

Learning Materials of Indonesian for Foreign Speakers for Academic Purposes: What Do Students Need?

Novi Eka Susilowati^{1,*}, Ariva Luciandika², Octi Rjesty Mardasari³

^{1, 2, 3} Universitas Negeri Malang, Malang, Indonesia

*Corresponding author. Email: novi.eka.fs@um.ac.id

ABSTRACT

Indonesian learning for foreign speakers has developed significantly from time to time. It has caused many countries to allow their students to learn Indonesian, especially in Indonesia. Learning Indonesian for foreign speakers is called BIPA (Indonesian for foreign speakers). BIPA learning is based on its objectives, namely BIPA for general purposes and BIPA for academic purposes. It has implications for the preparation of learning materials. This study aims to analyze and map the needs of the development of BIPA learning materials for academic purposes based on the perceptions of BIPA students and teachers. A qualitative approach is used in this study. This research data is in the form of information about the characteristics of BIPA students with academic purposes that include learning objectives and learning material needs. The data was obtained from 18 BIPA students with academic purposes and 7 BIPA teachers. The results showed that based on their needs, the learning materials needed by BIPA students for academic purposes consist of three aspects, namely language knowledge, language skills, and cultural knowledge. Aspects of language knowledge consist of vocabulary and grammar sub-aspects; aspects of language skills consist of listening, speaking, reading, and writing sub-aspects; and aspects of cultural knowledge in the form of academic culture in Indonesia.

Keywords: *Indonesia as a Foreign Language, BIPA Students, Learning Materials, Academic Purposes.*

1. INTRODUCTION

Nowadays, more and more foreigners are interested in learning Indonesian. Foreigners' interest in learning Indonesian is increasing from year to year [1]. It can be seen from the increasing number of foreigners who learn Indonesian. Therefore, many countries send their students to study Indonesian, both in their own country and in Indonesia. In Indonesia alone, the number of BIPA students has increased from year to year.

In general, the purpose of foreigners learning Indonesian is so that they can communicate using Indonesian. Sumardi [2] states that the purpose of a foreigner learning a foreign language, including Indonesian, is to communicate well, correctly, and fluently using the language learned. That is why the parameters of a student's success in foreign language learning are the student's ability to use the foreign language fluently in communication.

Suyitno [3] stated that the main purpose of foreigners learning Indonesian is to improve their ability in Indonesian. They need fluency in the Indonesian

language for the following reasons: (a) at their home university, they take a program about Indonesia, (b) they will do research about Indonesia or will do research in Indonesia, (c) they will stay in Indonesia in a long time, and (d) they will work in Indonesia.

Based on the learning objectives stated above, BIPA can be categorized into two types: BIPA with general purposes and BIPA with special purposes. BIPA with special purposes can be divided into two, namely BIPA for work purposes and BIPA for academic purposes. In BIPA with general purposes, the target achieved is to make students use Indonesian in daily communication. As for the BIPA with special purposes, the target is to make students use Indonesian to communicate in the academic realm and the world of work.

Hutchinson & Waters [4] distinguish learning English as a foreign language into two types, namely General English (GE) and English for Specific Purposes (ESP). Furthermore, ESP is divided into two types, namely English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). EAP aims to

prepare non-native English speakers to be skilled in English to communicate in the academic context. In contrast, EOP aims to prepare non-native English speakers to be skilled in English for communicating in the work context.

Based on the separation of Hutchinson and Waters, BIPA for academic purposes can be juxtaposed with EAP. EAP refers to the implementation of learning English for foreigners for academic purposes, while BIPA for academic purposes refers to learning Indonesian for foreigners for academic purposes. EAP is usually followed by adult learners and BIPA academic purposes, which adult learners also attend.

BIPA for academic purpose learning aims to make students able to communicate in the academic context, such as continuing their studies, conducting research on or in Indonesia, or teaching Indonesian. The BIPA for academic purposes learning objectives differs from BIPA for general purposes learning. The learning of BIPA for academic purposes is very specific and does not vary as the objectives of BIPA for general purposes learning.

The differentiation of learning objectives of BIPA has implications for the learning material used. According to Suyitno [3], BIPA learning objectives have implications for the suitability of the preparation of learning materials with these objectives. That is, learning materials used for BIPA learning for general purposes certainly are not the same as learning materials used for BIPA learning for academic purposes. Therefore, the preparation of learning materials must be done well and mature based on the learning objectives. Annurahman [5] explains that "so that learning activities can optimize students' potential as a whole, learning must be developed based on the right principles, namely departing from the needs of students".

Learning material strongly supports the success of learning. Learning material can be used to help students achieve learning goals. That is, learning material is an aspect that students can use to help them achieve the learning objectives. Moreover, teaching material is also a set of materials compiled and used to create a conducive learning atmosphere so that learning objectives can be created [6]. Learning materials will also make learning fun and increase students' independence because they can use these teaching materials independently even without the presence of teachers [7].

Concerning BIPA learning material, Suyitno [3] states that BIPA learning material is essentially a means to teach BIPA students who are directly used as learning material to achieve the stated learning goals. For this reason, learning materials are very important, so it needs analysis from the perspective of students and teachers because teachers' experiences and understanding of their

students are very important to develop learning materials, so students can be motivated to achieve the learning goals [8].

Although learning material plays an important role in achieving learning objectives, unfortunately, in BIPA for academic purposes learning, no learning material is good, structured, and can really be used in BIPA for academic purposes. Based on the results of observations, BIPA for academic purposes so far has not received optimal attention. It can be seen from the implementation of learning that still seems sporadic, not well prepared, and has not really had an academic purpose. The themes and learning materials used still follow the BIPA for general-purpose themes and learning materials, so that the implementation of BIPA learning for academic purposes does not make students able to communicate in an academic context.

During this time, the teaching material used for BIPA for academic purpose learning is the *Sahabatku Indonesia* book, developed by the Ministry of Education and Culture. *Sahabatku Indonesia* is a standardized book that can be used to teach BIPA. However, the book is actually prepared for BIPA for general purposes, not for BIPA for academic purposes. So that the themes and learning material presented in the book are not suitable with the learning objectives of BIPA for academic purposes because they have not been able to equip students with communication skills for academic purposes. The learning themes, reading material, and vocabulary presented in the book are general and do not lead to academic interests.

Based on the preliminary study about the implementation of BIPA for academic purposes and learning materials used so far, the development of BIPA teaching materials for academic purposes is very urgent to do. Moreover, BIPA for academic purposes learning is routinely carried out every semester/year. The consequence of this fact is the development of BIPA learning materials for academic purposes. With the development of learning materials for BIPA for academic purposes, learning can run well following the learning objectives.

Good learning materials can be developed with an adequate study of the learner's early behavior, such as a student's age level. If students are adults, the material provided is also for the level of adult thinking (andragogy), so the material used in the content of learning is different from the content in the learning materials in the general schools [9]. In addition, the preparation of teaching materials must also be adapted to the needs of foreigners in learning Indonesian. According to Mackey & Mountford [10], a person learns a language because of three needs: (1) needs for work-related, (2) needs for vocational training programs and (3) learning needs. These needs bring implications to the learning material presented. If the material

selection does not follow the student's characteristics, students may feel bored and even find it difficult to follow learning. For this reason, an in-depth study of students' early behaviors is urgently needed before developing teaching material.

2. METHODS

2.1. Research Design

This research was conducted using a qualitative approach. This approach is used to analyze the characteristics of general-purpose BIPA students and the need for learning materials based on the perspective of learners and teachers.

2.2. Participants

The participants of this study were eighteen students and seven teachers of BIPA for academic purposes. The eighteen BIPA for academic purposes students is spread into two types of academic BIPA learning programs, namely the Developing Countries Partnership Program (Kemitraan Negara Berkembang/KNB) and the student exchange program (3+1 program) with Guangxi Normal University, China. The KNB program participants came from various countries, while the 3 + 1 program participants came from China.

2.3. Data

This research data is in the form of (1) information on BIPA for academic purposes learning experiences and the needs of BIPA for academic purposes learning materials based on students and teachers perspective, and (2) written information about organizing BIPA for academic purposes learning. The data was obtained from students, teachers, and documents related to BIPA for academic purposes.

The instruments used to obtain the data are questionnaires, interview guidelines, and a field notes guide. The questionnaire contains 10 questions that contain items about (1) the implementation of BIPA for academic purposes learning so far, (2) the suitability of learning material that has been presented with learning objectives, (3) the suitability of learning material that has been presented with the learning characteristics of BIPA for academic purposes, (4) BIPA for academic purposes learning materials expected by students and teachers, and (5) general suggestions for implementing BIPA for academic purposes learning.

2.4. Procedure

Data collection techniques used were questionnaires, interviews, observations, and document studies. Interviews and questionnaires are used to obtain information about the goals, initial abilities, and the

learning materials needed for BIPA for academic purposes from the perspective of students and teachers. Observation is used to obtain information about the implementation of BIPA for academic purposes learning. Document studies are used to analyze the student worksheets and textbooks that have been used so far in BIPA for academic purposes of learning.

3. FINDINGS AND DISCUSSION

Before implementing a learning program, it is important to first identify the answers to the questions (1) the learning participants? (2) who is teaching? (3) why is learning important, and (4) how will learning be carried out? [11]. The first and second questions relate to people involved in learning, both as learners and as teachers; the third question relates to learning objectives, and the fourth question relates to the realization of learning. The answers to these questions need to be done so that learning is carried out following the students' characteristics. So, teachers can prepare and carry out learning well. The hope, learning objectives as expected by students can be achieved.

Based on Dubi & Olshtain opinion, it is important to describe students, teachers, learning objectives, and learning activities of BIPA for academic purposes. These descriptions are needed as consideration for selecting and determining BIPA learning materials that are appropriate to students' ability, goals to be achieved, and interests or choices of students [12]. Therefore, this section will describe the general implementation of BIPA for academic purposes learning.

Based on the initial ability in Indonesian, students' ability level is a beginner and intermediate level. This fact is contrary to the findings of Kusmiatun et al. [13], which states that all BIPA for academic purposes students must communicate using Indonesian. It means that all BIPA for academic purposes students must have Indonesian language skills above the beginner level, because BIPA for academic purposes is a learning program carried out for more specific purposes. It tends to be difficult so that the participants must possess the initial ability of Indonesian language. However, the results of this study indicate that not all BIPA for academic purposes students have the initial ability to speak Indonesian.

BIPA for academic purposes learning is one type of BIPA learning with different characteristics from BIPA for general learning. Therefore, the presentation of BIPA for academic purposes learning materials must be arranged so that the implementation of learning can truly provide provisions for students to be able to communicate for academic purposes.

Hutchinson & Waters [4] states that in developing language learning materials, three things must be considered, namely (1) language description, (2) learning theory, and (3) student needs. Language descriptions are related to the characteristics of the language being studied; language theory deals with learning theories used as approaches in implementing language learning, and student needs are related to the purpose of students learning a language. Based on this Hutchinson & Waters view, BIPA for academic purposes learning materials are carried out in an integrated manner (1), namely the learning of language skills by interrelating between one language skill with another language skill and referring to the same learning theme; and (2) sequentially, i.e., the presentation of learning is carried out starting from the easiest, simplest, and concrete material to the difficult, complex, and abstract material. The presentation of learning material is also adjusted to the age level of learners, namely adult

learners so that the learning themes are adjusted to the level of thinking of adult learners.

In addition to the three factors, as stated by Hutchinson & Waters [4], Susanto [14] also mentioned that another thing that needs to be considered when preparing language learning materials is the mistakes students often make. Students at the beginner level often experience mistakes in pronouncing Indonesian sounds, and mistakes in the pronunciation of this language cause students to also experience errors in understanding an idea. Based on these findings, it can be seen that it is very important to pronounce the sounds of language correctly so that students' understanding of ideas is also correct. Therefore, in presenting learning material, emphasis is needed in presenting the pronunciation material of language sounds.

Based on the data analysis, the learning materials needed by BIPA for academic purposes students consist

Table 1. Aspects of BIPA for Academic Purposes Learning Materials

No	Aspects	Sub-aspect	Material Substance	
			Based on the Teacher's Perspective	Based on the Student's Perspective
1	Language knowledge	Vocabulary	Standard and academic vocabulary (based on more specific purposes or academic/scientific field)	Academic vocabulary (based on the scientific field)
		Grammar	Indonesian standard grammar	Indonesian standard grammar
2	Language skill	Listening	<ul style="list-style-type: none"> • Listening to the presentation of lecture material • Listening to presentations in class or scientific forums, speeches and discussions (both in class and outside of class) 	<ul style="list-style-type: none"> • Listening to scientific speeches • Listening to the lecturer's explanation • Listening to the news
		Speaking	<ul style="list-style-type: none"> • Introducing for academic purposes • Conveying arguments • Discuss • Presentation 	<ul style="list-style-type: none"> • Introducing to various daily needs • Discuss an issue by agreeing or disagreeing • Presentation
		Reading	<ul style="list-style-type: none"> • Reading discourses in the field of student field • Quoting the results of reading and writing the references • Reading tables and graphs 	<ul style="list-style-type: none"> • Reading academic texts
		Writing	<ul style="list-style-type: none"> • Writing a description text • Writing arguments • Writing a scientific article outline • Writing articles/papers 	<ul style="list-style-type: none"> • Writing a narrative text • Writing a description text • Writing scientific text
3	Cultural knowledge	Indonesian academic culture	Academic culture in Indonesia	Academic culture in Indonesia

of three aspects, namely language knowledge, language skills, and cultural insights. It is in line with the opinion from Soewandi [15], who states that BIPA learning material can be classified into two groups: language and cultural content. Meanwhile, according to Suyitno [16], BIPA learning materials are classified into language skills and grammatical material. Besides that, the Indonesian culture is optional supplementary material. Vale et al. [17] states that the learning material emphasises student needs related to their character, needs, and prevalence in the academic context.

3.1. Language Knowledge

The language knowledge aspects needed in developing BIPA for academic purposes learning materials consist of two sub-aspects, namely vocabulary and grammar. Vocabulary and grammar are important material underlies language activity and are integrally integrated to all existing materials [18]. Suyitno [16] also states that the language material that needs to be developed in BIPA learning can be divided into two types: (1) vocabulary—basic and word-formation vocabulary, and (2) sentences. The vocabulary provided can be (a) standard vocabulary and (b) vocabulary in certain scientific fields. The sentence material provided can be (a) a scientific sentence and (b) an effective sentence.

Vocabulary material is an important element in second or foreign language learning. Moreover, sometimes the learner does not know the words they need in communicating an idea clearly, so they must replace it by paraphrasing or using coinage (finding new words based on popular terms) [19]. Vocabulary is important to teach because the mastery of students 'vocabulary determines the success of foreign language learning. After all, vocabulary greatly influences students' understanding of the target language [20]. Therefore, vocabulary is considered the center of language teaching and is the most important to a language learner [14]. Sujana et al. [21] found that 91% of BIPA lecturers at Mataram University agreed that vocabulary became mandatory material taught in BIPA learning explicitly in each unit.

Based on these considerations, vocabulary is very important in language learning. By mastering vocabulary, students will be able to master the target language. Standard vocabulary in the vocabulary taught in BIPA for academic purposes learning. However, according to Huntley & Davidson (in Krzanowski [22]), the vocabulary taught must also be relevant to the scientific field. The teacher must pay attention to vocabulary that is often used.

Besides vocabulary, sentence material is also important. After all, sentences are the unit of language used in fact to communicate because people communicate in sentences. By mastering the sentence

structure of the target language, a learner will easily understand the ideas conveyed using the target language.

Grammar material taught in BIPA for academic purposes learning is (1) Indonesian sentence structure, (2) effective sentences, and (3) scientific sentences. Sentence structure is taught because in learning any language, sentence structure learning is very important, especially since the learner's first language structure is different from the structure of the target language being studied. Therefore, to produce acceptable and correct sentences or utterances, people should acquire grammar [23].

In addition to the Indonesian sentence structure material, the grammar material provided is scientific sentence material. This material is given because, in the academic context, students will often read and use textbooks and scientific works where the sentences in these texts are scientific [24]. This scientific sentence also refers to the effective sentence because, in academic texts, the scientific sentence used is effective, so that material about effective sentences also needs to be presented. Teaching about effective sentences will also help students to be able to be creative in making scientific sentences effectively.

3.2. Language Skill

Language skills are one aspect that language learners must learn. These four aspects must be mastered if you want to master the target language because one's mastery of the language of the target language is reflected in their skill in using it. Therefore, language skills become an important aspect in the presentation of BIPA for academic purposes learning materials.

3.2.1. The substance of Listening Materials

BIPA for academic purposes listening aims to make students listen to the contents of the reference material for academic purposes. Listening material for academic purposes can be in the form of lecture material, presentations in class or scientific forums, and discussions (both in class and outside the classroom). Thus, the listening material presented is in the form of speeches, both dialogues and monologues. Due to the importance and complexity of listening, students need a lot of practice in listening [25]. So, the listening material presented must also be interesting and follow their needs or according to their field of study so that they will not be bored when repeatedly using the listening material. With these materials, the listening skills of students in an academic context can be well trained.

3.2.2. The substance of Speaking Materials

BIPA for academic purposes aims to train students to be skilled in speaking for academic contexts, for example, discussing, giving speeches, debating,

presenting, or teaching. For this reason, these substances should be presented in speaking learning materials. The results of the questionnaire filling indicate that the substance of the material needed for learning to speak in BIPA learning is academic purposes in the form of learning for self-introduction in various scientific forums, expressing opinions/ideas, describing things verbally, discussing, responding, accepting, or refuting people's statements others, present certain topics in academic forums, and teach. The substance of speaking materials requested by students and instructors refers to speaking for an academic context. It is evidence of how language instructions that are suitable for learners' majors and interests would be meaningful for them and make them enjoy learning [26].

The observations show that for academic purposes, a discussion is a speaking skill that needs to be practised a lot because, in an academic context, students often carry out discussion activities. In fact, for a long time, a discussion has become a part or characteristic of the implementation of education and its ability to develop intellectual skills, such as mutual respect, empathize, listen well, communicate, and collaborate, has been recognized (Brookfield & Preskill as cited in Stacey & Gerbic [27]).

3.2.3. The substance of Reading Materials

The reading learning in BIPA for academic purposes learning has not been implemented well. It is because the teaching materials used do not support the implementation of learning for academic purposes. During this time, the texts used in reading class tend to be texts for general learning and not bound to the academic context. In fact, in the texts they read, students can find a lot of academic vocabulary to support their mastery of language knowledge.

Based on these findings, the text used in reading class should be various texts in an academic context. The texts used in learning are texts related to the field of student science. They are also related to the objectives of students following BIPA for academic purposes learning, for example, research articles. If the purpose of learning is to carry out a further study, the texts presented are appropriate to the student's field of study. If the purpose of learning is to teach using Indonesian, the texts presented are texts related to education and learning. In addition, students also need to be equipped with the ability to utilize the reading results realized in the activities of quoting and writing a list of references on the text being read.

3.2.4. The substance of Writing Materials

The results showed that learning to write in BIPA for academic purposes learning had run quite well even though it was not optimal. During this time, students have been equipped with the ability to write scientific

papers, for example, writing simple articles. However, some writing learning activities are still not aimed at equipping students to write communication in an academic context, for example, writing descriptions, writing arguments, writing a scientific article outline, writing articles/papers. In addition, students must be equipped with learning to write other types of texts relevant to the academic context, such as writing research proposals.

3.3. Cultural Knowledge

Cultural differences, including cultural differences in the academic context, for example, differences in approaches in the learning process, will cause students to experience cultural shock. For the international student, the impact of these different approaches to teaching and learning may diminish individual engagement and academic success [28]. Therefore, students need to know and study academic culture in Indonesia to adjust to the Indonesian academic context and carry out their academic activities well.

4. CONCLUSIONS

BIPA for academic purposes has implications on the presentation of the learning materials. Learning material presented must improve students' ability to communicate using Indonesian in academic contexts. Learning material developed is following students characteristics and the needs or goals of students in learning Indonesian. Based on these characteristics and objectives, the learning material presented is classified into three aspects, namely aspects of language knowledge, language skills, and cultural knowledge. These three aspects are expected to be able to make students be able to communicate in academic contexts.

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