ALLURING INDONESIAN CULINARY TO ENHANCE ACQUISITION AND SPEAKING COMPENTENCE OF BIPA LEANERS AT UNS SOLO

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ABSTRACT

The aim the research was to describe the acquisition of words and the use of various conversational languages used by international students either in a classroom or in extra-curricular activities outside the classroom. Conversations and introductions to Indonesian culinary food were the hallmarks of teaching Indonesian to foreigners at Universitas Negeri Sebelas Maret, Solo. The rich traditions of Indonesian society were very attractive to foreign people. The Bahasa Indonesia bagi Penutur Asing (BIPA) learners arrived from different countries, such as Nigeria, Afghanistan, Palestine, Uzbekistan, and several other students from Arab nations. The research applied a qualitative descriptive research using case study method. Data were obtained from the observation of participants and nonparticipants, both activities inside and outside the classroom. The research reveals that the use of basic words, formed words, abbreviated words, and words or phrases of various slang is found. In various conversations, many words and phrases with a foreign language structure and the use of non-standard languages that do not correspond to the correct rules of Indonesian grammar are used. They have a tendency to use their mother tongue's pronunciation when expressing difficult words. Language acquisition at this stage can be an initial strategy for BIPA learners to be able to fight and survive in a native-speaking society.

Keywords: language acquisition, colloquial variety, speaking competence, BIPA learners, Indonesian culinary food

INTRODUCTION

Indonesian has now become an international language and has been studied by many international students from various countries to achieve various needs (Leksono & Tiawati, 2020; Permadi, Nasrullah, & Koswara, 2022). The motives intended needs can be in the form of acquiring knowledge, political science, cultural exchange, and economics (Muzakki, 2022). The Indonesian language studied by international students is known as Indonesian for Foreign Speakers/ *Bahasa Indonesia bagi Penutur Asing* (BIPA). In addition, BIPA is a program used by the government as a means to accommodate foreigners who want to know more about Indonesian culture and language (Mahmud & Jaufillaili, 2020).

Research related to the acquisition of Indonesian as a foreign language has yet to be carried out much, even though the number of BIPA students has increased every year; apart from the ASEAN, Asia, South Korea, China, Japan, Germany, Netherlands, France, and Australia (Aguskin & Maryani, 2018). BIPA has also been studied and used as a subject at several Australian high schools (Morgan, 2023). The data are expected to continue to increase every year, according to the development of foreigners' interest in learning Indonesian (Rohimah, 2018). In general, this increased interest is accompanied by an interest in studying the culture of the country being studied (Pujiono & Widodo, 2021) and an increase in economic activity actors who have to be able to use the Indonesian language in carrying out their activities in

Indonesia.

An effort to attract BIPA students' interest is to provide material that contains elements of culture, ethnicity, tradition, and various diversity in Indonesia (Muzaki, 2021; Ningsih, Rafli, & Boeriswati, 2021). One element of culture is archipelago cuisine. Culinary is able to act as a means of cultural tourism that can show the cultural diversity of society. Culinary concerns interest in achieving the goal of knowing the culture of a place through its food. Food is a key part of all cultures, a major element of global intangible heritage, and an increasingly important tourist attraction (Alroaia, Zolfaghari, & Sotoudeh, 2020). This is because culinary has a very complex cultural form which contains a variety of cooking recipes, processing processes, and the results of products that have been made based on the recipes followed, which are related to the diversity of aesthetic expressions from the people who make them (Suteja & Wahyuningsih, 2019). Providing Indonesian culinary material can foster a sense of interest for BIPA students to learn about various kinds of food in Indonesia and maybe compare it with food from their region.

Introduction to Indonesian cuisine can be done by providing text descriptions and/or text combined with practice. Both activities can be carried out in class because they have been standardized by *Pusat Pengembangan Strategi dan Diplomasi Kebahasaan* (PPSDK) as an effort to attract international students interested in doing culinary tourism in Indonesia (Hartono, Purwaningtyas, & Budiana, 2019). This is in line with the results of the research conducted by Defina (2020), which finds that to overcome boredom in learning Indonesian, BIPA students are asked to practice making *bubur kacang ijo* (mung bean porridge) and egg tea, as well as tasting other delicacies. This activity aims to improve the language skills of foreign learners, especially in speaking.

Conversations about Indonesian cuisine can be done anywhere, in the classroom or in casual, out-of-classroom settings. In addition to classroom learning, BIPA learners can obtain information on Indonesian cuisine by interacting with the surrounding community. This shows that language acquisition by BIPA learners can be obtained through conversation. The purpose of the conversation is to convey the speaker's ideas to the interlocutor; in this case, it functions as a medium to introduce Indonesian cuisine to the place where the learners are from. That way, conversation can be used as a means of second language acquisition (Defina, 2022).

The language used in daily conversations has usually undergone a process of letter reduction, and the forms found are abbreviations, contractions, acronyms, and slang (Defina, 2022). However, there are also other forms, depending on the content of the conversation. According to Haspelmath and Sims (2013), word formation occurring in a conversation ignores the rules. This is possible because of considerations to whom the speakers speak, as well as when or where to speak (Winiharti & Salihah,

2017). Letter reduction in conversation aims to save space, time, and speed up the conversation (Thurairaj et al., 2015). The use of various languages (regional and foreign languages), which pronunciation adjusts from one place to another, from one social group to another, and from one situation to another (Budiana & Setiyoko, 2021; Nuraeni & Pahamzah, 2021).

These explanations show the emergence of colloquialisms commonly used in daily conversation. The results of previous studies show the usage of colloquialisms by people of a community in a certain area to interact with students and others in casual situations. Colloquialism is not only spoken by local people but also by foreigners who come to Indonesia to learn Indonesian and also use it. Unfortunately, there is no research that discusses the use of colloquialisms used by BIPA learners. Based on the conditions in the field, the research intends to show that conversations about Indonesian cuisine inside and outside the classroom contain colloquialisms, which can function as a means of language acquisition for BIPA students in Universitas Negeri SSebelas Maret (UNS). From that elaboration, the research aims to describe and answer (1) the form of conversation of BIPA students and (2) the form of acquisition occurring in BIPA's conversation.

METHODS

UNS BIPA program aims to prepare international students to be able to use Indonesian in the academic realm, namely using four language skills. The BIPA program at UNS has three classes with different levels for each. The sample used for the first conversation data is class B, where there are five BIPA students from Afghanistan, Nigeria (two students), Palestine, and Uzbekistan. In the second conversation, data are carried out by Palestinian students and several students from Arab around *pancong* cake sellers. The researcher in the second conversational data acts as a non-active participant but occasionally helps the seller translate the meaning of the Palestinian students' utterances that sometimes use their original mother tongue pronunciation.

The research applies a qualitative descriptive method. Qualitative descriptive research produces descriptive data in the form of written or spoken words from people and observable behavior (Tailor & Bogdan, 1984). The research describes the forms of conversation, forms of words, and new phrases acquired by BIPA UNS students. Therefore, this research uses a case study strategy because it is carried out in natural conditions (Sugiyono, 2021). The research data are collected in the UNS BIPA learning room and street vendors in the area behind the UNS campus. The data source are the events or activities of five class C students who take part in the UNS BIPA class program who are having culinary-based conversations and conversations with BIPA students outside the classroom. Data from the research are taken

through participant and non-participant observation. The qualitative data obtained are transcribed into Indonesian to be further sorted, synthesized, searched for important aspects, and then analyzed.

RESULTS AND DISCUSSIONS

The following forms of conversation are carried out in learning, which include student to teacher, between students, and vice versa. In this conversation, the class consists of five BIPA students from Afghanistan, Nigeria, Palestine, and Uzbekistan who are studying at UNS. BIPA students from Afghanistan are doing their Ph.D. in Linguistics, two students from Nigeria are doing their Bachelor of Agriculture and Master of Economic Education, students from Palestine are doing their Masters in Public Administration, and students from Uzbekistan are doing their Masters in Management.

This analysis is carried out by sorting out the forms of language acquisition used by learners. To facilitate the analysis, the researchers provide a code for each student conversation:

P = teacher,
PU = Uzbek student
PN1 = Nigerian students 1
PN2 = Nigerian students 2,
PA = Afghan student
PP = Palestinian student
PN = seller
PT = researcher

There are 69 dialogues that are successfully recorded, due to space limitations. The researchers give each conversation, which includes examples of acquiring the use of abbreviations, foreign languages, and slang.

The researchers demonstrate conversations based on Indonesian cuisine in the classroom. This conversation is conducted to facilitate BIPA students achieve their goals in language learning (Ramadlonia & Anwar, 2019). In this case, conversations based on archipelago cuisine are intended to provide insight into culinary culture and add to the vocabulary of BIPA students at UNS. The teacher brings *Nagasari* and *gado-gado* food to be introduced to BIPA students. Next, students are asked to choose the food they find interesting to enjoy and describe the taste, ingredients, and how to make it in front of the class. Based on the findings, the researchers have three conversations. The first and second conversation occurs in the classroom.

Conversation 1 discusses *nagasari*. The data show the use of acquisition in the form of abbreviations and the use of foreign languages. In this situation, BIPA students explain their interest in *nagasari*. However, because they do not know the word, students use foreign terms to express words they have not yet acquired.

Conversation 2 is a continuation of the conversation 1, but the food discussed is different from the previous food. In this conversation, they are talking about Indonesian food, *Gado-Gado*.

Conversation 1:

P : *Coba A maju kedepan dan pilih salah satu makanan yang kamu suka*
(A, please come forward and choose one food that you like.)

PA : *Baik Pak (sambil maju)*
(Alright, sir (moves forward))

PA : *Saya pilih makanan* **wrapped in leaves** *(sambil menunjuk nagasari)*
(I choose the one **wrapped in leaves** (points at *nagasari*))

P : *Itu namanya dibungkus daun*
(That one is ***dibungkus daun*** (wrapped in leaves))

P : *Apa alasan kamu memilih itu?*
(What is your reason in choosing that one?)

PA : *Ngga apa Pak. Di negara saya tidak ada and* **i'm curious** *dengan apa dalamnya. Apa nama kue ini?*
(No reason, sir. I don't have this in my country and **I'm curious** about what's in it. What is the name of this cake?)

Conversation 2:

P : *Coba kamu makan ini*
(You, try this one)

PU : *Pak boleh teman-teman aja yang makan? Agar mereka dapat rasa* **this delicious food**?
(Sir, can our friends here eat them so they can taste **this delicious food**?)

P : *Oh boleh, silakan*
(Oh, please do)
(setelah mereka mencicipi gado-gado)
(after they tasted the *gado-gado*)

PN1 : *Ni gado-gado seperti* **vegetable salad**, *tapi ga sama*
(This *gado-gado* tasted like **vegetable salad**, but they're not the same)

PA : *Betul,* **usually** *hanya ada telur di salad dan ada mayonaise.*
(Right, **usually** there is only egg in salad with mayonnaise)

PN2 : *Kalau gado-gado ini ada tempe, tahu, wortel, buncis,* **cabbage**, *dan timun.*
(*Gado-gado* has tempeh, tofu, carrot, green beans, **cabbage**, and cucumber)

PU : *Tapi, waktu itu saya pernah makan ada kentangnya dan timun.*
(But, I once ate one with potatoes and cucumber)

In that situation, the Uzbek student asks permission from the teacher so that other friends can taste the *gado-gado*. The form of the conversation is the same as the previous data, using abbreviations of fragments and using foreign terms. In this situation, Nigerian and Afghan students try to express the difference between the salad they usually eat and *the gado-gado*.

Conversation 2:

PP : *Apa itu santan? Berapa cabe biasanya Pak?*
(What is *santan*? And how many chilies usually, Sir?)

P : *Santan* **is usually called coconut milk** *dan cabai itu sesuai selera saja.*
(*Santan* **is usually called coconut milk**, and chilies are up to one's own tastes)

PN2 : *Emang gado-gado ini ga pedas ya Pak? Sebetulnya saya suka tapi tidak pedas*
(Is *gado-gado* not spicy, Sir? I actually like it, but not spicy)

P : *Ini sambalnya, kamu belum campur ya tadi?*
(This is the *sambal*, you haven't mixed it earlier?)

PN1 : *Belum, saya lupa Pak*
(Not yet, Sir, I forgot)

PA : **It seems** *saya ikut PU jadi cinta sama gado-gado.*
(**It seems** that because of PU, I fall in love with gado-gado)

PU : *Met datang di club* **broo***!!!*
(Welcome to the club, **bro**!)

PN1 : **Btw,** *ni gado-gado ada di warung belakang UNS Pak?*
(**By the way,** is this *gado-gado* available at the stall behind UNS, Sir?)

P : *Ya, ada. Saya beli di warung hijau.*
(Yes, it's there. I bought it at the green one)

PN1 : *Makasih Pak.*
(Thanks, Sir)

Similar to the previous conversation, an abbreviated form of fragments is found, and a foreign language experiences fragments so that it turns into slang. In this situation, it is explained that Nigerian students like anything spicy, and Uzbekistan students, after tasting the *gado-gado*, also follow in the footsteps of Afghan students who start to fall in love with *gado-gado*.

In a different case from the two previous conversations, this third conversation is carried out outside of BIPA class learning. The food is discussed in the third conversation about *pancong* cakes. The following excerpt conversation contains a variety of colloquial language.

Conversation 3:

PP : *Iya sangat jauh Bu. Apa arti kue pancong Bu?*
(Yes, it is far, Ma'am. What does kue *pancong* mean?)

PJ : *Kue yang pantatnya dicongkel*
(A cake which 'butt' is *dicongkel* (poked))

PP : *(sambil melihat cara memasaknya) apa itu dicongkel? Oh ya, mungkin itu ya dicongkel.*
(*watches the cooking process*)
(What is *dicongkel*? Oh, maybe that's *dicongkel*)

PJ : *Betul, itu namanya dicongkel*
(That's right, that is called *dicongkel*)

PP : *Bu, apa aja* **ingredients** *untuk buat pancong?*
(Ma'am, what are the **ingredients** to make pancong?)

In that situation, Palestinian students acquire new vocabulary by asking what the meaning of *pancong* cake is, which students enjoy. Students who are interested in the cake try to ask about the raw materials for making *pancong* cakes.

Based on the conversations, the researchers find the use of colloquial variety in the form of abbreviations and slang. The use of language in conversations that contain abbreviations and acronyms is caused by the wide range of associations of BIPA students with the speakers' local communities, even though international students are taught excellent and correct Indonesian in learning to facilitate academic abilities. The following forms of language acquisition and use of abbreviations are shown in Table 1.

In the first conversation, BIPA students get the word *nangka* from PA students when they taste traditional *nagasari* cakes. In the first conversation, the teacher explains what *nangka* and *nagasari* are based on the introduced *nagasari* cake. Furthermore, in conversation 2, the BIPA students learn the words *gado-gado* and *kubis*, which are introduced by the teacher. In conversation 3, BIPA students learn the words *pancong* and *dicongkel* from the process of buying *pancong* cakes.

Based on the conversations found by the researcher, there are only a few words that contain colloquial forms of fragments and slang. The use of language in conversations containing abbreviations and acronyms is caused by the wide association of BIPA students with the speakers' local communities.

In addition, in conversations 1, 2, and 3, BIPA students also use abbreviations. These fragments are used for efficiency in conversation, both in terms of writing and pronunciation or mention (Verlin, Darwis, & Hasjim, 2018). There are various forms of

Table 1 Data Form Acquisition in Conversation

Language Acquisition	Word	Abreviation	Foreign Language	Local Language	Slang Language
Conversation 1	*Nangka*	*Pak* (fragment)	wrapped in leaves		*Ngga apa*
	Nagasari	*Karna* (fragment)	and i'm curious		
		Tapi (fragment)	Inside		
			rice flour		
Conversation 2	*Gado-gado*	*Aja* (fragment)	usually	*Ndak*	*Ga*
	Kubis	*Pak* (fragment)	this delicious food		*Gimana*
		Tapi (fragment)	vegetable salad		*Bro*
		Coklat (fragment)	it's very cheap		
		Emang (fragment)	from		*Kalo*
		UNS (acronym)	cabbage		*Cabe*
		Btw (acronym)	It seems		*Met datang*
		Ni (fragment)			
		Makasih (contraction)			
Conversation 3	*Pancong*	*Bu* (fragment)	best seller		*Pake*
	Dicongkel	*Aja* (fragment)	it's very cheap		Kalo
		Tapi (fragment)	from		*Ngga*
			ingredients		
			soft		

abbreviations used, such as fragments, contractions, and acronyms. This abbreviation is found in the five BIPA students. Abbreviation itself is a process of removing one or more parts of a word or a combination of words so that it becomes a new form (Kridalaksana, 2007). In conversations 1, 2, and 3, the same fragment forms as *Pak* and *tapi* are found. The use of the word *Bapak* is being cut off into fragments. *Pak* has meaning as a word of greeting to adult men, which is in accordance with the findings of Diahnisa and Effendri (2021). The word *tetapi* undergoes the process of being cut off into fragment *tapi*, which functions as an intra-sentence conjunction. There is the use of the word *karena*, which experiences a fragment to become *karna*. Even though the findings of Hapsari (2018) have shown that the word *karena* changes to *(krn)* that way, the result of the abbreviation process means that all abbreviations can be arbitrary; that is, it depends on the writer or speaker in abbreviating them.

In conversation 2, six fragments, two acronyms, and one contraction are found. Fragments of the form *Pak* and *tapi* are also found in conversations 1, 2, and 3. Furthermore, the part that has not been discussed is the word *aja*. The word *aja* has a part of the first syllable being cut off from the word *saja*. Another form of the fragment of the first syllable of a word being cut off is found in conversation 2, the word *emang* comes from the word *memang*, and this is also found in the findings of Mahbubah (2022) and Nalenan (2019) with the same explanation. The word *coklat* also experiences a one-letter fragment omitted from the original, *cokelat*

(Rumpiana, Dhanawaty, & Arnati, 2019). This is also often called syncope because of the omission of the lexeme located in the middle of the word (Musaa'adah & Saputri, 2019). The forms of the acronyms found in the second conversation are UNS and *btw*, the two acronyms form one initial letter of each word. According to Kridalaksana (2007), an acronym is a shortening process combining letters, syllables, or other written parts.

The form of the UNS acronym is the result of Sebelas Maret University; the use of the acronym in conversation 2 makes it easier for BIPA students to convey their intentions in interactions, namely by showing place names. The *btw* form of the word is the result of an acronym for the word, by the way, which means *omong-omong*; usually, the acronym is used as a link in starting a conversation (Destianingsih & Satria, 2020). In conversation 3, another form of abbreviation found is the greeting *Bu*, which comes from the word *Ibu*, which means a word of address for an adult woman. This is the same as the findings by Febriasari and Rahmawati (2020) that the abbreviation *Bu* occurs due to the omission of the first syllable. Furthermore, this research has found a form of contraction with the word *makasih* as a result of the phrase *terima kasih*. The word *makasih* is not only found in direct conversation but also on Instagram and other social media in written form (Putri, 2018).

Furthermore, the form found is a mixed use of foreign and local languages. In conversations 1, 2, and 3, the use of foreign phrases is found. This happens

because of the influence of advances in information technology, which has an impact on the use of foreign languages (Rahayu, 2019). However, in this case, the use of a foreign language by BIPA students is motivated by mastery of the speaker's first language. According to the findings of Rofiah (2019), in the conversations of BIPA UNESA students, the form of code-switching can be seen based on the use of two languages in a speech, namely Indonesian and English.

In conversation 1, there is the use of three phrases, 'wrapped in leaves', and 'I'm curious', 'rice flour', and one vocabulary in the form of the inside, which has meaning. Conversation 2 uses foreign languages, 'usually', 'this delicious food', 'vegetable salad', 'it's very cheap', 'from', 'cabbage', and 'it seems' (apparently). The foreign language forms found in conversation 3 are phrases, such as 'best seller', 'it's very cheap', 'from', 'ingredients' (composition or raw materials), and soft. The use of these phrases expresses the words that are not yet known by each BIPA student. After knowing the meaning of using a foreign language in conversation as a means of language acquisition, this has become an important topic in second language acquisition and language teaching (Nsengiyumva, Oriikiriza, & Nakijoba, 2021). The use of foreign languages by BIPA students is an attempt to respond to the continuity between stimulus and response.

In the research, only one form of the use of the Javanese language is found, namely *ndak*, which means no. Even though the language use of BIPA students is influenced by Javanese, this is because, in their daily interactions, they interact with college friends or between fellow students and the people of Solo who use Javanese. However, only one use of the Javanese language is found because BIPA students had only arrived in Solo in early October, so not enough students had acquired the local language. That way, foreign and regional languages are used in this conversation because each speaker does not find the right term or word in another language to express the meaning they want to convey.

Another form found is the use of slang. In conversations 1, 2, and 3, forms of slang use such as *ngga* or *ga* are found. In accordance with the findings of Johan (2018), the use of the words *ngga* or *ga* is often found in spoken and written conversations and is used to speed up speakers in refusing any offers they do not want (Maharani, 2020). However, other forms of slang use can also be found in greetings. This opinion is in accordance with the findings of the research. In conversation 2, the use of *bro* slang is found, which is a fragment of the word brother and means a greeting for a male friend (Suryatin, 2020).

These greeting words can be used in direct or written conversations in WhatsApp groups or other social media (Sari & Prabawa, 2018). In accordance with the findings of Wati, Rijal, and Hanum (2020), the use of the word is spoken by speakers of the same sex and has a very close relationship. In this case, PU and PN students establish close relationships when studying BIPA. However, this is inversely proportional to the findings of Herisanti (2021), who explains that the use of the word *bro* is included in the category of non-kinship greeting words in the Makassar region, which originate from foreign languages.

In conversation 2, the word *gimana* is found in which BIPA students should have expressed the word *bagaimana* (how) (Fatimah et al., 2018). The use of the word *gimana* is not only done by BIPA UNS students. However, there are many uses of the word *gimana* by foreign speakers circulating in YouTube content (Santoso, 2018). The use of the word *gimana* is indeed not in accordance with the correct language rules, but this is not a problem if each speaker and speech partner can understand the meaning to be conveyed.

Furthermore, the form of slang found in conversation 2 is the word *pake*, which comes from the word *pakai* (use), and *cabe*, which comes from the word *cabai* (chili). The two words *pake* and *cabe* are the result of replacing the vowel ai with the vowel e. The use and acquisition of the words *pake* and *cabe* by BIPA students is due to the influence of the teaching materials. Teaching materials are obtained by utilizing the Ria SW YouTube channel, which has culinary content as teaching materials for speaking (Dadela, Bulan, & Hermawan, 2021).

In conversation 3, the form of the word *kalo*, which comes from *kalau* (if), is found. It has a meaning as a connecting word to mark conditions. However, the form *kalo* in KBBI has various meanings, such as the term for gourami fish (*kalui*), a tool used for filtering, and circular objects used for various ceremonial purposes. The use of the word *kalo* in conversation 3 leads to the use of conjunctions. *Met datang* is the last form of slang found in conversation 3. The word met is a form of the word *selamat* and aims to greet and welcome the speech partner in conversation. However, there is another meaning to the phrase *met datang*, which contains meaning as an expression to express congratulations for the arrival of relatives who have not met for a long time.

CONCLUSIONS

Conversations based on Indonesian archipelago cuisine are used as a means of language acquisition. These colloquial conversations are carried out in formal situations, obtained through learning in the classroom, and in non-formal environments, obtained through several activities via extra-curricular events. The findings of the research reveal that the forms of acquisition for BIPA students vary; that is, the use of basic words, simple-formed words, abbreviated words, and words or phrases of various slang is found. In various conversations, many words and phrases are used and mixed with a foreign language structure. The learners also use non-standard languages that do not correspond to the correct rules of Indonesian grammar. They tend to use their mother tongue or local language pronunciation when expressing difficult words.

The research concludes that learners acquire

language with different strategies from non-formal interaction with local people. They acquire a form of non-formal Indonesian language that is influenced by the Javanese language, especially when conversing about various food names and their taste. Additionally, besides the use of words or phrases in foreign languages, the use of slang and colloquial expressions are frequently found. Even though this seems to violate the rules of good and correct Indonesian language norms, the acquisition of this language can be used by BIPA students to have initial conversations, struggle, and survive in Indonesia.

The results of the research can be used as a reference and comparison for other researchers who are interested in conducting similar research. That way, the existing data can be used as a comparison to make the research more extensive and in-depth. Further research finds a variety of colloquialisms used in every utterance of BIPA students and the general public in other regions. The role of the community is necessary for the preservation of this colloquialism usage. It is hoped that future research will be more developed, especially in language acquisition and colloquialism, in order to become a good research.

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