

BIPA LEARNING OUTCOMES AMONG WORKERS AND STUDENTS IN CAMBODIA

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ABSTRACT

Learning outcomes indicate learners' comprehension and mastery of instructional materials. This study aims to compare the BIPA (Indonesian Language for Foreign Speaker/ Bahasa Indonesia bagi Penutur Asing) learning outcomes of workers and students of privat University, Cambodia, and to identify factors influencing their learning achievement in online classes. This study employed a descriptive comparative approach. The data were obtained from level 2 promotion examination scores, online classroom observations, learning documentation, and interviews. The findings show that the students achieved a higher average score than the workers. The students obtained an average score of 77.3, while the workers obtained an average score of 73.2. Although the score difference was relatively small, the two groups differed in attendance consistency, vocabulary retention, and ability to complete several language tasks. The main difficulties found in both groups included acquiring new vocabulary, understanding the prefix ter-, reading maps and directions, interpreting rupiah nominal values in buying and selling contexts, using adverbs, and completing procedural speaking tasks. The lower participation of workers was mainly related to work schedules, limited study time, and reduced opportunities to review learning materials. These findings suggest that BIPA instruction for workers requires more flexible scheduling, repeated vocabulary reinforcement, and online learning strategies that accommodate learners with limited study time.

Keywords: BIPA; learning outcomes; vocabulary mastery; online learning

A. INTRODUCTION

Indonesia's growing role on the international stage has made Indonesian one of the most important languages for foreign learners to study. Indonesian is a major language in Southeast Asia, and its use has spread to 47 countries worldwide (Ministry of Education and Culture, 2022). Furthermore, Indonesian has been designated as an official language of the UNESCO General Conference, a decision adopted by consensus during the plenary session of the 42nd UNESCO General Conference in November 2023 in Paris, France (Ministry of Foreign Affairs, 2023). This designation allows Indonesian to be used in the proceedings and documents of the UNESCO General Conference. This development strengthens the position of the Indonesian language at the international level and increases interest among foreign speakers in learning it, whether for political, cultural, educational, commercial, or other purposes.

The growing interest among foreign speakers in the Indonesian language has also driven the development of Indonesian language instruction for foreign speakers, or BIPA. BIPA programs have been organized by various institutions, both domestically and abroad. A total of 428 institutions have been offering BIPA programs (Ministry of Education, Culture, Research, and Technology, 2022). These institutions include those facilitated by the Language Development and Guidance Agency under the Ministry of Education, Culture, Research, and Technology, as well as those independently organized by BIPA practitioners, governments, and other organizations in various countries. BIPA instruction is conducted both in-person and

online. During the COVID-19 pandemic and the post-pandemic period, BIPA instruction was largely conducted online via Zoom, Skype, and similar applications. The Language Development and Guidance Agency of Kemendikbudristek has also developed an online BIPA program to expand learners' access to Indonesian language instruction.

BIPA learners are non-native speakers who study Indonesian as a second language or a foreign language because their first language is not Indonesian (Purwiyanti et al., 2017). BIPA learners come from diverse backgrounds in terms of culture, country of origin, education, age, and occupation. This diversity influences their learning objectives. BIPA instruction is closely related to meeting learners' needs (Suyitno, 2007). These needs can be either academic or non-academic (Purwiyanti et al., 2017). Academically, learners study BIPA to meet educational requirements at specific institutions (Purwiyanti et al., 2017). Meanwhile, from a non-academic perspective, learners study BIPA to broaden their knowledge of the Indonesian language and tourism (Widhayani, 2019), as well as to support economic, political, cultural, trade, and business interests (Jazeri, 2016).

These differences in background and learning objectives can influence the BIPA learning process and outcomes. Sofia and Suyitno (2020) explain that challenges in BIPA learning include instructional materials, vocabulary comprehension, grammar comprehension, study time, learning attitudes, learning resources, and cultural differences. Jazeri (2016) also indicates that instructional models influence BIPA learning outcomes, particularly in speaking skills. Additionally, learners' self-confidence, attitudes, learning habits, and cultural backgrounds also affect BIPA learning outcomes (Khalikmadee et al., 2022). Motivational factors also play a significant role because they are related to learners' awareness, perseverance, and concentration during the learning process (Sulaeman & Dwihudhana, 2019). Thus, BIPA learning outcomes are determined not only by mastery of the material but also by the learners' internal and external conditions.

In the context of online learning, the challenges of teaching Indonesian as a Foreign Language (BIPA) have become increasingly complex. Instructors need to adapt course materials, teaching techniques, learning media, learning strategies, and study schedules to the diverse characteristics of learners. These challenges include differences in culture, education, age, ability to understand the material, and the learners' employment status. Online BIPA learning also presents technical obstacles, such as internet connectivity, digital literacy, limited proficiency with learning applications, and differences in study schedules. These conditions require instructors to adjust their schedules and learning strategies to meet the needs of learners from various countries (Maharany et al., 2021).

Most previous studies on BIPA have focused primarily on student learners. However, BIPA learners also include working adults, who have different learning characteristics. Working adults generally have limited time, work schedules that are not always flexible, and fewer opportunities to practice compared to students. These differences in characteristics have the potential to affect attendance, motivation, vocabulary acquisition, and learning outcomes. Therefore, BIPA instruction for working adults needs to be examined more specifically so that the challenges they face can be accurately identified.

Based on this background, this study aims to describe the BIPA learning outcomes of workers and students in Cambodia and to identify the challenges that arise during online BIPA learning. Specifically, this study addresses the following three questions.

1. What are the differences in BIPA learning outcomes between workers and students in Cambodia?
2. What language aspects do learners find difficult in the Level 2 promotion exam?
3. What factors influence the differences in BIPA learning outcomes between these two groups?

B. RESEARCH METHODS

This study uses a comparative descriptive approach. This approach was chosen because the study aims to describe the differences in BIPA learning outcomes between two groups of learners, namely employees and university students at a private university. In addition to comparing examination scores, this study also describes the factors influencing differences in learning outcomes, such as attendance, motivation, vocabulary mastery, and challenges in online learning.

The study was conducted from August to October 2023 during online BIPA instruction. The participants consisted of five employees and ten students at a private university in Cambodia. The participants were selected using purposive sampling because they participated in online BIPA learning and took the Level 2 promotion examination. The entire learning process, observations, and interviews were conducted online through the Zoom application.

The research data consisted of simple quantitative data and qualitative data. The quantitative data were the Level 2 promotion examination scores, which covered listening, speaking, reading, and writing skills. The qualitative data consisted of observations of online learning, documentation of learners' assignments, and brief interviews with the participants. Collecting data through these various techniques enabled the researcher to conduct methodological triangulation to enhance the validity of the data (Creswell, 2007).

The research instruments included Level 2 promotion examination score documents, observation notes from online learning, documentation of learners' assignments, and interview guidelines. The observations focused on attendance, participation, learners' responses during instruction, internet connectivity issues, and difficulties in understanding the learning materials. The documentation was used to identify examination scores, learners' answers, and speaking and writing assignments. The interviews were conducted to obtain information regarding learning challenges, motivation, study time, and learners' experiences during online BIPA instruction.

The data were analyzed through several stages. First, the examination scores of the employees and students were calculated to obtain the highest score, the lowest score, and the average score for each group. Second, the examination answers and learners' assignments were analyzed to identify types of language difficulties, such as vocabulary mastery, understanding the prefix *ter-*, reading maps, reading Indonesian rupiah denominations, using adverbs, and procedural speaking skills. Third, the observation and interview data were reduced, categorized, and presented according to themes, namely attendance, learning motivation, time

constraints, and challenges in online learning. The qualitative data analysis followed the framework of Miles, Huberman, and Saldana (2014), which includes data collection, data reduction, data display, and conclusion drawing.

C. RESULTS AND DISCUSSION

The BIPA learning outcomes for foreign workers and students were assessed through a Level 2 promotion exam. The exam administered by the researchers consisted of listening, speaking, reading, and writing skills. The following are the BIPA learning outcomes for workers and students in Cambodia.

1. Learning Outcomes for BIPA for Workers

Table 1. Learning Outcomes for Workers in the Indonesian as a Second Language (BIPA) Program

No.	Employee Code	Learning Outcomes
1.	P1	72
2.	P2	82
3.	P3	82
4.	P4	70
5.	P5	60

Table 1 shows the learning outcomes of five employees at Pusbudi Nusantara, the Indonesian Embassy in Phnom Penh, Cambodia, who took the Level 2 promotion exam. The highest score achieved by an employee was 82, while the lowest was 60. The average score was 73.2. Only five employees took the Level 2 promotion exam. Initially, there were 30 employees in the BIPA class Telegram group. However, during the learning process, the number of employees who attended regularly did not exceed ten. Some employees attended only a few sessions. In addition, some employees joined when the course was already halfway through the level. These circumstances caused some employees to fall behind on the material and struggle to understand new Indonesian vocabulary.

2. Students' Learning Outcomes in BIPA

Table 2. Students' BIPA Learning Outcomes

No.	Student ID	Value
1.	M1	90
2.	M2	73
3.	M3	86
4.	M4	88
5.	M5	70
6.	M6	88
7.	M7	70
8.	M8	70
9.	M9	70
10.	M10	68

Table 2 shows the learning outcomes of ten students who took the BIPA class and the Level 2 promotion exam. The highest score was 90, while the lowest was 68. The average score

was 77.3. Based on a comparison of average scores, students achieved higher learning outcomes than workers. Students achieved an average of 77.3, while workers achieved an average of 73.2. The difference in the average scores between the two groups was 4.1 points. Although this difference is not very large, the data indicates a disparity in learning outcomes between the two groups.

3. Learner Attendance in Online BIPA Classes

Differences in learning outcomes are also related to learners' attendance rates during online learning. Workers have lower attendance rates than college students. Attendance data can be seen in Table 3.

Table 3. Learner Attendance in Online BIPA Classes

No.	Group	Initial amount	Attends regularly	Taking an exam	Percentage of students taking the exam
1	pekerja	15	<10	5	16,7%
2	mahasiswa	10	10	10	100%

Table 3 shows that of the 15 workers in the Telegram group, only five took the Level 2 promotion exam. The percentage of workers who took the exam was 16.7%. Meanwhile, all students enrolled in the BIPA class also took the exam, resulting in a 100% exam participation rate among the student group. This data indicates that students have higher attendance consistency than workers. This consistency in attendance affects learners' opportunities to absorb course material, review vocabulary, practice speaking, and understand the exam content.

4. Learners' Difficulties in the Level 2 Promotion Exam

The material covered in the Level 2 promotion exam is drawn from the syllabus of the Sahabatku Indonesia 2 textbook. This material includes the prefix ter-, the spelling of adverbs, reading texts about professions, reading monetary amounts in buying and selling transactions, favorite sports, favorite foods, and vacations. In addition, learners are also tested on their speaking and listening skills.

4.1 Difficulty Reading Floor Plans

In the map-reading question, students are asked to determine the direction of travel based on the map provided. The instructions for the question are as follows.

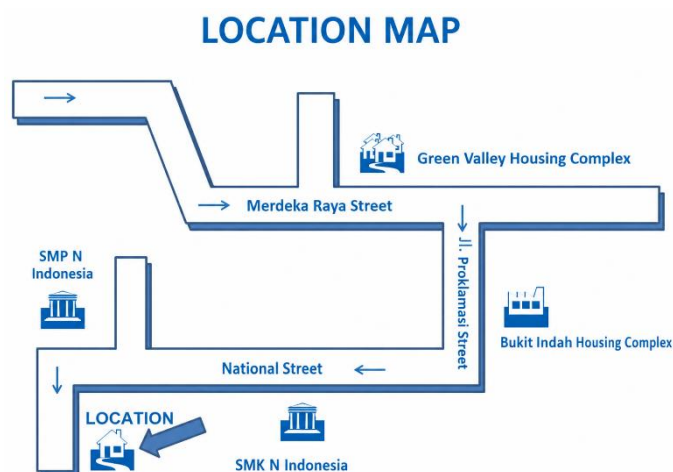


Figure 1. Example of a site map in a direction-reading exam question

In the map-reading question, learners were asked to understand the route to Perum Lembah Hijau. In this question, Lisa departed from SMPN Indonesia and had to determine the correct direction based on the provided map. The results showed that two out of five workers answered incorrectly, while seven students answered the question correctly. These findings indicate that some learners still have difficulty understanding directional vocabulary and location markers, such as “turn left,” “go straight,” “T-junction,” and other directional expressions. This difficulty was more evident among the workers. This is related to the absence of some workers when the map-reading material was discussed during online learning, resulting in their having more limited opportunities to understand and use directional vocabulary in the appropriate context.

4.2 Difficulties in Mastering Sports Vocabulary

The next question concerned sports vocabulary. Sports-related material had been covered in previous lessons as part of the introduction to new vocabulary. On the Level 2 promotion exam, learners were asked to name sports based on pictures. Some learners still had difficulty recalling sports vocabulary. In the worker group, four people were able to answer, although some answers were still inaccurate. In the college student group, six students were able to name the sports in order more accurately. The sports depicted in the pictures were soccer, chess, badminton, archery, and rock climbing. The term “rock climbing” was a term unfamiliar to some learners, making it quite difficult for them to answer.

These findings indicate that learners’ mastery of sports vocabulary is not yet uniform. College students tend to be better able to list the names of sports in sequence than working adults, although both groups still struggle with less familiar vocabulary, particularly rock climbing. Therefore, new vocabulary needs to be reinforced through repetition, visual exercises, and use in contextual sentences so that learners can remember it more easily.

4.3 Difficulty Understanding the "ter-" Prefix

Most learners have difficulty with the prefix “ter-.” The example sentences provided are as follows.

That man is the tallest in his class.

Learners were asked to interpret the prefix *ter-* in the word *tertinggi*. Test results show that the prefix *ter-* poses a challenge for learners, both workers and college students. Some learners misunderstood the meaning of the prefix *ter-* in the context of a sentence. There are also learners who are still confused about distinguishing the use of the prefixes "*me-*," "*di-*," and "*ter-*" in sentences. In addition, some learners do not yet understand how to combine the prefix "*ter-*" with a root word to form a derived word.

4.4 Ability to Read Professional Texts

The next question relates to occupational texts. Learners are given a job description and asked to identify the name of the occupation based on the information in the text. An example of such a question is as follows.

Read the paragraph below.

My name is Dila. I work at a luxurious hotel in Bandar Lampung. I've been working at the hotel for three years. I work eight hours a day. One of my duties is to check the room reservations made by hotel guests. Once the reservation is confirmed, I give the room key to the guest. When the guests' stay is over, I collect the room keys from them. My job is quite enjoyable. I get to meet many new people. Dila's job is

On this question, most learners were able to answer correctly. Learners were able to identify key words in the text—such as "hotel," "room reservation," and "room key" which helped them identify the profession in question. These results indicate that learners have a relatively stronger grasp of reading simple descriptive texts than they do of affixes and specific vocabulary.

4.5 Difficulties with Procedural Speaking Tasks

In the reading and speaking skills test, learners are asked to write a procedural text and demonstrate it in a video. The task instructions are as follows.

Choose a recipe you like. Then, write down the instructions for making it, along with the ingredients and measurements needed. Next, make a video and explain how to make it.



Figure 2. Workers preparing fried rice

In the fried rice task, the students practiced the steps for making fried rice. However, the students still had difficulty pronouncing some Indonesian vocabulary words. For example, the

word *merica* was pronounced as *marica*, *panci* as *pancil*, *saus tiram* as *sos tiram*, *saus ikan* as *sos ikan*, and *saus cabai* as *sos cabai*. In addition, learners also made mistakes in constructing noun phrases, such as using “*minyak sedikit*” to mean “a little oil.” These errors indicate that mastery of vocabulary, pronunciation, and noun phrase structure still needs to be strengthened in BIPA instruction.

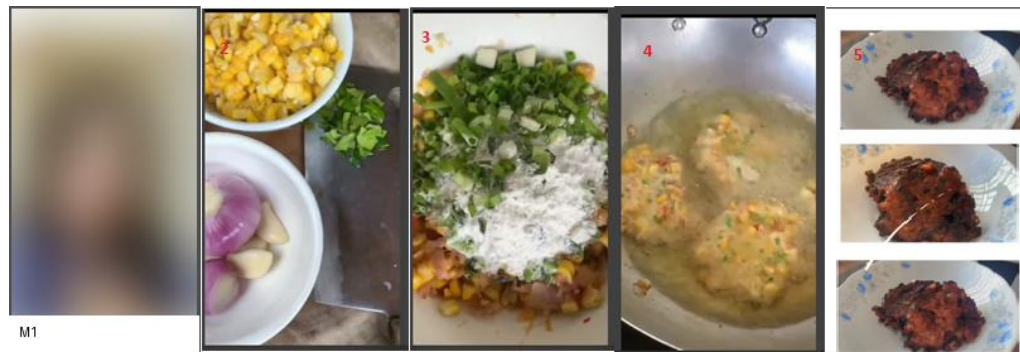


Figure 3. Project: Making Fried Vegetable Fritters by Students

Figure 4 shows an example of a speaking task completed by the students. The students practiced how to make *bakwan jagung* (Indonesian corn fritters). Previously, the learners had received instruction on the steps for making *bakwan jagung*. However, during practice, the students still mispronounced the word *bakwan jagung* as *banwak jagung*. In addition, the students had not yet understood the term *kuning keemasan* ("golden yellow") in the context of cooking. The term refers to the condition in which the fritters are fully cooked and ready to be removed from the oil. Because they did not understand the meaning of the term, the students continued frying the fritters until they were burnt. After receiving feedback from the instructor, the students finally understood that *kuning keemasan* refers to the color of food that indicates a certain level of doneness.

These differences in learning outcomes are closely related to consistency of attendance. The students attended classes and examinations more consistently. In contrast, the number of workers who actively participated in the learning process was much lower than the initial number of participants in the Telegram group. Of the 30 workers who joined, only five took the Level 2 promotion test. This condition indicates that the workers had greater time constraints because they had to adjust their learning activities to their work schedules.

Attendance in online learning affects vocabulary mastery. Learners who attend consistently have greater opportunities to acquire, review, and use new vocabulary in various contexts. In contrast, learners who are frequently absent lose opportunities to receive explanations of the material, practice, and obtain feedback from the instructor. This can be seen in the workers' difficulties in understanding map-reading questions and remembering new vocabulary, such as words related to directions and types of sports.

Vocabulary mastery is an important aspect of success in learning Indonesian for Speakers of Other Languages (BIPA). Learners need vocabulary to understand texts, follow instructions, answer questions, and communicate orally. Schmitt and McCarthy (1997: 6) state that vocabulary mastery is one of the essential components of both spoken and written communication. Vocabulary mastery is not only related to knowing the meaning of words but

also to understanding how to use words appropriately in context (Furqon, 2013: 71). In this study, learners not only had difficulty remembering words but also understanding the meaning of words in specific contexts, such as the term kuning keemasan in a cooking task.

The research findings also show that vocabulary repetition plays an important role in BIPA learning. Vocabulary items such as panjat tebing (rock climbing), panahan (archery), belok kiri (turn left), pertigaan (three-way intersection), merica (pepper), and panci (pot) had not yet been fully mastered by the learners due to a lack of repetition and practice. Zahar, Cobb, and Spada (2001: 541) state that the frequency of word occurrence influences the mastery of new vocabulary. Thornbury (2002) also argues that learners need repeated exposure to a word before it can be remembered. In the context of this study, workers who did not attend consistently had fewer opportunities for repetition, so their vocabulary mastery was not yet optimal.

In addition to vocabulary, the prefix ter- also posed difficulties for both groups. Learners were still confused about understanding the meaning of the prefix ter- in sentences and distinguishing it from other prefixes, such as me- and di-. This difficulty indicates that Indonesian grammar, particularly the affixation system, needs to be taught gradually using a variety of examples. For foreign learners, affixes are understood not only as grammatical forms but also as elements that change the meaning of words within sentence contexts.

In speaking skills, learners' difficulties were evident in vocabulary pronunciation, the use of noun phrases, and understanding procedural instructions. Errors such as marica instead of merica, pancil instead of panci, and banwak jagung instead of bakwan jagung indicate that learners still require more intensive pronunciation practice. Phrase errors such as minyak sedikit instead of sedikit minyak ("a little oil") also show that learners have not yet fully mastered Indonesian phrase patterns. Therefore, BIPA speaking instruction needs to emphasize vocabulary practice, pronunciation, and phrase structure within authentic communication contexts.

Work-related factors were one of the main causes of the workers' low attendance in online BIPA classes. Based on the interview results, several workers found it difficult to attend classes because they had to work on weekends. Some workers even continued serving customers at a café while the BIPA class was taking place. This condition shows that workers face learning challenges different from those of students. Students generally have more structured study schedules, whereas workers must divide their time between work and BIPA learning.

Busy work schedules can also affect learning motivation. When learners have limited time, experience fatigue, or are unable to attend classes in full, their motivation to learn may decline. Yet motivation is an important factor in learning success. Sulaeman and Dwihudhana (2019) explain that learning motivation is related to learners' awareness, perseverance, and concentration during the learning process. Slameto (2010) also states that learning success is influenced by both internal and external factors. In this study, internal factors include motivation and self-confidence, while external factors include work schedules, class schedules, internet connectivity, and opportunities to participate in learning.

The findings of this study indicate that BIPA instruction for workers requires different strategies from BIPA instruction for students. Workers need more flexible schedules, learning materials that can be accessed independently for review, and repeated vocabulary practice.

Instructors also need to provide lesson summaries, recorded classes, short exercises, and assignments that can be completed outside working hours. With these strategies, workers who cannot attend classes in full still have the opportunity to catch up on missed material.

The differences in learning outcomes between workers and students are related not only to final grades but also to the learning characteristics of the two groups. Students have more consistent attendance and greater opportunities to practice. Meanwhile, workers face constraints related to time, work schedules, and limited opportunities to review learning materials. Therefore, the design of online BIPA instruction needs to consider learners' backgrounds, especially for worker groups who have limited time for learning.

D. CONCLUSION

Based on the research findings, there are differences in BIPA learning outcomes between employees of the Pusbudi Nusantara at the Indonesian Embassy (KBRI) in Phnom Penh and students at a private university in Cambodia. The students achieved an average score of 77.3, while the employees achieved an average score of 73.2. The 4.1-point difference indicates that the students' learning outcomes were higher, although the difference was not substantial. The learners' main difficulties were mastering new vocabulary, understanding the prefix *ter-*, reading maps, understanding monetary amounts in buying and selling transactions, using adverbs, and procedural speaking skills. In speaking skills, learners still encountered challenges with pronunciation, constructing noun phrases, and understanding contextual terminology.

The differences in learning outcomes were influenced by attendance, study time, motivation, and opportunities to review the material. Students attended classes more consistently, whereas employees were often constrained by their work schedules, leaving them with fewer opportunities to understand and review the material. Therefore, BIPA instruction for employees should be designed with greater flexibility through recorded lessons, summarized learning materials, repeated vocabulary practice, and independent assignments. Online BIPA programs should also take learners' backgrounds into account so that instructional strategies are tailored to the needs of both students and employees. Future research is recommended to involve a larger number of participants, collect more detailed attendance data, and conduct in-depth interviews.

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