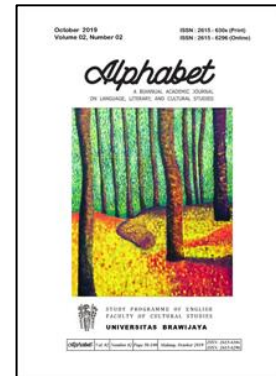


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Abstract

This research is aimed to identify elements of culture within short stories collection “*Kenangan di Indonesia*” written by BIPA BINUS 2019 students. The research method used in this study is a qualitative method with content analysis techniques. The source of the research is 17 short stories compositions in the book “*Kenangan di Indonesia*” by BIPA BINUS 2019 students. The study results demonstrate that (a) element of culture in the form of artifacts found in “*Kenangan di Indonesia*” compositions are tourist attractions, historic sites, and Indonesian food; (b) element of culture in the form of values found in “*Kenangan di Indonesia*” is value of habits such as speech habits, greeting habits, bargaining habits, habits of kissing hands with older people, habits of helping strangers, and cooperating to achieve something; (c) element of culture in the form of ideas contained in “*Kenangan di Indonesia*” are Balinese culture, belief in the supernatural, and belief in certain Indonesian food. These cultural elements can be utilized in developing BIPA teaching materials, teaching vocabularies, and can be integrated into teaching language skills and grammar for BIPA students.

Keywords: elements of culture, BIPA, Kenangan di Indonesia, short stories, teaching

Elements of culture play an influential role in teaching the Indonesian Language for Foreign Speakers (BIPA). BIPA learners will avoid the possibility of cultural conflict (cultural shock) when communicating with Indonesian native speakers through understanding Indonesian culture. In other words, understanding the socio-cultural elements will play a role in instilling good manners for BIPA learners in communicating with native speakers. Nonetheless, the problem emphasized potential Indonesian culture, however, it has not been explored yet in BIPA teaching. Ulumuddin and Wismanoto (2014) stated that the delivery of cultural elements in the BIPA class is still isolated, even though the potential

of this element is immense to guide BIPA learners to obtain a higher (Indonesian) cultural sensitivity.

BIPA teachers, therefore, require teaching material incorporating elements of Indonesian culture. To identify what elements of culture should be included in BIPA teaching materials, a study of Indonesian culture which is of interest to foreign students needs to be carried out. The study can be conducted in various ways, one of which is through a collection of short stories written by BIPA students who are experienced in Indonesian. Arvianto (2018) stated a similar idea that BIPA learning media can be classified into three parts. First,

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the method of mass use consisting of television, film, and radio. Second, the method of individual use consisting of classes or electronic laboratories, auto-instructive devices, and teaching unit boxes such as reading boxes or lestromol. Third, conventional methods of use such as diary, newspapers, shadow puppets, crosswords, and others. In this case, a collection of short stories belonged to the third media, the conventional method.

Furthermore, according to Aminuddin (2007), short stories are fictitious stories or narratives, (the results of authors' inventions, but the source of stories written based on the reality of life) and relatively short. Nurgiyantoro (2012) declared that usually a “*cerpen*” or often called a short story, tends to be dense and straightforward in its purpose compared to other works of fiction that are longer. Short stories usually tell a piece of a story full of disputes, events, experiences that are both fun and sad and contain impressions that are not easy to forget and the language used in the short story is easy to understand compared to other works of fiction.

Short story collection titled “*Kenangan di Indonesia*” is a collection of 17 short stories consisting of 152 pages written by BIPA BINUS 2019 students. This short story tells about the experience of BIPA BINUS students for one year in Indonesia. The author's point of view in the composition is the first person as the narrator. The setting in the story is various cities in Indonesia. The background of the story is a real experience experienced by BIPA students during a visit to several cities in Indonesia and while studying BIPA at Bina Nusantara University.

In previous research, there was no data related to the aspect of idea, artifact, and value. This research accommodates the need of finding the forms of the idea, artifact, and value. In this line, this short story collection investigated from all perspectives. According to Koentjaraningrat, culture is a way of life that is developed and shared by a group of people who have been passed down from generation to generation. Culture is formed from many complex elements including religious and po-

litical systems, customs, language, tools, buildings, clothing, and works of art. Language, as well as culture, is an inseparable part of human beings so that many people tend to consider it inherited genetically, as stated by Sudarman (2012).

Koentjaraningrat (as cited in Suharti, 2013) noted that the forms of culture are ideas, activities, and artifacts. The cultural form is a complex mixture of ideas, opinions, values, norms, and rules. These traits are abstract and cannot be described in real terms. The form of culture in society as a complex of human activities and patterned behavior. The human order in life to socialize and communicate and mix among others is included in this category. While the artifact shape is called physical culture and is the total physical shape. While the object type is called material culture, it is the sum of physical results and events, behavior and human works in society, and tangible structures such as factories, machines, temples, and others. In the short story collection titled “*Kenangan di Indonesia*”, these three forms of culture (artifacts, ideas, and activities) will be used as points of investigation. The results of the analysis of the three cultural aspects in this short story are expected to be used as material for consideration in the development of BIPA teaching materials.

RESEARCH METHOD

This research is qualitative. The data collection method used is content analysis techniques. The data source is 17 short story compositions by BIPA BINUS students summarized in a Short Story collection titled “*Kenangan di Indonesia*” in 2018 – 2019. The 17 short stories of 152 pages are analyzed by focusing the study on cultural aspects contained in them including artifacts, ideas, and activities. The flow of research includes: Data reduction → data presentation → drawing conclusions

Data reduction is the process of selecting, focusing attention on cultural data contained in the composition. The next step is the presentation of data as a collection of

information that gives the possibility of concluding. In this case, the data presentation refers to the cultural elements contained in the Short Story text. Finally, concluding.

RESULTS AND DISCUSSION

A collection of short stories written by BIPA BINUS students entitled "Kenangan di Indonesia" contains pieces of the story and memories of BIPA students while living in Indonesia, especially while studying BIPA at Bina Nusantara University (BINUS). Their one year experience in Indonesia is poured into 17 short story compositions in a total of 152 pages. Each script tells a unique and varied experience. However, almost every text mentioned about Indonesian culture. All aspects of culture are grouped into three cultural forms according to Koentjaraningrat.

Artifact as Cultural Element

Tourist attraction

Tourist attractions are the most cultural elements found in the *Kenangan di Indonesia*. BIPA students told stories of Indonesian tourism with great enthusiasm. Almost all short stories show an interest in Indonesian tourism. In one of the short stories stated (excerpt 1) based on *Kenangan di Indonesia* that

Dengan berwisata, kesan pertama saya untuk Indonesia langsung berubah. Indonesia sangat indah. (2019, p. 128)

There are 31 tourist attractions mentioned in *Kenangan di Indonesia* such as Bali, Lombok, Komodo Island, Belitung Island, Bali, Lombok, and Borobudur Temple. (Memories in Indonesia: 126). The most remarkable tourist attraction is the island of Bali. From all of seventeen short stories, five compositions specifically tell about tourism, culture, and the uniqueness of Bali, as described (excerpt 2) based on *Kenangan di Indonesia* in the following

Jika berbicara tentang kenangan yang paling paling menarik saya, itu pasti pengalaman perjalananku di Pulau Bali. (2019, p. 48)

The purpose of BIPA students in visiting Indonesia is not only for entertainment and

getting to know Indonesia, but travelling is also one way for them to learn Bahasa Indonesia, as shown excerpt 3 below based on *Kenangan di Indonesia* in the following

Di luar Jakarta, saya juga sudah jalan-jalan ke banyak tempat wisata, seperti Malang, Yogyakarta, Bogor, Bandung, Pulau Belitung, dan Pulau Seribu. Saya berpikir bahwa belajar bahasa Indonesia tidak hanya di kelas, akan lebih lancar dengan jalan-jalan. (2019, p. 125)

Historical Sites

In addition to tourism, cultural elements in the form of artifacts told in the short story compositions "Kenangan di Indonesia" are historical sites. There are seven historical sites pointed out. They are Borobudur Temple, Prambanan Temple, Yogyakarta, Semarang, Monas, Kota Tua, and Taman Mini Indonesia Indah. Some short stories that describe the interest of BIPA BINUS students in historical places in Indonesia can be seen (excerpt 4) based on *Kenangan di Indonesia* in the following quotes

Di candi Borobudur dan Prambanan, banyak ukiran dinding. Cerita atau legenda diukir di dinding. (2019, p. 89)

Saya suka Taman mini, karena ada banyak bangunan khas dan gaya yang berbeda dari bangunan lain, yang membuat saya memahami budaya dan sejarah Indonesia. (2019, p. 46)

Sebagai kota tertua di Indonesia, Yogyakarta dikelilingi oleh banyak situs bersejarah, merupakan tempat lahirnya budaya Jawa. (2019, p. 57)

Di Jakarta, ada monumen yang berisi sejarah kemerdekaan. (2019, p. 90)

BIPA BINUS students are also inquisitive about the history of foreign culture acculturation into Indonesian culture. They shared the joy of visiting places that told about intercultural fusion such as the Semarang region (excerpt 5) based on *Kenangan di Indonesia* as follows

Terlembah dahulu, kami pergi ke Semarang. Kota ini dinamai sesuai dengan nama Cina, Zheng He. Zheng He datang ke sini dari Tiongkok, membawa budaya dan teknologi Tiongkok untuk membantu masyarakat setempat meningkatkan kehidupan mereka. (2019, p. 136)

Indonesian Food

Aside from tourist attractions, Indonesian food is the most inspirational cultural element for the ideas in *Kenangan di Indonesia* short stories written by BIPA BINUS students. There are 53 Indonesian foods revealed in the short stories, including meatballs, satay, roasted corn, grilled fish, gado-gado, and many others. Here is one of the quotes about Indonesian food (excerpt 6) based on *Kenangan di Indonesia*:

Saya telah tinggal di Indonesia hampir setahun. Saya sangat terkesan dengan banyak makanan, seperti sate, bakmi, gado-gado dan lain-lain. (2019, p. 42)

The other side of Indonesian food described by the students is Indonesia's sweet food habit for the Java region and spicy food habits for the Sumatra region. Here is one of the quotes about the habit of Indonesian in consuming sweet and spicy food (excerpt 7) based on *Kenangan di Indonesia*:

Dalam kehidupan sehari-hari, makanan Indonesia masih sangat berbeda dengan makanan Cina. Makanan Indonesia manis dan pedas. Awalnya saya tidak suka, tetapi perlahan-lahan beradaptasi dengan makanan Indonesia dan merasa sangat enak. (2019, p. 116)

Not only talking about sweet and spicy food, but the short story compositions "*Kenangan di Indonesia*" also expressed that Indonesian has cooking habits that are frying and roasting. BIPA students also stated that the most delicious grilled fish in Indonesia was the Cianjur grilled fish (*Kenangan di Indonesia*: 91). Surprisingly, BIPA students admitted that Indonesian food which is sold on the streets or what is commonly referred to as "street vendors" as one of the most unique

elements of Indonesian culture for. In one line of the short stories (excerpt 8) based on *Kenangan di Indonesia*, the student stated that:

Kemudian saya akan berbicara tentang makanan Indonesia. Saya pribadi suka makanan di warung pinggir jalan. (2019, p. 72)

Activities as Cultural Elements

By Koentjaraningrat's theory that the form of culture as a complex of activities is the human order in life to socialize and communicate and mingle among others. [5] The form of culture in the form of activities that are the main attraction of BIPA BINUS students depicted the habits of Indonesians in their attitude and speech as shown in excerpt 9 based on *Kenangan di Indonesia* below:

Orang Indonesia memang ramah, sabar, dan lucu, baik pegawai-pegawai toko kecil maupun dosen-dosen yang punya jabatan tinggi. (2019, p. 86)

Besides that, Indonesian people in the eye of BIPA students are visualized as patient and content. This is reflected when a student came across Indonesian people who admitted that they did not have money but they felt happy instead. Meanwhile in Below is a quote stating the notion (excerpt 10) based on *Kenangan di Indonesia*

...jadi saya juga belajar bahwa orang Indonesia hidup dengan hidupan yang santai. Saya terutama mengagumi gaya hidup mereka. Sejurnya, mereka tidak punya banyak uang, tetapi mereka bisa hidup bahagia dan puas dengan status quo. Saya pikir ini benar-benar bahagia, tidak seperti kita bekerja demi uang. (2019, p. 74)

BIPA students also stated some interesting Indonesian habits such as greeting habits, bargaining habits, the habit of kissing hands with older people, the habit of helping strangers, and cooperating to achieve something.

The idea as Cultural Element

The form of culture as a complex of ideas can be in the form of rules, values, and norms

applied in society. There are several forms of Indonesian culture as a complex of ideas found in the collection of short stories "Kenangan di Indonesia" such as the following description.

Balinese Culture

Balinese culture is a culture deeply embedded in BIPA students' minds, such as Balinese dances, traditional music, carvings, paintings, leather crafts, and metalwork. This idea is mentioned in excerpt 11 based on *Kenangan di Indonesia* below

Selain menikmati pemandangan alam yang indah, kami tidak lupa untuk mengalami adat istiadat lokal Bali. (2019, p. 51)

Superstitious Belief

During their experience, the students also discovered that Indonesian believe in superstitions as informed in excerpt 11 based on *Kenangan di Indonesia*

Orang Indonesia percaya bahwa kawah tersebut mendekati langit, memberi tabu keinginannya kepada bunga kering dan melemparkannya ke dalam kawah berasap yang akan didengar Allah. (2019, p. 68)

Belief in Indonesian Food

One of the short stories reveals about Indonesian belief in certain food. Here is the excerpt 12 based on *Kenangan di Indonesia*

70% orang di sini adalah orang Islam. Sebagian besar orang di sini tidak makan daging babi. Anggur di sini sangat mahal. Ketika datang ke alkohol, saya punya banyak cerita untuk mengatakan bahwa di Cina, Anda dapat membeli bir sekitar sepertiga dari harga. (2019, p. 71)

CONCLUSION

Based on the result and discussion above, researchers conclude that:

- a. Cultural aspects in the form of artifacts in the Short Story manuscript "Kenangan di Indonesia" include tourist attractions, historic sites, and Indonesian food.
- b. Cultural aspects in the form of artifacts in the short story compositions "Kenangan di Indonesia" include habits of speech and speech, habits of greeting, habits of bargaining, the habit of kissing hands with older people, the habit of helping strangers, and cooperating in doing something.
- c. The investigation study can be utilized as a material for developing BIPA teaching materials such as teaching materials in the form of text / oral, teaching materials, learning media, or question exercises. Teaching material that contains aspects of this culture can be integrated into teaching language skills and grammar. Teaching material that contains cultural aspects is considered to be more interesting and motivating BIPA students.

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