Kaskus Smilies Application as an Alternative Instructional Media in BIPA (Indonesian Language For Foreign Speakers) Teaching

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Abstract. Through the utilization of appropriate learning resources, learning process will be effectively and efficiently. The type of learning resource that can be used by teachers is instructional media. One of the instructional media in the present paradigm is using an emoticon characters in BIPA (Indonesian Language for Foreign Speakers) teaching where teachers can use emoticon that was adjusted with the principles of selection and function of instructional media to support their teaching. Kaskus Smilies that have become "visual languages" among the Kaskus network users can be used as an alternative instructional media in BIPA teaching that will be very helpfull if it is adapted with teaching media. By applying it in BIPA teaching, foreign speakers who want to study or explore Indonesian language are increasingly facilitated and also enable them to learn better and able to improve their Indonesian language skills in accordance with the goals to be achieved.

1. Introduction
In line with the progress made by the Indonesian people in the midst of the current global era, Indonesia's role in international relations has also placed Indonesian as one of the most important languages in the world. This is also supported by Indonesia's position in the world arena which is increasingly fundamental. This can be seen from Indonesia's participation in resolving political conflicts in various regions and due to Indonesia's geographical position which is situated in a very strategic sea cross. Such facts have caused many foreigners who are interested in learning Indonesian as a tool to achieve various goals, either for political, trade, arts and culture, or tour.

Today the teaching of Indonesian for Foreign Speakers (BIPA) is carried out by public and private institutions. Every agencies commonly sets up high standards in the process of teaching BIPA in their institution. During the BIPA teaching and learning process, the role of the media is crucial and needed to make it easier for learners to learn Indonesian. Initially, the media was a teacher's teaching aid that could be in the form of visual aids or other tools that could provide concrete experiences to students. Now media are tools which integrated in the teaching and learning process, because of their function as intermediary for messages. The message conveyed by the message giver in this case is the teacher and the recipients of the message are students.

One of the instructional media that can be utilized in BIPA learning is Kaskus emoticon or commonly known as the Kaskus Smilies. Emoticons include verbal and visual expression of emotion, because not only verbal communication such as text but also the facial expression itself [1]. Emoticons vary according to their characteristics such as colors and emotions [2]. Color is a complement of image which also connotes psychological condition of its creator. It conveys meanings in two primary ways -
natural associations and psychological (cultural) associations. It represents connotative meaning and symbols in order to express one's emotion, identities and certain objectives [3] and [4].

According to Rivai [5] some educational figures argue that the use of instructional media in educative interactions is not an additional appreciation, but the media are part of the overall situation and process of interaction. In fact, according to Thomas in Rivai [5] the media have a broader meaning, that the use of instructional media is a unit that is integrated with subject matter, is a round unit that cannot be separated, media are also an intermediary form used to spread ideas. Consequently, these ideas reach the recipient [6].

2. Methodology
The emoticons employed in this study were those which can be found solely in Kaskus, the Largest Indonesian Community. The typical emoticons are divided into big and small emoticons. Which is the small one is similar to the big one, this study employed only big typical emoticons which frequently appear in the Lounge forum in Kaskus, the Largest Indonesian Community. Ahead of time, most of the emoticons were in the form of animated GIF (Graphics Interchange Format). It is a bitmap image format that was introduced by CompuServe in 1987 and has since come into widespread usage in the World Wide Web due to its wide support and portability [7]–[8]. GIF was one of the first image formats commonly used in website and nearly all emoticons are animated; meaning that it is moveable and has duration of moving. Kaskus smilies can be used as alternative learning media in BIPA (Indonesian Language for Foreign Speakers) teaching. BIPA teachers can use Microsoft PowerPoint programs to display kaskus smilies in learning material. Through the appearance of the Microsoft PowerPoint program, BIPA students will be asked to replace the existing smilies in accordance with the instructions / information that has been explained before the slide is displayed. The selection of emoticon meanings is based on reasoning and analysis based on the accuracy of word choices, effectiveness of sentences, paragraph integration, and unanimity of discourse.

3. Result and Discussion
3.1 Instructional Media of BIPA

The term of media comes from Latin language and it is a plural form of the word ‘medium’ which literally means ‘intermediary’. What is meant in this case is an intermediary message source with the recipient of the message. Heinich exemplifies this media such as film, television, diagrams, printed materials, computers, and instructors. The examples of such media could be considered as learning media if they carry messages in order to achieve learning goals. Some opinions that address the notion of media include: a) According to AECT in Oka [9] media is defined as all forms and channels for the transmission process. In this definition a medium is seen from communication and technology from the computer itself. b) Nation Education Association (NEA) [10] gives a restricted understanding that a medium is a means of communication in print and audio-visual forms, including hardware technology. c) Olson in Oka [9] defines a medium as a technology for presenting, recording, dividing and distributing symbols through certain sensory stimuli, along with structuring information. d) Briggs argues that a medium is a tool to provide support and stimulus for students so that the learning process occurs more productively [10]. Based on these various opinions, it can be concluded that a medium is everything that can be adopted to transmit messages and as a stimulant for better teaching and learning processes, so it can stimulate learners' thoughts, feelings, concerns, and interests towards learning. Therefore, BIPA instructional media can be defined as anything that can be used to facilitate teaching Indonesian to foreigners. With the presence of these media, learners find it easier to learn Indonesian when compared to a non-using media class. Creative use of media will enable learners to learn more, keep in mind what they learn effectively, and improve their appearance in doing skills in accordance with the learning objectives. Therefore, the existence of instructional media certainly helps foreign speakers to learn Indonesian, which is thus far considered a difficult language.
3.2 Functions and Benefits of BIPA’s Instructional Media

In learning activities which is prepared for foreign speakers, media act more as a support for teaching materials. The media prepared in every lesson can improve the learning outcomes that will be gained for the information conveyed to foreign speakers will be easier to perceive. This is in accordance with the functions and benefits of the medium itself. The functions of instructional media are as follows:

a. Educational media have educative functions in correlation with the definitions and the purpose of education. Media also can be categorised as one of the communication stimulus, namely the power used to foster, build, or educate humans in order to change their attitudes.

b. Educational media have a social function because media play a role in conveying various information, concepts, ideas, and learning experiences that are accepted by every learner simultaneously.

c. Educational media have economic function in an understanding of efficient achievement of instructional goals rather than teaching and learning processes, and it is possible for a number of large groups of learners.

d. Educational media have a political function, in terms of the uniformity of the mission carried out by educational institutions starting from the central level to the regions.

e. Educational media have the function of cultural arts in terms of accelerating the dissemination of information about the results of cultural arts, new creations as products of progress achieved in the fields of science and technology. Foreign speakers will be very interested in learning a material if the art material is included in the learning material. In addition to the learners who can learn Indonesian, they can recognize other aspects of Indonesian culture.

Apart from their function, educational media have several benefits. The benefits of educational media can be viewed in terms of:

a. Content of the lesson, for instance, in conveying a broad concept, a teacher can simplify it by displaying a diagram or a graph.

b. The number of learners, large numbers of learners could be achieved by using educational media. In addition, Media can help learners to understand materials more optimally.

c. Time, in delivering brief subject matter is occasionally not balanced with the amount of materials that must be delivered. Educational media will help teachers to deliver a lot of materials optimally in a short time.

d. Psychology, with the delivery of subject matter through good educational media will be able to create a real and dramatic impression, so that learners pay more attention to the lesson because it attracts their attention. Educational media could create a real, convincing, interesting, and pleasant impression which might lead to increase the learners’ motivation.

From the above description, it can be generalized that educational media can build a positive attitude for students in this case also for foreign speakers. The media used by a teacher can stimulate and motivate students because of their impressive and dramatic nature, thus they can support the achievement of learning goals.

Alternative Instructional Media of BIPA

Educational media according to Hamidjojo [6] is classified based on the method of use. There are three types: Mass usage method, namely:

1) Television, consisting of open broadcast and closed broadcast or closed circuit.

2) Films and slides, which consist of: (a) autonomous films and slides, which are made and taught separately, not connected to other materials or media. (b) Integrated films and slides, which are created and taught related to other media including textbooks.

3) Radio consists of: (a) radio broadcasts through general transmitters, (b) radio broadcasts through school transmitters or universities.
Individual use method, namely:
1) Class or electronic laboratory, it consists of: language laboratory, language laboratory with visual media, and laboratory, using or without visual media.
2) Auto Instructive Tools, namely: corrector and individual listeners, programmed textbooks, and teaching machine.
1) Teaching unit box. A kind of reading box, which is one unit of learning in the form of text or textbooks with folders of media such as, slide films, pictures, and tape recorders.

Conventional methods of use.

Every teacher individually plays an important role in the teaching and learning process. With all forms of educational media and learning resources that can be employed to assist teachers in teaching students both in small groups and in large groups. Starting from the form of artificial experience to the kind of direct experience. The diversity of classifications is caused by the diversity of media created by the instructor in meeting the learning needs throughout the learning activities. It is certainly the use of the media should lead to the achievement of learning objectives. There are still those who employ traditional or conventional media but there are also those who have used sophisticated information technology. Based on the observation results of BIPA teacher there are several alternative learning media that can be used in learning activities as described below.

a. Diary
Diary is used as a medium that can facilitate learners' writing skill. Daily records become a place to develop vocabulary skill and can measure learners' writing skill in pouring out their thoughts. For the instructor, this media can show the development of language acquisition that is possessed by the learners from the learning activities they obtain. This media can be utilised starting from basic level to a high-level base. The difference is from the number of vocabularies mastered and the number of sentences arranged.

b. Environment
The environment that can be utilised by teachers in learning activities is very diverse. A simple environment is for instance, a classroom. In a classroom, there are usually objects that presumably can be linked to the subject matter that is taking place. The objects in the classroom can be used as an Indonesian language learning stimulus. Another alternative related to the use of environmental media other than classrooms is the surrounding environment. For example, libraries, and foreign speakers who can read Indonesian-language literature. Learning that utilises classrooms and libraries is certainly adjusted with learning materials, except if the material studied is related to culture. Environmental media such as tourist attractions, restaurants and markets are more appropriate to use. The use of the environment will likely provide a more optimal understanding of a cultural material.

c. Comic Strip
Comic strips are a series of images that comprise text, from which the learner can understand the contents of the image displayed. The comic strips have the same basic concept as the series image. Packaging images with a mix of images and words will make it easier for learners to understand the content of a teaching material.

d. Newspaper
Many of BIPA's studies are attracted by the current information in Indonesia such as information about the development of science, economics, politics, culture, and more. It will be easy for learners to get the information they want through newspapers as they are always current and new. The newspaper has to contain special features such as usually uses persuasive words in its presentation, using short and brief words and many more. Thus, this newspaper media is given to the high-class learners. The advantages of learning language by using newspaper media for BIPA learners are they are able to: finding vocabulary to be understood, understand the events, express the information orally or in writing, and write based on the available words.

e. Compic Picture
Picture is one of the most frequently used media in the majority of learning activities, including Indonesian language learning for the foreign learners. However, in BIPA's study, this media is often used for basic level learners. Picture is a kind of media in which things are visually manifested in two-
dimensional form as a result of feeling and thought. Picture can be paintings, illustrations, advertisements, cartoons, portraits, caricatures, and series images. Interesting pictures Media will attract the learners and pictures that are viewed directly by learners will be remembered more since they are concrete. One type of picture media that is practical for a basic level learner is Compic. Compic pictures are originated from Australia. Compic is part of an expanded communication system and has an image treasury of approximately 1800 images of creations by using a computer. Each of these images has an association with a word or phrase. This Media is expected to help emphasize the understanding of basic language learners quickly and easily.

f. Crossword Puzzle
Crossword puzzle is believed as a language learning media that can help foreign learners in learning vocabulary. It can also be applied to both writing and speaking learning. This Media is given in the form of a game by filling the letters in the image tiles. As this media is packed in the form of a game, it is better to be applied in groups. In group, learners will remind each other or tell the vocabulary that may be forgotten or even new for other learners.

g. Song
This medium started since many foreign speakers who enjoyed listening to the songs in Indonesian lyric. Therefore, songs can be used as one of the language learning media. This media can help learners to improve their vocabulary. Besides, it is able to optimize the learners’ auditory senses as one of listening component.

h. Photo
Photos are a two-dimensional view that uses light as its main nature and medium. The advantage of using photo media are: 1) it is real, 2) photos can handle space and time constraints 3) can expand the observation, and 4) can clarify a problem

i. Collage
A collage technique is a technique of using fragments of commercial print into a composition. The collage itself has several forms, some of which are posters or in the form of books containing pieces or word strips, articles, or others. A book-shaped collage is aimed at storing or collecting certain messages and themes so that it can be used as a task collector's suggestion. Because of the function to collect tasks, the collage in the form of book is commonly done individually.

j. Wayang Golek
Wayang Golek can be used in learning especially the material that is related to culture. Wayang can be used in vocabulary learning, grammar, speaking, and writing. The following are examples of teaching language using Wayang Golek; Learners listen to the teacher's explanation about the puppet/wayang, Learners listen to puppet tapes given by the teacher, Learners write a conversation with a specific topic in groups, Learners play a role by using the puppet, The teacher notes the error and then discusses it after all the groups have performed.

Kaskus Smiles As An Alternative Instructional Media in BIPA Teaching
The emergence of the internet has made many shifts in human life. The internet has accelerated and provided a new form of human interaction through instant messaging, internet forums, chats, social networks and online communities. One of the largest online communities in Indonesia is kaskus which is derived from the word kasak kusuk. Kaskus is greatly popular due to its ability to accommodate almost all the needs, wishes, and interests of internet surfers. This community provides a forum that covers everything from serious political topics to the very simple (relaxing) topics.

Emoticons or special symbols in internet forum network conversations occupy an important position in the process of communication between internet users, especially members of the kaskus network. Emoticons can be an effective means of avoiding the misinterpretation of messages that the internet users want to convey in their communication. In the very simple description, a symbol is a sign used to designate something based on a mutual agreement. Emoticons are an acronym for emotional icon.

Asteroff in [11] defines emoticons as relational icons, whereas Sanderson in [11] explains emoticons or Smiles as a searchable character in a computer that is used when communicating through computer.
Danet, Ruedenberg-Wright, and Rosenbaum-Tamari in [11] also describe emoticons as an icon to express emotions or to mark someone's intentions as serious. The famous emoticons are smiles, wink, anger, and frowns. Rezabek and Cochenour in [11] state that emoticons are visual cues formed from ordinary symbol of typography that when read upside down will represent feelings or emotions [12].

Emoticons are created as compensation from the inability to express voice, facial expressions, or gestures or body attitudes in written communication. Therefore, emoticons can connect the separator between the text messages and face-to-face conversations as well as give the reader an idea of what the author is referring to through the appearance of the face expression image. Emoticons are commonly used in short message text, emails, or on internet forums, such as chat rooms and blogs. In site forums, short messages, and online games, emoticon text is often automatically replaced with suitable thumbnails that are then named as emoticons. In substance, the emoji image is quite simple and only replaces common character series, but as time goes by, the emoticon characters become increasingly complicated. More specialized emoticons often have to use special menus. Emoticons have also been developed from simple face recognition cartoons to a variety of still and moving images, animated, colorful, and sometimes accompanied by sounds that can make these emoticons impressed more ‘alive’. Kaskus has a unique symbol of emoji. The following are some example of those emoticons:

In applying the kaskus smiles as an alternative instructional media, BIPA teachers can use Microsoft Power Point programme. Through the Microsoft Power Point program view, BIPA students will be asked to replace the existing smiles based on the instructions before the slide is delivered. The choice of emoticons’ meaning is based on reasoning and analysis by looking at the correctness of word choice, sentence effectiveness, paragraph coherence, and unity of the discourse itself.

The appearance of the program when combining the kaskus smiles with a simple discourse as narrative will be more or less as follows:

Slide 1. (Contains a guide how to read the smiles)

| Description                |
|----------------------------|
| Read blocked smiles : Verb |
| Yellow blocked smiles: Adjective |
| Blue blocked smiles : Noun  |
| Green blocked smiles : Phrase |
4. Conclusion

Language learning process can be done effectively and efficiently through the utilisation of appropriate learning resources. The type of learning resources that the educators can use in learning activities is instructional media. The word Media comes from Latin language and it is the plural form of the word ‘medium’ which literally means ‘intermediary’ i.e. the source of the message with the recipient. Instructional media of BIPA are easy learning media to teach Bahasa Indonesia to the
foreigners. By using the instructional media, learners find it easier to learn Bahasa Indonesia than a non-using media. In learning activities addressed to the foreign learners, media are used as supporting teaching materials. The Media prepared in each learning session can improve the learning outcomes since the information conveyed by the foreign learners will be easier to be understood. BIPA's alternative instructional media can be classified into three parts. First, a mass usage method consisting of television, film, and radio. Second, individual usage methods such as electronic classes or laboratories, auto instructive tools, and teaching unit boxes of some sort of reading box or Lestromol. Third, conventional usage methods such as diary, newspapers, crosswords, puppets, and others. One of the instructional media in the contemporary paradigm is to use emoticons from the kaskus smiles including BIPA (English) teaching. The use of the kaskus smiles as an alternative instructional media in BIPA teaching is included in the category of the mass usage method. The use of kaskus smiles which adapted to the teaching material has been proved to be very helpful in the learning process of BIPA. BIPA teachers can use the Microsoft Power Point programme to apply this media. Through the appearance of Microsoft Power Point programs, the discourse displayed with the help of kaskus smiles will be easily understood by the BIPA students. BIPA students are only required to replace the existing smiles based on the instructions given before the slide is delivered. With the existence of the kaskus smiles media, BIPA teaching will be easier to be understood by the foreigners who want to learn the Indonesian language. The use of instructional media creatively will enable learners to learn better and can improve the foreigners' skills of Indonesian language based on the objectives that will be achieved.

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