

Research Article

CEFR-based Model of Indonesian Grammar Teaching Materials for Foreign Students

Liliana Muliastuti*

Faculty of Languages and Arts, Jakarta State University, Jakarta, Indonesia

Abstract.

Law No. 24/2009 mandates the internationalization of the Indonesian language that is in line with the increase in the learning of the Indonesian language for foreign speakers. The number and location of Indonesian speakers are increasing and expanding in various parts of the world. However, the existing teaching materials are not optimal in supporting BIPA teaching, especially in the aspect of grammar—the most difficult language component for foreign students to learn. Thus, it is imperative to develop a model of Indonesian grammar teaching materials based on the current curriculum that refers to CEFR. This research focuses on the development of an Indonesian grammar teaching material model for A1-level BIPA students. The development design employed is an adaptation of the R&D design by Borg and Gall, which consists of several phases, such as (1) model development, (2) model evaluation, and (3) production and dissemination. This initial research constitutes a model development phase that includes (a) needs analysis, (b) needs identification based on the existing Indonesian grammar teaching materials and studies on the document of CEFR-based BIPA Graduate Competence Standard, and (c) compiling Indonesian grammar teaching materials. This preliminary research results in the mapping and drafting the initial product of the model of Indonesian grammar teaching materials for students at the A1 level.

Keywords: teaching material model, Indonesian grammar, BIPA (Indonesian Language for Foreign Speakers), CEFR

1. Introduction

In 2009, the Government of Republic of Indonesia issued Law Number 24 concerning Flags, Languages and National Emblem, in which one of the articles mandates the additional function of Indonesian as an international language. This additional function is supported by the increasing numbers of foreign speakers who learn Indonesian, both in Indonesia and abroad. In Vietnam, Indonesian has been placed as the second foreign language by the local government of Ho Chi Minh City since December 2007 [1]. Indonesian is also used in Malay speaking countries such as Malaysia, Singapore, Brunei Darussalam, and people in other continents. It is estimated that 45 countries teach Indonesian language to students; among the countries are Australia, the United States of America, Canada, Vietnam, Russia, Korea, and Germany [2].

Corresponding Author: Liliana Muliastuti; email: liliana.muliastuti@unj.ac.id

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The phenomenon of the increasing number of foreign speakers studying BIPA should be accompanied by the increase of the quality of BIPA learning. To achieve these goals, all BIPA learning tools must be standardized. The national BIPA curriculum in Indonesia was disseminated in 2014 by the Language Development Agency (hereinafter referred to as the Language Agency). The Language Agency developed the BIPA curriculum based on an international reference standard called the Common European Framework of Reference for Languages (CEFR). By using the CEFR as the framework, BIPA students' competencies are divided into beginner level (A1 and A2), intermediate level (B1 and B2), and advanced level (C1 and C2). Before using the CEFR, the competency levels of BIPA students were classified into three levels: basic, intermediate, and advanced. The CEFR-based BIPA curriculum was ratified through Minister of Culture and Education

Regulation No 27 Year 2017 and has been in effect nationally since then. The CEFR-based curriculum not only regulates the competency level for BIPA students but also details the language and grammar skills that must be taught to BIPA students at each level.

Given the fact that the national curriculum for teaching BIPA has been implemented for six years only, it is not surprising that until now not all institutions implementing BIPA program have used the curriculum. In addition, there are not many national curriculum-based BIPA books available, especially grammar textbooks for BIPA students. BIPA teachers mostly refer to grammar books published for Indonesians to learn Indonesian. However, the needs of foreigners in learning grammar are different from the needs of Indonesian students. Based on this, high-quality teaching materials that are suitable for BIPA students is one component that needs attention.

Indonesian Government launched CEFR-based books with the title *Sahabatku Indonesia* in 2015 and 2016. These books are intended for beginner to advanced BIPA students and focus on the teaching of language skills. In *Sahabatku Indonesia* textbook, grammar and culture materials are provided in an integrated manner so that it can be said that there is no specific CEFR based grammar book, whereas, based on the experience of the researcher in teaching BIPA since 1999, the most difficult aspect for foreign students in learning Indonesian is the grammar. Intensive training is needed so that they are able to use various affixes in Indonesian, sentence patterns, reduplications, and abbreviations. For these reasons, it is necessary to develop a new grammar teaching material model that refers to CEFR.

A study on the development of grammar teaching materials for BIPA students was conducted by Wahyu (2012) with the title *Pengembangan Model Bahan Ajar Afiks melalui Multimedia Powerpoint Flash pada Pembelajaran BIPA Tingkat Madya* (Development of

Affix Teaching Material Models through Flash Powerpoint Multimedia for Intermediate level BIPA Learners) [3]. This study aims to investigate the effectiveness of using power point flash media in teaching affixes to BIPA students at the intermediate level. This research uses research and development methods or known as R&D and focuses on the use of media to help improve the quality of BIPA students in understanding Indonesian grammar; it does not focus on Indonesian grammar material that is in accordance with the curriculum currently implemented by the government.

Sinatrya (2015) developed Indonesian grammar teaching materials for BIPA students based on an analysis of translation errors [4]. Sinatrya first made an analysis of grammatical errors in the writings of BIPA students whose first language is Thai. The error data found are then analyzed and become the basis for the preparation of Indonesian grammar teaching materials. The teaching materials produced aim to make the BIPA students whose first language is Thai no longer make grammatical errors. The impact of developing the material is effective for the sample students. However, the book could not be used widely. The grammatical errors found in the research sample do not necessarily occur in BIPA students whose first language is not Thai.

Another study was carried out by Karim (2015). He conducted research on developing an Indonesian textbook for non-native learners of Indonesian at Elementary Level [5]. He deployed R&D model by Borg and Gall (2003) [6]. He did not focus solely on grammar as he aimed at producing a book that covers language skills that include Indonesian grammar material.

Another study conducted by Indrianti (2012) involved material development that was divided into three stages [7]. In her article entitled *Developing Student-Centered Grammar Materials for Beginners' Level Indonesian*, she only discussed the first and the second stage for the development of the "Communicative Practical Indonesian Grammar" (CPIG) materials and the podcasts called "Pelangi Bahasa Indonesia" (PBI). Although she focused on developing student-centered grammar materials for beginner level Indonesian, her work was neither based on the Graduate Competence Standards of BIPA nor the Common Europe Framework Reference (CEFR).

Based on the elaboration above, the development of a CEFR-based model of Indonesian grammar teaching materials is essential so that the materials are in line with the BIPA curriculum that has been disseminated by the Language Agency to BIPA learning organizers both at home and abroad as there was no study has been conducted on it. The resulting model is expected to be useful for improving the quality of BIPA teaching in general and increasing the Indonesian language competence of BIPA students. Given that there are six levels of competency for BIPA students, this initial research will focus

on Indonesian grammar material for beginners (A1). In this regard, this study aims to (1) describe CEFR-based Indonesian grammar teaching materials for beginner level of BIPA students (A1), and (2) produce a CEFR-based model design of Indonesian grammar teaching materials for beginner BIPA students (A1).

2. Theoretical Framework

2.1. Indonesian Grammar Teaching Material

Nunny (2017) claimed that grammar is an important element in learning BIPA. Without understanding grammar, BIPA speakers will find it difficult to apply the vocabulary they already have, both orally and in writing [8]. Due to limited understanding of Indonesian grammar, BIPA speakers often produce various deviations in sentence structure, use of affixes, and use of diction.

In some cases of linguistics, the forms of the language used deviate from the grammatical and customary use of the native speaker's language. What's more interesting, there are also forms of language that are grammatical, but are not commonly used by native speakers of Indonesian. The Indonesian language formations produced by foreign speakers can be classified as follows: (1) unconventional grammatical forms, (2) unconventional grammatical forms, (3) unconventional grammatical forms, and (4) grammatical forms of the language.

According to Nunny's research (2017), the most confusing Indonesian grammar material for BIPA students is affixation [8]. Therefore, affixation material should be given a larger portion than other grammatical material. Words with affixes that are not commonly used by native speakers must be presented as simply as possible so that BIPA students can find grammatical forms that are commonly used by native speakers. Of course, the affixation material must also be adjusted to the competency level of BIPA students.

Besides this, Nunan (1988) in his paper conveyed six principles of material development [9]. According to him, the development of teaching materials must meet the principles of: (1) clearly connected to the curriculum, (2) authentically related to texts and assignments, (3) stimulate interaction, (4) make students focus on aspects of language form, (5) encourage students to develop learning skills and skills in learning, and (6) encourage students to implement skills development outside the classroom. The focus of this research is the first principle conveyed by Nunan, that teaching materials must be clearly linked to the curriculum. The national curriculum that has been disseminated

by the government on a CEFR basis must be equipped with relevant grammar teaching materials.

The aim of learning Indonesian for foreign students is to be able to communicate both orally and in writing. Thus, foreign students are expected to have communicative competence. Hymes in Suyitno (2005) explains that in order to be able to communicate effectively in a language, it is necessary: (1) knowledge of language forms, (2) knowledge of words that will be spoken and understood by listeners, (3) knowledge of words that are reasonable according to the context (4) knowledge of words that have been spoken by people [10]. This is in line with what Canale and Swain stated as (1) linguistic competence, (2) sociolinguistic competence, and (3) strategic competence. In line with what was stated by Hymes, Canale, and Swain, special grammar teaching materials are needed to complement teaching materials aimed at improving grammar skills. Given that currently the applicable curriculum is based on the CEFR, the material prepared must be based on it.

2.2. Common European Framework of Reference for Languages (CEFR)

The Common European Framework of Reference for Languages (CEFR), which in French is called *Cadre Européen commun de référence pour les langues* and is often shortened to CECRL or CECR, is a common European framework of reference for languages covering issues: learning, teaching, and language assessment. The CEFR is a guideline used to describe the achievement of foreign language students across Europe and is currently starting to expand to other countries, e.g., Colombia, the Philippines, China, Japan, and countries of the West and Southeast Asia region. The CEFR is currently used by teachers of foreign languages (German, French, Mandarin, and Japanese) at Teacher Education Institutes in Indonesia as a reference in learning. In the guidebook for teachers using the CEFR it says that the CEFR functions:

as a tool to measure the ability level of foreign language learners,

to make the foreign language learning system more transparent at the international level, and

for foreign language learning in a multilingual society. According to Fauziah (2012), the foreign language learning system based on CEFR is different from the traditional foreign language learning system in several ways [11]. The first difference can be seen in the focus of teaching foreign languages. Teaching foreign languages that refer to

CEFR uses a communicative competency model so that language teaching focuses on communicative activities that involve context and situation.

The second difference is that learning a foreign language which refers to the CEFR has the aim that learners have the competencies needed to be able to communicate in everyday situations in countries that use the target language. Third, the syllabus for learning a foreign language that refers to the CEFR is different from the syllabus for learning a traditional foreign language.

The foreign language learning syllabus that refers to the CEFR emphasizes language functions and other general aspects of language such as grammar and vocabulary needed in everyday situations in order to be able to communicate with various topics. Based on the description of the concepts and theories above, it can be said that the development of CEFR- based Indonesian grammar teaching materials for BIPA students is important in order to fulfill the mandate to have Indonesian language to function as an international language.

3. Research Method

This research was conducted by adapting the Research and Development (R&D) method by Borg and Gall (2003), which are divided into three phases: (1) the model development phase, (2) the model evaluation phase, and (3) the production and dissemination phase. First, in the model development phase, the activities carried out include (a) needs analysis, (b) identification of needs based on the existing Indonesian grammar teaching materials for BIPA students (TBI-BIPA) and documentation studies on CEFR based BIPA Graduate Competency Standards, and (c) compiling TBI-BIPA teaching materials as initial products based on needs and CEFR. Second, in the model evaluation phase, the activities carried out include

peer and BIPA experts review on TBI- BIPA materials that have been developed, revision on the TBI BIPA materials based on the inputs from peer review and BIPA experts, (c) initial product trial in small group, (d) assessment from BIPA teachers and users (BIPA students), and

(e) revisions of the teaching materials based on the teachers' and students' evaluation after the trial. Third, the activities carried out in the production and dissemination phases include (a) trial the model in large groups and (b) revise it to produce the final TBI-BIPA teaching material model. However, as initial research, this research will focus on the first phase, namely the model development phase with a product in the form of a model

draft of CEFR-based TBI-BIPA teaching materials for BIPA students at beginner level (A1).

To support the model development phase, needs analysis is carried out by involving BIPA teachers. The research population includes all BIPA teachers, both at home and abroad. Data on the need for grammar teaching materials for BIPA learning were collected from questionnaires distributed to BIPA teachers at home and abroad. The questionnaire was created in the online format of Google Form and distributed via WhatsApp network. The following is the outline of the questionnaire was also conducted. Furthermore, the data are collected, selected, codified, and analyzed. The results of data analysis are the basis for designing the TBI-BIPA teaching material model as an initial product based on the needs and CEFR (Table 1).

TABLE 1: Online Questionnaire Outline Needs Analysis for BIPA Grammar Teaching Materials.

No.	Component	Number of Items	Item Number
	Obligations of BIPA students to study Indonesian grammar	1	1
	How to teach Indonesian grammar material	4	2-5
	How to teach morphology	2	6-7
	How to teach syntax	2	8-9
	Availability of appropriate grammar material for A1 level	2	10-11
	Identification of the appropriate material for A1 level BIPA students	1	12

4. Discussion

This section will describe the results and discussion which include (1) results of the needs analysis, (2) results of the library research, and (3) model design of Indonesian grammar teaching materials for beginners (A1).

5. Results of Needs Analysis

Needs analysis is carried out by collecting responses from respondents who are BIPA teachers at home and abroad. In this study, there are 138 respondents who participated. The one hundred and thirty-eight respondents are BIPA teachers from various institutions: universities (58.3%), partner schools (20.9%), BIPA course educational institutions (9%), independent BIPA (7%), diplomatic schools teachers (1%), Indonesian Police language school (1%), BIPA activists (1.1%), and Indonesian language teacher at the Embassy

of the Republic of Indonesia in various countries. The respondents are in various places: Indonesia, Japan, Germany, the United States, Switzerland, Poland, Italy, Russia, Egypt.

Data on the need for TBI-BIPA teaching materials and the condition of the currently available Indonesian grammar teaching materials were obtained from the questionnaires distributed to BIPA teachers. In addition, a study on the document of CEFR-based BIPA Graduate Competency Standards. They include the following:

- the obligations of BIPA students to study Indonesian grammar
- the nature of the learning of Indonesian grammar for BIPA students (integrative or discrete)
- the stages of teaching Indonesian grammar
- the stages of teaching Indonesian morphology
- the stages of teaching Indonesian syntax
- the need for grammar teaching materials for BIPA students which are graded according to CEFR and Graduate Competence Standard

The availability of appropriate grammar teaching materials for BIPA student at A1 level

First, the obligation of BIPA students to learn Indonesian grammar, 94.2% or 130 respondents agreed to this. Thus, it can be assumed that Indonesian grammar is one of the most important language elements for BIPA students to learn. Grammar is a component that determines the accuracy of meaning and context in the spoken language and writing of BIPA students. This is in line with a study by Ilmiah et al. (2021) [12]. They found that grammar is one of the materials that has to be taught, especially for beginner level BIPA students. They highlight specifically the need of beginner level BIPA students and that correlates directly with the point of this study. Khaerunnisa and Mutiarani (2019) also found that, based on the results of their needs analysis of foreign speakers and BIPA instructors [13], the contents of the core material in teaching materials are categorized into three parts with sequences (1) dialogue and reading, (2) enrichment, (3) grammar. It can be seen that grammar is included in the core material for BIPA students. It shows how important grammar material is as it is in the core teaching material.

Second, the nature of the learning of Indonesian grammar for BIPA students, for this point, the pattern of needs of BIPA teachers in teaching grammar is contrasted: grammar material must be taught in an integrated or discrete manner. From the data that have been collected, 95% or 131 respondents stated that teaching Indonesian grammar should be integrated with the four language skills. However, interestingly, 82% or 113 respondents also stated that teaching Indonesian grammar also needs to be

taught in discrete manner. The occurrence of this overlapping opinion phenomenon is assumed because BIPA teachers feel that special and intensive learning of Indonesian grammar is needed to support the integration of grammar mastery competence in the four language skills: listening, speaking, reading, and writing. Therefore, even though there are special teaching materials on Indonesian grammar, the materials and their teaching must remain related and integrated in the teaching of the four language skills.

Third, the stages of teaching Indonesian grammar material for BIPA students, in teaching BIPA, one of the principles that must be applied is the principle of grading from easy to difficult or from simple to complex. This principle also applies to the teaching of Indonesian grammar. A total of 97.5% or 134 respondents agreed that teaching Indonesian grammar should pay attention to the gradation of complexity. The gradation of the complexity of Indonesian grammar that is taught can be considered based on the aspects of the presence or absence of sound changes (morpho phonemics), the variety of formed meanings, as well as the function and context of their use in speech or sentences. In addition to the gradation of difficulty, the next thing that must be studied is the relevance between the grammar being taught and the topics that bind the context. Thus, BIPA students can better understand the grammatical forms that are studied according to the context of their use.

Fourth, the stages of teaching Indonesian morphology material, this point is related to the principle of teaching BIPA in the third point, the teaching of Indonesian morphology material is also presented in stages from the simplest to the more complex. From the responses to the questionnaires collected, 95% or 131 respondents agreed that Indonesian morphology material can be taught to BIPA students at A1 level in stages, from easy to difficult.

Fifth, the stages of the teaching of Indonesian syntax material, not different from the need in the fourth point, 97.8% or 135 respondents agreed that Indonesian syntax material can be taught to BIPA students at A1 level gradually from easy to difficult. Of the two points of the need for teaching morphology and syntax for beginners (A1), gradations or staging is important so that BIPA students can learn, comprehend, and use grammatical concepts related to word formation and Indonesian sentence grammar in various Indonesian communication contexts. In the end, this knowledge will be fully and completely internalized in the minds of BIPA students to support the quality and fluency of their Indonesian language performance.

Sixth, the need for grammar teaching materials for BIPA students which is graded according to CEFR and Graduate Competence Standards. A total of 96.4% or 133 respondents agreed that BIPA students need grammar teaching materials for BIPA

students which are graded according to CEFR and Graduate Competence Standards. Currently, in the existing various teaching materials that are used, grammatical material is taught in an integrated manner without any parts related to examples of the use of grammar in a more in-depth and contextual manner. This situation causes the learning of Indonesian grammar to be less comprehensive and less supportive to the effective mastery of the four language skills.

Seventh, the availability of appropriate grammar teaching materials for BIPA students at beginner level (A1), a total of 53.2% of respondents stated that they did not agree with the statement that the appropriate grammar teaching materials for beginner level BIPA students (A1) are available. These responses indicate that the teaching materials for Indonesian grammar for BIPA students are still very limited and inadequate. It is in line with Karim's findings (2015) [5]. In his research, he studied BIPA textbooks that emphasize on writing, grammar and reading skills. However, they provide no integration of the language skills and language grammar. Therefore, additional or supporting teaching materials that specifically teach Indonesian grammar that are also integrated with the four language skills for beginner level BIPA students (A1) are very necessary, especially to help them understand and convey meaning in various Indonesian language contexts appropriately.

5.1. Results of Library Research

The library research in this study investigates the documents on Graduates Competence Standards and Common European Framework Reference (CEFR). Minister of Education and Culture Regulation No. 27 of 2017 concerning Graduates Competence Standard of BIPA includes grammar teaching materials for A1 level students or beginners that are mapped as follows (Table 2):

The follow-up activity is analyzing the grammatical components above. The analysis of the grammatical components of BIPA students at the beginner level (A1) resulted in the mapping of grammatical materials as follows (Table 3):

5.2. Model Design of Indonesian Grammar Teaching Materials for Beginner Level (A1)

After analyzing and identifying the needs based on the condition of the existing Indonesian grammar teaching materials for BIPA students and the documentation study on the CEFR, the next step was to compile the teaching materials as an initial product based

TABLE 2: Grammar Components of A1 Level Based on BIPA Graduate Competency Standards.

Grammar Component
6.1 Mastering the knowledge of the use of sounds of language and pronunciation.
6.2 Mastering the knowledge of the use of pronouns.
6.3 Mastering the knowledge of the use of noun phrase structure.
6.4 Mastering the knowledge of the use of ordinal number.
6.5 Mastering the knowledge of the use of negation.
6.6 Mastering the knowledge of the use of simple sentences.
6.7 Mastering the knowledge of the use of question words.
6.8 Mastering the knowledge of the use of demonstrative words.
6.9 Mastering the knowledge of the use of <i>ada</i> and <i>adalah</i> .
6.10 Mastering the knowledge of using position and location.
6.11 Mastering the knowledge of the use of prefixes.
6.12 Mastering the knowledge of the use of affixes.
6.13 Mastering the knowledge of the use of adverbs.
6.14 Mastering the knowledge of the use of conjunctions.
6.15 Mastering the knowledge of the use of vocabulary on general topics.

on needs and CEFR. In compiling the initial draft of the teaching material model, the guideline used was the mapping of grammar teaching materials for BIPA students at A1 level as described in Table 3. The following is the model design for Indonesian grammar teaching materials produced (Figure 1).

6. Conclusion

Based on the study conducted, the followings can be concluded:

Learning Indonesian grammar is compulsory for BIPA students.

Grammar materials can be taught in an integrated manner with the teaching of four skills (reading, writing, speaking, listening); however, it should be enriched and implemented more intensively through teaching materials that specifically teach Indonesian grammar.

Grammar materials must be taught to BIPA students gradually from easy to difficult.

Graded Indonesian grammar teaching materials which are based on CEFR and Graduate Competence Standards should be provided for BIPA students.

Indonesian grammar teaching materials are going to be developed based on the findings in this research. When the grammar teaching materials have been developed and evaluated, they can be widely used in the teaching and learning of Indonesian for Foreign Speakers in Indonesia and abroad.

TABLE 3: Mapping of A1 Level Grammar Teaching Materials Based on Graduate Competency Standards for BIPA.

Sentences	Phrases	Utterances	Greeting words	Pronouns	Numbers	Function Words	Question words	Verbs	Adverbs	Negation words	Comparative Adjectives	Affixes
S+P Sentence Pattern	Noun Phrases	Basic utterances	General Greetings (Pak, Bu, etc.)	Pronouns	Ordinal Numbers	Prepositions di, ke, dari, pada, and kepada	siapa, mana, apa, siapa, dari mana, kapan, bagaimana, berapa, and mengapa	base verb	Adverbs of Aspect (belum, sudah, akan, and sedang)	bukan tidak	Comparative adjective with lebih ... daripada	prefix ber-
S+P+O Sentence Pattern		Utterances used in Introduction	Specific Greetings (yang terhormat, yang tersayang, etc.)	Possessive pronouns	Classifiers	Conjunctions dan, atau, and lalu		ada and adalah	Adverbs of Time (besok, kemarin, lusa, sejak, sekarang, nanti, etc.)			Prefix me-
S+P+K Sentence Pattern		Congratulations		Demonstrative Pronouns (ini, itu, sini, sana, situ)		Words That Show Position and Location						Affix -an
S+P+Pel Sentence Pattern												

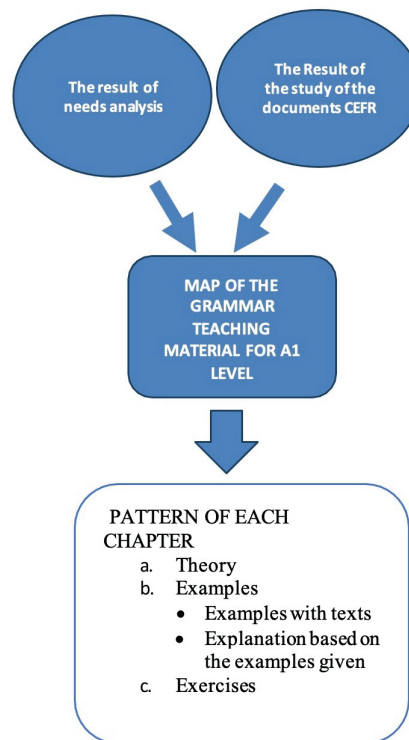


Figure 1:

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