

NEED ASSESSMENT OF LEARNING MATERIALS OF INDONESIAN FOR ACADEMIC PURPOSES FOR SPEAKERS OF OTHER LANGUAGES

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ABSTRACT

Indonesian for speakers of other languages, known as BIPA, generally aims at ensuring the ability of learners to speaking Indonesian fluently. A significant element at BIPA is the learning materials. This study aims to describe the material elements and their role within BIPA learning for academic purposes based on the needs of learners. This study employed a qualitative descriptive model. The data of this study was obtained through questionnaires, in-depth interviews, and documentation. The setting of this study involved ten national institutions which offer BIPA courses. This research involved 113 respondents, which consisted of 95 learners, 14 instructors, and 4 experts. The data obtained was then analyzed using a qualitative model. The results of this study reveal two important findings. First, materials used in BIPA play four roles and functions for both learners and instructors of BIPA for academic purposes. Second, the result reveals that the learning materials should cover (1) language used in academic context, (2) the use of standard Indonesian, (3) Indonesian terms for particular disciplines, (4) the use of Indonesian in research area, and (5) academic culture in Indonesian context. The results of this need assessment lay the foundation of developing BIPA material for academic purposes.

Keywords: BIPA, Indonesian for academic purposes, need analysis, learning materials.

INTRODUCTION:

Learning materials serve a paramount role in the learning process. The success of the students during learning is significantly determined by the materials used. The form and content of the materials serve as a guide for learners to accomplish the learning objectives. Therefore understandable, accurate quality materials contribute to learning in both the process as well as the outcome. In addition, it is expected that the materials used should be applicable to the needs of the learners.

Learners are the essential element within the learning process. This learner also determines the other factors within the learning process, including the materials to be used. The Indonesian language is taught to both native speakers and foreigners. Indonesian for speakers of other languages (known as Bahasa Indonesia bagi Penutur Asing – BIPA) is different from Indonesian language learning for native speakers because BIPA aims at teaching the Indonesian language to foreigners. In this case, Indonesian foreign learners serve as a benchmark for second language acquisition (Nyikos and Oxford, 1993:11; Susanto, 2008:8). For foreign speakers, Indonesian language is their second language.

BIPA learning for academic purposes integrates language, scientific context, and academic culture within the learning materials. Paltridge & Starfield (2013) explained that the important key of learning language for specific purposes is the content and objective which is oriented to the specific need of the learners. The notion above is also pertinent to the context of BIPA for academic purposes. The important key of BIPA is set on the objective and the subject of the learning. Within the learning, the focus and emphasis is on the language, the language skill, and specific activity related to the need of the learners. The researcher noticed that the characteristic of BIPA learners for specific purposes is an adult learner.

BIPA for specific purposes occurs due to the diverse needs of foreign learners. Some BIPA learning even allows into customization of the program to adapt to the demands and needs of those learners. Basturkmen (2008) states that there are three important things within language learning for specific purposes, they are the language, the learning process, and the language teaching. The language aspect refers to the language system and the language use. The learning process refers to condition (language and circumstance) and its process (involving mentality). On the other hand, the language teaching deals with the methodology of teaching and learning objectives. The three aspects mentioned above are also applied within BIPA learning for academic purposes. The need assessment, hence, is essential in this case (Songhori, 2007; Kavaliauskiene, Kamiskiene, & Anusiene, 2007). Therefore, it is imperative to conduct a learner's needs assessment in order to accomplish learning objectives and maximize the effectiveness of the learning process. This paper aims to investigate the needs assessment within BIPA learning for academic purposes, particularly for foreigners studying in Indonesia. Teaching materials are an important component of BIPA learning, including BIPA for academic purposes. Teaching materials have a clear connection to achieving learning objectives. Indonesian language learning materials include language knowledge, skills, attitudes in the language use and Indonesian culture. Learning materials include a set of structured learning substances which are coherent, systematic, and expose complete picture of competences which should be acquired by the learner. Material development refers to the learning objectives and tailored to the needs of the learners. The materials in the BIPA learning for academic purposes should contain an academic contextualization among its various aspects. While learning the Indonesian language by foreign learners should be directed in an academic manner. Content related to the academic context should dominate in BIPA learning for further studies.

LITERATURE REVIEW:

BIPA Learning:

Indonesian language in BIPA classes is a second language or a foreign language for students. Learning BIPA helps speakers of other languages master the Indonesian language and be able to speak the language for various purposes. This learning has different characteristics than Indonesian language learning in general. BIPA's learning has specific learning principles (Muliastuti, 2010). The BIPA principles adhere to the principles contained in learning a foreign language, such as automation, meaningful learning, anticipating reward, intrinsic motivation, investment strategy, ego language, confidence, risk taking, the relationship of language and culture, the effects of language, interlanguage, and competence communicative (Richards & Renandya, 2002: 12-13).

BIPA learning deals with the functional aspect of language. In general, BIPA learning is oriented to the communication needs of the learners. Therefore, in the beginning (basic level) BIPA learning is concerned with the survival and social circumstance context. The material and topics given explain the introduction, surrounding environment, daily activities, daily occurring events, numbers and time introduction, profession

and social interaction, among others. In the next level of learning, the topics explain a particular field of professional, social, and academic context. Within BIPA learning, Troike (2006) admits that there is an involvement of linguistics, psychology, and social context. In second or foreign language learning, there exist diverse factors that influence and serve as a consideration in arranging the learning material, besides the consideration of learners' level. Hence, the basic level materials are different from those of the intermediate level and advanced level. Therefore, it demands a different approach and preparation for learning, from the young learners in general (Rogers, 1999; Ellis, 1995; Suyitno, 2007; Tisdell, 2003:13). Since BIPA learners are adult learners, the material should be appropriate for the learning model of the adult individual. Some of the previous scholars identify that the language learning for adult possesses different characteristics (Ellis, 1995; Lightbown & Spada, 2013; Fry, Ketteridge, and Marshall, 2013).

The learning of a second or foreign language is affected by many factors and these factors are the basic consideration in the design of the material, in addition to considering the level of learners. The material is different from the basic, middle, and advanced level. On the other hand, the objective of BIPA learning is divided into two orientations. The first is BIPA for general communication and the second is BIPA for specific purposes such as tourism, business, military, academic, and etc.

Language Learning Materials:

Tomlinson (1998) defines the teaching material as anything which is used to help learners in class to study. Teaching materials are a clear manifestation that lead to the learning objectives. Candlin & Keobke (1999) mentions that the teaching materials are directed at the way students learn, gain skills and obtain the learning experience. Thus, teaching materials can be defined as knowledge, skills, and attitudes which are arranged and used in the classroom systematically in order to create a conducive learning atmosphere for the learners. The material should also be tailored to the goals and needs of the learners.

Teaching materials are developed according to demands. Vale (1991) emphasizes the importance of four considerations in preparing teaching materials, namely the character of students, learning objectives, needs and interests of teachers, as well as the practicality and prevalence. Teaching materials are made by considering both the language and students factors. Language factors include the language of the media, form, and content. While students factors are associated with the level of students, native language background, and their experience in learning a foreign language. Teaching materials are developed to teach Indonesian language and oriented to increase student's language skills. Development of teaching materials should include some aspects, such as (1) intangibility (ability to understand), (2) acceptability (ability to be admitted by students of BIPA), and (3) the irritation or the disruption of the teaching materials on students BIPA.

Indonesian Language learning materials include knowledge, skills, attitudes of the language, and culture of Indonesia. These materials include a set of structured learning substance arranged coherently, systematically, and display as a complete picture of competences which should be controlled by the learners. Material development refers to the learning objectives and tailored to the needs of their students. The material in the BIPA learning academic content should contain various aspects. Academic language can include receptive and productive while the academic culture is integrated to language learning (Dufon, 1993; Muliastuti, 2010). The engagement of the language and culture are absolute in BIPA learning.

Relevant Studies:

The researcher discovered a few previous studies related to BIPA for academic purposes. Most studies about BIPA were dominated by the study of general BIPA. However some studies examined earlier in this study included a study related to the teaching material of BIPA, for example, Susanto (2008) exposed the Indonesian teaching materials assessment for foreign learners and Suyitno (2007) concerning on BIPA teaching materials development. The preliminary study that has been conducted is a needs assessment and review of the evaluation of BIPA programs at Yogyakarta State University (YSU). Need assessment produces various aspects of learner and teacher needs in BIPA learning for academic purposes. Based on these studies, problems related to the obscurity of material occurs. This serves as a basis for this study. This study is a complementary part of a study on BIPA for specific purposes, which is aimed at academics purposes.

METHODOLOGY:

This study employed a descriptive qualitative research approach. The data for this research was obtained from multiple sources including BIPA learners taking higher studies in Indonesia, BIPA teachers, experts in BIPA learning, and documents related to this particular BIPA program learning. The researchers were present as a primary instrument in this study. The data in this study is tangible qualitative data in the form of spoken and written. Spoken data is the exposure of information obtained from the study subjects through in-depth

interviews. Written data was obtained in the form of notes, comments, suggestions, criticism, feedback and any information obtained by written questionnaires and documentation study techniques. All the data obtained from the field was described and explained objectively. The empirical findings in the field were observed, described and interpreted.

The research was conducted nationwide and it included 10 institutions which organise BIPA selected through purposive sampling techniques. The determination of the institution was in accordance with several reasons. *First* and foremost, the institutions selected had to be well established, experienced, and considered as an excellent institution in providing BIPA. *Second*, the institutions selected were required a program of BIPA for academic purposes. *Third*, the selected institutions had relatively large number of foreign learners for academic purposes. The ten BIPA institutions are located in the University of Indonesia, Indonesian University of Education, Gadjah Mada University, Yogyakarta State University, University of Atma Jaya Yogyakarta, Islamic State University Sunan Kalijaga, State University of Malang, Malang Muhammadiyah University, Airlangga University, and the University of Andalas. The study was conducted from February to October 2016.

The data obtained was analyzed by using qualitative techniques of data analysis in a spiral model. The implementation of the data analysis had inductive properties, interactive, and cyclical. Data analysis techniques used in this study is a modification technique, incorporation by Maddison (2005) and Huberman and Miles (1994) listed in Creswell (2015). The data analysis steps included: 1) organizing data, 2) reading and a memo, 3) describing, classifying, and interpreting the data into codes and themes, 4) interpreting the data, and 5) visualizing and presenting data.

The validity of the data findings in this study was authenticated by using data triangulation, disciplines triangulation (*expert judgment*), and rechecking. The data obtained using various means was combined. The empirical results obtained in this study were also presented to the experts to get appropriate feedback regarding BIPA ideal conditions. The data obtained was also repeatedly *crosschecked* from various existing sources to obtain and ensure its validity.

FINDINGS AND DISCUSSION:

This study is concerned with the analysis of BIPA for academic purposes with a focus on the assessment of learners needs relating to the teaching material. BIPA learning for academic purposes is endowed with special characteristics on the part of the learning material. The material in BIPA for academic purposes maintains a different content and subject from BIPA for general purposes. In addition, the material also takes an essential role for learners and instructors in order to achieve the expected learning objectives of BIPA for academic purposes.

The discussion of this paper will therefore include some arguments based on the results in the field of data retrieval. This part of this paper will further discuss the function of the material for learners and educators and then discuss the material construction and requirements for the learners of BIPA for specific purposes.

Material Function on BIPA for Academic Purposes Learning:

Within any circumstance of learning, the material plays a significant and essential role. Indeed, without the presence of material, learning is inexecutable. Therefore, also in BIPA for academic purposes, material is an essential element for the learning process for both learners and instructors. In accordance with the obtained data in the field, for learners, the material used in BIPA for academic learning performs a learning activity navigation and instruction, the source of learning, and learning references. From the data, the students said that the materials help them to guide their learning. While, the instructors of BIPA for academic purpose consider that the material performs as learning instruction, reference source, and learning evaluation source setup as well as learning progress report provision. Some instructors said, "*We need materials to make lesson plan in classes.*"

The learners and instructors built a learning activity according to the materials given. In this case, the instructor arranged a lesson plan based on the materials and the learners are expected to follow and comply with the material given by the instructors. The learners of BIPA for academic purposes are generally adult learners who are accustomed to learning independently. Adult learners use learning materials as their learning guidance. The presence of learning materials in BIPA for the academic purpose is very crucial and therefore their absence result in the learners encountering disorientation within the learning process.

The learning activities of BIPA for the academic purpose are generally conducted inside the classroom. However, the researchers argue that learning of BIPA for academic should be conducted in several learning activities by the learners and instructors and it should be contingent on the topic and content they learn. In that instance, the function of learning material serves as a primary source of learning BIPA for academic purposes. BIPA class for academic purposes could also be so much enjoyable for the learners the when the activities are varied. For instance, the classroom could be modified as a court environment. The learners could act as a figure

related to the courtroom. They could learn the Indonesian language along with the example context which is real. The material indeed concerns the use of language in legal context. This notion reinforces that materials take up a primary element in classroom activities. Almost all students respondent in this study mentioned that they need language in academic context. They enjoy learning both inside as well as outside classroom.

In addition, learning materials could also be used as a recommendation in finding references. The absence of learning materials for BIPA for a specific purpose makes both the learners and instructors face difficulty in finding what to read and how to make references. The learners and instructors use the topic of the lesson as a primary key to find any other reference related to the specific context of Indonesian language. This condition is similar with conventional lecturing where the students need to find any other references to support particular discussions within a course they are taking. However, in BIPA for academic purposes, the instructor has the choice of determining the materials considering the learner's capability. The reference for learners, particularly for learning BIPA for academic purposes, should be the material that contributes to the habit of learners using the language within their regular classes in university in Indonesia.

Within the learning material, the most important function is to be the source of learning evaluation. The materials are used by the instructors to design tasks and evaluation items for the learners for both the learning process and for preparing for final test. The instructors observe the process and progress of the learners' learning through the materials given and investigate how far the understanding of the learner has progressed. Although, the task given to the learners is different from the evaluation task, both tasks have an equal degree of difficulty and the material can still be related.

Material Design Construction on BIPA for Academic Purposes:

Because BIPA for academic purposes is aimed at foreigners who have specific necessities, material design within BIPA for academic purposes should be designed in a particular manner. The aims are to construct materials which integrates multiple-components in learning the language and other related components required for a specific circumstance, in this instance an academic-related purpose. Serving as material design for specific foreign language learning (Hutchinson and Waters, 1991:108-109), material design constructs for BIPA for academic purposes involves four elements, that is; input, content focus, language focus, and task.

The first element, input can be any form of material used within BIPA for academic purposes. In this instance, the input could be a text (written or spoken) such as dialog, diagram, discourse, recording video, or any form of text. The input should provide a language form and model in accordance with the needs of the learners. Supplementary, the input should serve as the learners' stimulus for any learning activities. The learners will be able to develop the knowledge and apply the language skills by using the input. This research revealed that the greatest percentage of input is a printed input (65%) followed by audio (15%), audiovisual (15%), and multimedia (5%).

The second element, content focus, is related to the content attached within language learning. In other words, the learners are not only learning about the language in use, but also the content within the language learning. The element of language focus deals with the acquisition of the language by the learner. It deals with appropriate language use for particular context. Lastly, learning material is also related to task element since it acts as a mean of determining the progress and objective of learning. The task must be modified and adjusted to the needs of the learners. For academic purposes, the task must be in line with Indonesian language use for academic context and circumstance.

Material Content Required in BIPA for Academic Purposes:

According to the results of this research, from ten universities providing BIPA and 113 respondents (95 learners, 14 instructors, and 4 experts), data regarding materials needed in each component is presented in the following Table 1.

Table 1. Material Component and Academic Content

Component	Sub-Component	Material Needs Substantive
Language knowledge	Grammar	Indonesian standards (Indonesian for academic)
	Vocabulary	Indonesian terms for particular disciplines
Language skills	Listening and speaking	Academic context of verbal Indonesian
	Reading and writing	Academic context of written Indonesian
Additional knowledge	General knowledge	Additional knowledge for academic context in supporting the study (the use of Indonesian in research area)
	Academic culture	Academic culture in Indonesian context

The objective of BIPA for academic purposes learning is to prepare the foreign learners so that they can be able to use the Indonesian language they need within an academic context. The result of this study exposed that the component materials in BIPA for academic purposes is identical and related to BIPA for general purposes. What makes the material different is the substance of the learning materials. However, observation data showed that in BIPA for academic purposes there is also an additional material that learners need.

Unlike BIPA for general purposes where there are only two prominent learning materials, BIPA for academic purposes has one additional component, creating three learning material components in BIPA for academic purposes. The three components of BIPA for academic purposes include; Indonesian language knowledge, Indonesian language skill, and additional materials. The first two components can also be found in BIPA learning for general purposes and an additional material is the extra component in BIPA for academic purposes. Document studies showed that each of the materials components consists of several unequivocal subcomponents. Language knowledge includes vocabulary and grammar material. These two sub components are the basis or foundation of language learning. The quisionare showed 73% students agree that vocabularies are very important for them. Learning vocabulary is an aspect of language learning which cannot be denied, as expressed by Lightbown & Spada (2012). Someone who is able to master the vocabulary of a foreign language is able to master the target language as well. Likewise, if the person's vocabulary is insufficient, the person will encounter difficulty in mastering the target language. According to the results of this research, all data sources indicated that the vocabulary is the most important part of learning a foreign language. The second part is grammar, including the structure, which also serves as the foundation for learning the target language. It relies on the basis of language acquired by the learners as well. If you have a cognate language and have the structure and grammar almost patterns, both will promote the individual to learn the target language easier. But if the first language is far different from the pattern of the structure and grammar, then the learner will have a difficulty in mastering the target language.

The results showed that the learners within BIPA for academic purposes learning require academic vocabulary and grammar material that is related to an academic and scientific context. In the academic field, the vocabulary needs are aligned with a particular aim. Learners need to be taught the appropriate vocabulary used in scientific circumstance, or vocabulary in the form of special terms of disciplines. Meanwhile, the substance of grammar includes academic grammar and deals with the formal standard of structure and grammar. Material vocabulary and grammar in the classroom in BIPA for academic purposes should lead to an understanding of formal vocabulary and grammar which will be used for the benefit of various academic tasks by the learners. The coverage of the material in the structure and grammar learning in BIPA for academic purposes at least involves the formation and development of scientific vocabulary, standard Indonesian structure, and the creation of effective sentences in the Indonesian language. It is given in stages in accordance with the complexity and level of difficulty of the material. In the structure and grammar, the materials are based on degree and classification of materials to control the pace of learning.

Instructional materials broadly consist of knowledge, skills, and attitude which are being taught in order to accomplish a designated core competence. Instructional materials undeniably play a significant role in contributing to the learner's accomplishment of learning objectives. Within BIPA for academic purposes, the materials consist of three primary components and each of components has a sub-component as a basis of learning. Each material is presented with content in accordance with the learner's necessity. Furthermore, within BIPA for academic purposes learning, academic content is taken into account as a paramount element required by the learners.

There are four subcomponents of language skills which are then subdivided into two categories: oral and written language skills. Oral language skill consists of listening and speaking, while the written language skills are reading and writing. The academic substance required within the language skill for academic purposes is concerned with applied academic context. This includes formal and informal contexts. The learners are expected to be able to encounter and figure out what will happen to them within academic circumstance in Indonesia. Materials regarding speaking and listening are directed to communication patterns and styles of Indonesian language in academic circumstances, such as listening to a lecturer, seminar, presentation, discussion, lecturer advisement and consultation, and any other academic circumstance. According to document analysis obtained within the research, curriculum, syllabus, and materials in regard to academic listening, it was indicated that the materials aim at preparing the learners to be able to effectively receive the information during the lecture in the forms of monolog text, dialogue, and interactive lecturing. On the other hand, speaking materials for academic purposes include asking questions, answering, delivering ideas or opinions, showing disagreement with another opinion or idea, responding during a talk, debating, explaining ideas or opinions, and

persuading audiences regarding a particular idea or opinion, among others. The skills given to the learners aim at preparing the learners to be able to adapt to an academic setting such as classroom lecturing in a regular class following language training. Dudley-Evans and St John (via Hyland, 2006) mentioned, for instance, in language learning for academic purposes the activities among such a core 1) listening to the lectures, 2) participating in seminar and tutorial, 3) reading textbook, articles and other materials, and 4) writing essays, thesis, dissertation, and reports.

This study also found that materials for reading and writing are utilized for Indonesian language training in a written form for an academic context. The instance substantive of reading given are scientific article (journal, mass media, and etc), papers, book, and any other scientific printed materials. The reading topic could be adapted from the fields of study by the learners. Some fields learners are enrolled in at Indonesian universities include Economics and Business, Education Assessment, Social Sciences, Civil Engineering, Biology, Management, Indonesian Language, English Language, Arabic Language, Law, Computer Science, Educational Technology, and Geography, among others. The materials for reading could include a variety of text related to the above-mentioned disciplines. Additional content, apart from the discipline-related content, could also be inserted such as art and culture, history, politics, and etc.

The main focus of the text is to give information which promotes and allows the learners to actively and logically think. Writing activities are inevitably demanded by the college curriculum. Writing activities are a channel through which students are able to develop opinions and gain a higher level of intellectuality which in allows students to evolve an academically. In fact, all college coursework requires it students have a piece of writing work such as research report, essay, examination, etc. This is also happens in the Indonesian colleges where lecturers frequently ask for students writing as a primary consideration in giving a final score for a particular course. Indeed, the foreign learners should also be required to submit their writing work in Indonesian the moment they take a course in any Indonesian college. The substantive materials for writing include scientific papers writing, scientific essay, and scientific report papers.

In addition, this research found that learners need an additional material, apart from the primary materials regarding academic context. Especially in language learning within the classroom as a method of preparation in facing college life. The learners need two major additional materials and information. The first additional material needed assists in dealing with the research knowledge. The research knowledge aims at synchronizing the learner's perception and paradigm regarding issues and current trends and demands for research in Indonesian academic context. In addition, the learners require culture-related materials regarding the academic context in Indonesia. This material is imperative for the learners since they need to acclamate to a different culture within the Indonesian academic context. The content of Indonesian academic culture is attached to the primary materials of BIPA for academic purposes. The foreign students or learners are inevitably facing cultural shock in an academic context (Godwin, 2009). Hence, cultural preparation for the foreign learners needs to be taken into account in order to ensure their readiness and assist them in their college experience.

Learning Activity Priority in BIPA for Academic Purposes Class:

This research additionally obtained data related to the need assessment regarding materials presentation for the learners. The three material components discussed in the previous section are integratively exposed. For instance, during writing activity, the material will include vocabulary learning, grammar practice, reading, or academic culture understanding. This is also pertinent to the presentation of other materials.

This research indicated that there are variations regarding learners, instructors, and expertises of BIPA related to the learning activity priority of skill material components of language learning. The following Table 2 identities the findings.

Tabel 2: Learning Activity Priority in BIPA for Academic Purposes Class

Order of Priority	Learning Activity Priority		
	BIPA Learner	Foreign Students in Regular Classes	BIPA Instructor
1	Speaking	Writing	Writing
2	Listening	Listening	Listening
3	Reading	Speaking	Speaking
4	Writing	Reading	Reading

The data obtained related to the priority of learning activities above serves as a reference for instructors in providing the materials needed by the learners. The table above shows that variation regarding learning materials is a priority. The data resource discloses that BIPA learners are realist entity within BIPA learning. Supplementary, the data declares that the foreign students in regular class have same result with the BIPA

instructors. They rather look at the condition of how the learners acquire the learning in the future. It was based on empirical experience.

In accordance with the data obtained from the realist perspective of the learners, learners consider the most important material to be prioritized is speaking followed by listening, reading, and the last writing. The learners comprehend that they need to be able to master a speaking skill first before any other language skills. This condition happens due to the fact that foreign students enrolling in BIPA for academic purposes are predominantly (reaches 61%) pre-intermediate level learners. It signifies that the language skills of the learners remains far beyond the expectation and require a further learning. Hence, they predominantly expressed that speaking and listening must be the two top priorities over reading and writing skills.

BIPA for academic purposes classes require basic communication of Indonesian as a pre-requisite in taking the class. This means that BIPA for academic purposes is aimed at intermediate and advanced learners who are capable of using the Indonesian language fluently. At this certain point, it affects the materials need for the learners. Therefore, BIPA for academic purposes programs need to take into account the need of learners' classifications and materials given to the learners. It is to aligned with the data obtained from intermediate learners who stated that they significantly need speaking skills. The data source was dominantly taken from the learners of BIPA for academic purposes who took the classes from the pre-intermediate level.

The data obtained from this research also exposed the predictive state claimed by the instructors of BIPA. In accordance with the instructors claim, writing is the most prioritized language skill followed by listening, speaking, and reading. The instructors observe that the learners lack oral communication skills, particularly writing. Lectures conducted in Indonesian universities are conducted in the Indonesian language and therefore the foreign students should be able to write in the Indonesian language. Hence, writing skill is the most important thing which the learners should acquire in order to make them be able to deliver their opinions and ideas in writing. Afterward, the learners must possess adequate skill regarding reading. They should be able to ask the questions and responding to oral communication too, but it can be better by the process.

The above-mentioned claim made by the instructors is generated from the teaching experiences possessed by the instructors during the teaching in general class. However, it was discovered that a few instructors possess teaching experiences in general class. Thus, the validity of the data obtained regarding the learning priority from the instructor's viewpoint needs to be re-validated. In addition, the statements came from the instructors whose teaching experience was in BIPA class with intermediate level learners. In other words, the viewpoint was made because the instructors were in a single circumstance where indeed the needs of the learners mainly related to oral language skill.

On the contrary, in accordance with the ideal condition of BIPA for academic purposes learning from a theoretical and empirical review from the expertise of BIPA learning, the priority of learning within BIPA for academic purposes should be undertaken from writing skill first and followed by listening, reading, and speaking skills. The claim is initiated from the crucial needs of the students regarding writing in academic circumstance. The learners must be well-prepared in terms of writing skills since academic accomplishment is measured by the learners writing.

CONCLUSION:

To be able to make the learning process run optimally, the material used for learning must be well-prepared in regard to the learners' needs. Need assessment aims at observing the need of the learners in the whole depiction. In BIPA for academic purposes learning, material serve as a pivotal element for both the learners and instructors. Additionally, it was discovered that there is a correlation between input, content focus, language focus, and task in constructing material design which needs to be taken into account. This paper also suggests several paramount elements in three material components required by the learners. The elements are the context, language formality standard, particular vocabularies, academic culture, and additional information and knowledge related to academic context to support foreign students in immersed mastering the Indonesian language. Furthermore, need assessment provides information regarding the materials needed which is important for the learners and promotes an effective teaching process for the instructors.

ACKNOWLEDMENT:

The research for this paper was financially supported by the Ministry of Research Technology and Higher Education of Indonesia, grant no. 02/PDD/UN 34.21/2016. In developing the ideas presented here, I have received great input from my supervisors from Malang State University. I also sincerely acknowledge the support from Yogyakarta State University, without which this study would not have been completed.

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