

Introducing Indonesian Traditional Dance To Teach Indonesian Language For Foreign Speakers (Bipa) In Thailand

Dian Candra Prasetyanti ^{1,a)}

¹¹*Faculty of Foreign Language and Culture, University of Muhammadiyah Semarang*

^{a)} Corresponding author: dian.candra@unimus.ac.id

Abstract. Teaching Indonesian language for foreign speakers at *Khon Kaen* University, Thailand. This was the first *Bahasa Indonesia* course in *Khon Kaen* University. Because the learners in this course never knew about *Bahasa Indonesia* before, so the teacher introduced them about Indonesian traditional dances. This was the best way to attract foreign learners about Indonesian culture and develop their character. They didn't only learn about Indonesian language, but also local culture. The learners in *Bahasa Indonesia* course were beginner level (A1) so the teacher chose *Denok* dance from Semarang and *Jaranan* dance from Central Java. Because the movements in both dances were also in basic level. The class consist of seven students, 3 boys and 4 girls, they are first and second year students. They came from different study programs, such as Nursing, Engineering, Spanish and Germany. The teacher taught *Denok* dance for the girls and *Jaranan* dance for the boys. They also learnt about the meaning of the lyric in these dances, the costumes that the teacher brought from Indonesia, such as *sampur*(shawl), *jarit*, *kebaya*, *tapih*, head band (*ikat kepala*) and how to use them, how to make *Jaranan* as the accessory to perform the dance. At the end of the course, they performed the dance on the stage and seen by many teachers and students in *Khon Kaen* University and the videos had been uploaded in YouTube.

INTRODUCTION

Thailand, officially The Kingdom of Thailand is a country at the center of the Indochinese peninsula in [Mainland Southeast Asia](#). There are around 13 universities from Southern, Bangkok, Northern, Northeastern of Thailand, which have been running a good range of Indonesian language class as an elective course. It was a good omen for Indonesia since its national language has a good place in other countries. Thailand is one of ASEAN Countries which regularly received SAME BIPA Program (Scheme of Academic Mobility and Exchange-*Bahasa Indonesia Penutur Asing*/ Indonesian language for foreign Speakers) from Indonesian Directorate of Higher Education every year. [Indonesia](#) and [Thailand](#) officially established diplomatic ties in 1950. In 2015, Indonesia and Thailand commemorated their 65th diplomatic relations. Both countries have many similar cultures as they share close relations for nearly two hundred years. King Rama II visited Indonesia, he brought back a story and as a result, several words from Indonesian language, or rather Java, were used in Thai language. Besides, both countries were under heavy Buddhist and Hindu influences, about 40% of both languages have traces of Bali and Sanskrit.

Khon Kaen University, the oldest and largest university in northeastern Thailand, which has 17 faculties and one of them is Faculty of Humanities and Social Sciences in 2015 had its first cooperation with the Indonesian Directorate of Higher Education, the program was SAME BIPA. This was the first class of Indonesian language for Foreign Speakers course, and had a positive response from students, lecturers and also Indonesian Embassy which facilitated this program. Teaching and Learning of Indonesian language for Foreign Speakers course conducted two times a week with duration 100 minutes in every meeting and had seven students. Teaching and Learning of Indonesian language for Foreign Speakers in Khon Kaen University had a unique characteristic because the students never knew about Bahasa Indonesia before and they were not only from the Faculty of Humanities and Social Sciences but also from other faculties such as Nursing and Engineering Faculty. It means that they were not only from language department but also from another department. It's very unique because they attracted with Indonesian language as their elective course.

Teaching and Learning Indonesian language for Foreign Speakers has different purposes because every student had a different motivation. The purpose of teaching and learning Indonesian language for foreign speakers is students are expected to communicate using Indonesian language in a proper way. This is related to culture in language substitution. Beside students' individual characteristic problem, culture problem is also mixed up with the Indonesian language for Foreign Speakers learning composition. Learners of Indonesian language for Foreign speakers should have certain characteristics, especially in 1) individual characteristics; 2) historical background; 3) level; 4) knowledge/skill; 5) interest; 6) learning purpose; 7) learning strategy, and 8) learning time.

Based on the learners' characteristics, introducing the local culture such as traditional dances in learning Indonesian language for Foreign Speakers will make them easy to understand Indonesian language and it is also become culture conservation and introducing Indonesian language through cultural material. The explanation about learning Indonesian language for Foreign Speakers in Thailand will be reviewed in this paper, introducing traditional dance to teach Indonesian language for foreign speakers.

DISCUSSION

Khon Kaen University established in 1966 and also the first university established in northeastern Thailand. It has 17 faculties and teaching Indonesian language for foreign speaker is in the Faculty of Humanities and Social Sciences (HUSO). This faculty has ASEAN Language Center (ALC) who offer elective courses in language such as Vietnamese, Lao, Khmer, Thai, and Indonesian language. The Indonesian language course has 3 credits in every semester and this is the beginner level. At the end of the course, they will have a certificate as a result that they had participated in this course.

The introductory language in this Indonesian language course is English, but the students have different level in English comprehension and they have different characteristics. It becomes a challenge for the lecturer to teach them, but as a whole the students have high enthusiasm to learn Indonesian language. The characteristics influenced to the material that they had learned. They need an interesting media to learn Indonesian language and lecturer/teacher must know about the advantages of the media that they choose. In learning Indonesian language for foreign speakers, media not only help in teaching and learning process, but also must have a cultural element so the students know about the culture of the language that they learn. Like kill two birds with one stone, giving material about Indonesian language for foreign speakers and also introducing Indonesian culture.

Indonesian traditional dance can be used as a media to teach Indonesian language and as an effort to introduce local culture. The student can learn about Indonesian vocabularies when they hear about the lyric of the song when they learnt Indonesian traditional dance. They also learnt about action verb in Indonesian language when the teacher taught them dancing. They learn about costume and accessories. Actually, they have a meeting twice a week, but because the lecturer and the students have an agreement to learn Indonesian traditional dances, so the teacher gave additional time 3 until four times a week. 2 meetings for theories and 1 until two meetings for learning dance. Since the students were at beginner level so the teacher also chose *Denok* dance from Semarang and *Jaranan* dance from Central Java. Because the movements in both dances were also in basic level. The class consist of seven students, 3 boys and 4 girls, the teacher taught *Denok* dance for the girls and *Jaranan* dance for the boys.

Teaching and learning process of Indonesian language for foreign speakers at Khon Kaen University with traditional dances as a media started with several steps, first the teacher wanted them to watch and listen carefully to the video. Second, the teacher introduced them with the main accessories in Indonesian traditional dance like *sampur* / shawl *jarit*, *kebaya*, *tapih*, head band (*ikat kepala*) and how to use them. Third, teaching them step by step in the movement of the dance, *gejug* (place the point sole of foot behind other foot, in cross position), *debeg* (stab the point sole of foot beside the other foot), *pacak gulu* (neck movement), etc. Forth, the students listen to the lyric and wrote as they have heard, then they find the meaning in dictionary. Fifth, the teacher and students had a discussion about the meaning of the lyric. Sixth, the teacher and the students make *jaranan* as the accessories of dancing because the teacher didn't bring them from Indonesia. Seventh, the teacher gave conclusion toward introducing Indonesian traditional dances in learning Indonesian language for foreign speakers. Seventh, learn *denok* and *jaranan* regularly every week. Eight, perform an art performance at the end of the course and the video had been uploaded in YouTube.

Beside taught them Indonesian traditional dance, the teacher also introduce them with other local cultures, such as told them some Indonesian traditional stories with cardboard puppets, introduce them several traditional games and play them together, learn about Indonesian currency and traditional costume, singing Indonesian song and how to make Indonesian food and beverage such as *pecel* (vegetables salad with peanut sauce) and *cendol* ice (small,

doughy rice-flour droplets ice). The teacher taught them local culture to the students in order to improve their knowledge about Indonesia, they not only learn about the language itself but also the culture. The teacher also gave cross cultural understanding to the students. Learning Indonesian language for foreign speaker in Thailand with traditional dances can make the learners interest, enjoy to study the language and also the culture.

CLOSING

Learning Indonesian language for foreign speakers in Thailand, especially at Khon Kaen University is an elective course with 3 credits in the Faculty of Humanities and Social Sciences. The learners have special characteristics, so from those characteristics, the teacher taught Indonesian traditional dances as an effort to introduce local culture. The teacher hopes that the students not only learn about Indonesian language itself but also the culture.

REFERENCES

1. CIA. *The world factbook East and Southeast Asia; Thailand Introduction*. <https://www.cia.gov>
2. Class Observation on August-December 2015.
3. Nuryani, Wenty Dra. 2004. *Diktat Teknik Tari*. Yogyakarta: Universitas Negeri Yogyakarta Press
4. Khon Kaen University. <https://m.kku.ac.th>
5. Leksono.R.2015. *Indonesia as a foreign language in Thailand*. Workshop BIPA in Bangkok 2015.www.academia.edu
6. Portal Kemlu.2015. *Closing Ceremony of Events in Commemoration of the 65th Anniversary of Indonesia-Thailand Relations*.. www.kemlu.go.id
7. Stern, H.H. 1983. *Fundamental Concepts of Language Teaching*. Oxford: Oxford University Press.

