanations. They need language training materials that can be applied in daily communication. These findings were as Carson & Longhini (2002) said that students prefer concrete, clear, complete, and deep learning materials as their respective in learning the language.

The learning materials developed were relevant to the learning style of foreign students. The learning styles of the learners influence their performance in language learning. The learning style refers to the way learners understand learning material faced, learner behavior in interacting with the environment, and learner techniques in response to the stimulus they receive (Moenikia & Zahed-Babelan, 2010). Learner learning styles guide learners to the behavior of generating concepts, rules, and principles in the new task they face in learning a language (Loo, 2004). Anderson (2008) said that to understand the learning styles of the learners is a basis for preparing the learning plans following the learner preferences in learning. It is in line with the Moenikia & Zahed-Babelan (2010) said that learners who had different learning styles showed different behaviors in learning four aspects of language skills. Brown (2008) explained that to meet the students' needs, the development of language learning materials should be designed based on learning needs, learning goals, and the level of ability of learners. This is useful for learners to meet their needs in daily communication (Castillo Losada, Insuasty, & Jaime Osorio, 2017). The materials can be used by teachers to conduct learning more effectively by involving students in the learning process (Sadeghi, Hassani, & Hessari, 2014).

In teaching foreign students, the emphasis on communicative goals becomes the main point in language learning. These goals can be achieved if the prepared teaching material leads to the achievement of communication skills. Designing teaching material by considering the conditions and needs of students in learning is a starting point in the series of learning processes (Brown, 2008). In teaching language to foreign learners, language teachers should adjust the learning material to the learners' needs (Li, 2013). In designing learning, the teacher seeks to determine the gifts and talents learners bring to class, what interests motivate them, what life experiences they have, and their backgrounds that affect their personality and beliefs. The understanding will suggest language teachers select materials and strategies that can meet the students' needs (Anth, 2017). The selection of learning materials based on learner needs will be more meaningful because learners can use them in their lives (Li, 2013).

Based on the findings above, it can be said that the Indonesian learning materials were feasible to use as learning materials and resources for foreign students. The suitability, applicability, completeness, and systematicness of the Indonesian learning materials are feasible for teaching Indonesian to foreign learners. This findings illustrates that the selection of the learning materials has considered the learning principles that (a) the materials are important for foreign learners, (b) the materials can meet learner communication needs, (c) the materials are useful for foreign learners in their daily communication, and (d) the materials are feasible to apply in learning Indonesian to foreign learners.

6. Conclusion

Language learning materials for communicative purposes of foreign learners more emphasize on the language used in communication. For this purpose, the use of cultural material and language skills is the main choice in the development of learning materials. The choice of content and variety of language learning materials must be based on the analysis of students' learning needs. The development of learning materials based on empirical studies can produce material designs that are feasible for learning. Therefore, this study is important for teachers and managers of language learning programs for foreign students, especially as a reference in the process of developing the design of learning materials. This study is useful for various parties with an interest in language learning, especially language learning for speakers of other languages. The mechanism process in designing the materials illustrates how teachers and institutions can develop and prepare learning material. The findings in the form of design learning materials are useful for teachers to teach Indonesian for foreign students. For further research, the findings can be used as a reference in developing topics, theoretical frameworks, and methods of research that will be conducted.

7. Limitation

The study was limited to the development of language learning designs for communicative purposes, especially Indonesian language learning for foreign students. The design development is only based on data from interviews with managers of Indonesian language learning programs for foreign students, not based on direct observations on the learning process in class. Information obtained through interviews is used as a basis for selecting and organizing language learning materials. Therefore, the choice of language material developed in the design is interpretive language material. Likewise, for the feasibility test of language material, this study only tests limited to several language teaching experts and language teachers for foreign students. To test the effectiveness of the material, this study should implement the teaching material in real language learning for foreign students. However, due to time constraints, the effectiveness test was only carried out in a limited manner through the appraisal of the material by foreign students.

8. Recommendation

The findings of the study have benefits although the study process has limitations. The findings of this study can be used as an alternative source of

teaching materials and comparative studies in the development of language learning materials for foreign students. Indonesian language teachers can utilize these teaching materials for learning Indonesian for foreign students. Besides that, teachers who teach languages to foreign students can choose similar material based on the variety of material contained in the design.

Further research can utilize these findings as a source of information for conducting similar research. These findings can be used as a basis for the development of designs, methods, and theoretical frameworks. The theoretical and methodological limitations of the study provide opportunities for subsequent researchers to develop research better.

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