

## PROBLEMATICS ACADEMIC AND NON-ACADEMIC OF FOREIGN STUDENTS IN TUTORIAL MODEL BIPA

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### ABSTRACT

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The tutorial model of BIPA learning is an intensive learning model for foreign students by providing additional tutorials outside of classroom learning. The tutorial model in BIPA learning has an important role because it helps to improve the Indonesian language skills of foreign students. But in practice, the tutorial model has problems. This article aims to describe the problems of academic and non-academic aspects experienced when implementing the tutorial model of BIPA learning. The problems described were studied using qualitative research methods. Sources of data come from foreign students who take BIPA learning with the tutorial model at the State University of Malang. The data collection technique was done through intensive interviews. Research findings on the academic aspect are (1) language skills, (2) tutorial topics, (3) learning styles, (4) learning methods, and (5) learning rules. The findings in non-academic aspects include (1) psychological, (2) sociological, (3) tutor attitudes/habits, and (4) learning environment.

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### INTRODUCTION

BIPA (Indonesian for Foreign Speakers) learning is growing rapidly and is much favored by foreign students. This can be seen from the data obtained from the Language Development Institute which records that more than 46 countries have organized BIPA learning programs (Azizah, 2012). In line with this, Adryansyah (2012) states that the increasing role of Indonesia in the eyes of the world makes many foreigners learn Indonesian for various learning purposes such as political

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purposes, trade purposes, tourism purposes, and educational purposes. Based on the data presented, it can be seen that BIPA learning is now in great demand by foreign students.

Increasing the interest of foreign students in learning Indonesian through the BIPA program needs to get good handling and service. This is because the BIPA program can be used as a vehicle to promote Indonesia in the eyes of the world. Suyitno (2018) states that the BIPA learning program can be used as a door so that Indonesia is better known internationally. In line with this opinion, Zulfahmi (2016) states that the BIPA learning program can be used as a tool to convey information about Indonesia such as Indonesian society and culture which is multicultural so that in addition to learning Indonesian, foreign students can understand and recognize Indonesian culture. Because of the importance of the existence of BIPA learning programs, the implementation and services of BIPA learning need to be handled more seriously and better.

BIPA learning is included in second language learning. This is because in general, foreign students who take part in the BIPA learning program are adult students who have mastered the first language of their home country (Suyitno, 2018). The position of Indonesian as a second language for foreign students results in the emergence of learning difficulties that can create obstacles in the successful implementation of BIPA learning (Susanto, 2007).

The position of Indonesian in learning BIPA as a second language has an impact on the selection of learning models. One of the learning models applied in BIPA learning is the tutorial model. The tutorial model is an intensive learning model for foreign students which aims to help foreign students deal with learning difficulties. The learning difficulties in question can be in the form of difficulties related to the material received during class learning as well as the difficulties of foreign students in understanding Indonesian culture. Through tutorial model learning, foreign students can learn the Indonesian language and culture in a more relaxed situation because tutorial learning tends to be less formal. Although not very formal, tutorial learning does not override the main purpose of learning. The provision of a relaxed learning environment is expected to provide comfort and courage for foreign students to ask tutors about the material they consider difficult.

Zulfahmi (2016) states that the tutorial is a complementary and individualistic learning model. Although learning the tutorial model is said to be individualistic, learning the tutorial model is an integral part of BIPA learning. Widodo in Zulfahmi (2016) states that the tutorial model has the nature of free and recreational learning but still applies instructional roles and functions. The implementation of the tutorial model in BIPA learning is done by directing foreign students in practical activities in the Indonesian language situationally. By learning the tutorial model, foreign students learning Indonesian are directly involved in language processes and interactions based on the phenomena or situations they face. This tutorial activity is carried out individually accompanied by 1-2 tutors.

In BIPA learning, tutorial model learning has an important role. Through the implementation of the tutorial model, 4 benefits can be obtained. *First*, obtaining information in the form of problems experienced by foreign students. *Second*, the tutorial model helps expedite foreign students in improving their ability to master

the Indonesian language. *Third*, for foreign students, the implementation of tutorial model learning can provide language interaction *real* with native speakers. *Fourth*, train foreign students to deal with language interaction problems situationally.

The tutorial model in BIPA learning has an important role. However, in its implementation in the field, this tutorial model has problems. The problems in the tutorial model BIPA learning are categorized into 2 aspects which include academic aspects and non-academic aspects. Problems in the academic aspect include aspects of language skills, aspects of tutorial topics, aspects of learning styles, aspects of learning methods, and aspects of learning rules, while problems in non-academic aspects include psychological aspects, sociological aspects, aspects of tutor behavior/habits and aspects of the learning environment.

Based on the explanation in the previous paragraph, the discussion in this article focuses on (1) a description of the problems experienced by foreign students in the academic aspect of learning BIPA tutorial models, (2) a description of the problems experienced by BIPA students on non-academic aspects in learning BIPA tutorial models.

## **METHOD**

This study used a qualitative approach. This research method was chosen based on the considerations of (1) existing data, (2) the nature of descriptive research (making factual, systematic, and accurate descriptions based on the phenomena that exist in the object of research). The data source in this study came from online BIPA learning for the 2019/2020 academic year at the State University of Malang. The research subjects used include foreign students from (1) South Africa, (2) Egypt, (3) Yemen, (4) India, and (5) Afghanistan. Data collection techniques were carried out through interviews. The interview technique used is semi-structured. The purpose of this technique is to assist researchers in collecting data so that it is more focused and following the research focus. The interview instrument used has been validated by the supervisor and revised so that the arrangement of the questions given can capture the right information.

This research was conducted in 3 stages. In the first stage there are 5 activities carried out, namely (1) preliminary studies, 2) focusing on research topics, 3) consulting the research focus with supervisors, 4) literature studies, and 5) making permission letters for data collection. The second stage is carried out in 3 activities which include (1) data collection, (2) data analysis of findings, (3) conclusion of analysis results. The third stage is the stage of research completion, in this stage, there are 2 activities which include (1) making conclusions from the results of the analysis and (2) compiling research reports.

The validity of the data in this study was tested in two stages. *First*, do *proofreading* carefully and thoroughly. The aim is to obtain and produce research results that are relevant to theory, valid, and appropriate. *Second*, make corrections with colleagues. The purpose of this activity is to get other perspectives from colleagues so that they can provide input and criticism so that the research results are more concrete and valid.

## FINDINGS

### *Academic Aspect Problems*

In the academic aspect, there were 5 problems experienced by BIPA students who used tutorial model learning. The five problems in the academic aspect are described more clearly in the following paragraphs.

*First, there are problems in the academic aspects related to language skills. Problems related to the language skills of BIPA students were found in the form of difficulties in communicating. This difficulty arises when BIPA students communicate directly. These findings can be seen from the following interview excerpts.*

Quotation n	Data	Source
1	<i>Yes, the first because I have to speak Bahasa and when the first time I came here I can't speak Indonesian well so I feel like its hard for communicating with people here.</i>	(WW/16-01-2021/PA-A6)
2	<i>Yes, there's like "semangat"</i>	(WW/19-01-2021/PA-A1)
3	<i>Yes, like tailors and criminals say. Then say "enggak".</i>	(WW/17-01-2021/PA-A7)
4	<i>Yes, its hard to pronounce like "mengingat" and "mengingatkan". And because we are not doing interaction with local people our language is going down and forget some words</i>	(WW/16-01-2021/PA-A2)

*Second, the problems experienced by BIPA students are related to tutorial topics. This problem can be seen in the following interview excerpt table.*

Quotation	Data	Source
5	<i>Yes, I don't like the topic about memorizing and speaking because I feel its so hard.</i>	(WW/16-01-2021/PA-A6)
6	<i>Yes, I have a hard time hearing. When I listen to video or audio I feel it's too fast.</i>	(WW/17-01-2021/PA-A7)
7	<i>Yes, I don't like memorizing.</i>	(WW/17-01-2021/PA-A4)

*Third, the problems experienced due to learning styles. This problem arises as a result of differences in the learning style habits of each BIPA student. Some like the group learning style, discussion, and some like the individual learning style because they are considered to be able to focus more. In addition to these three student styles, some BIPA students also like to learn in a relaxed style but still following the scope of learning. Findings related to this problem can be seen in the following interview excerpt table.*

Quotation	Data	Source
8	<i>Yes, I don't like if I study too seriously.</i>	(WW/16-01-2021/PA-A2).

9	<i>Yes, if I like to study alone and I also can't study in public places.</i>	(WW/17-01-2021/PA-A4)
10	<i>Yes, I don't like serious learning, sometimes I need for refreshing maybe we can go out some place and learn there, not always in class.</i>	(WW/16-01-2021/PA-A6)

*Fourth*, the problems experienced by BIPA students are due to the learning methods used. This problem arises because of differences in the learning methods applied in the home country of BIPA students with the methods applied in the tutorial model BIPA learning. This difference can be problematic if BIPA students cannot adapt. As a result, BIPA students feel frustrated and the learning outcomes obtained are not optimal. The problematic findings related to this learning method are presented in the following interview excerpt table.

Quotation	Data	Source
11	<i>...secondly I also don't like the tutorial activity, my tutor likes to do writing.</i>	(WW/17-01-2021/PA-A4)
12	<i>Yes, back then he just wanted to teach me from books because I could already. I don't like just learning from books and I also don't like when we meet just to discuss assignments.</i>	(WW/17-01-2021/PA-A7)
13	<i>I don't like the longest way learn Indonesian language. I have to read everything, maybe if not the longest but like short couser its more easily to understand.</i>	(WW/17-01-2021/PA-A5)

*Fifth*, the problems experienced by BIPA students in academic aspects related to learning rules. This problem arises because of the learning rules that are applied in learning. These problematic findings can be seen in the following interview excerpt table.

Quotation	Data	Source
14	<i>Yes, I don't like study everyday with tutorial. Maybe its better when we take after one day, not everyday. But when I study its must be serious.</i>	(WW/17-01-2021/PA-A5)
15	<i>I don't like the longest way learn Indonesian language. I have to read everything, maybe if not the longest but like short couser its more easily to understand.</i>	(WW/17-01-2021/PA-A5)

### ***Non-Academic Aspects Problems***

Apart from the academic aspect, BIPA students who learn to use the tutorial learning model also experience problems in non-academic aspects. There are four problems experienced by BIPA students in this aspect. The four problems in question are described as follows.

*First*, problems related to psychology. This problem arises because of psychology from within BIPA students such as the emotional level and level of anxiety felt by BIPA students in responding to something. The problematic findings in question can be seen in the following interview excerpt table.

Quotation	Data	Source
16	<i>Yes, sometimes I miss my family and friends, and about food, until now I can't eat Indonesian food.</i>	(WW/19-01-2021/PA-A1)
17	<i>Yes, my first day in Indonesia I can't eat Indonesian food. And I don't like cold tea. When I came to Indonesia there's no anyone from my country, and its so hard for adaptation. And I was got culture shock.</i>	(WW/16-01-2021/PA-A2)
18	<i>Yes, I feel that many in my class can speak Indonesian but I can't, and I feel frustrated, and I don't understand. Since they don't use translation, speaking too fast.</i>	(WW/17-01-2021/PA-A7)

Second, sociological related problems. This problem arises because of the influence of different cultures in the implementation of tutorial activities. The findings of the sociological problems experienced by BIPA students can be seen in the following interview excerpt table.

Quotation	Data	Source
19	<i>Maybe what I don't like is that they look at me like I'm a foreigner and they often talk in whispers which makes me uncomfortable to see.</i>	(WW/17-01-2021/PA-A4)
20	<i>In Indonesia, they're to friendly and take easily even when I make mistakes. But sometimes when I go to Pasar, they using different language, they also talking different way, they accent different. When I go to outside campus they always use informal language, its so hard for me.</i>	(WW/17-01-2021/PA-A5)
21	<i>Here's one think, they really doing fun, and went to be close with the foreign students its good but sometimes its not good. Its like feeling annoying.</i>	(WW/17-01-2021/PA-A5)

Third, the problems experienced by BIPA students are related to the behavior/habits of tutors. This problem arises when the relationship between BIPA students and tutors during tutorial activities is expected to be harmonious and unified with each other but is not implemented due to the tutor's attitude. The problems in question can be seen in the following table of findings.

Quotation	Data	Source Data
22	<i>Yes, they are speaking too fast so I can't understand.</i>	(WW/18-01-2021/PA-A3)
23	<i>Sometimes I cant understand what the tutor is saying, they mix with the javanese languange.</i>	(WW/17-01-2021/PA-A5)
24	<i>Yes, like coming late and fast talking.</i>	(WW/16-01-2021/PA-A6)

Fourth, the problems experienced by BIPA students related to the learning environment. These problems can be seen in the following table of findings.

Quotation	Data	Source
26	<i>Yes, sometimes class is very crowded so I can't focus on the material in the class.</i>	(WW/18-01-2021/PA-A3)
27	<i>Yes, because the class is in the third floor and there's no AC and no things so its so hard also.</i>	(WW/18-01-2021/PA-A3)

## DISCUSSION

### *Academic Aspect Problems*

The first discussion is about the problematic findings experienced by BIPA students in the academic aspect. In the academic aspect, five problems were found. These five problems are discussed further in the following paragraphs.

#### (1) Problems in academic aspects caused by language skills

Data in quotation 1 is included in language skills problems. This happens because the level of mastery of Indonesian BIPA students is still low. The low mastery of Indonesian in BIPA students is due to the lack of exposure to Indonesian words that are mastered by BIPA students. As a result, messages to be conveyed through direct communication are hampered. Based on these data, it can be seen that mastery of language affects the emergence of misunderstandings in communication interactions, this is in line with the opinion of Juriana (2017) which says that imperfections in mastering language in communication can lead to misunderstandings. Therefore, quote 1 includes problems in the academic aspects experienced by BIPA students related to their language skills.

The data in quote 2 and quote 4 is a problem caused by the same thing. The similarity lies in the difficulty of BIPA students in pronouncing words that contain the letter "ng". The problems in quotations 2 and 4 occur because of differences in the background of the first language and the second language. For some countries, the pronunciation of "ng" in the word *bunga, semangat, rongga, meninggalkan, mengingat ...etc* is a difficult word to pronounce. This happens because in the first language of BIPA students, the word that uses the pronunciation "ng" does not exist or is rarely used so that BIPA students are not accustomed to pronouncing the word correctly. The problem above shows that BIPA students have substitution articulation disorders. Hernawati (2003) said that substitution articulation disorder is a disorder that involves the substitution of phonemes in a word/sentence. This opinion is following the problems experienced by BIPA students in quotes 2 and 4, the replacement of the phoneme in question is found in the word "ng" such as the example of pronouncing the word "semangat" to "semanat". These problems result in delays in the message to be conveyed, especially when several words are containing the phoneme "ng". This is in line with the opinion of Hernawati (2003) which says that good language pronunciation will deliver good communication messages.

The same problem also occurs in the data of quote 3. In quote 3 the difficulty in pronouncing the words *penjahit* and *penjahat* occurs because the two words are similar in pronunciation, causing BIPA students to easily slip or make mistakes in pronouncing. The word *penjahit* and *penjahat* only differ by one letter, namely the letter "i" in the word *penjahit* and the letter "a" in the word *penjahat*. This problem can

occur because of a psychological disorder "*interference theory*". Lahey in Arlotas & Mustika (2019) said that interference theory interference is a disturbance caused by the presence of new information against old information because of the similarity between the information received. Based on this opinion, it can be seen that similar new information can interfere with a person's memory of the information he has memorized, in this case, similar to the case of BIPA students above which causes errors in the use of the meaning of a word.

(2) Academic aspect problems caused by tutorial topics

In quotes 5, 6, and 7 are problems experienced by BIPA students caused by tutorial topics. The BIPA student in quotes 5, 6, 7 stated that he did not like topics related to listening, speaking, and remembering or memorizing. This is because BIPA students feel that the topic is very difficult and difficult. Based on the results of the interview, listening topics were felt to be difficult because the listening was played too fast, the topics discussed in the listening were new or not from the field of BIPA students. Topics that are easy for BIPA students "A" are not necessarily easy topics for students "B". This problem occurs because BIPA students are adult students who have different educational backgrounds, countries of origin, and learning objectives (Suyitno, 2018).

(3) Problems in academic aspects caused by learning styles.

Problems caused by differences in learning style habits can be seen in quote data 8. Based on the quote, it is known that he prefers to study in a relaxed or not too serious style. However, the existing tutorial learning does not always allow him to carry out his preferred learning style. This difference in learning style habits is classified as problematic. This is classified as a problem because if left unchecked it can have an impact on the continuity of tutorial activities. The above problems can occur due to psychological disorders, namely fear or anxiety. Serious learning requires students to stay focused, this makes students feel too tense so that which affects the psychological aspects of students.

Quotation 9, is included in the problems caused by learning styles. Based on these quotes, it can be seen that BIPA students cannot study in public places. This problem can occur because BIPA students find it difficult to focus or concentrate when they study in public or crowded places. Therefore, if the tutor ignores this problem, it can interfere with tutorial activities and can reduce the target's success rate in tutorial activities. This problem can occur because the BIPA student is an auditory type of learner. Wahyuni (2017) argues that the auditory type of learner generally has characteristics, namely (1) preferring to talk alone, (2) easily distracted when in a crowd, (3) auditory type learners need a self-study atmosphere to maximize their abilities.

In contrast to quote 9 which states that BIPA students do not like to study in public, in quote 10 other BIPA students state that they prefer to study in new places. The BIPA students feel bored and bored if they always study with situations in the classroom. The choice of varied places is expected to increase the learning motivation of BIPA students. This difference in learning style must be understood by the individual tutor of the BIPA student concerned. The goal is that tutorial learning activities can obtain maximum learning outcomes and can increase interest in learning BIPA students, because the selection of an inappropriate learning style will

have a negative impact on the learner, this is in line with Mufidah's opinion (2017) which says that the selection of an inappropriate learning style will cause emotional disturbances for learners.

#### (4) Problems in the academic aspect caused by the learning method of

Excerpt 11, there are problems caused by the learning methods used by individual tutors during the implementation of tutorial activities. In the quote, BIPA students do not like the method applied by their tutor who always asks them to write. If this experience is not immediately given a solution, there will be problems that can interfere with the success of tutorial activities. The problem in the above case can occur because of a writing skill disorder in BIPA students. Yanda & Ramadhanti (2019) argue that several things cause a person to have a writing skill disorder, including unsupportive media, students who cannot maximize their abilities, lack of practice and do not master the rules of writing.

Quotation 12 is a problem that is included in the problematic category related to learning methods. Excerpt 12 shows that the problem occurs because BIPA students feel that the learning provided by the tutor is less varied both in terms of the learning resources used and the discussion in the tutorial. This problem if not immediately get further treatment can reduce the level of learning success. This is caused by BIPA students who feel bored and lack the motivation to learn as a result of the sources and discussions in tutorial activities which tend to be monotonous.

Quotation 13 is a problem caused by the application of learning methods that are not following the interests of BIPA students. In the quote 13 BIPA students stated that they did not like reading the whole or reading long texts because they were bored. This can be minimized if the tutor digs up information related to what learning methods the student wants in discussing the material at that time. Although the problem does not seem too serious, if left unchecked and does not get a handler, it can lead to failure in the achievement of tutorial activities.

#### (5) Problems in academic aspects caused by learning rules

. Quotation data 14 is a problem experienced by BIPA students related to the application of learning rules. Excerpt 14 problems arise due to learning rules that require BIPA students to receive tutorial activities every day. The implementation of the tutorial is expected to help accelerate BIPA students mastering of the Indonesian language. However, these learning rules do not always get a positive response from some BIPA students. For some BIPA students, the implementation of tutorial activities every day can make them feel bored to learn and for BIPA students who are at the intermediate to advanced level, they prefer to study independently. Problems related to the application of these learning rules need to be reviewed and follow up because if they are ignored, this problem can become a problem that can interfere with tutorial activities.

Quotation data 15 is problematic caused by the applicable learning rules. The problem in quote 15 arises due to the study rules related to the learning duration that is too long. The factors that cause this to become a problem are influenced by 2 reasons. *First*, BIPA students who are bored because the duration of learning tutorials is too long and want to immediately enter real lecture classes. *Second*, it is caused by the assumption that foreign students feel that they have mastered Indonesian well.

### *Non-academic Aspect Problems*

The second discussion is about problematic findings in non-academic aspects. In this aspect, four problems were found. These four problems are discussed further in the following paragraphs.

(1) The problems of non-academic aspects caused by psychology

. Quotation data 17 is a problem experienced by BIPA students related to psychology. This arises because BIPA students miss their families in their home countries. This problem can make the desire (*moody*) to study BIPA students disturbed and can cause their learning outcomes to decrease. Although this cannot be prevented, tutors are expected to be able to understand and shift the focus of BIPA students by finding new and interesting activities so that they are expected to return BIPA students' feelings for the better.

Excerpt 18 shows the problems that arise due to the difficulty of BIPA students to adapt to the Indonesian environment both from food and from cultural differences. This difficulty in adapting if left unchecked can create a problem for tutorial learning activities. This has the opportunity to cause problems because if BIPA students cannot adapt well, BIPA students will feel frustrated and uncomfortable living and study in Indonesia. As a result, these students will choose not to complete the BIPA learning program and ask to return to their home country. Therefore, it is better if the tutor as a student companion is expected to better understand and be able to provide the best solution. Problems in quotes 17 and 18 can occur because they are caused by the phenomenon of "*culture shock*". Ernofalina (2017) argues that *culture shock* is a phenomenon where someone is in a new country and someone feels dizzy and confused which makes all aspects of life difficult. In this problem, *culture shock* can attack several aspects, Devinta et al (2015) argue that *culture shock* can attack emotional feelings, social differences, culture, religion, food, language to facial expressions.

Quotation 19 is a problem that also arises because of the psychological influence of BIPA students. In the quote, the BIPA student stated that he felt frustrated at being left behind compared to his classmates. As a result, he will feel inferior or embarrassed to ask his teacher or classical tutor. This problem must be handled immediately, the companion tutor can discuss it with the classical tutor to find a solution to the problem. The problems faced by BIPA students if ignored can cause problems that make their learning outcomes decline.

(2) The problems of non-academic aspects caused by sociological

data cited in 20 are problematics caused by the influence of different cultures. In quote data 20, a BIPA student stated that he felt disturbed when Indonesians saw him as a strange foreigner. This is felt by many BIPA students who come from countries that have different physical characteristics from Indonesians. As a result, when the BIPA student passes or carries out activities, he is always the center of attention of the local (Indonesian) people. This if left unchecked will create problems. Therefore, the companion tutor should not only teach material about language but also integrate Indonesian culture into it. The goal is to avoid further misunderstandings and cause BIPA students to feel uncomfortable.

Data quote 21 is a problematic finding caused by sociological. In the quote, the BIPA student stated that he had difficulty communicating because he had difficulty

understanding the habits of the Indonesian people. This problem if left unchecked can become a serious problem. The problem in question is the failure of BIPA students to adapt to Indonesian habits so that they are afraid to start communicating in the target language (Indonesian).

Data from quote 22 shows that there are problems in the realm of sociology. The problems that arise are not much different from the problems that occur in quotations 20 and 21. The problems arise because of the difficulty of BIPA students in understanding the concept of Indonesian culture.

### (3) Problems with non-academic aspects caused by tutor's behavior/habits

In the data quoted 23, it is known that there are problems related to the tutor's behavior/habits. Data from quote 23 shows that the problem arises because of the tutor's habit of speaking too fast. This causes BIPA students to find it difficult to understand the meaning and content of the conversations carried out by the tutor.

Quotation data 24 is also an example of BIPA student problems caused by tutor habits. BIPA students in data citation 24 stated that their accompanying tutors often used two languages. The two languages in question include Indonesian and Javanese. This is a problem that can cause problems because this habit can make BIPA students confused and confused in learning Indonesian.

The problems that arise in quote 25 are almost the same as those in quote 23. The problem in question is that the accompanying tutor speaks too fast, making it difficult for BIPA students to understand the content of the conversation. Although there are similarities, in data 25 there are additional problems experienced by BIPA students. The problem is the habit of tutors who don't come on time. Inaccuracy in attendance at tutorial activities carried out by tutors can be a problem because in some countries punctuality is a highly respected culture. Therefore, this problem should not be ignored and needs improvement.

### (4) The problems of non-academic aspects caused by the learning environment

Data quote 26 is a problem experienced by BIPA students caused by the learning environment. In data 26, BIPA students stated that they were disturbed by the crowded class conditions. The crowded class situation is of course a problem that can affect the concentration of BIPA students' learning. For some people, the busy learning atmosphere is very disturbing. Therefore, if this problem is ignored, it can make the learning motivation of BIPA students decrease so it needs to get attention from BIPA learning providers.

Quotation data 27 is also a problem experienced by BIPA students caused by the learning environment. In the quote, the BIPA student said that he was disturbed by the class which is on the 3rd floor and there is no air conditioning facility in it. For some BIPA students who come from countries with cold temperatures, there is a possibility that they will feel uncomfortable with the climate in Indonesia which is tropical and tends to be hot. This can make BIPA students feel that the learning environment is uncomfortable and make them less concentrated in learning.

## CONCLUSION

BIPA learning tutorial model is learning that aims to improve the Indonesian language skills of foreign students by providing intensive learning. Intensive learning is carried out by presenting accompanying tutors outside class learning

hours. However, in the implementation of this tutorial model learning has problems. The problems that arise can be categorized into two aspects. These two aspects include academic and non-academic aspects.

In the academic aspect found 5 problems. *First, the* problems caused by the language skills of BIPA students. *Second, the* problems that arise because of the tutorial topic. *Third, the* problem is related to the learning style habits of each BIPA student. *Fourth, the* problems that arise are caused by the learning methods used. Finally, the problems that arise due to the implementation of learning rules by BIPA organizers.

The second finding is the problems experienced by BIPA students in non-academic aspects. In this non-academic aspect, BIPA students experience problems caused by four things. *First, the* non-academic problems caused by the psychology of BIPA students. *Second, non-academic* problems are caused by sociological problems. *Third, the* problems that arise as a result of the attitudes/habits of the tutors accompanying BIPA students. *Fourth, non-academic* problems arise because of the learning environment.

The findings of this problematic study indicate that both the academic and non-academic aspects of the tutorial model BIPA learning need to get further attention and handling by the BIPA organizers. This is because if these problems are left unattended for a long period, it can result in the BIPA learning being implemented being less successful or maximal.

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## APPENDIX

### Appendix 1. Interview Guidelines Interview

#### Guidelines (for foreign students)

#### 1. General Instructions

Regarding data collection for my thesis research on the *Problems of Indonesian Language Learning (BIPA) Objectives of Oral Communication for Foreign Students at State University of Malang*, I ask the willingness of foreign students to spend time with provide responses about the object of research through interviews. For your willingness and cooperation, I thank you.

#### 2. Specific Instructions

The questions are as follows:

- a. This interview is a semi-structured interview.
- b. Interviews by providing direct responses and in accordance with the actual situation.
- c. Follow-up questions related to the research object that has been described.

#### Student Identity

Day/Date :

Informant Biodata

1. Name :
2. Place/Date of Birth :
3. Telephone Number :
4. Email Address :
5. Student Name :
6. Student Origin :
7. BIPA Program :

#### Signs

1. Answer the questions below based on your experience.
2. If there are difficulties in understanding the questions below, please contact the researcher for directions.

#### List of Questions

1. Did you experience any difficulties when carrying out tutorial activities? (\*) (Yes/No) If so, what difficulties did you experience when carrying out the tutorial activities?
2. Are there any difficulties related to class activities? (\*) (Such as: the class activity was not fun; the class activity was very tiring) If so, what kind of difficulties did you experience?
3. Are there any difficulties related to your relationship with other students? (\*) (Such as: having a problem with another student that affects the tutorial activity) If so, what kind of difficulties did you experience?
4. Are there any difficulties related to your physical health? (\*) (For example, you have a congenital disease, you are not suited to the climate in Malang/Indonesia) If so, what kind of difficulties did you experience?
5. Are there any difficulties related to your mental health? (\*) (Such as: you are missing your family; you don't like Indonesian cooked food/dormitory) If so, what kind of difficulties did you experience?
6. Are there any difficulties related to your lifestyle? (\*) (Such as: You like to study in a restaurant/public tempst, you prefer to study alone) If so, what kind of difficulties did you experience?
7. Are there any difficulties related to mastering the tutorial topics? (\*) (Such as: You don't like the topic of speaking/reading/memorizing) If so, what kind of difficulties did you experience?
8. Are there any difficulties related to your Indonesian language skills? (\*) (Such as: You are not sure about the use of Indonesian) If so, what kind of difficulties did you experience?
9. Does your physical health affect tutorial activities? (\*) (Such as: fever / leg sprain)
10. Does your psychological health affect tutorial activities? (\*) (Such as: you're having a problem)
11. Does your relationship with your tutor partner affect the tutorial activity? (\*) (Such as: seldom meet with tutor partners, does not match the nature of tutors / tutors are too pushy when doing learning)
12. Does the difference in intensity of meetings between you and your tutor partner affect tutorial activities?
13. Did the tutor help you enough in solving problems while learning Indonesian? (\*) (Yes/No) (Such as: helping to give meaning/meaning of a word, providing vocabulary references etc.) If yes, please state an example!
14. Are there any learning style difficulties that you experience when doing tutorial activities? (\*) (Such as: relaxed, lively or serious) If so, what kind of learning style do you expect in carrying out tutorial activities?
15. Does the large number of tutors who accompany you pose an obstacle for you when carrying out tutorial activities? (\*) (Such as: distracting, unfocused or too busy) (Yes/No) If yes, what is the ideal number of tutors in your opinion to accompany you when carrying out tutorial activities?
16. Is there any behavior/habit of the tutor that makes you annoyed or uncomfortable when doing tutorial activities? (\*) (Yes/No) If yes, please state an example!

17. Are there any cultural customs/customs of the Indonesian people, especially Malang that makes you uncomfortable or uncomfortable when doing tutorial activities? (\*) (Yes/No) If yes, please state an example!

18. Are there any difficulties in the learning method that the tutor does to you in carrying out the tutorial activities? (\*) (Yes/No) If so, what kind of difficulties did you experience?

19. Are there any problems related to learning rules during tutorial activities? (\*) (Yes/No) If yes, what kind of study rules do you mean?

20. Are there learning obstacles in the form of learning facilities/books that affect your understanding/learning process of Indonesian? (\*) (Yes/No) If yes, please state an example!

\*) additional questions if the information obtained is not sufficient.

## Appendix 2. Data Problems of Academic and Non-Academic

ASPECT	CAUSES/ PROBLEMS	DATA	CODE DATA	SOURCE
Academic	Language Ability	Yes, the first because I have to speak Bahasa and when the first time I came here I cant speak Indonesian well so I feel like its hard for communicating with people here.	Kb	(WW/16-01-2021/PA-A6)
		Yes, there's like "semangat"	Kb	(WW/19-01-2021/PA-A1)
		Yes, like penjahit and penjahat say. Then say "enggak".	Kb	(WW/17-01-2021/PA-A7)
		Yes, its hard to pronounce like "mengingat" and "mengingatkan". And because we are not doing interaction with local people our language is going down and forget some words	Kb	(WW/16-01-2021/PA-A2)
	Learning Methods	...the second one I also don't like during tutorial activities, my tutor likes to do writing.	Mp	(WW/17-01-2021/PA-A4)
		Yes, in the past he only wanted to teach me from books because I could already. I don't like just learning from books and I also don't like when we meet just to discuss assignments.	Mp	(WW/17-01-2021/PA-A7)
		I don't like the longest way learn Indonesian language. I have to read everything, maybe if not the longest but like short couser its more easily to understand.	Mp	(WW/17-01-2021/PA-A5)
	Learning Rules	Yes, I don't like study everyday with tutorial. Maybe its better when we take after one day, not everyday. But when I study its must be serious.	Ab	(WW/17-01-2021/PA-A5)

		I don't like the longest way learn Indonesian language. I have to read everything, maybe if not the longest but like short couser its more easily to understand.	Ab	(WW/17-01-2021/PA-A5)
	Tutorial Topic	Sometimes yes, for me I can't memorize.	Ttr	WW/19-01-2021/PA-A1
		Yes, the hardest thing is to memorize the words.	Ttr	WW/16-01-2021/PA-A2
		Yes, I don't like memorizing	Ttr	WW/17-01-2021/PA-A4
		Yes, I don't like topic about memorizing and speaking cause I feel its so hard.	Ttr, Ttb	WW/16-01-2021/PA-A6
		Yes, I'm hard of hearing. When I listen to video or audio I feel it's too fast.	Ttm	WW/17-01-2021/PA-A7
	Learning Style	Yes, I don't like if I study too seriously.	Gb	WW/16-01-2021/PA-A2
		Yes, I like to study alone and I can't study in public places either.	Gb	WW/17-01-2021/PA-A4
		Yes, I don't like studying too seriously, but sometimes I do.	Gb	WW/17-01-2021/PA-A4
		Yes, when we first met, I didn't like serious learning.	Gb	WW/17-01-2021/PA-A4
		Yes, for me I prefer to study alone.	Gb	WW/19-01-2021/PA-A1
Non-Academic	Psychological	Yes, sometimes I miss my family and friends, and about food, until now I cant eant Indonesian food.	Psi	WW/19-01-2021/PA-A1
		Yes, my first day in Indonesia I can't eat Indonesian food. And I don't like cold tea. When I came to Indonesia there's no anyone from my country, and its so hard for adaptation. And I was got culture shock.	Psi	WW/16-01-2021/PA-A2
		Yes, at first time I missing my family so much, because I was alone here. And yes that's true Indonesian food especially traditional food I didn't like and its so difficult.	Psi	WW/18-01-2021/PA-A3
		Yes, I don't like sweet and spicy food, if I miss my family I don't focus in class and I don't focus on tutorials.	Psi	WW/17-01-2021/PA-A4
		Learning	Yes, sometimes class is very crowded so I	Lpk

	Environment	can't focus in the material in the class.		01-2021/PA-A3)
		Yes, because the class is in the third floor and there's no AC and no things so its so hard also.	Lpf	(WW/18-01-2021/PA-A3)
	Tutor's Behavior/Habit	Yes, they are speaking too fast so I can't understand.	Pt	(WW/18-01-2021/PA-A3)
		Sometimes I cant understand what the tutor is saying, they mix with the javanese language.	Pt	(WW/17-01-2021/PA-A5)
		Yes, like coming late and fast talking.	Pt	(WW/16-01-2021/PA-A6)
	Sociological	Maybe what I don't like is that they look at me like I'm a foreigner and they often talk in whispers which makes me uncomfortable seeing it.	Sos	WW/17-01-2021/PA-A4
		Here's one think, they really doing fun, and went to be close with the foreign students its good but sometimes its not good. Its like feeling annoying.	Sos	WW/17-01-2021/PA-A5
		If with international student I did not, but with the others local student I do with my tutor, like we often misscommunication because I not much understand what tutor saying, and I feel so hard to speak language.	Sos	WW/16-01-2021/PA-A6
		Yes, I used to feel weird when I first met someone and he asked me about my privacy, then asked where I was from, I had a shower. That's very strange.	Sos	WW/17-01-2021/PA-A7