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Hi Edhy Rustan

Hi Nurul Khairani Abduh

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Good afternoon.

We are done with the initial review of your paper entitled, "Design of Learning Speaks for Indonesian Language Learners for Foreign Speakers Based on Indonesian Cultural Values as Cultural Globalization"

and the results are:

Plagiarism – 99% original. 1% properly cited.

Word length – 1,775

Kindly note of the following suggestions:

1. Authors need to redo the title as it is grammatically incorrect and vague.
 2. Authors need to do more research to add data/info in the Introduction part of the paper. The paper lacks any theory/theories that can back it. The study is too short to be substantial.
 3. Authors need to provide the study design in the Abstract.
 4. The research lacks info on the instrument used in gathering data.
 5. The paper talks about integrating Indonesian culture in the acquisition of the Indonesian language. To put equal emphasis on English language, authors must be able to provide information on how acculturation affects English language speakers in acquiring the Indonesian language.
 6. The Abstract says about, "The results of the study will be the prototype of the speaking learning design used in learning Indonesian for foreign speakers with cultural content in Indonesia" but never this prototype was introduced in the discussion part.
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6. The Abstract says about, "The results of the study will be the prototype of the speaking learning design used in learning Indonesian for foreign speakers with cultural content in Indonesia" but never this prototype was introduced in the discussion part.
7. Authors need to use the APA 6th Ed. style in the References.
8. Authors need to cite and refer to at least two (2) papers from our journals; Asian EFL Journal, Asian ESP Journal, TESOL International Journal, Linguistics Journal and Journal of English as an International Language.
9. Authors need to provide their bio-profile.

Cited ELE Journal paper:

None. Authors need to cite and refer to at least two (2) papers from our journals; Asian EFL Journal, Asian ESP Journal, TESOL International Journal, Linguistics Journal and Journal of English as an International Language.

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Hi Mr. Edhy Rustan

Hi Ms. Nurul Khairani Abduh

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Good afternoon.

We are done with the initial review of your paper entitled, "Design of Speaking Learning Based on Cultural Values for Indonesian Language Learners for Foreign Speakers"

and the results are:

Plagiarism – 97% original. 3% properly cited..

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Kindly note of the following suggestions:

1. Reviewers suggested a grammatically correct title for the study.

2. Authors are advised to include one (1) more citation and reference from our journals; Asian EFL Journal, Asian ESP Journal, TESOL International Journal, Linguistics Journal and Journal of English as an International Language.
3. Authors should include a Pedagogical Implication after the Conclusion.
4. The research lacks info on the instrument used in gathering data.
5. The paper talks about integrating Indonesian culture in the acquisition of the Indonesian language. To put equal emphasis on English language, authors must be able to provide information on how acculturation affects English language speakers in acquiring the Indonesian language.
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Design of Speaking Learning Based on Cultural Values for Indonesian Language Learners for Foreign Speakers

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Bio-Profiles:

Commented [RMJ1]: Learning Speaking

Suggested title:

Cultural Value-based Design for Learning Speaking for Foreign Indonesian Language Learners

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Abstract

Speaking skills are basic skills that are important for foreign learners. The diversity of psychological, social, and cultural conditions of origin is an obstacle to foreign speakers' motivation and skills in learning to speak Indonesian. The purpose of this study is to produce a speaking skills learning design by making cultural values a medium in learning Indonesian for foreign speakers. This study uses a learning development research design following the steps of the Assure consisting of (1) learner analysis, (2) State Standards and Objectives, (3) Select Strategies, Technology, Media, and Materials, (4) Utilize technology, media, and materials, (5) Require Learner Participation, (6) Evaluate and Rivise. The results of the study produced a prototype of an integrated learning learning design for the value of Indonesian culture for foreign speakers. Cultural values that can be adapted in learning are mutual cooperation, diversity, tolerance, deliberation, and good manners both in behavior and in speaking. For further research, it is expected to assess the effectiveness of cultural value-based speaking learning design for foreign speakers and to further examine the cultural values of other Indonesian nations that can be integrated into Indonesian language learning, especially learning to speak for foreign speakers.

Keywords: Indonesian for foreign speakers, cultural values, speaking skill

INTRODUCTION

Language learning, need to build knowledge and understand basic skills, is no exception for foreigners who learn Indonesian. The basic language skills consist of listening, speaking, reading and writing. Speaking is considered an important skill from the learner's perspective because a person is often judged based on speaking ability rather than other basic skills (McDonough, Shaw, & Masuhara, 2013). However, speaking skills become a problem because it requires mastery of linguistic, social, and interactional skills (Hughes, 2011). Likewise, speaking characteristics that require many aspects such as pronunciation, conversational aspects are translated such as thoughts, feelings, and expression of ideas, oral grammar that reflects communicative competence, as well as pragmatic competence, which is complemented by the ability to discuss the message of other viewers (Paran, 2012).

The ability to speak is the skill most needed by Indonesian language learners for foreign speakers in Indonesia. The need for speaking skills for the benefit of communicating and interacting directly. Good speaking skills make it easy to convey ideas or ideas to others, so the other person can receive the information conveyed (Boonkit, 2010). This is also the case with speakers of Indonesian language learning with various objectives such as lectures at tertiary institutions in Indonesia, research needs and the provision of Indonesian cultural assistance. Foreign speakers will have difficulty in terms of information needed if they cannot speak Indonesian.

Speaking skills can be supportive in socially and collaboratively built environments as long as students can be comfortable (Nicolson & Adams, 2010). Various learning strategies that can be used to improve speaking skills. Among them through the interactional strategy of information transmission (Burston, 2014; Indah, 2018), debate strategy (Alasmari, 2012), change experiences (Legutke, Michael, 2013; Levy, 2015), do a combination of discussion, problem-solving, and role-playing (Oradee, 2012) and using mock content where learning interprets, paraphrases, and accesses new information related to the content (Smotrova, 2015). To visualize and enforce pronunciation phenomena, it can use instructional movements (Smotrova, 2015) learners are encouraged to imitate the instructors' body movements (McCafferty, 2008; Uştuk & Aydın, 2016), drama (Piazzoli, 2011), and project-based language learning such as making short films that motivate and at the same time encourage students to be more skilled in speaking (Ryan, 2017).

But in reality, the Indonesian language learning program for foreign speakers comes from diverse psychological, social, and cultural learners. Each country adheres to different cultural values, so it requires an adaptation process in learning. Cultural anxiety is strongly correlated with motivation, so it is necessary to modify the cultural environment. It encourages learning experiences that are mediated to meet the needs of students from different cultures (Feuerstein, Feuerstein, & Louis, 2010). In this context, instructors are required to provide learning experiences that suit their needs with different backgrounds (Syaifulloh, 2018). That means the potential diversity of students needs to be oriented to the target culture that can facilitate interaction without dominant cultural differences of origin. Teachers must understand the cultural background, learning styles, sources of difficulties, and types of mediation that are appropriate to the cultural aspects.

In the Indonesian Language Program for Foreign Speakers (BIPA) there are 3 levels of learning classes, namely beginner, advanced and proficient. The class level is based on the ability of foreign speakers in Indonesian. Learning Indonesian for foreign speakers needs to analyze needs first. The need is intended to assess the communication actions required by the learner so that the specific linguistic skills and forms needed can also be determined (Munby, 1980: 24). Besides this, learners also need to know the cultural values that exist in Indonesia, which are part of the daily life of the Indonesian people. An understanding of Indonesian

culture facilitates learning that is supported, sociable, and learning, including learning languages, in this case speaking Indonesian.

The richness of Indonesia's humanistic culture is considered appropriate as a medium and learning material for speaking for foreign speakers (Ruskhan Gaffar Abdul, 2010). Culture is interpreted as values that are valued, supported, and expected in society because those values are shared and tend to persist over time even though they have changed generations (Baumgartner, 2009). In this case, the value of Indonesian culture is integrated as a learning material for speaking. Values consisting of cooperation culture, diversity, understanding, good manners in good speech behavior in the choice of words. Integrating cultural values needs to be made through appropriate media, to provide students in local languages. Media that can be used in learning to speak like an interactive ebook (Megawati, 2014), comic (Ramliyana, 2016a), 3D film series (Putra, Darmawiguna, & Putrama, 2017), wayang mini (Widiyowati, 2017), and pictorial dictionary of love Indonesia-android based application (Putri & Yuniawan, 2017).

The existence of cultural content in teaching materials speaking Indonesian is also a means of introducing Indonesian culture to foreign communities. The introduction of culture will make learners more interesting to know more about Indonesian as a means of communication that can be used in digging deeper about Indonesian culture (Arwansyah, Suwandi, & Widodo, 2017; Nurwicaksono, 2013; Ruskhan Gaffar Abdul, 2010). This interest will stimulate students who want to learn better (Ruskhan Gaffar Abdul, 2010).

Research Regarding BIPA Learning has been conducted by (Suyitno, 2007) entitled "Development of Indonesian Language Teaching Materials for Foreign Speakers (BIPA) based on the results of needs analysis". The results of this study reveal that speakers of people who learn Indonesian have different goals, abilities, and cultural backgrounds, needing varied materials, using communicative methods and goals aimed at increasing the skills of speakers in Indonesia. Furthermore, the research conducted by (Al-jamal & Al-jamal, 2014) Finding difficulties in learning difficulties using foreign languages, due to lack of mastery of vocabulary imposed by spending, rejection of language use in the classroom and increasing repetition made by teachers.

There is a need that has not been accommodated in learning Indonesian for the speaker so that it requires the development of appropriate learning designs to be applied. One of the developments of learning designs following the integration of cultural values of the Assure model. The development model is oriented towards learning activities but does not support an implied strategy (Purwanti, 2015). The strategy is based on the selection of technology, media, and subject matter that will be used. In this study, learning strategies are prepared by integrating cultural values in the syntax of activities that are integrated, appreciated, actualized, and evaluated.

The stages of development carried out are an acronym of Assure itself (Baharun, 2016; Purwanti, 2015) which consists of 6 stages, namely: (1) analyzing learners. The analysis carried out consisted of general characteristics, initial abilities, and learning styles. (2) Stating standards and objective. Standards for determination and purpose of learning objectives, control, and evaluation of learning materials. (3) Select strategy, technology, media, and material. The voting strategy is adjusted to the standards and objectives that have been determined. Choosing technology, media, and materials tailored to teaching materials. (4) utilizing technology, media, and materials. Using technology, media and learning material is done by first updating and applying the media and material. (5) requires student participation. The activeness of the learning process can be maximized through the use of methods, technology, media, and teaching materials and (6) evaluating and revising. This stage becomes important to improve the quality of learning. Two aspects become the evaluation material

between the process and student outcomes and the revision of strategies, media, and learning materials.

METHODS

Design

This research uses a development research design. Learning design is done by following the steps of Assure. To do the design, the syntax is formulated which includes orientation, appreciation, actualization, and evaluation. The purpose of this study is to produce a learning design for speaking skills by making cultural values a medium in learning Indonesian for foreign speakers. The components of the learning design of speaking skills based on Indonesian cultural values for foreign speakers are developed based on the following interwoven images.

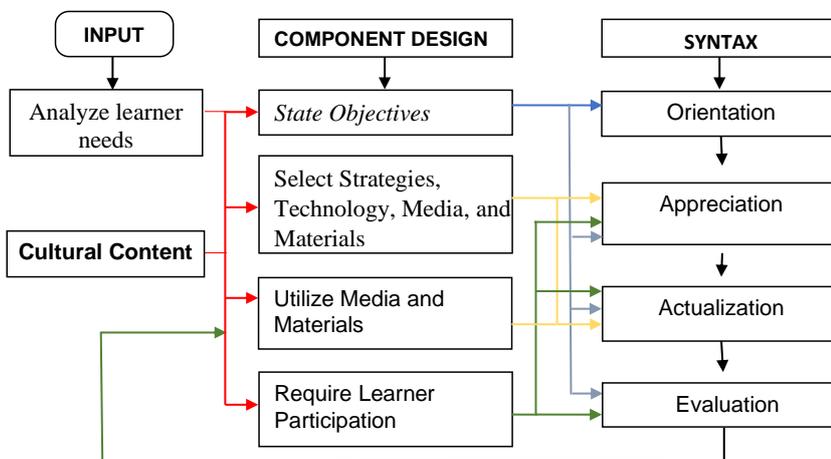


Figure 1. Interwoven Learning Design Development

Respondents

Data obtained from teachers and students. Teaching respondents were selected from groups who had taught Indonesian abroad and at home. Student respondents came from foreign speakers who studied Indonesian. The respondents were selected based on their representation from several countries, the level of ease of being interviewed in person and online.

Instrument

Data collection techniques were obtained through documentation studies on mass media, social media, and YouTube. In addition, interviews were also conducted on the structure and learners to explore objects directly and online. Focus questions in conducting interviews: (1) Cultural values that can be adjusted in learning; (2) Media and technology that can be applied in learning; (3) Learning strategies; and (4) Learning activities based on cultural values in learning Indonesian speaking skills for foreign speakers.

Data Analysis

Based on the findings obtained, a thematic analysis is then performed to map the learning designs needed and the cultural potential that can be adopted in the development of

learning. All research activities are intended to discuss cultural values that make it possible to learn Indonesian for foreign speakers.

RESULT

Analyze Learner

Learner's Needs and Specializations

The main reason for foreign nationals to learn Indonesian can be seen from their needs and interests. The intended needs and interests are academic and practical. Academic needs in the form of the purpose of conducting research and study in Indonesia. Practical goals such as journalistic needs, cooperation between countries, and business or work needs. Furthermore, Y (25 years-old) stated that Indonesian Language majors were very popular in Korea, the students majoring in Indonesian were more than 100 people in one class. The reason was, "the students think they can get a greater chance of getting a job. In addition, many Korean companies are looking for workers who can speak Indonesian." As is the case with Yuna who is a tour guide in Seoul, Korea. The Indonesian language learner named PI (20 years old) from Madagascar, also said "I want to be an Indonesian-language tour guide in Madagascar. Because the number of Indonesians visiting there is increasing." The data shows that the material needs to be oriented towards the purpose of getting a job.

In contrast to what has been described, the need to learn Indonesian language related to culture, art, and culinary, is reflected in the documentation of the transcript of AK's (30 years old) interview (KompasTravel) for participants exploring languages and cultures in the old town as follows.

"I really like the diversity of cultures in Indonesia. Therefore I studied Indonesian to get to know more about Indonesian culture," (AL (22 years old), from Italy 30/4/2017).

"I love Indonesian food, Indonesian food is very delicious. Therefore, I am pursuing learners in Indonesia to be able to learn Indonesian and eat well here," (TK (38 years old), from Japan).

"I love Indonesian modern art and want to explore it, so I study Indonesian,"(NN (20 years old) from Malay).

"I study Indonesian because I want to learn about politics in Indonesia. I have studied Indonesian for 1 year and will probably continue my doctorate in Indonesia by taking Politics," (MH (35 years old), from Iran).

"According to my uncle, the language of Malaysia and Indonesia is rather easy compared to other languages, and has a good outlook in the future, so maybe later there will be many opportunities to get a job." (AS (29 years old) from South Korea)

Based on its general-purpose, foreigners learn Indonesian, can be divided into three. The intended purpose is the interest of foreigners to be skilled in communication, have basic scientific skills, and explore culture, art and culinary, and obtain work or business.

Ability Level

Foreigners who learn Indonesian have varying degrees of ability. The ability of students can be divided into three levels, namely beginner, intermediate, and proficient. This is due to the association produced experience gained previously. Among foreign students, there are those who have never been to Indonesia and have studied Indonesian before. Even those who

have been to Indonesia vary in their abilities, depending on the length of stay and the environment in which they live. There are even foreign students who have lived in Indonesia since childhood because they follow parents who can be categorized at an advanced level.

The intensity of the mother language is very influential. For example, Korean students find it difficult to understand the meaning of the Indonesian word, but students from Europe consider it easier. That is because the word in Indonesian has many meanings. So it can be said the difference in the level of student ability is also influenced by national background. Regarding students who have studied Indonesian, their knowledge also varies. Some have learned the Indonesian language structure and skills. Even so, the average who has learned Indonesian is at the middle level.

Cultural Background

Judging from the place of the program implementation, it can be divided into two namely (1) the program is held in the student's home country, (2) the program is held in the student's target country. The cultural background for programs held in countries of origin tends to be homogeneous, while programs held in target countries of learners tend to vary. The origin of Indonesian language learners varies, they do not have similarities in background, language, religion, customs, and others. This is a challenge for teachers in classroom management. Besides that, their culture is certainly not the same as Indonesian culture. Teachers need to identify conflicting cultural values so as not to interfere with learning conditions. Thus the process of adaptation or cultural alignment is needed at the beginning of the program meeting.

Learning Style

One factor that needs to be considered in orienting students is the learning style that each student has. In order to accommodate all learning styles, identification is done first by using a standard instrument. This learning design emphasizes the use of visualization and analytics of cultural content to stimulate speaking skills.

State Standards and Objectives

Clear goals give a clear picture or direction in the implementation of learning. The learning objectives are formulated to obtain speaking skills through steps: 1) analyzing the context of learners and the environment, 2) conducting instructional identification in order to formulate competencies and learning objectives. The results of the identification of state standards and learning objectives of speaking for foreign speakers can be divided as follows.

Table 1. Learning Design' Objectives for Speaking Skills

Stage	Indicator	Competence	Operational Competencies
Beginner	Practical speaking skills	Fluent speaking skills	Ideas can be understood The idea was conveyed smoothly <u>Communicate ideas logically</u>
Advanced	Speaking as a life skill	Communicative speaking skills	Ideas submitted coherently and systematically The discussion is in context Be creative in developing conversation
Practiced	Formal speaking skills	Speaking skills based on the rules	Accuracy of grammatical feature

Use the right accent
The precision of prosodic
features
Use the correct choice of
words/diction

Based on the above table, generally reflects the learning objectives that need to be achieved by students, namely: (1) practical speaking skills, generally intended for those who will visit or live in Indonesia, (2) speaking activities as life skills, intended for those who will working with his language skills, (3) formal speaking skills, for those who will learn and research Indonesian language problems.

Select Strategies, Technology, Media, and Materials

Strategy

The reason for choosing the strategy in this model was adopted based on the results of interviews with RB (38 years old) from Italy who won Indonesian speeches between foreign nationals by "Always communicating with Indonesian and listening to Indonesian songs" (RB, WEG Channel). Further in the interview, obtained information that a very influential factor is "Interest and must be happy, because happiness can find ways to learn, for example, if you like chatting with friends, watching movies, writing a diary." The data directs the strategy to orient students as the center of learning activities.

Y (25 years old) said that "was bored learning Indonesian because they had never been to Indonesia directly." The data explained the importance of actualization activities in learning. The learning process does not have to be always in the classroom, but can be done in places that have historical or cultural values that can attract students' attention. In addition, the implementation of learning also needs to be oriented more attractively by visualizing the content of cultural content through the media.

Strategies that involve students interacting directly to speak can also overcome obstacles faced by Indonesian language learners for foreign speakers who cannot pronounce "R" correctly. Documentation of the constraints of foreign citizens learning Indonesian, which is difficult to distinguish the pronunciation of "R" and "L" (Youtube PintaOppa). Based on the results of an interview with LE (30 years old) "When I went to Indonesia I immediately tried speaking Indonesian and not using English" (LE, Germany, WEG Channel). These activities can practice pronunciation, practice the alphabet directly. Technically, this strategy can be done with techniques of correcting mistakes, question and answer, role play, narration, and dialogue.

Orienting students to speak directly, can also overcome problems such as those experienced by LA (22 years old) from England "very happy if invited to speak in Indonesian, but I don't know how to respond again in Indonesian." This was applied by Rama's teacher at Harvard, in order to attract and orient students, he teaches Indonesian to foreign speakers on a project-based basis such as making recipes (Stu). The strategy involves students directly in using Indonesian and the results can add vocabulary and be applied directly, without learning grammar classically.

To implement the strategy, it is necessary to manage learning based on objectives. Things that need to be given to the learning management strategies of speaking based on Indonesian cultural values are presented in the following table.

Table 2. Select learning Strategy

No.	Learning Management	Activity Pattern
1.	Learning focuses on learners	Learners talk in pairs and groups
2.	Teachers as learning partners	Learner interactions lead to productive learning experiences The teacher gives a non-binding assignment Teachers do learning by giving awards
3.	Facilitator, motivator dan mediator	Teachers provide guidance to learners Teachers motivate learners to learn to speak
4.	Teachers as planners	Accommodate the level of ability and learning style possessed Encourage more active speaking skills The teacher conditions the learner, so they are ready to accept the lesson.
5.	Teacher as evaluator	Conduct an evaluation based on the objectives and characteristics of learner differences

Based on the table above, there are a number of things that need to be done in the principles of reaction to the management of speaking learning (1) learning focuses on learners, (2) instructors are seen as learning partners, facilitators, motivators or mediators who help Foreign learners construct their own understanding, and (3) instructors as planners, and evaluators.

Technology

In order to elaborate on the material, of course, it takes learning media to speak. The availability of communicative media based on student characteristics is needed. Media that can be used such as the use of technology. Apart from being a medium for speaking skills, technology can also be used as a means of cultural recognition.

Based on the documentation of one of the BIPA UMN students, CYD (20 years old) from Busan, South Korea, said that they are happy with the game everyday. These habits can be adopted in integrated learning games.

In order to practice speaking directly, it is necessary to show the video first. The video can be developed by integrating content that has cultural values. Besides this, learning to speak for foreign speakers can be in the form of e-learning, virtual learning spaces designed such as Duolingo.com, Memrise, Dictionary Languee with video conversations with the real world, which further carry the message of the value of Indonesian culture.

Material

Learning content needs to be adapted to the needs of foreign speakers who are learning Indonesian. Teaching materials in Indonesian that need to: (1) foster motivation, (2) develop vocabulary, (3) develop language fluency. Through the material contained in teaching materials prepared by students, it is expected to be able to express thoughts, opinions, ideas, responses, and feelings in various forms of non-literary oral discourse through stories or discussions and be able to support an idea and provide criticism.

In the recording document of BIPA students' alumni conversations it was obtained information that they were interested in learning Indonesian on the grounds "Guru aku bilang bahwa Bahasa Eropa, kemungkinan *berjalan baiknya kecil*. Bahasa negara dari Asia Tenggara kemungkinan *berjalan baiknya besar*" (MR, 27 years old). The language of a country from

Southeast Asia is likely to work well. Because of the recommendation, I chose Indonesian. In addition to giving a description of the interests of foreign students, the data also shows that the speaking skills of alumni students need to be improved as follows:

Guruku mengatakan bahwa belajar bahasa Eropa, kemungkinan *memiliki masa depan yang kecil untuk bekerja*. Sedangkan belajar bahasa negara dari Asia Tenggara, kemungkinan *memiliki masa depan yang besar untuk bekerja*. Karena rekomendasi *beliau*, aku memilih Bahasa Indonesia.

Words *beliau* in the speech above is a *guru* pronoun. In the exemplified sentence, *beliau* diction has a high level of politeness compared to *dia* or uses *nya* in his recommendation words which can be directed to refer to the subject, namely the *guru*. Referring to this, it needs material related to the accuracy of grammatical features and the use of the correct choice of words/diction in speaking.

The need for grammar is also reinforced by CYD (20 years old) from Busan, South Korea, who argues that "most like to learn grammar like" ber-", " meng--kan. "Although happy with the learning material provided, there are still many errors in The data shows that the accuracy of grammatical features and the use of the correct choice of words/diction in speaking need to be used as subject matter.

Data about the material needs that need to be provided is also reflected in the interview document which says that "Learn Indonesian because it is happy with Indonesian culture. He wants to understand Indonesian culture "(JM, 26 years old). This is related to the philosophy which says that language reflects the culture of its speakers. That is, learning a language means learning the culture of a country. The fact of the diversity of Indonesian society is very interesting for foreign speakers because in Indonesia there are a variety of religions and the average person is devout in worship based on his religion. Different from the condition of the diversity of countries of origin of foreign students. Thus the material will be very necessary Indonesian culture.

Cultural content that needs to be integrated into speaking learning includes various ethnic groups in Indonesia, Indonesian people's habits, traditions, historical places, and other matters related to daily life. For example, the cultural values of the Indonesian nation such as mutual cooperation, diversity, manners, tolerance, and deliberation. Polite in this case in the form of courtesy in attitude and speech to older people and not interrupt the conversation of others. The cultivation of cultural values is useful for foreign speakers in socializing with the community as well as the media in introducing cultural values that exist in Indonesia. This can be supported by discussions about cultural values and through practice and direct interaction with Indonesian culture.

Utilize technology, media, and materials

The organization of teaching materials is directed at the practical needs of foreign speakers according to their class level. Teaching material is prepared by containing the cultural values of the Indonesian nation. Likewise, the use of media and technology can facilitate the achievement of speaking competence and the inculcation of Indonesian cultural values. Organizing teaching materials based on cultural values can be displayed in the following table:

Table 3. Utilize technology, media, and materials

No.	Component	Characteristics
1.	Learning materials	Encourage the active participation of students Paying attention to the characteristics of students

		Clarity of direction targeted in learning The relationship and integration between the ability to speak and the cultural values of Indonesia
2	Technology	Can facilitate the development of foreign students' speaking skills Communicative and effective
3.	Media	Strengthening the value of Indonesian culture Example video dialogs help make speaking easier. Encourage interactivity in learning
4.	Assessment Instrument	Competency based assessment Implement project-based assessments The speaking component is spelled out in the Speaking skills assessment rubric There is an assessment of Indonesian cultural attitudes Assessment sheets are based on individual differences

Require Learner Participation

Learning plans need to encourage the active participation of students. A teacher needs to pay attention to the characteristics and competencies of the learner before learning planning is carried out. Aside from that, clarity of direction, as well as linkages and cohesiveness, are also needed. In order to provide direction on the actions teachers need to take, scenarios are needed to describe systematic and directed learning steps. The division of time in learning to speak needs to be more in practice than in theory. Learning needs to be done by adjusting the learning styles of students, information processing possessed with learning activities need to be provided. Likewise, orienting students need to pay attention to adult learning, and their learning needs.

The principle of independence in learning, teachers only need to provide encouragement based on the tendency of students' interests. Class settings are arranged such that foreign speakers do not gather with friends from the same country of origin. The seating arrangement is expected to help foreign speakers in getting along with speakers from different countries. In addition, the culture and habits inherent in each speaker do not become dominant so that the inculcation of Indonesian cultural values becomes easier.

Social systems, which need to be built in learning: (1) The application of suggestive relationship patterns to trigger the emotions of foreign learners is associated with culture. The thing that needs to be done is that the teacher first creates positive thoughts in the foreign learner. Apart from that, teachers need to encourage Foreign learners to learn independently; (2) Flexible in giving opportunities to develop their speaking skills. This needs to be done to maintain the independence of learning of foreign learners; (3) Communicative multi-directional interaction is created (teacher to the learner or vice versa). Respond to learning problems; (4) Collaborative and cooperative. Learners help each other correct their speaking skills. Build strong friendships and trust among fellow learners. Providing opportunities for learners to participate in decision making that has an effect on relationships and learning conditions. Provide awareness in the learner's self in viewing knowledge. More responding to the social-emotional quality of the learner, rather than cognitive performance.

Create situations that are fun, relaxed, directed, controlled and safe. In addition, it is necessary to apply norms to avoid learning that results in stress, the application of rules must be clear, consistent, and democratic. Teachers need to oversee the application of rules that are educative and consistent in the classroom. For example, the imposition of fines if using

a first language or other than Indonesian in certain situations. In addition to this, it is also necessary for teachers to provide learning opportunities to learners democratically. In practice, teachers need to convey clear instructions and directions.

Evaluate and Revise

There are two things that need to be evaluated in the design of learning, namely the impact of direct learning and the impact of mentoring. The impact of direct learning can be achieved through this learning design. To evaluate, learning designs need to be supported by instruments that measure cognitive, affective, and psychomotor. Cognitive instruments in the form of speaking components are explained in the assessment rubric. Speaking skills are based on individual differences, because sensory perception breeds attitude modalities on the information conveyed, bearing in mind that every human being is different. Related to this, affection instruments in the form of assessment of attitudes, interests, and motivation, while psychomotor is measured through interactions that occur. Instruments for evaluating the affective domain in learning to speak need to be oriented toward politeness in speaking based on Indonesian culture. In addition, students' confidence in speaking.

Assessment of learning Indonesian for foreigners must be adjusted to the goals of strangers in learning, including formal speaking skills, practice speaking skills, and speaking skills as self-development. Procedures that can be applied in the evaluation of learning can be in the form of cultural values, while for the purposes of formal speaking skills can use the UKBI test. The assessment instruments that can be used are (1) Assessment based on competency; (2) Applying portfolio-based assessment, (3) The speaking component described in the speaking skills assessment rubric, (4) There is an assessment of Indonesian cultural attitudes, (5) Assessment sheets based on individual differences.

Learning outcomes obtained as a result of the application of this speaking learning design, without direct guidance from the instructor are categorized as accompaniment impacts. The nurturant effects of this learning design can instill the value of Indonesian people's local wisdom, love of the Indonesian language, as well as cultural globalization efforts which are all long-term learning goals. Of course, the accompanying impact is only possible if the opportunity to achieve/live these various capabilities is truly provided adequately. This will be achieved if the learning design is implemented correctly and adequately.

DISCUSSION

To conduct a student analysis as a first step, it is necessary to examine the objectives and specializations, learning styles, level of ability of foreign speakers in Indonesian and the cultural background of foreign speakers (Wa-Mbaleka, 2014; Widiyowati, 2017). The existence of cultural differences is a big obstacle in the learning process. The ease of students in learning the Indonesian language and culture can be obtained by introducing and aligning the cultural values of foreign speakers with Indonesian culture (Saddhono, 2017). By aligning cultural values, learners can easily socialize with the surrounding community.

Foreign speakers who study Indonesian have different cultural backgrounds. Likewise, with their goals, their daily communication needs to visit Indonesia, conduct research, take part in lectures, even to find work. In other words, the need for learning Indonesian by foreign speakers is based on mastering basic interpersonal communication skills, mastering concepts, and scientific principles and exploring all aspects of Indonesian culture (Nurlila 2014). These three goals can work individually, but they can also be sustainable. Foreign speakers initially learn Indonesian to meet basic communication needs and then develop learning material that

is more scientific in nature so that they are able to explore existing cultures. Given these differences, the design of Indonesian language learning for foreign speakers must be adjusted to the basic goals and abilities possessed by foreign speakers.

The next step is to determine state standards and objectives to get a clear picture of the direction of learning. At this stage, the learning objectives are based on an analysis of learner needs that have been determined in the first stage. This is consistent with the Kubutuhan survey described by (Faryadi, 2012) which suggests that the curriculum provides everything based on the results of a needs analysis that has been done. The purpose of learning to speak for foreign speakers is to be able to understand the speech partner's speech and be able to produce speech that is easily understood by the speech partner (Ghazali, 2010).

The third stage is to select strategies, technology, media, and material. The choice of strategy, approach, use of media, and learning resources needs to be oriented towards the goal. In this stage, the strategy approach, the use of media and learning resources are based on the stated learning objectives. The selection of learning strategies consists of: (1) learning focusing on learning, (2) instructors as learning partners, (3) facilitators, motivators and mediators, (4) instructors as planners, and (5) instructors as evaluators.

Based on the description of the results, learning steps that need to be formulated are orientation, appreciation, actualization, and evaluation. By making students learning centers, the diverse needs of learners can be accommodated. Appreciation and actualization activities as a learning step cannot be carried out in a hierarchical manner, but rather integrated with one another. These steps are needed to instill the value of Indonesian culture while also becoming a medium in learning. To measure the achievement of learning can be done on a project basis using technology. The activity trains speaking and evaluating activities.

Teaching material provided to foreign speakers should be adjusted to the abilities and needs of the learner. Learning content is created based on learning objectives and by integrating the values of Indonesian culture. Cultural values instilled in foreign speakers are mutual cooperation, diversity, tolerance, deliberation, and manners. Through the selected content, foreign speakers are expected to be able to adapt to the community making it easier to learn culture and language and have adequate speaking skills in accordance with their objectives in learning Indonesian (Purba, 2017).

While the media that can be used in the form of learning media that uses technology such as an interactive ebook (Megawati, 2014), comic (Ramliyana, 2016b), 3D series film (Putra et al., 2017), mini puppet (Widiyowati, 2017), and pictorial dictionary of love Indonesia-android based Application (Putri & Yuniawan, 2017). The book used should be able to monitor the development of the learner's language, be able to monitor the communicative skills possessed by the learner, especially in speaking skills consisting of interactive speaking and productive speaking skills (Prastowo, 2011). Likewise with other media used should be able to help students understand the subject matter. The media used should be adapted to the learning styles of learners (Purwanti, 2015). Media selection should be based on several criteria, namely: (1) aligned with standard results and objectives, (2) accurate to current information, (3) Accuracy in age, (4) Level of interest and involvement, (5) Technical quality, (6) Ease of use, (7) Free of bias (8) has a user guide (Ibrahim, 2015).

The fourth stage is utilizing technology, media, and materials. The components are determined namely starting from lesson plans, learning scenarios, class settings, facilities, and assessment instruments. The component is focused on the selection of learning methods that will be used in improving the speaking skills of foreign speakers. Learning design is designed in such a way by integrating technology and media so that learning becomes more interactive and meaningful (Achmadi, 2014). Classroom arrangement by arranging seats randomly so that

foreign speakers can mingle with learners from different countries so that the cultivation of Indonesian cultural values can be more focused (Saddhono, 2017).

To obtain optimal speaking skills, it requires various learning methods that can be used but must still refer to the level of ability, learning objectives and supported by existing facilities. The copying method can be used for beginners and advanced learners (McCafferty, 2008; Smotrova, 2015; Uştuk & Aydın, 2016). Through the method of imitating learners can practice directly how to communicate well, knowing more vocabulary and more courage to appear using their language skills. The method of imitation can use video or voice recording facilities. While the methods of discussion, speech, and role-playing are used for advanced and advanced level students (Alasmari, 2012; Burston, 2014; Legutke, Michael, 2013; Levy, 2015; Oradee, 2012). This is based on the abilities of students (Ryan, 2017).

The choice of imitating, discussion, speech, and role-playing methods requires more ability and is adapted to the objectives of learning Indonesian. Research conducted by (Al-jamal & Al-jamal, 2014) found that difficulties in learning speaking skills using foreign languages were due to lack of mastery of vocabulary owned by learners, lack of demonstration of the use of foreign languages in the classroom and lack of repetition conducted by the instructor so that methods, speeches, discussions, and role-playing needed to be increased in intensity but must be adjusted to the ability of students. If, students' learning ability is still low, then do not be forced to do learning that requires higher abilities, because motivation is closely related to student anxiety and activeness in the teaching and learning process (Indah, 2018). The same thing was expressed by (Elaldi, 2016; Uştuk & Aydın, 2016) that the mastery of vocabulary, experience, and self-efficacy of students has an impact on motivation and anxiety in learning and using foreign languages to affect speaking performance and oral communication.

The fifth stage is to require learner participation. In order to increase student activity in the learning process, modifications are needed relating to the learning steps applied (Baharun, 2016; Wang, 2012). This is supported by (Feuerstein et al., 2010; Widiyowati, 2017) which suggests that the instructor needs to know the difficulties faced by the learner and the appropriate type of mediation to be able to create a conducive learning environment. One reason students are less motivated in learning is because of the boring classroom atmosphere (Indah, 2018). When in a conducive atmosphere students will be more excited and motivated to learn so that the involvement of students both in learning in class and independent learning becomes more (Rustan & Bahru, 2018).

The use of more interactive learning media can increase learners' interest and motivation (Ramliyana, 2016b). Also, providing motivation can be done by integrating cultural and social elements. In this case, the social system needs to be built such as (1) application of suggestive relationship patterns, (2) flexible, (3) communicative, and (4) collaborative and cooperative. The social system is realized through the integration of Indonesian cultural values, namely mutual cooperation, diversity, tolerance, deliberation and courtesy in the learning process. This is in line with what was expressed by (Bahari, 2018) where students' speaking skills can be developed by modifying the psychological, social and cultural environment. With this method, students will feel relaxed following the learning, self-confidence increases and continues to achievement motivation and speaking skills (Krug, Love, Mauzey, & Dixon, 2015).

The final stage is to evaluate and revise. There are two things that need to be evaluated in the design of learning, namely direct instructional impact and accompaniment impact. The

direct instructional impact is an impact that can be achieved through learning designs that are made up of cognitive, affective and psychomotor. While the accompaniment impact is the learning outcomes obtained as a result of the application of instructional design without direct direction from the instructor. The impact of the accompanist can be in the form of understanding and love of foreign speakers of Indonesian culture. In addition to evaluating student learning outcomes, it is also necessary to evaluate the design, strategies, methods and learning media used (Baharun, 2016; Ibrahim, 2015). This evaluation certainly refers to the learning process and student assessment results.

CONCLUSION

Cultural values that can be adapted in learning are mutual cooperation, diversity, tolerance, deliberation, and good manners both in behavior and in speaking. Integrating cultural values needs to be packaged through appropriate media, in order to facilitate students in learning languages through the culture of society. Media and speech learning technology needs to be communicative and effective based on the characteristics of students. Learning encourages interactivity in learning. Videos containing dialogue help improve speaking skills. Also, the technology that can facilitate the introduction of Indonesian culture such as a pictorial dictionary of love Indonesia-android based Application, e-learning, virtual study room designed with the addition of daily conversation videos.

A learning strategy based on several steps that can be applied in the learning, namely: the orientation, exploration, actualization, presentation, and evaluation stages. Learning activities based on cultural values in learning Indonesian speaking skills for foreign speakers by communicating and interacting directly with the purpose of practical speaking, as a support for life skills, as well as formal speaking. In order to practice speaking directly, it is necessary to show the video first. The video can be developed by integrating content that has a cultural message. In order to measure learning achievement, it needs to be project-based with cultural content in the form of YouTube vlogs

The research conducted has not yet reached the testing phase so it is expected for future researchers to assess the effectiveness of the cultural value-based speaking learning design for foreign speakers. In addition, other Indonesian cultural values need to be studied further to be integrated into Indonesian language learning, especially learning to speak for foreign speakers.

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