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A Need Analysis of Handai Indonesia for a Survival Thematic BIPA Dictionary

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ABSTRACT

The use of dictionaries in beginner-level BIPA learning is important given the limited vocabulary mastered by learners. This does not only apply to formal learners in the classroom but also to *Handai Indonesia* who are in Indonesia. *Handai Indonesia* refers to foreign nationals who are able to speak Indonesian. In addition to being required to adapt to classroom learning, *Handai Indonesia* who directly learn Indonesian in Indonesia are also required to be able to survive in their new living environment. Therefore, it is necessary to support vocabulary materials that are packaged based on their needs. The vocabulary material support can be made into a thematic survival dictionary that is easy to use. **3** This study aims to analyze the needs of *Handai Indonesia* for a survival thematic dictionary. **2** The method used in this research is a qualitative method. **1** The results showed that *Handai Indonesia* experienced many vocabulary problems when using public transportation services so they needed a survival transportation-themed dictionary. The type of dictionary they need is a type of illustrated digital dictionary equipped with explanations and example sentences.

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ABSTRAK

Penggunaan kamus dalam pembelajaran BIPA level pemula merupakan hal yang penting mengingat terbatasnya kosakata yang dikuasai oleh pembelajar. Hal ini tidak hanya berlaku bagi pembelajar formal di kelas tetapi juga para *Handai Indonesia* yang berada di Indonesia. *Handai Indonesia* merujuk pada warga negara asing yang mampu berbahasa Indonesia. Selain dituntut untuk dapat beradaptasi dengan pembelajaran di kelas, *Handai Indonesia* yang langsung belajar bahasa Indonesia di Indonesia juga dituntut untuk dapat bertahan hidup di lingkungan tempat tinggal yang baru. Oleh karena itu, perlu adanya sokongan materi kosakata yang dikemas berdasarkan kebutuhan mereka. Sokongan **2** materi kosakata tersebut dapat dibuat menjadi sebuah kamus khusus kesintasan yang bersifat tematik sehingga **3** mudah digunakan. Penelitian ini bertujuan untuk menganalisis kebutuhan *Handai Indonesia* terhadap kamus tematik kesintasan. **1** Metode yang digunakan di dalam penelitian ini adalah metode kualitatif. Hasil penelitian menunjukkan para *Handai Indonesia* banyak mengalami kendala kosakata pada saat menggunakan layanan transportasi umum sehingga membutuhkan kamus kesintasan bertema transportasi. Jenis kamus yang mereka butuhkan adalah jenis kamus digital bergambar dilengkapi dengan penjelasan dan contoh kalimat.

Kata Kunci: Analisis Kebutuhan; Handai Indonesia; Kesintasan; Kamus Tematik Kesintasan

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INTRODUCTION

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Vocabulary mastery in foreign language learning is very important because it is the basis of effective communication. The ability to understand and use appropriate vocabulary is necessary for one to communicate fluently and effectively in a foreign language. In addition, good vocabulary mastery also improves overall understanding of the foreign language, including grammar and sentence structure. Vocabulary mastery can affect a person's language skills (Buadanani & Suryana, 2022). Good vocabulary mastery allows a person to more easily understand the texts they read and hear in a foreign language (Lestari et al., 2019). This is important because a good understanding of vocabulary will help capture meaning and context. In addition, the ability to understand and use appropriate vocabulary also broadens one's horizons and knowledge of the culture and context of the foreign language being studied.

A language contains a lot of vocabulary that reflects the cultural values, habits, and ways of thinking of people in a culture (Nurharjanti & Ghozali, 2018). In acquiring and expanding the mastery of vocabulary, the use of dictionaries is indispensable in foreign language learning. According to (Ningsih et al., 2022) the dictionary functions as a reference source that can help learners in finding and understanding the meaning of words in a foreign language. In addition, dictionaries can also help to expand their vocabulary by providing synonyms, antonyms, and example sentences of the use of these words. Ningsih (2022) also defines a dictionary as a reference that contains a list of words along with their meanings, synonyms, antonyms, and examples of use. BIPA learning, there are currently many Indonesian dictionaries for Indonesian speakers that make it easier for them to understand the meaning of words and expand their vocabulary. However, one of the challenges in BIPA today is that they often provide general definitions without considering more specific contexts or fields. This limits the effectiveness of the dictionary in helping learners understand and use vocabulary in specific situations or fields. A dictionary that focuses on vocabulary in a particular field or theme is called a Thematic Dictionary. A thematic dictionary is a type of dictionary that helps Indonesian learners expand their vocabulary in a specific context. One of the advantages of using thematic dictionaries in language learning is that they provide relevant vocabulary for specific topics or situations so that Indonesian hands can more easily apply the vocabulary in daily life or in relevant environments to survive (Intan, 2021). Living in a foreign country is not easy without an adequate understanding of the vocabulary in that language. With all these reasons, it cannot be denied that the use of thematic dictionaries is a very important part of foreign language learning.

Thematic dictionaries have the benefit of providing Indonesian speakers with an adequate understanding of situation-specific Indonesian vocabulary in order to survive. Those who manage to survive are also known as survivors. Survivors are individuals who are able to adapt well in a new environment and have the ability to socialize with the local community. To become a *sintasan*, foreigners who come to Indonesia, especially *Handai Indonesia*, need to be helped to understand vocabulary related to daily needs, such as when arriving for the first time at the airport, meeting customs officers, booking public transportation, shopping at traditional markets, going to the doctor, finding places to eat, and interacting with local people in various situations such as at work, school, or in social activities. One of the aids that can be provided is by developing a survival thematic dictionary. With a thematic dictionary of survival, Indonesian handlers can easily find and master the vocabulary needed to meet their needs in surviving and interacting effectively in their new environment. The benefits of developing thematic dictionaries have been proven by previous studies. Some of them are by Alvi Nurhayati (2021) on the development of a website-based Indonesian Thematic Dictionary for beginner level BIPA learners. The development of this thematic dictionary takes data sources from *Sahabatku Indonesia* A1 and A2 books. The results showed that this thematic dictionary is useful for *Handai Indonesia* and beginner BIPA learners so that this thematic dictionary is very feasible to implement. The next research was conducted by Ahmad Fadly (2018) with

the title Development of Indonesian Language Learner Dictionary for Basic Foreign Speakers at Muhammadiyah University Jakarta. Based on the results of research and discussion, it can be concluded that the development of the BIPA learner dictionary using applications can effectively facilitate BIPA learners in recognizing vocabulary and understanding the culture contained in basic vocabulary. Furthermore, Zaki Dhia Lidiade Farah's research (2019) entitled The Effect of Using Electronic Dictionaries (E-Dictionary) Thematic Illustrated Visual Basic 6.0 Programming on Japanese Vocabulary Mastery in Class X Students of SMK Negeri 1 Prigen academic Year 2018/2019 examines the influence of electronic dictionaries on mastery of Japanese vocabulary. Referring to this research, vocabulary mastery will be helped by the existence of electronic dictionary media. The author conducted experiments on 2 classes, the first class was a control class, a class that did not use an electronic dictionary, then the second class was an experimental class that used electronic dictionary media assistance. The results of the experiment showed significant results. The use of thematic electronic dictionary media has a positive influence on the mastery of Japanese vocabulary of class X students of SMK Negeri 1 Prigen.

However, currently there is no thematic dictionary specifically developed for the needs of *Handai Indonesia*. Seeing this, the author has an idea to make research on the BIPA Thematic dictionary of survival that will be developed with a communicative approach assisted by digital applications. The communicative approach is a language learning approach that focuses on communication skills and active interaction according to the principles of effective communication (Muradi, 2018). Research on the BIPA Survival Thematic Dictionary to be developed with a communicative approach assisted by digital applications is very important. This research aims to provide a solution to the lack of thematic dictionaries of survival designed specifically for *Handai Indonesia* living in Indonesia.

LITERATURE REVIEW

Handai Indonesia

Handai Indonesia is a brand given by the Language Development and Guidance Agency, Ministry of Education, Culture, Research, and Technology, to foreign nationals who are able to speak Indonesian and understand Indonesian civilization, society, and culture. In its stated meaning, "*Handai Indonesia*" refers to foreign individuals who have a broad understanding of Indonesian culture, traditions, customs and society. They are not only able to communicate in Indonesian, but also deeply understand the cultural context, norms, values, and behaviors of Indonesian society. The term "Handai" was created or used to indicate that the individual is practically or knowledgeably considered similar or equivalent to Indonesians in terms of cultural knowledge and daily life.

Survival

Survival comes from the root word *sintas*. According to KBBI, surviving is continuing to survive, being able to maintain its existence. Survivorship is an individual who manages to survive while survival is things related to surviving. The thematic dictionary developed in this study is the BIPA Thematic Dictionary of Survivorship. This thematic dictionary aims to help Indonesian *Handai* and learners who will survive in Indonesia. Survivorship is an important concept in this research as it relates to the development of a BIPA thematic dictionary designed to help learners of Indonesian for Foreign Speakers in everyday life situations in Indonesia. In this study, the development of a BIPA thematic dictionary with a focus on survivability can provide BIPA learners with an effective and relevant tool to improve their Indonesian language skills in the context of everyday life in Indonesia. At the basic level, Indonesian language learners for foreign speakers often experience difficulties in acquiring and mastering Indonesian vocabulary (Hudaa, 2019). One of the difficulties experienced by basic level BIPA learners is vocabulary equivalence in Indonesian. Whatever

vocabulary is used, basic BIPA learners are often confused about finding its equivalent in Indonesian due to their lack of vocabulary mastery.

Handai Indonesia and beginner BIPA learners are closely related to the theme of survival. The theme of survival is important for them because they have to survive and communicate with the surrounding community in the midst of limited vocabulary mastery. One of the themes in survival is public transportation services. *Handai Indonesia* and beginner learners need to understand the vocabulary that will be used in public transportation services. What vocabulary will be used in the transportation modes of city transportation, buses, trains, etc. With this crossing thematic dictionary, basic learners who still have limited vocabulary are able to improve their crossing vocabulary especially in the theme of public transportation services so that they can use the services, so that they can survive in a foreign country.

Thematic Dictionary of Survival

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Dictionaries play an important role in language learning and everyday life. Whether in understanding the meaning of words, using words in context, or in developing vocabulary, dictionaries are an indispensable tool in the process of communication and language learning. So it can be concluded from the terminology above that the definition of a dictionary is a reference book that contains a list of words or word combinations from a language, in which the words are arranged alphabetically which are then given a description of their meaning and use, in addition to being given a description of their meaning, also given a description of their speech, spelling, and various other things. A thematic dictionary is a type of dictionary that organizes words based on a particular theme or topic. This approach facilitates learners to understand vocabulary related to a specific subject or area of expertise. (Crystal, 1997) notes that thematic dictionaries help organize words by semantic categories or groups, making it easier to understand vocabulary in a particular context. It can be concluded that a thematic dictionary is a BIPA dictionary that is focused on a particular field or topic. Thematic dictionaries not only provide definitions of words, but also organize entries based on specific topics or categories.

According to (Bowker and Pearson, 2002), thematic dictionaries tend to be more specific and focused compared to general dictionaries. They help guide users in the use of words that are appropriate to a particular situation or topic. For example, a thematic dictionary of hobbies would include vocabulary related to recreational activities or hobbies such as cycling, hiking, or cooking. The lexicographic approach of thematic dictionaries supports theme-based analysis. According to (Nielsen, 2008), thematic dictionaries consider the context in which words are used and relate them to specific themes. This allows learners to understand vocabulary in specific situations or fields. Thematic dictionaries are also an effective tool in second language learning. According to (Laufer and Nation, 1995), thematic dictionaries assist second language learners in building a stronger vocabulary and focusing on their area of learning need. It can accelerate the second language learning process by presenting vocabulary according to students' context and interests.

METHODS

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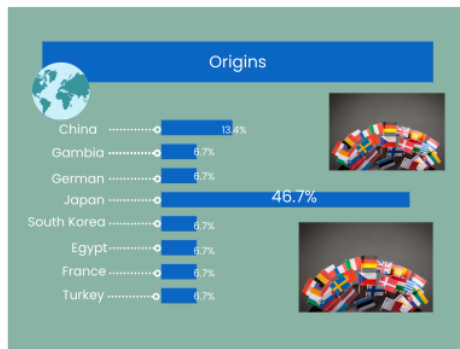
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This research uses qualitative research with a descriptive model. Qualitative research is required to be able to explore data based on what is felt, and done by data sources (Sugiyono, 2010, p. 295). Data in qualitative research is expressed in the form of words, sentences, discourse, exposure, analysis, argumentation, and various other forms of understanding. The research subjects were fifteen *Handai Indonesia* from various countries. Data collection techniques in this study used documentation techniques, questionnaires and interviews. The stages of needs analysis carried out in this qualitative research refer to the Borg and Gall R&D (1989) research model.

RESULTS AND DISCUSSION

Need Analysis Result

Author distributed a questionnaire to find out what the needs of *Handai Indonesia* are for a thematic dictionary of survival. The questionnaire contains the purpose of *Handai Indonesia* learning Indonesian, in which places *Handai Indonesia* often encounter difficulties in communicating, during what situations *Handai Indonesia* find difficulties in communicating, what kind of dictionary can help these difficulties, what kind of dictionary design is needed by them. Of the 16 questionnaires that have been distributed, there are 15 respondents who have filled out the questionnaire. The results of the questionnaire vary according to the needs of each *Handai Indonesia*. Respondents came from various countries such as Korea, Japan, China, Gambia, Egypt, France, Turkey, and Germany. The *Handai Indonesia* have different purposes and reasons for coming to Indonesia. They include workers (who will work in Indonesia after graduating from college), tourists, students (who will continue their studies in Indonesia). The results of the *Handai Indonesia* and BIPA learners questionnaires are as follows.



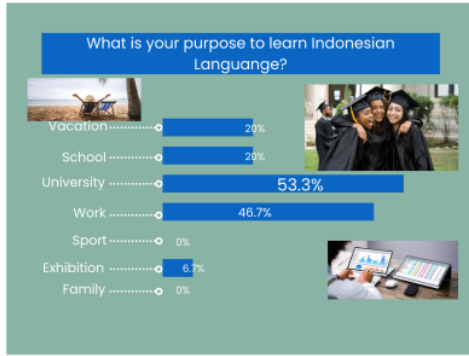
Picture 1. Handai Indonesia's Origins
Source: Author's Documentation 2023

Most respondents are from Japan (46.7%) and (6.7%) from each different country (China, Gambia, South Korea, Egypt, France, China, Turkey, Germany). It can be seen that *Handai Indonesia* and BIPA learners are dominated by Japanese.

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Picture 2. Handai Indonesia's Purpose
 Source: Author's Documentation 2023

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The purpose of *Handai Indonesia* and BIPA learners is Work, occupying the highest position with (80%) followed by University with (53.3%) then the third position is School with (20%) and Vacation (20%) and Exhibition occupies the least percentage with (6.7%). For Sports and Family purposes no one chose. The author can conclude that the purpose of working in Indonesia is the favorite destination of *Handai Indonesia* and BIPA learners.

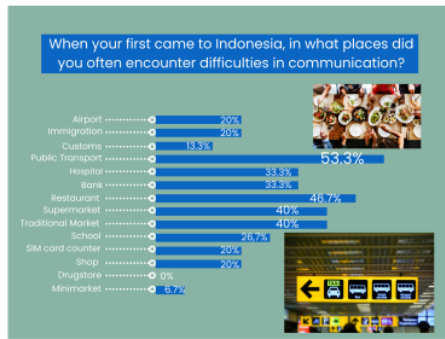


Figure 3. Handai Indonesia's Difficulties
 Source: Author's Documentation 2023

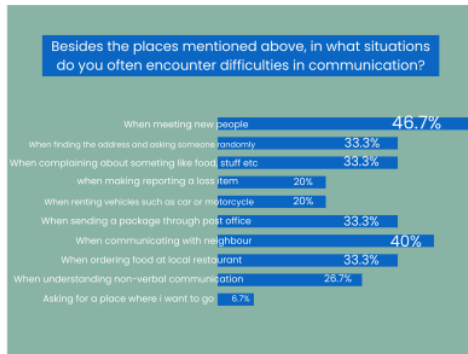
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Based on the results of the questionnaire, *Handai Indonesia* and BIPA learners agree that the place that is often considered difficult is when in public transportation with a percentage of (53.3%) then the second place that is considered difficult is in the restaurant with a percentage of (46.7%), the third place in the supermarket and in the traditional market has the same percentage of (40%) while in the hospital and in the bank has the same percentage of (33.3%). Other places that are also considered difficult by *Handai*

Indonesia and BIPA learners are at school with a percentage of (26.7%) and followed by at the airport, at the immigration office, at the SIM card counter and at the store with the same percentage of (20%). The last place is at the customs with a total percentage of (13.3%). Minimarket is another answer with the smallest percentage of (6.7%). The place that is considered the least difficult is at the pharmacy. Looking at these results, the top places that are often considered difficult by *Handai Indonesia* and BIPA learners are in public transportation and in restaurants.



Picture 4. Handai Indonesia's Difficulty Situation
Source: Author's Documentation 2023

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Next are the situations that are often considered difficult when communicating for *Handai Indonesia* and BIPA learners. The top place is 'when getting acquainted with new people' (46.7%), then the next situation that is often considered difficult is 'when communicating with neighbors' (40%) and the third place has the same percentage of (33.3%) which is 'when looking for an address and asking unfamiliar people', 'when complaining about something such as food, buying goods and others', 'when sending goods through the post office', 'when ordering food at a food stall (local restaurant), and the other situation has a percentage of (26.7%) which is 'when understanding non-verbal communication', and the last order of situations that are often felt difficult is 'when reporting lost items' and 'when renting a car or motorcycle' with the same number of percentages of (20%) and others answered 'when asking a place that is usually visited' by (6.7%). From the above results, the author concludes that communicating 'when getting acquainted with new people' is the most difficult situation and the situation 'when communicating with neighbors' is also often considered difficult while communicating 'when reporting lost items' and 'when renting a vehicle' are considered not so difficult for some *Handai Indonesia* and BIPA learners.



Picture 5. Kind of Dictionary 1

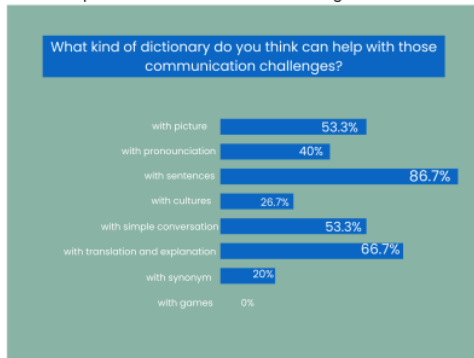
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Next is the type of dictionary that is considered to be able to help the difficulties of *Handai Indonesia* and BIPA learners while in Indonesia. Based on the results of the questionnaire, the dictionary in the form of digital applications occupies the top position with a percentage of (93%) or as many as 14 respondents then the second place with the same percentage of (47%) is filled by the type of free dictionary with the number of respondents as many as 7 people and the third place with the number of respondents 6 people is the dictionary in the form of a website with a total percentage of (40%), while the paid dictionary occupies the last position of (13%) with the number of respondents 2 people. Looking at the results of the questionnaire, it can be ascertained that *Handai Indonesia* and BIPA learners agree that dictionaries in the form of applications can help their difficulties in understanding Indonesian.



Picture 6. Kind of Dictionary 2

Source: Author's Documentation 2023

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The last part of the questionnaire question is what kind of dictionary design is needed by *Handai Indonesia* and BIPA learners. Based on the results of the questionnaire, Indonesian speakers and BIPA learners agreed that the design they need is a dictionary with example sentences at the top with a total percentage of (86.7%), the next is a dictionary design with explanations and translations at (66.7%) and in third place with the same percentage of (55.3%) are dictionary designs with pictures and with conversation examples. Meanwhile, the design with pronunciation sounds amounted to (40%) followed by the design with cultural context amounted to (26.7%) and the design with equations was in the last place with a percentage of (20%) while the dictionary design with games no respondents chose.

DISCUSSION

The research results provide valuable insights into the specific needs and preferences of *Handai Indonesia* and BIPA learners regarding a thematic dictionary for survival situations. The implications of these findings and how they relate to the development of a digital survival thematic dictionary can be describe into:

1. Demographic Insights: The majority of respondents are from Japan, indicating a significant presence of Japanese learners of Indonesian. The main purposes for learning Indonesian are work, university, school, vacation, and exhibition, with work being the most popular.
2. Difficult Communication Situations: Public transportation and restaurants are identified as the top places where communication difficulties are encountered. The situations perceived as most difficult include getting acquainted with new people and communicating with neighbors.
3. Preferred Dictionary Format: The overwhelming preference is for digital applications (93%), suggesting a high reliance on technology for language learning. Free dictionaries and website-based dictionaries also have significant support.
4. Desired Dictionary Design Features: A dictionary with example sentences at the top is highly favored (86.7%), indicating the importance of contextual understanding. Explanations and translations are also considered crucial (66.7%). Pictures and conversation examples, pronunciation sounds, and cultural context are additional features desired by the learners.
5. Technology-Centric Approach: The strong preference for digital applications suggests a need for a technologically advanced and user-friendly platform. Mobile applications, online platforms, and potentially offline functionality should be considered.
6. Content Emphasis: Prioritize content related to survival situations in public transportation and restaurants, as these are the places where learners often face challenges.
7. Contextual Learning: Incorporate example sentences, explanations, and translations to provide learners with contextual understanding and practical usage of the language.
8. Multimodal Learning: Include visual elements like pictures, as well as audio elements like pronunciation sounds, to cater to different learning styles.
9. Cultural Integration: Integrate cultural context into the dictionary design to enhance learners' understanding of Indonesian culture, which may be crucial for effective communication.
10. User Engagement: Consider incorporating interactive elements or gamified features to keep learners engaged and motivated.
11. Language Proficiency Levels: Tailor the dictionary to different proficiency levels, as the needs and preferences of learners may vary based on their language skills.

In conclusion, the research results provide a comprehensive understanding of the preferences and challenges faced by *Handai Indonesia* and BIPA learners. This information is crucial for developing a digital survival thematic dictionary that not only addresses specific language learning needs but also enhances the overall language acquisition experience for these learners.

CONCLUSION

The research underscores the importance of tailoring language learning tools, specifically digital survival thematic dictionaries, to the unique needs and preferences of *Handai Indonesia* and BIPA learners. The identified focus areas, including digital application formats, contextual learning features, and cultural integration, provide valuable insights for developers and educators seeking to enhance language acquisition experiences. The emphasis on technology-driven solutions suggests a dynamic and interactive approach to learning Indonesian.

For further research, a more in-depth exploration into the effectiveness of specific design features, such as gamified elements and offline functionality, could provide additional guidance for optimizing digital language tools. Additionally, investigating the evolving language needs of learners at different proficiency levels and considering longitudinal studies to assess the sustained impact of digital dictionaries would contribute to a more comprehensive understanding. Lastly, exploring the potential application of artificial intelligence and natural language processing in adapting digital dictionaries to individual learner preferences could pave the way for personalized and adaptive language learning experiences.

1 AUTHOR'S NOTE

The authors declare that there is no conflict of interest related to the publication of this article. The authors also emphasize that the data and content of the article are free from plagiarism.

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