

Identifying Features of Indonesian for Speakers of Other Languages (Bipa) Learning for Academic Purposes

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Abstract: One of Indonesian learning program is Indonesian for speakers of other languages (BIPA) learning. One particular type of BIPA learning is BIPA for academic purposes. BIPA for academic purposes begins developing in several BIPA learning providers in Indonesia. The purpose of this study is to identify and describe the presence and development of BIPA for an academic purpose that exists in various BIPA learning providers in Indonesia. This research used qualitative research design by taking ten BIPA learning providers in Indonesia as a research setting. Data analysis techniques of this research used observation, interview, questionnaire, and documentation study. The results showed that BIPA for academic purposes consists of special characteristics of each component of learning. Learning component of BIPA for academic purposes includes the purpose of learning, learner and instructors characteristics, learning material, learning strategy, and learning evaluation. Each component possesses a characteristic which exposes academic purposes. Hence, this is what distinguishes BIPA for the academic purpose of BIPA learning in general.

Keywords: Features, BIPA, Indonesian, Academic Purposes

1. Introduction

Indonesian or Bahasa Indonesia is an official language used in Indonesia. It is also being used as official language instruction for education context. Among people in Indonesia, the Indonesian serves as their first and second language. Interestingly, the Indonesian also attracts foreign speakers. Speakers of other languages learn the Indonesian for various purposes and objectives. It aims at acquiring the Indonesian in order to make foreigners be capable of communicating and interacting using the Indonesian. Recently, BIPA learning is extending for varied purposes and objectives. As a result, a number of BIPA learning varieties for specific purposes occur. One of the varieties is BIPA for academic purposes.

BIPA learning develops within and outside the country. In Indonesia, there are numbers of institutions that organize and provide BIPA learning, both in formal education institutions (schools and universities)

as well as non-formal education institutions (courses). In its development, the Indonesian language is getting widely learned abroad within Asian countries or other. The Government of Indonesia is also intensively promoting Indonesian language and culture in the form of scholarship opportunities to study in Indonesia for foreigners. One type of scholarship is a scholarship for further study in Indonesia. This is increasingly providing opportunities for the presence of BIPA for academic purposes. As in Decree of President Number 57 The year 2014, article 20, stating that foreigners who will follow the education in Indonesia must be able to speak Indonesian according to the required proficiency standards. Hence, they have to learn BIPA in order to attend school in Indonesia. Indonesian language learning for foreigners is different from Indonesian language learning in general. Considering that BIPA aims at foreign people, the subjects of BIPA learning are foreign people or speakers. Foreign speakers as learners become the second language learning benchmark (Nyikos & Oxford, 1993; Suyitno, 2004).

Every year, foreign students who enroll in Indonesian schools or universities are considerably increasing. This can be observed and identified from the increasing number of participants of the scholarship program and organizing institution. Not to mention, several foreign students arrive here from inter-varsities cooperation between Indonesia and universities abroad. The number of universities seeks to reinforce the number of foreign learners on campus since one of the measurements of university quality is determined by the number of foreign students enrolled on the campus. Accreditation for Higher Education in Indonesia, in accordance with BAN-PT (National Accreditation Body for Higher Education), emphasize on the involvement of foreign students or internationalization in higher education. Thus, universities must ensure the internationalization which is indicated by the high presence of foreign students (<http://ban-pt.kemendiknas.go.id/>). Therefore, many foreign learners take further study in Indonesia. Subsequently, they need a bridge language learning, particularly BIPA for academic purposes.

In fact, BIPA learning for academic purposes has not been widely conducted, known, and even taken into account for being reviewed. Yet, it plays as imperative learning for prospective foreign students who will study in Indonesia. This BIPA is different from BIPA in general. These differences can be observed from the various components of learning which its learning construction aims at academic objectives. Unfortunately, a study regarding BIPA for academic purposes remains insignificant and even the government do not put a sufficient concern to this specific BIPA learning. In fact, Standardization imposed to BIPA for academic purposes remains general.

Thus, this present study aims at taking into account distinctive features within BIPA learning for academic purposes which will be observed from the entire components of learning. Further, it serves to expose an evident depiction of the development of BIPA learning for academic purposes. The findings of this present study are addressed for the providers and organizers of learning as well as the instructor involved within BIPA learning for academic purposes. Hence, it is expected to be able to operate as a means to improve the quality of learning.

2. Theoretical framework

2.1 BIPA learning

The distinction between BIPA learning and Indonesian learning, in general, is the learner. Students in BIPA learning are foreign speakers who have mastered the mother tongue or other languages. In this case, Indonesia learning is a foreign language for its learners. Learning BIPA teaches foreign speakers to be proficient in Indonesian, both oral and written. Indonesian learning, in general, is different from BIPA learning which has some separate learning principles (Muliastuti, 2009). Learning BIPA adheres to the principles contained in foreign language learning, such as automation, meaningful learning, anticipating reward, intrinsic motivation, investment strategy, ego language, confidence, risk taking, the relationship of language and culture, the effects of language, Interlanguage, and communicative competence (Richards & Renandya, 2002, p. 12-13). These principles become the reference of BIPA learning.

In general, language learning is functioned for the learner's language proficiency they need. This is the main function of the language as a means of communication. BIPA learning in general aims at teaching the Indonesian to accomplish a communicative competence as the primary purpose. The domain of learning materials at the beginning of learning is still dealing with self-survival, daily activities, and the surrounding environment. Further, the higher the learning level, the more complex the scope of the materials are given, such as professional and academic fields and circumstance. The learning begins in the more specific context. BIPA learning is tailored to the learners who tend to be adult learners. Foreign language learning for adults demands a more complex preparation and learning processes that are different from language learning for children in general (Rogers, 1999; Ellis, 1995; Tisdell, 2003). Since the learner is an adult, the topics and learning materials are tailored to the adult learning model. In addition, several arguments describe that language learning for adult learners has different special characteristics (Illeris, 2011; Ellis, 1995; Lightbown & Spada, 2013; Fry, Ketteridge & Marshall, 2013).

BIPA learning can be distinguished in several types in terms of student aspects. According to the level of student ability, BIPA learning consists of several levels of learning. The traditional level is generally divided into a basic level or beginner level, intermediate level, and advanced level. Recently, many of the providers employ CEFR (Common European Framework of Reference for Language) to mapping student's level of learning that divides BIPA level into three levels and each broken down into two sublevels. The CEFR style level includes the beginner user level (A) divided into the basic beginner (A1) and advanced beginner (A2); The level of middle user (B) consisting of the basic medium (B1) and the advanced medium (B2); As well as fluent or superior level which is divided into proficient (C1) and mastery (C2). In Indonesian Language Proficiency Test (UKBI) the learner level is divided into seven, i.e the limited lowest level, then sequentially to the top marginal, intermediate, middle, superior, very superior, and distinctive. BIPA is also distinguished for its purpose. Based on the learning objective, BIPA is divided into general learning (for general purposive) and special BIPA (for the specific purposive). General BIPA aims at providing the Indonesian for communication or interpersonal purposes. Special BIPA provides the provision of Indonesian in accordance with their needs, one of which is for academic purposes that led to the existence of BIPA aims of the further study.

2.2 Academic Sphere

One of the objectives in learning BIPA is academic objective. In English learning, this program can be paired with one of the English for Specific Purposes (ESP), which is English for Academic Purposes (EAP). EAP is a branch of ESP which is identical with BIPA for academic purposes and also a part of BIPA for specific purposes. ESP refers to the process of learning to teach English as a second language for foreign speakers whose purpose is used for specific domains (Paltridge & Starfield, 2013, Sysoyev, 2000). There are several characteristics in ESP as mentioned by Robinson (1991). In learning BIPA for academic purposes, this point will be further excavated.

The use of language in a specific purpose is directed at the acts of language, genre, social interaction, and specific words used in certain disciplines and which has a special meaning. Basturkmen (2008) states that there are three important things in ESP; namely language, learning, and teaching. The intended language relates to the system and its use. In BIPA for specific purposes learning, including BIPA for academic purposes, also has a special direction. Learning is directed at conditions (language and environment) and processes (involving mentality). The intended teaching is concerned with the teaching methodology and its learning objectives. Therefore, the need analysis is very important in this regard (Kavaliauskiene, Kamiskiene, & Anusiene 2007). Since it is for the academic domain, which is related to scientific, need analysis is also important to be done in a program for academic purposes (Hamp_lyons, 2001).

In the academic circumstance, the need for language concern on the needs of the academic context. Hayland (2006) mentions that in general, AEP leads to the needs of learners of language skills that will be used to (1) listen to lecturers teaching in the classroom; (2) participate in supervision, seminar, tutorial; (3) reading books, articles, and other materials; And (4) writing essays, exam, reports, and thesis. This reference requirement can be aligned with the needs in BIPA for academic purposes.

Components of BIPA learning for academic purposes take a prominent role in supporting academic direction. The learning system is built on the objectives, learners, teachers, materials and media, strategy, and evaluation. As stated by Hamdani (2010), the learning component includes the objectives, subject of learning (learners) and teachers, learning materials, learning strategies, media, learning evaluation, and support. The entire elements in the component refer to the specific direction of the academic field. Academic can be seen from its setting, substance, context, and participant as well as academic culture.

3. Methodology

This present study employed descriptive qualitative research approach. This present study explores the data in the field and it will be described and explained objectively. The empirical data findings in the field will be examined, described, and interpreted. The data in this present study are qualitative data in the form of oral and written verbal. Oral verbal data was all exposure of information obtained from research subjects using observation techniques and in-depth interviews. While written form was notes, comments, suggestions, criticism, input or exposure of any information obtained in writing with questionnaire techniques and documentation studies. The subjects and informants in this study are BIPA

learners taking BIPA for academic purposes to support their further degree in Indonesia, BIPA teachers, BIPA experts, and related documents of learning of BIPA for specific purpose program.

The setting of this present study was a ten nationwide scale BIPA providers and organizers which were determined using purposive sampling technique. The determination of the selected institution was in accordance with several reasons. The first reason, the researcher determined an established, experienced, and reputable BIPA providers and organizers in BIPA learning. Second, the researcher selected BIPA providers and organizers which provide BIPA for academic purpose program. Third, the selected institution have a relatively considerable number of foreign students. The ten selected institutions are Universitas Indonesia, Universitas Pendidikan Bandung, Universitas Gajah Mada, Universitas Negeri Yogyakarta, Universitas Atmajaya Yogyakarta, UIN Sunan Kalijaga, Universitas Negeri Malang, Universitas Muhammadiyah Malang, Universitas Airlangga Surabaya, and Universitas Andalas. This present study was conducted from February to October 2016. The data obtained will be analyzed by the qualitative technique with spiral data analysis model. Data analysis performed has the inductive, interactive, and cyclical characteristic. The data analysis technique used in this study is a modification technique, combining approach suggested by Maddison (2005) and Huberman and Miles (1994) listed in Creswell (2015). The data analysis steps include 1) organizing data, 2) reading and making memos, 3) describing, classifying, and interpreting data into codes & themes, 4) interpreting data, and 5) visualizing and presenting data. The validity of the findings in this study used data triangulation, peer review and expert review, and re-checking.

4. Findings and Discussion

4.1 BIPA for Academic Purposes Entity

In accordance with the interview result to the BIPA learners and manager in ten institutions providing BIPA program, as this present study's setting, and along with other supplementary data, it was found that the presence and form of BIPA learning for academic purposes are different in each institution. It was found that there are institutions that organize BIPA for an academic purpose clearly and precisely. They know the presence of BIPA for academic purposes and organize it specifically. It was also found that there are institutions that organize BIPA for academic purposes integrated into other BIPA programs, though they are aware and understand that this is a special purpose of learning. There are institutions that conduct BIPA for academic purpose unknowingly, organize in an integrated manner but are not aware and understand of the special learning of BIPA for specific purposes. Meanwhile, there are other universities that do not yet have BIPA program for this specific purposes and do not know about BIPA for academic purposes. The following Table 2 present the description of BIPA for academic purposes provision in studied institutions.

Table 1: BIPA for Academic Purposes Presence Mapping in Several Institutions

Condition of Institution Provider	Knowing BIPA for Academic Purposes	Not Knowing BIPA for Academic Purposes
Providing particular program	X	
Providing integrated program with general BIPA	X	X
Do not provide	X	X

The presence of BIPA learning for academic purposes at some universities as BIPA program providers and organizers, both explicit and implicit, indicates recognition of BIPA for academic purposes program as a special BIPA branch which is different from the general BIPA learning. Based on the questionnaire given to BIPA instructors with questions about the differentiating substance of BIPA for academic purposes with other BIPA learning, it was found that 100% of respondents stated that BIPA for academic purposes learning material substances are closely related to the academic circumstance.

Therefore, it can be argued that BIPA for academic purposes is defined as a BIPA learning which is particularly contained with learning skills and knowledge of Indonesian whose substance is related to the field of scientific and academic circumstance. BIPA for academic purposes learning possesses several particular characteristics. The particular characteristics of BIPA for academic purposes are (1) different from the BIPA for general purpose communication, (2) designed to meet the needs of their students, (3) oriented to the learning objective (goal oriented), (4) centered on the learning of language skills and knowledge of Indonesian academic, (5) the content of the subject matter is related to academic circumstance, (6) taught to middle or advanced students (the learners pre-requisite must accomplish the basic level). The entire elements are oriented to the needs of the learner. This is similar to the ESP program There are some characteristics in particular also because of the needs of the learner.

4.2 Objective and Competencies Accomplishment

There are several types of learners in BIPA for academic purposes, students or prospective foreign students who will or are studying in Indonesia, researchers, teachers, and academic enthusiasts. Each type of learner has a learning objective that suits the learner's needs. This objective is accommodated to the academic context that will be encountered and experienced by the learners. Furthermore, detailed specific objectives are divided into three domains, namely domain attitudes, domain knowledge (cognitive), and domain skills which refer to Bloom's taxonomy. The details of the objectives can be more explicit according to the subject.

The learning purpose of the learners serves as a reference for designing learning activities. BIPA for academic purposes class is a class that is programmed particularly with the learners learning purpose. This supports Bruce's (2011) statement stating that foreign language learning programs should be accommodated to the needs of the learners. The purpose of the learner is based on the learner's needs.

The results of this study indicate that the various objectives exist in this research data in accordance with the needs of learners. For learners who is a prospective student, learning objectives of BIPA for specific purposes are (1) to communicate in academic activities, (2) adapting in an academic environment, (3) understanding the lectures delivered in Indonesian, (4) understanding the reference in Indonesian, (5) making scientific papers in Indonesian, (6) presenting course work in Indonesian, and (7) conducting and reporting simple research activities using Indonesian. For a learner who is a foreign researcher, the objectives of BIPA for academic purposes are to (1) understand relevant Indonesian references to their research needs, (2) to communicate in Indonesian for research activities, (3) to report research, both oral and written, and (5) publish the results of research in the Indonesian. For a learner who is a foreign lecturer, the learning objectives are (1) communicating in academic activities, (2) adapting in an academic environment, and (3) explaining lectures in the Indonesian.

4.3 The Learners

According to the research data, it can be concluded that students in learning BIPA for academic purposes possess distinctive characteristics which can be identified from three points, namely the initial knowledge, general characteristics, and style or learning attitude. Initial knowledge of the learners takes a role as a prominent factor. Identification of initial knowledge of learners can be used to facilitate organizing in acquiring new knowledge. Students who follow BIPA learning for academic purposes should master basic BIPA or accomplish it. The ability to communicate in a daily context with Indonesian is an absolute requirement or pre-requisite for students who register in BIPA for academic purposes program. The learner's initial knowledge will determine the acquisition of necessary knowledge. Sufficient initial knowledge will help to build new knowledge better in the near-future. BIPA for academic purposes cannot be started from the basic level students since the initial knowledge of the learner is still limited and insignificant, i.e in terms of vocabulary and grammar.

The initial knowledge is supported by a common characteristic factor, i.e the age of the learner. While factors in the general characteristics of heterogeneous traits such as gender, social, ethnic, nationality have no influence in acquiring language proficiency within BIPA for academic purposes. However, the maturity of age has an effect on the learning outcomes. The learner of BIPA for academic purposes is an adult learner seen from the learners' age range. The results of this study indicate the age range of BIPA learners is classified into the category of adult learners. Thus, the learning process should also refer to learning for adult learners.

As reported by the researcher through some observations conducted on the activities and behavior of the students, it can be stated that the students in BIPA for academic purposes learning possess an attitude or style of learning defined as serious, active, curious, logical and critical, diligent, responsible, and motivated learners. This positive attitude of learning can be served as supporting to accomplish successful learning. Learning styles are also related to student maturity factors. The age of learners influences their behavior. The older the age of the learner the more the learners is responsible and patient in facing the problems in the class. particularly in terms of learning motivation. This BIPA learning aims at supporting their success in the academic field.

4.4 The Instructors

In consonance with the results of interviews with the instructors, learners and managers of BIPA at the time of observation to various universities which provides and organizes BIPA for academic purposes, the information obtained indicated that BIPA for academic purposes instructor is determined pursuant to five aspects. The five aspects of the BIPA for academic purposes instructors are (1)the experience, (2) academic competence, (3) pedagogical competence and knowledge of BIPA, (4) intercultural knowledge, and (5) interest and motivation of teaching BIPA.

The entire aforementioned criteria have not been completely followed by BIPA organizers. However, this may be a qualification design that should be met by BIPA instructors for academic purposes. Teaching experience is important because with experience one learns and proceeds to become a teacher who will be better in the long-run. Another important qualification is the mastery of academic competence. This academic competence can be seen from the background of the teaching of the teacher. Academic competence consists of Indonesian mastery and academic studies. Pedagogical competence about BIPA for academic purposes includes the instructor's mastery on the preparation of teaching and its evaluation at the end of the lesson.

It is expected that the instructors are required to possess a cultural sensitivity. This is in accordance with the learning needs in BIPA whose learners come from different cultures. As instructors who deal with heterogeneous learners, instructors who possess a sense of tolerance and being open-minded will eventually help their learners accomplish better learning process. In addition, instructors must possess a high commitment to teaching this special class. Intention and interest in teaching will create motivation and subsequently, it makes the learning process will be well-performed.

4.5 Materials and Media

The existing material has referred in a specific direction of a learning objective, as Hutchinson & Waters (1987) state that material content in ESP requires high specialization. The subject matter in BIPA for academic purposes is also already in high specialization criteria. The material presented in academic BIPA is no longer related to survival of communication competence and social, but more specifically on academic needs.

Material priority impacts the weighting and portion of the presentation of the material. Vocabulary and grammar are an important material that underlies language activity and are integrally integrated to all existing materials. In BIPA for academic purposes, a special subject matter of science or term becomes necessary for the learner to make the learners can understand the texts which he or she will face during the academic situation. For students who are oriented toward academic goals, the focus of vocabulary learning is directed at the academic vocabulary relevant to their scientific discipline and should pay much attention to the frequently used vocabulary (Huntley & Davidson as cited in Krzanowski, 2008).

Concerning on the language skills, academic writing is particularly important among other language skills. Writing involves thinking and complex language. Then it is followed by listening, speaking, and reading language skills. The material is presented integratively. In addition, the academic cultural immersion is also contained in teaching materials. Academic culture becomes part of specific BIPA for academic purposes. Based on previous research, foreign students are prone to experience an academic culture shock (Godwin, 2009). Therefore, the material gives also serves as a briefing point related to the existing academic culture in the appropriate context. The material becomes an important part of the construct of learning system BIPA for academic purposes since the material plays a variety of important roles in learning. The role of this material is inseparable from the principle of material development. Supplementary, the instructors need to take into account the use of media in a learning activity to support the material. The use of media aims at making and generating lively and exciting learning activity. The instructors are required to employ authentic materials and media within the learning activity which subsequently it will support the learning objectives in the long-run.

4.6 Strategy

In this present study, a strategy used in BIPA for academic purposes learning was discovered grounded in the eclectic approach which combines several approaches to encourage students' active involvement and promoting language proficiency. In this strategy, the approaches employed are communicative, integrative, learner-centered approach, cooperative, and constructivism. This learning aims at enhancing the learners an ability to well communicate. In addition, this strategy is concerned with the concept discovery by the learners in order to promote a scientific thinking within the learners.

The method used is more centered on the core of learning that uses a variety of learning techniques seeking for a process of scientific thinking. Learning techniques used are varied from the simple learning technique to the technique that promotes high order thinking skills. The technique used is based on learning materials and the experience of giving directly to the learner. There are fourteen techniques used in BIPA learning for academic purposes which are based on collaborative, integrative, problem-based and project-based learning.

4.7 Evaluation

In the BIPA syllabus for academic purposes class obtained from several universities, it was discovered that the assessment conducted in the classroom includes several components which include participation in the learning process, tasks accomplishment, mid-term examination during the program, and the final examination of the program. Based on the results of this study, the expected final achievement competences that must be accomplished by the students is the ability of Indonesian academic language, both oral and written.

In this study, it can be drawn that components, forms, and assessment targets in BIPA learning for academic purposes are done based on the needs of the students according to the purpose and the material. Assessment includes various components with specific weights which are tailored to the material. Each instructor has the freedom to determine the component and the weight of the assessment, however, it

should remain in accordance with the learning objectives. The form of assessment is oriented to the academic performance demanded by the students, namely the writing and academic presentation. Unfortunately, the target achievement of the value has no clear standards. This lesson does not have a benchmark assessment and target standards.

Pursuant to the findings of this study, after taking BIPA for the academic purposes class program, the learners are required to understand and comprehend appropriate academic utterances, understand the reading well, be able to write scientific papers, as well as present it using a fluent Indonesian. Within CEFR and UKBI language level, the aforementioned outcomes occur in B2 level. The learner's input, whether it is intermediate or advanced (>A2), is not necessary. What matters a lot is the learners are expected to achieve at least B or B2. It is necessary for the learners in order to be able to keep up with the academic circumstance in the long-run, both in written or oral communication. The learners are required to be capable of using the Indonesian in scientific writing or presenting scientific papers. When the expected objectives are not being accomplished by the learners, it is inevitable that the learners will encounter a difficulty within academic circumstance which they take.

Target assessment at B2 or middle level refers to the ability of learners to be able to communicate, adapt, understand references, write scientific papers, and present or publish it using the Indonesian. If students remain in the below level of the expected level, they will have difficulty in their academic circumstance. In an academic circumstance, they will encounter situations that require them to capture communication and play an active role within it in an academic context.

5. Conclusion

BIPA learning for academic purposes is a special Indonesian learning program with a variety of typical learning components. In all learning component of BIPA for academic purposes, there are characteristic which are oriented to academic elements. The objectives and achievements of competencies are designed to provide Indonesian skills in an academic context for speakers of other languages. The learners and instructors have a special qualification in this regard. Thus, the material, structure, and evaluation are also prepared with elements that support the achievement of these competencies, namely Indonesian in the academic context. The involvement of academic culture is also a part of the language program.

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