

Designing a Curriculum for Teaching Indonesian as a Foreign Language (TIFL) in Lombok (Indonesia) in-Country Program

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Abstract

These series of research aim at improving the quality of Lombok (Indonesia) in-Country Program for teaching and learning Indonesian language mainly for Australian students in collaboration with Regional Universities Indonesian Language Initiatives (henceforth RUILI) Consortium comprising 4 Australian universities (Charles Darwin University (CDU) Darwin, University of Sunshine Coast (USC) Brisbane, University of New England (UNE) Armidale, and University of Tasmania (UTas) Tasmania). This research used a survey approach, involving 47 respondents consisting of 32 lecturers/instructors/management of BIPA Program from Indonesia and Australia and 15 BIPA students mainly from Australia. The data were collected using questionnaires, interview, and Focus Group Discussion (FGD) and analyzed qualitatively and quantitatively. Content Standard and syllabus design applied 'Theme-Based Approach', following the consortium approach of syllabus design. From the analysis, it is concluded that (1) Lombok in-Country Program is directed to the acquisition of spoken language by taking advantages of rich-language environment without ignoring the written ones -- the higher the level, the more portions of the written language are taught; (2) Indonesian grammar and CCU are taught in integrative way to themes; (3) thirty (30) themes have been determined and grouped into 6 levels by considering (a) the proximity of the theme with the students, (b) the complexity of the functions of the language that appears, and (c) the complexity of the grammar and vocabulary; and (4) Graduate Profile of Lombok in-Country BIPA program is to develop learners' language competencies both spoken and written at the advanced level, supported by the application of appropriate grammar CCU. The products of the current research are (1) list of 30 top themes distributed into 6 levels; (2) Formulations of Graduate Profile for in-Country BIPA Program; and (3) Content Standards of 8-level program, which will be developed into curriculum, syllabi, and lesson plan in the following research using "Theme-Based Approach".

Keywords: TIFL/BIPA, in-Country Program, RUILI Consortium, BIPA curriculum and syllabi, Indonesian language

A. Introduction

Teaching Indonesian as a Foreign Language (TIFL or known as BIPA/Bahasa Indonesia untuk Penutur Asing) is one of the programs by the Government of Indonesia as stipulated in Government Regulation No. 24 In 2009, one of which related to the development of BIPA programs escorted by the Agency for the Development and Language Development (BPPB) Ministry of National Education (MoNE). It is obviously noticed that BIPA program is growing rapidly both domestically and abroad. It is recorded that there have been 179 BIPA centers spread in 48 countries (Maryani, 2011) and is expected to continue to grow in the future. With the increasingly widespread interest in learning BIPA, improvement and innovation in various sectors need to be done to improve the quality of teaching and learning process and the quality of the BIPA organization itself so that step-by-step the quality of the TIFL program can

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I Made Sujana, I Nyoman Sudika, Eka Fitriana, Edy Syahril

follow and catch up with that of TEFL (Teaching English as Foreign Language). To do so, it is necessary for practitioners of BIPA in Indonesia and overseas to do some strategic action in terms of the standardization of BIPA competency standards, development of teaching materials that accommodate cross-cultural understanding, improve the BIPA teachers' competence, the development of standard assessment for various goals, development of teaching media, etc. To achieve all these, it is necessary to constantly carry on research-based improvement in order to strengthen professionalism in the teaching of BIPA and the BIPA institution itself.

The University of Mataram Lombok, Indonesia -- through its Language Center (LC) -- is one of the organizers of in-Country BIPA Program which annually bring in students from four universities in Australia under the Regional Universities Indonesian Language Initiatives (RUILI). Both sides (UNRAM and RUILI Consortium) has just renewed the MoU (Memorandum of Understanding) for nine years (2010-2019). In addition to the networking with RUILI, UNRAM has also been cooperating in BIPA with the Australian Fishery and Marine Agency (AFMA) Australia, the Australian Federal Police, Creative Culture Tour Asia (CCTA) Australia. The BIPA program at UNRAM has now spread to other continents such as Asia, Africa, Europe, and America. It is a challenge for Lombok in-Country Program to provide established and professional services.

With the growing interest of foreigners learning Indonesian in Lombok Indonesia, UNRAM Language Center and other BIPA providers are required to improve the quality of its services in all aspects (curricula, syllabi, lesson plans, materials, methods/learning strategies, and evaluation and follow-up development program). Professionalism in teaching and availability of supporting services will determine the continuity of the program BIPA run at the Center. Foreign learners have different characteristics from Indonesian learners' characteristics Indonesia (Indonesian whether they are studying or learning a foreign language (English)). Foreign learners have high demands on the clarity of the program and the quality of service, learning implementation, and assessment criteria. Things need to be explicit. Openness and established learning patterns of foreign learners demand professionalism of teachers, teaching programs and institutions.

In providing services for RUILI Consortium, Australia, UNRAM Language Center is required to prepare 8 (eight) level "credit courses" program. It means that grades issued by the course provider can be fully recognized by the universities. Maintaining the trust given by the consortium demands careful and well-prepared plan and high-standard implementation. In terms of syllabi, RUILI apply "theme based approach". The consortium provides lists of themes and also sample materials used by the four Australian universities for levels 1 - 6 in their home country. However, the Center is given freedom to redesign the syllabi, themes, and materials with consortium agreement. For levels 7 and 8 (advanced levels), the Center is given freedom to develop the programs directed to more on independent study, combining class meetings and community-based research. For several years, Lombok in-Country

Program utilizes dominantly materials designed by the consortium for uniformity for all students coming from different universities. However, the themes and materials cannot be fully implemented in Lombok-in-Country Program for several reasons:

- such materials are designed for one semester with a duration of 4 months, while the Lombok-in-Country program only runs for 3 weeks (60 hours) for one term.
- some themes and/or materials are considered outdated so as not relevant to current conditions; and
- some themes and/or materials are considered too sensitive to be discussed in the context of the classroom.

In addition to the considerations mentioned above, teaching foreign language in Australia (overseas) is different from that in in-country program in many ways such as the focus of the curriculum, the instructional media used, learning activities, the strategy used, and learning experiences. Learning a language in the target country has a language-rich environment. This situation needs to be fully utilized in in-Country program. Wherever the students go, they will be surrounded by language exposures. However, as a new field of study, TIFL/BIPA is still trying to find its own format. BIPA centers in Indonesia (and also overseas) have problems finding out established BIPA programs such as curriculum, syllabus, lesson plan and materials since there are no guidelines for designing programs. At last, every center designs programs on its own 'taste' and this becomes the 'secret/recipe' of its own institution which cannot be 'seen' by others (Riasa, 2007; Riasa, 2011; Maryani, 2011).

With all considerations mentioned above, it is urgent for Lombok in-Country Program to design Indonesian in-Country Program which is typical and appropriate to the needs and situations in Lombok. UNRAM Language Centre which has long held BIPA programs (since 1996 initiated by CDU Darwin previously NTU Darwin) is required to immediately improve the quality of services in order not only to maintain the relationship with RUILI consortium, but also to attract learners from other countries. In future, it is expected that BIPA program at UNRAM and other centers in Lombok could be stepping stones and the entrance of cooperation to other fields (agriculture, livestock, economics, business, etc.) (Sujana, 2012) so that the aspiration of UNRAM towards a 'world class university' can be realized. To improve competitiveness and contribution to BIPA world, it is necessary for UNRAM LC and other practitioners to design curriculum, syllabi, and materials with local contents and contexts.

This study aimed at improving the quality of Lombok in-Country program by redesigning the curriculum, syllabus, lesson plans, and materials by employing two research approaches: Survey and Theme-Based Approach. The Survey is used to collect initial data prior to designing curriculum and syllabus. Theme-based Approach is used in development of curriculum and syllabi to meet RUILI consortium demand. Hence, RUILI program is expected to be the most elaborate course program. By completing 8 level documents, the learning needs of non-RUILI BIPA program can be easily adopted and adapted from existing RUILI BIPA program.

B. Research Method

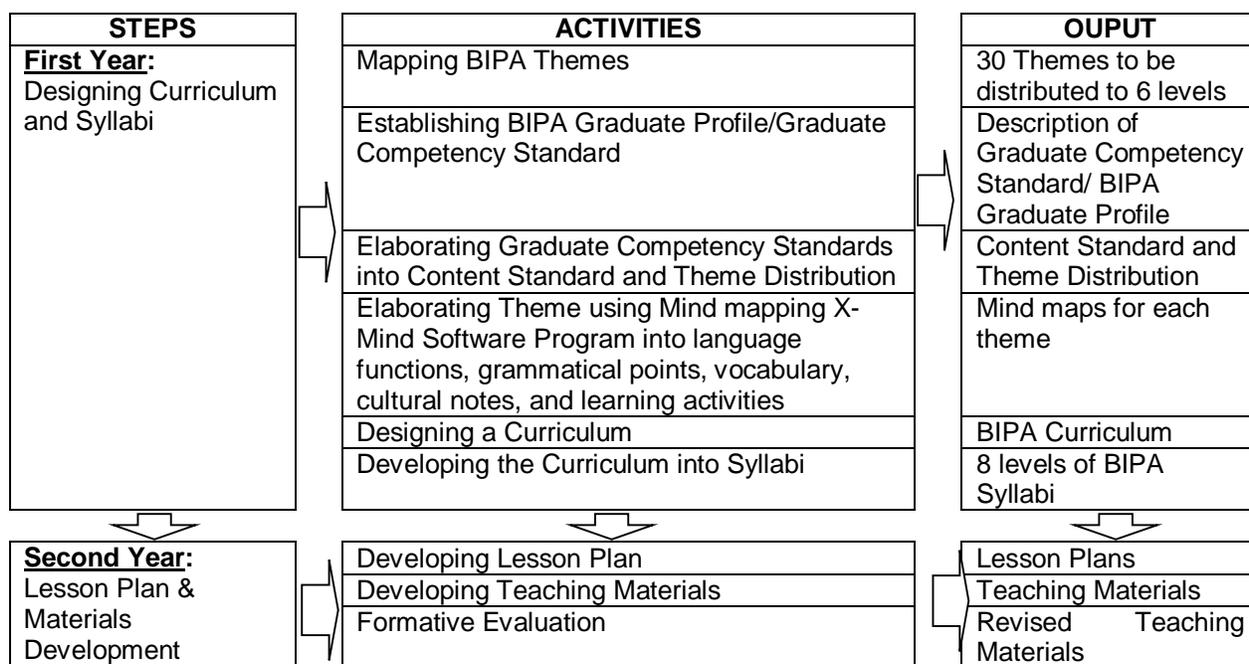
1. Research Approaches

This research employ two approaches, that is, Survey and “Theme-Based Approach”. Survey is used to collect opinions of BIPA lecturers/instructors/management and students both from Indonesia and Australia. “Theme-Based Approach” is used to develop curriculum and syllabus (Krahnke, 1987; White cited in Zhao & Coniam, 2008). Forty-seven (47) were participating in this research, consisting of 32 instructors/lecturers and managers from RUILI consortium, UNRAM LC, Language Office of West Nusa Tenggara (Kantor Bahasa NTB), Training Division of Newmont Nusa Tenggara Company and 15 students from RUILI consortium. Data collected using triangulation techniques such as questionnaires, interviews, and a Focus Group Discussion (FGD), and documentaries. Data are then analyzed quantitatively using descriptive statistics and qualitatively, depending on kinds of data.

2. Research Procedures and Output

This research is carried out in two years. In the first year, it starts from collection of themes and other opinions regarding in-Country program, followed by formulating Graduate Profile, translating Content Standards, inventorying the themes that are relevant to learning BIPA, describing these themes into language competencies, translating the competencies into language functions and language elements. Those documents are used as the basis for designing curriculum and syllabi. The second year's activities include preparation of Lesson Plans, designing teaching materials and conducting formative evaluation to improve the quality of the materials. Those research procedures can be described in the following chart:

4



Designing a Curriculum for Teaching Indonesian as a Foreign Language (TIFL) in Lombok (Indonesia) in-Country Program

I Made Sujana, I Nyoman Sudika, Eka Fitriana, Edy Syahrial

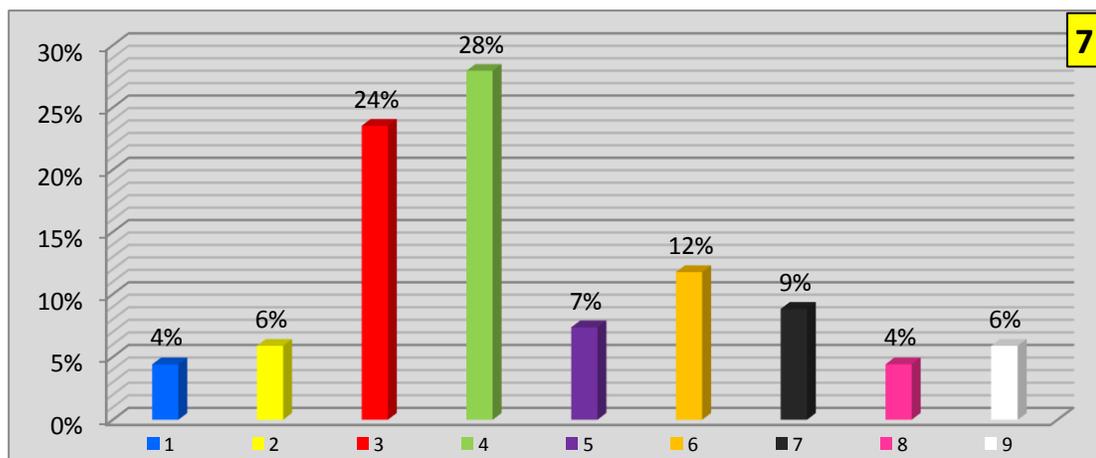
The present article will only report up to the development of Graduate Profile into Content Standard and theme distribution into Levels 1 - 6. The other results will be reported in separate articles.

C. Results & Discussion

From the analysis of data collected using triangulation techniques involving 47 participants (35 BIPA lecturers and management and 15 BIPA students), the findings are summarized as follows:

a. Learning Objectives of Indonesian In-Country Program

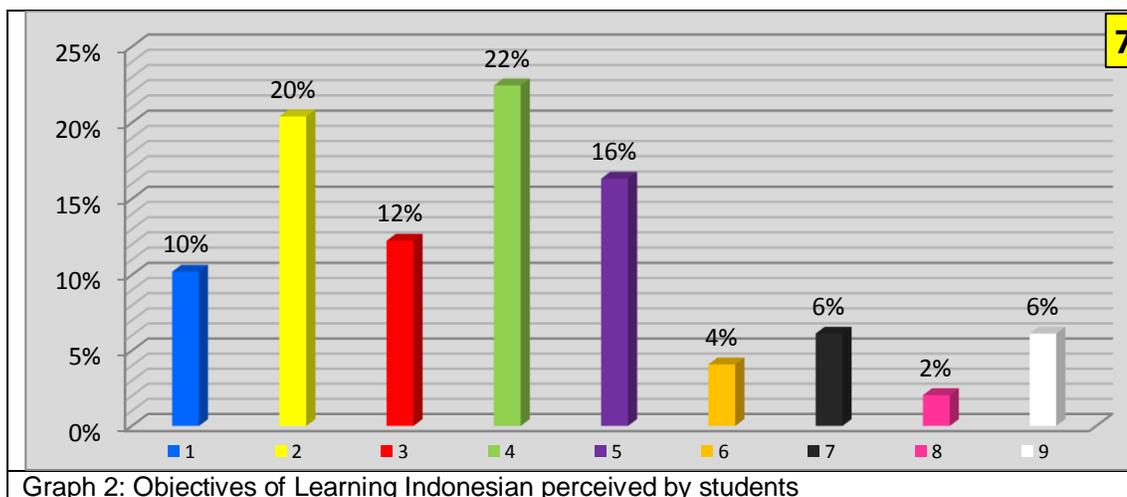
Based on the reflection of teaching and managing BIPA program at various centers both in-country and abroad, learners tend to have varied purposes in learning Indonesian. This statement is a line with the data collected from teachers and management of BIPA in Indonesia and overseas (Australia). The following is the chart showing various opinions of BIPA objectives:



Graph 1: Objectives of Learning BIPA (according to Instructors)

Graph 1 above shows the various objectives of leaning Indonesian seen by instructors/ lecturers and management. From the data, most respondents put *improving students ability to communicate in Indonesian* (28%) as the objectives of learning Indonesian, followed by *fulfilling college requirements* (24%), *preparing learners to work in Indonesia* by 12%, *preparing learners for further studies either to conduct research in Indonesia* (9%) and *took the short programs (non-degree) at universities in Indonesia* (7%).

This result is almost similar to opinions given by students. They also put the improvement of Indonesian for communication as the main goals of learning Indonesian. The result is presented in the following chart:



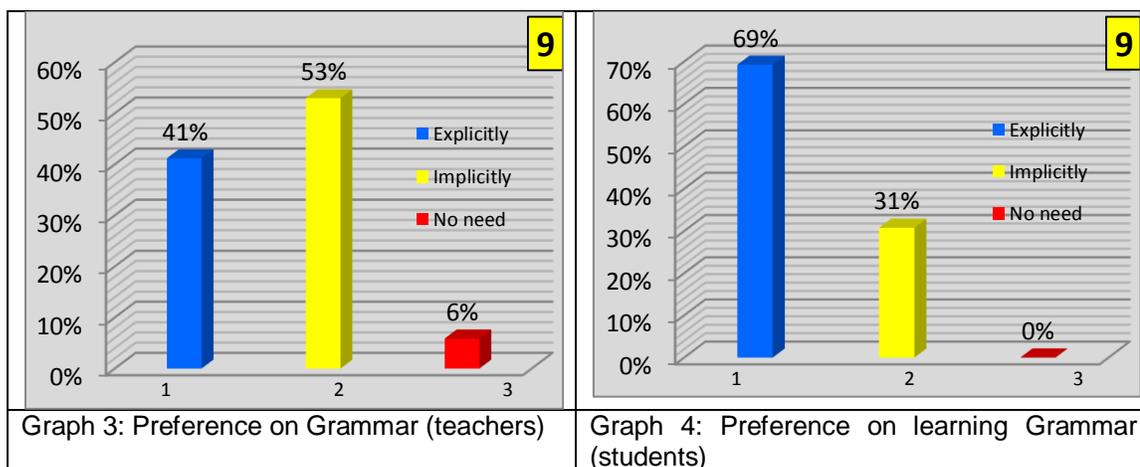
From the graph above, it can be seen that most learners puts the *ability to communicate* as a destination to learn Indonesian (22%), as suggested by a group of instructors and management of BIPA. But the second and third positions, however, are different from the perception of a group of teachers, which is *to socialize with the people of Indonesia* (20%) and *to work in Indonesia or other countries* (16%).

Of the two data mentioned above, it can be concluded that BIPA learners come to Indonesia aiming to improve communication in the Indonesian language. It can be seen from the composition of the top three in each group. Putting together the two data above, we can put the ranks of the aim of leaning Indonesia: (1) communication, (2) working in Indonesia, (3) social, (4) work in Indonesia/abroad. From the data above, it can be concluded that to achieve those goals the teaching and learning process is directed to the improvement of both spoken and written language with emphasis mainly on the spoken ones.

b. Learning Grammatical Points

In terms of learning grammatical points, instructors/lecturers and BIPA management view differently. Out of 32 instructors and management, 53% prefer that grammar be taught *implicitly*, meaning that the grammar points are not taught

directly as separate, individual topics but integrated contextually with other materials or skills; other 41% put that they are taught explicitly -- deliberate explanations of grammar point; and the remaining 6 % consider that the grammar points do not need to be taught. This difference of opinion is caused by many factors, including differences in teaching experiences, level/ability of learners, learner characteristics, the degree of readiness for instructors to explain the Indonesian grammar concepts, learning objectives, and other factors.

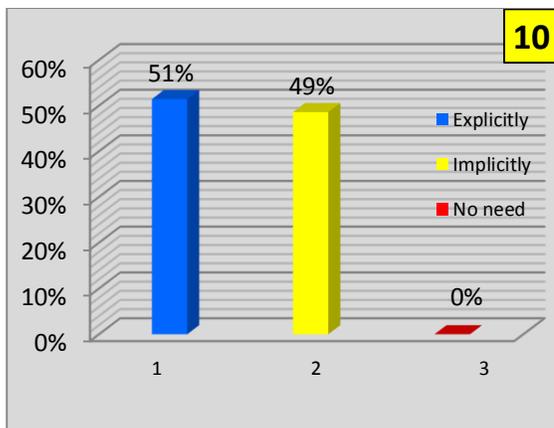


From students points of view, 69% of the students prefer to learn grammar explicitly and the other 31% state that they prefer implicitly.

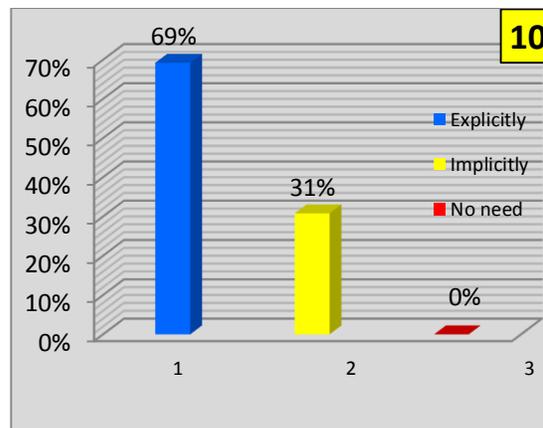
Both data imply that the teaching of grammatical features needs to be presented in various ways to accommodate various needs and various learning styles. The explicit and implicit ways to teach grammar will depend on teaching materials characteristics (complexity of materials), learners' experience (levels), teachers' ability and experiences, and learning objectives. In other words, the judgment to make the grammar explicit or implicit is given to the teachers in handling classes; however, as teaching materials in a printed book, it is better that the grammar materials be presented *explicitly* and let the teachers decide whether to be taught implicitly or explicitly by considering factors mentioned above.

c. Culture Aspects

Different perceptions between the instructor and the learners also occurred in relation to learning cross-cultural understanding (CCU). Fifty one percent (51%) of the instructors/lecturers stated that CCU needed to be taught explicitly - specific discussion about cross-cultural knowledge, while 41% found the CCU needed to be taught in an integrated way with the topic of discussion. The different perceptions are likely caused by a range of cultures that should be taught in the Indonesian language in terms of levels of class, culture complexity, and other factors.



Graph 5: CCU seen by instructors

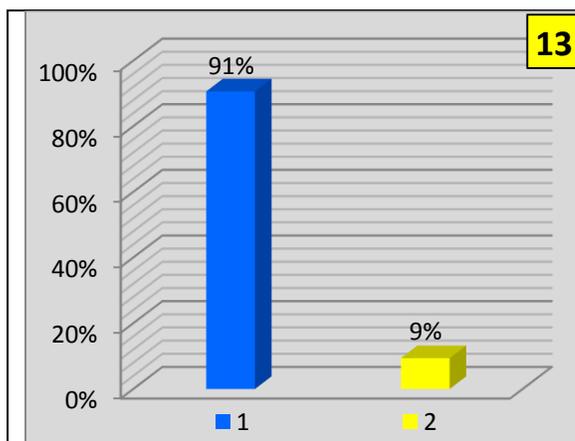


Graph 6: CCU seen by students

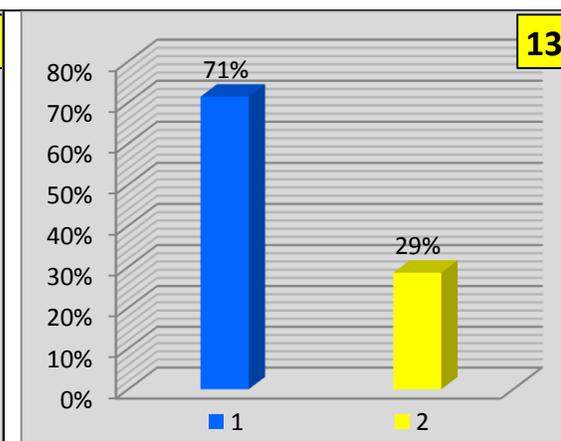
Students consider that the CCU is important in learning language and needs to be taught explicitly (69%) and the remaining 31% see that the CCU is taught in integrated way with topics discussed. This is probably caused by opinions about strong relationship between learning language and culture. Communication failure or breakdown is often caused by lack of understanding of the local culture.

d. Vocabulary Presentation

The role of vocabulary is very central in learning language. From experiences working with BIPA learners, vocabulary often becomes sources of complaint in both teaching process and assessment. From those experiences, almost all teachers and management (91%) agree that there must be list of vocabulary on every unit/theme; only 9% state that is not necessary to list vocabulary on every chapter and let students work with vocabulary on their own. It is also supported by students' opinion (71%) stating that the vocabulary needs to be provided at the beginning of each unit. It will facilitate students' learning and preparing examination.



Graph 7: Vocabulary presentation (teachers)



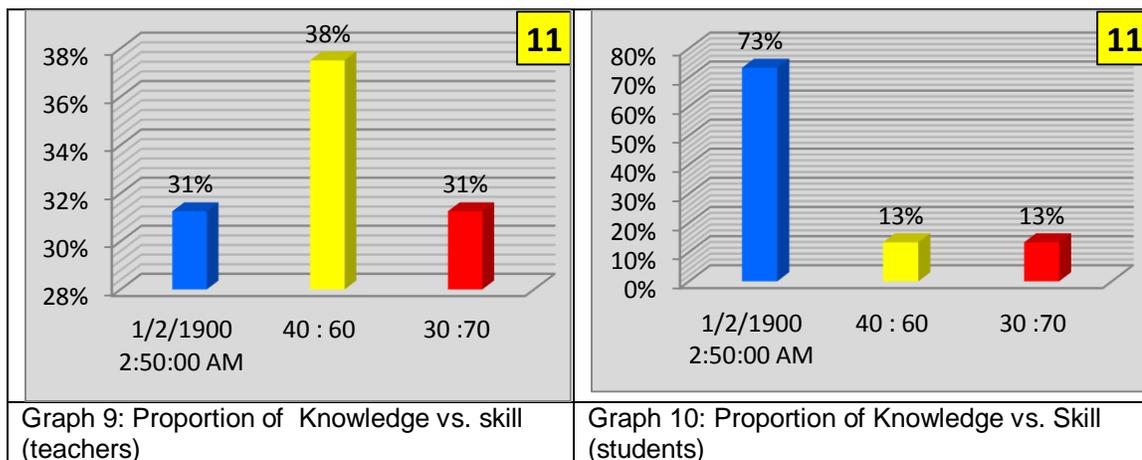
Graph 8: Vocabulary presentation (students)

e. The Proportion between Language Elements and Skills in in-Country Program

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I Made Sujana, I Nyoman Sudika, Eka Fitriana, Edy Syahril

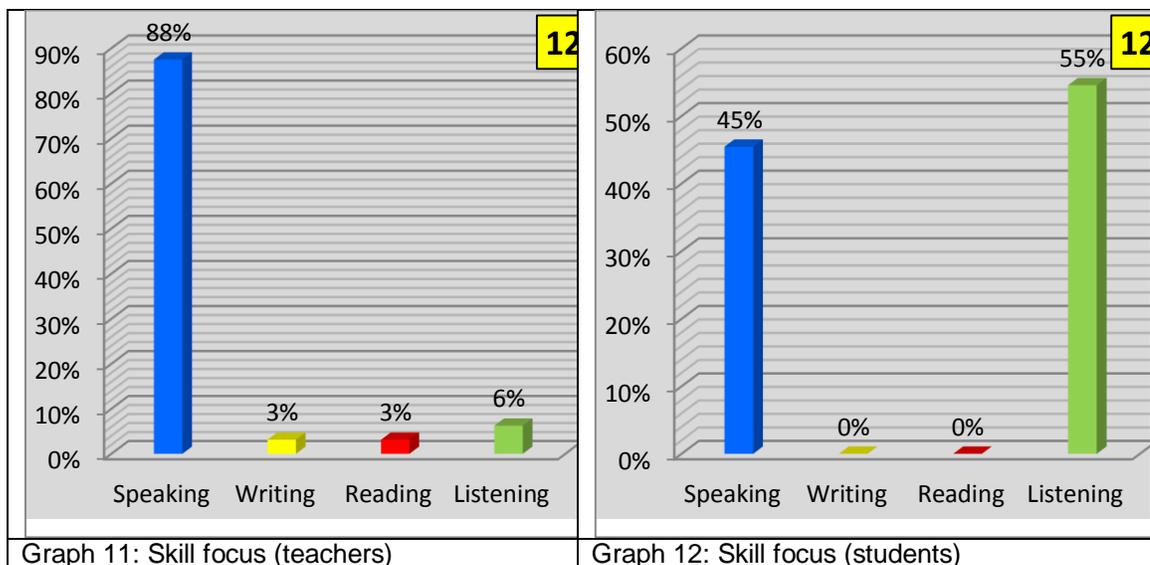
Starting from the fact that language is a skill, learning the language is learning how to use the language (language skills) in communication. This point of view will have an impact on the preference of class activities whether the teaching will be directed to learning language aspects or directly learning language skills or combination of both. The data below shows teachers' and students' perception on the proportion of knowledge and skills in in-Country program.



Most instructors (38%) suggest the proportion of knowledge versus skills is 40% : 60%, 31% suggest 30% : 70%, and the other 31% advise 50% : 50%. On the part of learners, most of them prefer that the balance proportion of knowledge and skills 50% : 50%; while 13% prefer 40% : 60%, and the remaining 13% suggest 30% knowledge and 70% skills. These differences and variations may be caused by level they consider and style of learning. There is a tendency that the lower the level is, the higher the portion of the desired knowledge they suggest.

f. Skill Focus in BIPA in-Country Program

In-country program is a chance for learners to take advantage of rich language environment as an opportunity to improve listening and speaking in natural contexts, which cannot be done when they take these subjects in Australia. This is in line with the opinions of respondents, that most instructors (88%) put increasing ability to speak as the main goal of the in-country program; However, Speaking cannot stand alone. Communication involves learners as both as speakers and listeners. These two skills cannot be separated. Some respondents put the needs to master all language skills evenly and taught in integrated ways. There is a tendency that the higher the level of the class, the greater the portion of written language will be.

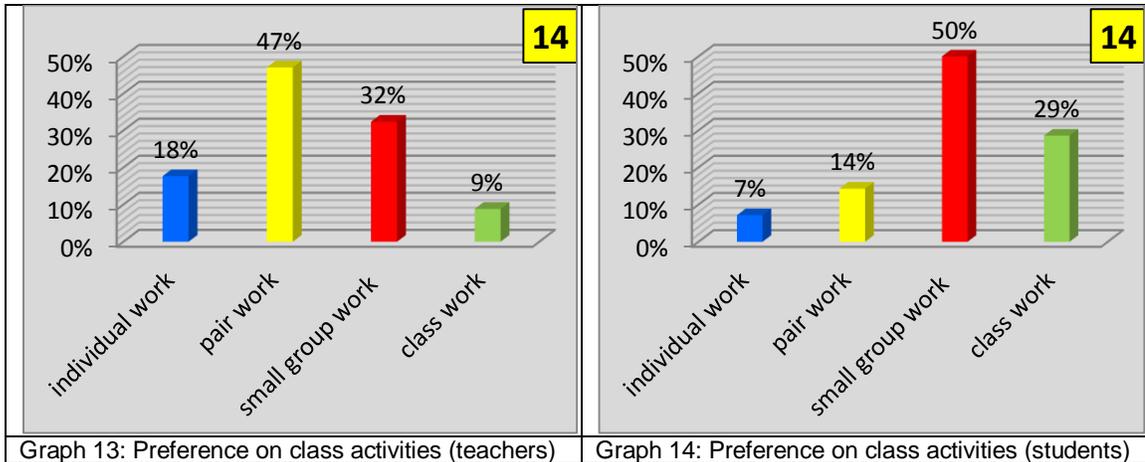


Being in the target language country, students seem to worry about listening skills which are caused by the speed of the speakers in communication and the big gaps between formal and informal language of Indonesian language use. This triggers most students (55%) to put improving Listening ability as the focus of learning Indonesian in in-Country contexts and other 45% put Speaking improvement as the focus of learning Indonesian.

From these two sources of data, it can be concluded that the focus of learning Indonesian in in-country contexts is to improve spoken/oral Indonesian (Listening and Speaking). Both of these skills cannot stand alone and support each other.

g. Preference for Class Activity

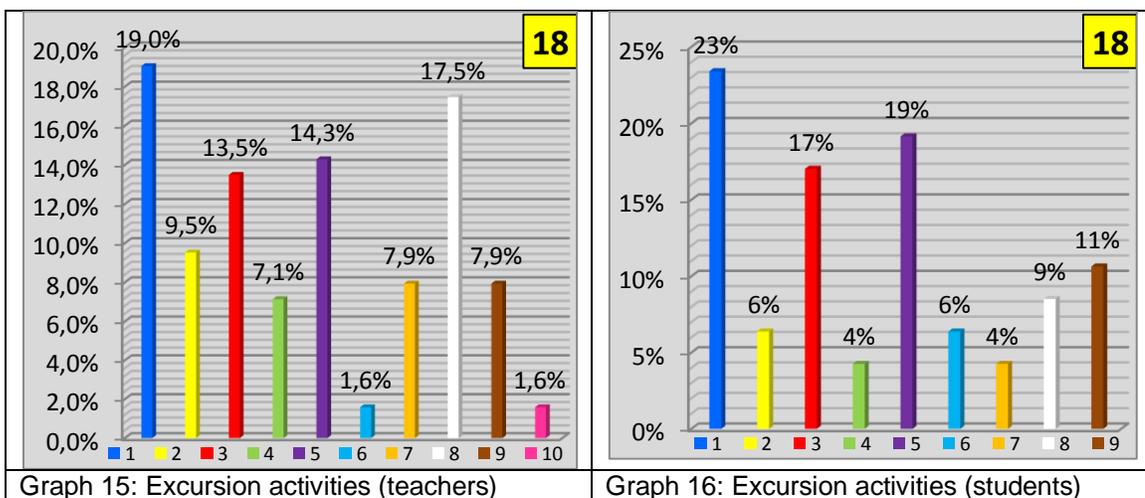
The preference for activities in the learning process will affect the learning design. Each individual has their own preferences in learning process and tends to vary from one group to another and one situation to another. The survey results indicate variations in response to what activities are preferred by students. Most teachers (47%) put the pair work activities of the main activities in the learning activities, followed by small group work (32%) and individual activities (18%). It is different from students' opinion, which places small group work as preferred activities (50%), followed by class work (29%), and pair-work (14%).



Both respondents -- teachers and students -- have different opinions in relation to class activities. A good class is a class with various activities. The selection of the activities will be based on themes/topics, skills being taught, students' characteristics, and the students' levels. In terms of students' levels, it seems the higher the students' level, the higher the demands to work independently.

h. Excursion Activity

Excursions are out-class activities whose purposes are to strengthen the process of learning and to be introduced local culture and community. This activity is associated with class themes/topics and should be designed to strengthen language skills taught in class. Therefore, students need to be prepared to get involved optimally in this activity. Learning from experiences, instructors suggest that the excursion activities be directed to visiting cultural events (19%), visiting Islamic Boarding Schools (17.5%), visiting historical places (14.3%), and visiting public schools.



The opinions given by instructors are almost the same as those given by students. Most students prefer visiting cultural events (23%), followed by visiting historical sites (19%), and visiting public schools (17%). However, the selection of these locations will depend on themes being discussed, students' preferences, and other factors.

i. Problems Faced in the In-Country BIPA

It has been noted above that teaching Indonesian as a foreign language is different from teaching English as a foreign language (BIPA), which is caused by various factors, including culture, learners characteristics, demands, different patterns of Indonesian grammar and that of English, and other problems. Problems commonly faced by the instructors in teaching BIPA are, among others, understanding and meeting learners' various needs, explaining the rules of Indonesian grammar, expectations, and characteristics, building good and professional relationships between learners and instructors, presenting and integrating CCU, providing ready-made materials, and applying various learning models/methods/techniques and media appropriate to the materials and learners' characteristics. From learners' perspective, problems frequently encountered are among others understanding the complex rules of Indonesian grammar, instructors' ability to use English to explain the difficult concept, lack of interaction with native speakers, lack of vocabulary and grammar understanding, burden, pressed materials, time limitation to learn, lack of models used by teachers, etc. From the findings mentioned above, problems faced by both students and teachers vary; therefore, they need a variety of solutions

j. Ranking of Themes

In Lombok in-Country program, every level consists of 5 themes/topics so that to design 6-level syllabi it is required to have 30 themes. These themes are selected by ranking the themes based on respondents' responses, and are established through Focus Group Discussion attended by BIPA teachers in Lombok. Themes for Levels 7 and 8 are determined by students and teachers prior the commencement of the program since they are directed to community-based research. Each level consists of 3 themes based on learners' interest.

Here is the result:

Introduction	People and Places	Mining & Environment
Religion and belief	Health and Sport	Careers and jobs
Transportation	Love and Marriage	Holy Days (Eid, Christmas, Nyepi)
Habits (Time and Daily activities)	Villages and Towns	Gender Issues: Women's Equality
Market (Shopping)	Tourism	Community and Lifestyle
Food & Drink	Communication	Business
Education	Fishermen and suburb community life	Youths and Pop Cultures
Custom and Culture	Work	Politics and Democracy

Family	Literature and Society	Wandering and Going upstream (mudik)
Home and Family	Recreation and Leisure	Law and Criminal

These themes are then distributed into six levels based on complexity of the themes, language functions, vocabulary, and closeness the topics/themes to learners.

C. Curriculum Design for TIFL for in-Country Program

a. Graduate Profile of BIPA learners

From the data collected above, some recommendations and conclusions can be made for the basis of designing the 8-level Indonesian in-Country program. Those are:

- If the target of the preparation of this program is to support RUILI's in-Country program in Lombok, the BIPA program should be directed to the mastery of integrated language skills covering Listening, Speaking, Reading and Writing with different proportions depending on levels and supported by the mastery of language aspects such as Indonesian grammar and cross-cultural knowledge (CCU) that support communication in accordance with their respective levels.
- Since learning language in in-Country program is a chance for students to use the target language in authentic contexts, the learning outcomes should be directed to the acquisition of spoken Indonesian. The portion of written language will increase along with levels --- the higher the education level,¹³ the greater the portion of written language.
- In-Country program other than that of RUILI can take advantage of the existing elaborate 8 programs --- by taking the one whole level or taking some parts of one level or combination of two levels --- depending on learners' needs.
- The themes generated from the survey are distributed based on (a) the closeness of the theme to life (the concept of '*here and now*'); (b) the complexity of the language uses that emerge from the analysis of the language function; (c) the complexity of vocabulary that emerged from the theme; (d) the complexity of Indonesian grammar that emerged from further analysis of the theme.

From those recommendations above, the *Graduate Profile* of Lombok in-Country program is formulated as follows:

1. Competent in comprehending receptive skills (listening and reading) of Indonesian language at the advanced level.
2. Competent in using productive skills (speaking and writing) of Indonesian language at the advanced level.
3. Competent in implementing aspects of Indonesian language appropriate to the contexts and situations of the language use.

4. Competent in applying Indonesia cross-cultural knowledge to support the language use.

The Graduate Profile formulated above is then translated into 8 Content Standards providing more detailed formulation of the in-Country Program.

b. Translation of the Graduate Profile into Content Standards and Distribution of Themes

The purpose of foreign learners learning Indonesian language is to be able to communicate in Indonesian language both orally and in writing at the advanced level packed in acceptable grammar and cross-culture points. To achieve the learning outcomes above, it is necessary to design language programs showing stages and sustainability from one level to the other. Here is a description of how these outcomes to be achieved in stages from Level 1 to Level 8.

1. BIPA Program - Level 1: Beginner

This program is designed for learners at a beginner level -- those who have never learnt or just start learning Indonesian -- to be able to use very basic Indonesian and to provide the foundation of the Indonesian language at a higher level. Materials covered at this level include the four language skills (listening, speaking, reading, and writing) with an emphasis more on the use of spoken language, and language elements (vocabulary, grammar, and pronunciation) as well as cross-cultural understanding that underlies the use of language. The themes are *Introduction, Daily Activities, Market (shopping), Family, Food and Drink*. In more detail, the Learning Objectives of Level 1 can be described as follows:

After participating in learning activities, actively participating in learning, completing all the assigned tasks, learners are expected to achieve the following competencies.

1.	Listening	Developing learners' listening ability by repeating what they hear, and questioning and answering/discussing short and simple oral discourses at a basic level, related to such themes as <i>Introduction, Daily Activities, Market (shopping), Family, Food and Drink</i> .
2.	Speaking	Developing speaking ability through short communication activities to do monologue and dialogues at a basic level related to themes <i>Introduction, Daily Activities, Market (shopping), Family, Food and Drink</i> .
3.	Reading	Developing reading ability at a basic level by responding various meaning of the short functional texts and short essay related to such themes as <i>Introduction, Daily Activities, Market (shopping), Family, Food and Drink</i> .
4.	Writing	Developing writing ability at a basic level by writing short functional texts related to such themes as <i>Introduction, Daily Activities, Market (shopping), Family, Food and Drink</i> .
5.	Grammar	Improving learners' ability to use basic Indonesian grammar to support activities in language skills related to such theme as <i>Introduction, Daily Activities, Market (shopping), Family, Food and Drink</i> .

6.	Culture	Improving learners' ability to understand and use cross-cultural understanding underlying the language use on the following theme: <i>Introduction, Daily Activities, Market (shopping), Family, Food and Drink.</i>
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2. BIPA Program - Level 2

BIPA Program - Level 2 is designed to elementary level whose aim is to consolidate and develop the four language skills (listening, speaking, reading, and writing), language aspects and cross-cultural understanding on the discourses one level higher than previous one related to themes: *Home and Family, People and Places, Recreation and Entertainment, Communication, and Transportation.* The Learning Objectives at Level 2 can be described as follows:

After participating in learning activities, actively participating in learning, completing all the assigned tasks, learners are expected to achieve the following competencies.

1.	Listening	Developing learners' listening ability at an elementary level by responding various short functional texts both monologues and dialogues) associated with the themes of <i>Home and Family, People and Places, Recreation and Entertainment, Communications, and Transportation.</i>
2.	Speaking	Improving learners' ability to express the meaning of transactional and interpersonal conversation related at an elementary level related to themes of <i>Home and Family, People and Places, Recreation and Entertainment, Communications, and Transportation</i>
3.	Reading	Developing learners' ability to respond various kinds of information from simple texts at an elementary level related to the themes of <i>Home and Family, People and Places, Recreation and Entertainment, Communications, and Transportation</i>
4.	Writing	Developing writing skills at elementary level through such activities as combining sentences, guided and free writing of simple short texts on the themes of <i>Home and Family, People and Places, Recreation and Entertainment, Communications, and Transportation</i>
5.	Grammar	Improving the ability of Indonesian grammar to support language use on the themes mentioned above.
6.	Culture	Applying cross-cultural knowledge that underlies the language use on the themes above.

3. BIPA Program - Level 3

BIPA Program - Level 3 is designed to improve learners' competencies at a pre-intermediate level, covering four language skills in semi-authentic discourses associated with the use of formal and informal language in oral and written communication related to themes such as *Religion and Belief, Villages and Towns, Career and Employment, Holy Days, and Youths and Pop Cultures.* Those materials are presented in more complex activities, such as *discussion, retelling, interviews, reports, speeches,* and so on. In more detail, the Learning Objectives at Level 3 can be described as follows:

After participating in learning activities, actively participating in learning, completing all the assigned tasks, learners are expected to achieve the following competencies.

1.	Listening	Developing listening skills at a level pre intermediate level through various practice activities to respond various meanings from semi-authentic spoken discourses on such themes as <i>Religion and Belief, Villages and Towns, Career and Employment, Religious Holy Days, and Youths and Pop Culture</i>
2.	Speaking	Developing learners' speaking ability at a pre-intermediate level through dialogue and monologue in both the formal and informal context with adequate levels of accuracy and effectiveness related to the themes of <i>Religion and Belief, Villages and Towns, Career and Employment, Religious Holy Days, and Youths and Pop Culture</i>
3.	Reading	Developing learners' reading ability at a pre-intermediate level through discussion and analysis of longer and more complex semi-authentic texts on the themes of <i>Religion and Belief, Villages and Towns, Career and Employment, Religious Holy Days, and Youths and Pop Culture</i>
4.	Writing	Developing writing skills at a pre-intermediate levels through model analysis and composing texts both formal and informal with sufficient levels of accuracy and clarity on the themes of <i>Religion and Belief, Villages and Towns, Career and Employment, Religious Holy Days, and Youths and Pop Culture</i>
5.	Grammar	Improving learners' ability in applying appropriate language elements to support appropriate language uses related to the themes of <i>Religion and Belief, Villages and Towns, Career and Employment, Religious Holy Days, and Youths and Pop Culture</i>
6.	CCU	Improving learners' ability on CCU through the implementation of the cultural aspects relevant to the themes of <i>Religion and Belief, Villages and Towns, Career and Employment, Religious Holy Days, and Youths and Pop Culture</i>

4. BIPA Program - Level 4

BIPA Program - Level 4 is designed to improve BIPA learners' competencies at an intermediate level in the four language skills, language aspects, and cross-cultural understanding (CCU), related to the themes of *Indigenous Culture, 'Wandering', Tourism, Communication, and Love and Marriage*. The material includes the language uses of formal and informal adapted or simplified and authentic texts, presented in various activities such as monologue, pair-work, discussion, presentation, and speech. In more detail, the Learning Objectives at Level 4 can be described as follows:

After participating in learning activities, actively participating in learning, completing all the assigned tasks, learners are expected to achieve the following competencies.

1.	Listening	Developing learners' listening skills at an intermediate level through discussions and reports of oral discourses from more complex adapted and semi-authentic texts on the themes of <i>Indigenous Culture, 'Wandering', Tourism, Communication, and Love and Marriage.</i>
2.	Speaking	Developing learners' speaking ability at an intermediate level through various speaking activities such as question- answer, presentation, speech, etc. in formal and informal contexts related to such themes as of <i>Indigenous Culture, 'Wandering', Tourism, Communication, and Love and Marriage.</i>
3.	Reading	Developing learners' reading ability at an intermediate level through discussion, criticism, and presentation from semi-authentic and adapted texts in the themes of <i>Indigenous Culture, 'Wandering', Tourism, Communication, and Love and Marriage.</i>
4.	Writing	Improving learners' writing skills at an intermediate level through production of clear and logical compositions of various text types in accordance with the themes of <i>Indigenous Culture, 'Wandering', Tourism, Communication, and Love and Marriage.</i>
5.	Grammar	Improving learners' Indonesian grammar mastery to support language uses related to the themes of <i>Indigenous Culture, 'Wandering', Tourism, Communication, and Love and Marriage.</i>
6.	Culture	Improving learners' ability on CCU to support cultural aspects of language use related to the themes above.

5. BIPA Program - Level 5

BIPA Program - Level 5 is designed to improve learners' competencies in using Indonesian at a post-intermediate level covering the four language skills (listening, speaking, reading, and writing, supported by the mastery of relevant language elements and cultural aspects related to the themes of *Community and Lifestyle, Politics and Democracy, Fishermen and Suburban Society, Trade and Business.* The material is based on the type of the authentic text of both formal and informal taken from various sources. In more detail, the Basic Competence at Level 5 can be described as follows:

After participating in learning activities, actively participating in learning, completing all the assigned tasks, learners are expected to achieve the following competencies.

1.	Listening	Develop learners' listening ability to spoken discourse on a post-intermediate level through practicing various adapted and authentic texts related to the themes of <i>Community and Lifestyle, Politics and Democracy, Fishermen and Suburban Society, Trade and Business</i>
2.	Speaking	Developing oral communication skills at a post-intermediate level through discussion and presentation of information in both the formal and informal atmosphere related to the themes of <i>Community and Lifestyle, Politics and Democracy, Fishermen and Suburban Society, Trade and Business</i>
3.	Reading	Developing learners' reading skills at a post-intermediate level through responding various kinds of information from adapted and authentic texts related to the themes of <i>Community and Lifestyle,</i>

		<i>Politics and Democracy, Fishermen and Suburban Society, Trade and Business</i>
4.	Writing	Developing learners' writing skills at a post-intermediate level through practicing writing short essays in the related to the themes of <i>Community and Lifestyle, Politics and Democracy, Fishermen and Suburban Society, Trade and Business</i>
5.	Grammar	Applying Indonesian grammar appropriate to the themes mentioned above.
6.	CCU	Applying cross-cultural understanding underlying communication related to the themes mentioned above.

6. BIPA Program - Level 6

BIPA Program - Level 6 is a program at the level of Upper-Intermediate aiming to equip learners with the ability/competencies to use authentic language either orally or in written forms related to the themes of *Literary Works and Society, Mining and Environmental Issues, Gender (Women's Equality), and Criminal Law*. The Learning Objectives of Level 6 can be described as follows:

After participating in learning activities, actively participating in learning, completing all the assigned tasks, learners are expected to achieve the following competencies.

1.	Listening	Developing learners' listening skills at the level of an upper-intermediate through practicing adapted and authentic spoken discourses related to the themes of <i>Literary Works and Society, Mining and Environmental Issues, Gender (Women's Equality), and Criminal Law</i> .
2.	Speaking	Developing learners' oral communication skills at an upper-intermediate level through discussion, presentation, speech at both formal and informal situations. related to the themes of <i>Literary Works and Society, Mining and Environmental Issues, Gender (Women's Equality), and Criminal Law</i> .
3.	Reading	Developing the ability to read at the upper-intermediate level through discussions, extracting and providing opinions adaptation and authentic texts in genres that fit the theme <i>Literary Works and Society, Mining and Environmental Issues, Gender (Women's Equality), and Criminal Law</i> .
4.	Writing	Develop the ability to write an essay on upper intermediate level through various short essay writing activities memlalui activities fabricate a variety of short essays in various genres fit the theme <i>Literary Works and Society, Mining and Environmental Issues, Gender (Women's Equality), and Criminal Law</i>
5.	Grammar	Applying Indonesian grammar appropriate to the themes mentioned above.
6.	CCU	Applying cross-cultural understanding underlying communication related to the themes mentioned above.

7. BIPA Program - Level 7

BIPA Program - Level 7 is designed for learners at a pre-advanced level who have a special purpose in learning Indonesian (Indonesian for Special Purposes). The program is designed to provide learners with field experiences to provide the 50:50 balance of classroom activities and outside classroom activities such as visiting and doing observations and interviews at their project sites. The Learning Objectives of Level 7 can be described as follows:

After participating in learning activities, actively participating in learning, completing all the assigned tasks, learners are expected to achieve the following competencies.

1.	Listening	Developing critical listening skills through authentic discussion and discourse analysis in the context of social and academic inside and outside the classroom in the class theme and theme selection of learners .
2.	Speaking	Developing communication skills through a high level of communication inside and outside the classroom and make a presentation of the project results.
3.	Reading	Developing reading skills through a high level of discussion, synthesis and critique authentic texts consisting of 2000 words on the theme of class selection and individual choice.
4.	Writing	Develop the ability to write a pre-advanced level through producing 750 - 1000-word essays developed from the results of observation and interviews with local people.
5.	Grammar	Improving the ability of advanced level grammar through class discussion taken from authentic language use.
6.	CCU	Expanding horizons Indonesia cross-cultural knowledge through participation and implementation in the classroom and outside the classroom according to the chosen themes.

8. BIPA Program - Level 8

BIPA Program - Level 8 is designed for advanced level learners to fulfill their needs with the proportion of class meeting and outclass activities 30%:70%. The activities begin with briefing knowledge in the classroom preparing learners to the field (society) to explore advanced language use and cultures. The results of field observation are reported in class in order to get feedback both on the language and content. The results of field work is reported in the form of paper with a range of 1000 - 1500 words and presented at the end of the semester. The Learning Objectives of Level 8 can be described as follows:

After participating in learning activities, actively participating in learning, completing all the assigned tasks, learners are expected to achieve the following competencies.

1.	Listening	Developing critical listening skills through activities such as summarizing, analyzing and reporting the spoken discourse in both social and academic contexts, inside and outside the classroom on the themes negotiated by learners and instructors.
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2.	Speaking	Developing high levels of communication skills through conducting activities and discussions inside and outside the classroom and doing presentations based on a project agreed.
3.	Reading	Developing reading skills through a high level of discussion, analysis, synthesis and evaluation of the authentic text consisting of 2500 words on the theme of class selection and individual choice.
4.	Writing	Developing the ability to write an advanced level through writing/composing argumentative essays with the length of writing 1000-1500 words generated through observation and interviews with local people.
5.	Grammar	Improving the ability of advanced level grammar through class discussion taken from authentic language use.
6.	CCU	Expanding horizons Indonesia cross-cultural knowledge through participation and implementation in the classroom and outside the classroom according to the chosen themes.

Those 8 Content Standards for Teaching Indonesian as a Foreign Language (TIFL or BIPA (Bahasa Indonesia untuk Penutur Asing)) become the basis to develop a curriculum and a syllabus for each level by taking into account various criteria of syllabus design such as the level, the themes, the complexity of the language functions, the complexity of the elements of grammar, and other factors. [The development of the syllabi of BIPA in-Country program will be discussed in a separate article].

D. Further Development

With Content Standards and lists of themes for each level (1-8), the next step is to create a syllabus for each level, based on a combination of Content Standards and Themes. As distributed on the Content Standard above, each level from levels 1 - 6 consists of 5 themes. Since Levels 7 and 8 give more emphasis on Independent Study, the number of themes is reduced into 3 to provide more comprehensive opportunities on the themes negotiated based on learners' needs and interests. Therefore, there are 30 themes distributed in 6 levels, and 6 themes for Levels 7 and 8.

Furthermore, these themes are used to generate language functions, relevant vocabulary, grammar, CCU, and strategies to support the achievement of language functions by using X-Mind software. The development of each theme consists of the theme itself as the central development, and then extended to the first layer consisting of relevant language functions, vocabulary, related grammar, associated cultural aspects (CCU), and teaching and learning strategies to achieve the language functions. Overall, there are 30 themes that have been developed into Mind-mapping. The next development is combining the mind-mapping results for each level with the Content Standards to produce syllabus by omitting inappropriate data, presenting data, and designing syllabi.

E. Conclusion And Suggestion

1. Conclusion

From the description and analysis of data, it can be concluded:

Designing a Curriculum for Teaching Indonesian as a Foreign Language (TIFL) in Lombok (Indonesia) in-Country Program

I Made Sujana, I Nyoman Sudika, Eka Fitriana, Edy Syahril

- Lombok in-Country Program is directed to the acquisition of spoken language by taking advantages the language-rich environment without ignoring the written ones -- the higher the level, the more portions of the written language are included;
- The teaching of Indonesian grammar and CCU is integrated into appropriate themes;
- Thirty (30) themes have been carefully selected and grouped into 6 levels by considering (a) the proximity of the theme with the students, (b) the complexity of the functions of the language that appears, and (c) the complexity of the grammar and vocabulary; and
- Graduate Profile of Lombok in-Country BIPA program is to develop learners' language competencies both spoken and written at the advanced level, supported by the application of appropriate grammar and CCU.

The products of the current research are (1) list of 30 top themes distributed into 6 levels; (2) Formulations of Graduate Profile for in-Country BIPA Program; and (3) Content Standards of 8-level program, which will be developed into curriculum, syllabi, and lesson plan in the following research using "Theme-Based Approach".

2. Suggestion

- In order to obtain clear and step-by-step program development from one level to another, the analysis can be extended by analyzing the learning outcomes and learning objectives using Bloom's Taxonomy or other taxonomies.
- This study will not provide maximum contribution unless the products in the present research are extended into Curriculum, Syllabi, Lesson Plan and learning materials.

21

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Designing a Curriculum for Teaching Indonesian as a Foreign Language (TIFL) in Lombok (Indonesia) in-Country Program

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