Foreign Students' Difficulties in Understanding Indonesian Reading Text
(*Kesulitan Mahasiswa Asing dalam Memahami Teks Bacaan Bahasa Indonesia*)

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Article info	A B S T R A C T
	Penelitian ini bertujuan untuk mengetahui kesulitan mahasiswa asing dalam memahami teks bacaan pada program pengajaran bahasa Indonesia untuk mahasiswa asing (BIPA) UIN Antasari Banjarmasin. Subyek penelitian adalah 14 mahasiswa yang berasal dari Sarawak, Malaysia. Teknik pengumpulan data yang digunakan adalah tes, observasi, wawancara dan dokumentasi selama kegiatan di Program BIPA. Hasil penelitian menunjukkan bahwa siswa menemukan kesulitan dalam memahami teks bahasa Indonesia karena kurangnya pengetahuan tentang topik pelajaran, kurangnya kosa kata, dan masalah dalam mengolah informasi setelah membaca dan penggunaan strategi membaca yang tidak memadai dalam proses pembelajaran. Implikasi dari penelitian ini, isi mata pelajaran BIPA bahasa Indonesia perlu diperluas secara terus-menerus dalam pengembangan kurikulum BIPA berdasarkan kesulitan siswa dan budaya lokal.
	This research aims to determine the difficulties of foreign students in understanding reading texts in the Indonesian language teaching program for foreign students (BIPA) at UIN Antasari Banjarmasin. The research subjects were 14 students from Sarawak, Malaysia. The data collection techniques used were tests, observations, interviews and documentation during activities in the BIPA Program. The research results show that students find difficulties in understanding Indonesian texts due to lack of knowledge about lesson topics, lack of vocabulary, and problems in processing information after reading and inadequate use of reading strategies in the learning process. The implication of this research is that the content of BIPA Indonesian subjects needs to be continuously expanded in the development of the BIPA curriculum based on student difficulties and local culture.

INTRODUCTION

Indonesian is one of the assets of the Indonesian nation whose existence is always maintained both in educational and non-educational environments (Inderasari & Agustina, 2017). Other opinion, that Indonesian for Foreign Speakers (BIPA) is an Indonesian language teaching program intended for foreign speakers (Nisa, Pangesti, & Asrini, 2022). Foreign students who study BIPA usually have different cultural backgrounds with the material they study, especially regarding culture

(Hasanah, Kurniasih, & Agustina 2020). According Pangesti & Wiranto (2018) that the use of language is tied to culture. On several occasions it was found that there was someone who had high Indonesian language skills but was in conflict because he did not have an understanding of communication in the local culture. Culture-based BIPA teaching materials are needed to overcome these limitations (Pangesti & Wiranto, 2018). Indonesian as an international language helps as a means of exploring the multi-uniqueness of the Indonesian nation's resources (Fatimah & Rahmawati, 2022). Felicia stated that the Efforts to advance the existence of the Indonesian language are receiving increasing attention from the Indonesian government both at home and abroad (Sutanto & Sutanto, 2012). Other opinion, every year foreign students enroll in schools or universities in Indonesia so that every year tends to increase.

As many as 8,950 BIPA students in 30 countries have been facilitated through 177 assignments of BIPA teaching staff in 80 institutions (Kemendikbud, 2021). Meanwhile, overseas, BIPA teaching has been carried out by around 36 countries in the world with a total of no less than 130 institutions, consisting of universities, foreign cultural centers, Indonesian Embassies, and course institutions (HB, 2016). One form of attention from the Indonesian government is to organize the BIPA program both at home and abroad. From year to year, the government has been aggressively promoting Indonesian on the international stage (Murtianis, Andayani, & Rohmadi, 2017). Other opinion, the increase in foreigners learning Indonesian needs to be balanced with BIPA learning which is increasingly advanced and effective (Defina, 2018). One of these learning is supported by components of teaching materials that following per the needs of BIPA learners, learner levels, and backgrounds (Yuniatin & Asteria, 2022). BIPA is an Indonesian language learning program with a special purpose (Setyaningrum, Andayani, & Saddhono, 2019). Other opinion, that one form of concern from the Indonesian government is to organize the BIPA program both at home and abroad (Murtianis, Andayani, & Rohmadi, 2017).

The BIPA program is part of the study of the Indonesian language whose subjects are foreign (immigrant) students, which aims to help students or foreigners learn Indonesian with specific goals (Ningsih, Rasyid, & Muliastuti, 2018; Sari & Cahyani, 2020). BIPA pays more attention to the subject. In terms of data, people who are BIPA subjects are foreign students (Azharin, 2021). BIPA learners are learners who already have a first language and have a different cultural background (Kurniawan, Fahmi, & Indrya, 2022). BIPA students are students from outside Indonesia who like to learn Indonesian (Kusmiatun, 2019; Widianto & Zuleha, 2016).

The Indonesian language for foreign speakers (BIPA) program is part of the Indonesian language in the Language Service Unit of UIN Antasari Banjarmasin. BIPA is given to the first semester of the student, they are in the basic level of Indonesian class. It can be called as the basic level to intermediate. Since they are from Sarawak, Melayu language seems to be similar to Indonesian in speaking, in fact in Reading material quite different in vocabulary meaning. The teaching material of BIPA class namely reading, grammar, and vocabulary. The text of Indonesian reading is related to local culture each other. Foreigners' students who intend to learn Indonesian, must be familiar with Indonesian and local culture (Handayani & Isnaniah, 2020). Reading text Indonesian is culture includes several

regional cultures because Indonesia is an archipelagic country consisting of thousands of islands which of course also have various languages and cultures. Through various cultures that exist throughout Indonesian (Zaenuri & Yuniawan, 2018). Foreign students are invited to use Indonesian according to their individual needs.

Other opinion, students of BIPA are foreign nationals who do not understand the basics of rules of the Indonesian language but they are eager to study Indonesian (Ningrum, Waluyo, & Winarni, 2017). This statement is reinforced that BIPA teaching is generally almost the same as teaching in general. What distinguishes it from general teaching is the level of material and learning (Arono, Yunita, & Kurniawan, 2021). Intan explained that the BIPA program has had a major influence on the progress of the Indonesian language at the international level (Nadia, Tiawati, & Nisja, 2022).

Foreign students are students who live in foreign countries and have different Indonesian students of BIPA are foreign nationals who do not understand the basics of rules of the Indonesian language but they are eager to study Indonesian (Sari, Jianshi, & Mulyati, 2023). The Indonesian language program in general has destinations that are equivalent to the BIPA learning program (Hidayat, 2022). These destinations include language skills in the form of listening, speaking, reading, and writing skills in Indonesian (Suharsono, 2015; Defina, Rasyid, & Ridwan, 2019). This expertise becomes the philosophy (foundation) of a BIPA student to be able to ensure the interpretation and exploitation of the Indonesian language.

This study aims to determine the ability of foreign students who study Indonesian or BIPA (Indonesian for Foreign Speakers). Foreign students who have studied in Indonesia following the Decree of the Director-General of Education No. 6932 of 2016 are required to study Indonesian. In this study, students of BIPA who have studied at UIN Antasari Banjarmasin since 2015 from Turkey, Thailand, and Malaysia. Before learning in the regular class, foreign students should take BIPA class for 1 semester or four months which is handled by Language Service Unit.

In the process of learning Indonesian, of course, every foreign student has some experiences, difficulties and challenges in learning. These difficulties and challenges can be one of the causes of less-than-optimal results in learning. This can happen to every learner who is studying a Second or Foreign Language. The fluctuating motivation to learn Indonesian is one of the problems in learning Indonesian faced by foreign speakers (Dirga, 2017). By finding out the level of difficulty and challenges faced by Indonesian language learners at UIN Antasari Banjarmasin, it is expected that it can provide solutions to difficulties experienced by students, and reflect on them from the learning process that has been carried out. Besides, this research can provide information about the situation of the students of the Indonesian language at UIN Antasari Banjarmasin.

As for the description in the research framework, this research aims to describe (1) the types of reading skills practice questions in BIPA material; (2) The scope of assessment activities in reading mastery of BIPA material. The research has two benefits, first in theory and practice. The two benefits are described as follows. First, it is recommended that the results of this research can be applied as a reference to illustrate more extensive knowledge in the elaboration mechanism of the evaluation of BIPA teaching materials (Rahman, Sujiarto, & Arifin, 2022). The

plurality of types of exercises can be synchronized in the acquisition of BIPA lessons. The theoretical basis based on this research is the first material, the second type of question, and the third is in the assessment of reading mastery. Teaching methods and teaching materials are a description of the teacher's explanation. This problem is in line with the thoughts of who say that BIPA material must be flexible; there are various students (students) who will be enthusiastic and get stimulus in achieving the level of capability and in terms of skills (mastery). Teaching materials (Teaching materials) have various kinds and forms. The characteristics as a reference are covered by grouping, including the type, method, and nature (Prastowo, 2013).

METHOD

This research uses a qualitative approach with a descriptive type of research. The object of the research is the test takers' answer sheets which are used in the middle test (UTS) Indonesian Language and Final test (UAS) questions at Language Centre at UIN Antasari Banjarmasin. There are 25 items in the objective form (multiple choices). The research data sources are written sources as outlined in the type of BIPA teaching materials compiled by the team of Language Service Unit Centre UIN Antasari Banjarmasin. The title of the book is Friendly Indonesian Language For Foreign Students 1, the research data obtained were written data in the form of explanations from excerpts of questions in the category of reading mastery. The test participants studied were Malaysian students, totaling 14 students. Data collection techniques using document techniques by collecting middle and final test takers' answer sheets, and answer keys. As for this research, the research instrument is the researcher himself. Meanwhile.

In Indonesia, there are institutions that open BIPA programs, one of which is the Language Service Center. There is a vision and mission of the BIPA program that BIPA teachers must understand before teaching Indonesian to foreigners. The vision of the BIPA program is "implementation of BIPA teaching which is able to enhance Indonesia's positive image in the international world in order to make Indonesian the language of broad communication at the international level". While the mission of the BIPA program, namely (1) to introduce Indonesian society and culture internationally in order to improve Indonesia's image abroad, (2) increase closer cooperation and expand networks with institutions providing BIPA teaching, both within and abroad, (3) providing support and facilitation to BIPA teaching institutions, both at home and abroad, (4) improving the quality of BIPA teaching, both at home and abroad, (5) improving the quality of human resources BIPA teaching organizers at home and abroad.

Research instruments are the tools needed or used to collect data. This means, by using these tools data is collected. In qualitative research, or the main instrument in data collection is human, that is, the researcher himself or other people who help the researcher. In qualitative research, researchers themselves collect data by asking, asking, listening, and taking. Researchers can ask for help from other people to collect data, called interviewers. In this case, an interviewer who directly collects data by asking, asking, listening, and taking (Afrizal, 2014). The research instruments in this study were midterm and final semester exam questions of Reading text for BIPA students, based on the material has been given already.

The data collection in this study is the students' answer sheet of test documentation technique. As revealed by Rahardjo regarding research, if the aim is to find out about student competence in certain subjects, the technique used is a test, or it can also be a document in the form of exam results. Thus, the information to be obtained determines the type of technique used (materials determine a means) (Rahardjo, 2011). In short, reading materials test is assessed to BIPA students by taking from syllaby of curriculum of middle and final test of Indonesian materials. The answer sheet is analyzed by knowing students' difficulties in understanding Indonesian Reading text.

The documentation technique in this study was the collection of midterm and final exam questions which were collected along with the answers that had been answered by Indonesian language test takers for foreign speakers. The answers were then analyzed based on the number of correct and incorrect answers the participants answered. If in one question many participants cannot answer (perhaps it can be determined what percentage) then the question is included in the difficult category. Otherwise, the category is easy.

In this study, Barrett's taxonomy theory was used to analyze the assessment of reading skills through midterm and final semester exam questions that have been tested, from this it will be known the level of reading difficulty of BIPA students. The researcher tested the content validation (questions) and then tested it with BIPA students first. Then the Indonesian language questions were tested for students who were tested by presenting Indonesian text after that several times the students practiced and took part in the middle and final. Then cross check through interviews with BIPA Teaching Lecturers.

RESULT AND DISCUSSION

The data analyzed in this study is data in the form of mid-semester exam questions and Indonesian language final exams at the Language Service Unit (UPB). The test consists of 25 questions and 14 students' answer sheets. The analysis carried out by the researcher is to determine the level of difficulty of the questions.

Table 1. The Difficulty Level of the Indonesian Language of Middle Test of Multiple-Choice Questions

Category	Question points	Amount	Percentage
Difficult (0.00-0.30)	1,3,4, 13, 15, 17, 22, 24	9	36%
Currently (0.31-0.70)	7, 25	2	8%
Easy (0.71-1.00)	2.5, 6, 8, 9, 10, 11, 12, 14, 18, 19, 20, 21, 23	14	56%
Total		25	100%

Based on the table above, the level of difficulty of the Indonesian UTS questions for BIPA is not equal because there are more questions in the easy category than in the difficult and medium categories. However, there are very few questions in the medium category compared to other categories. For example, in questions number 3 and 17 of the 14 test-takers, only 1 (8%) of the test-takers was able to answer correctly and 13 (92%) of the test-takers answered incorrectly. Judging from the proportion of test takers' answers, the question is classified as

difficult because the difficulty level index (ITK) is 0.04, or only 4% of test participants can answer correctly.

States that the coefficient of 0.00-0.30 is a question that is classified as difficult, so a question that is classified as difficult is not worthy of being used as a test question. Because question number 3 discusses 'repeat'. Students find it difficult to understand these verbs because there are 15 types of repeated words in Indonesian, one of which is the types of words that exist in addition to types of verbs (Wicaksana & Basuki, 2019), types of nouns, types of adjectives, and types of words. Adverbs, types of prepositions, and types of question words. While question number 17 is included in the category of difficult questions because the question discusses the 'me' affix. So, the affix me- when added to the base word will form a verb, such as singing, painting, and washing. Affixes have many functions that form active sentences. Affixes have 8 types according to their function. It is better if UPB gives a long duration or additional time to explain the material about "re-words and the affix me-".

Table 2. The Difficulty Level of the Indonesian Language of Final Test of Multiple-Choice Questions

Category	Question points	Amount	Percentage
Difficult (0.00-0.30)	2.5, 6, 7, 19, 21, 22	7	28%
Currently (0.31-0.70)	1	1	4%
Easy (0.71-1.00)	3, 4, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 20, 23, 24, 25	17	68%
Total		25	100%

Based on the table above, the level of difficulty of the Indonesian Language in final test questions for foreign speakers has not been balanced, which can be seen in questions with more easy categories than difficult and medium categories. On the other hand, there are very few questions in the medium category compared to other categories. For example, in question number 22 of the 14 test-takers, only 1 (8%) of the test-takers were able to answer correctly and 13 (92%) of the test-takers answered incorrectly. Judging from the proportion of test takers' answers, the question is classified as difficult because the difficulty level index (ITK) is 0.04, or only 4% of test participants can answer correctly.

It is stated that the meaning of *pe-an* consists of two kinds, namely: first to suggest place: this meaning is formed when the affix pe-an is applied to some verbs and some concrete nouns. Second, states the process: this meaning is formed when the affix of pe-an is applied to some concrete nouns as well as some verbs. Apart from that, some of them are meant as actors, occupations or professions, traits, and tools. Language Service Unit should give more time or add more time when explaining the material about "affixes." On the other hand, questions with the easy category have a maximum difficulty index of 1,

The discussion of this research is suitable to be used as a research center because it is the type and variety of activities or routines for mastering reading in Indonesia for foreign speakers of teaching materials. Exposure results in BIPA teaching materials. The results of exposure to the types and domains of reading mastery assessment activities in BIPA teaching materials are as follows:

Types of Multiple Choice on Reading Materials for the Indonesian Language for Foreign Speakers (BIPA)

Reading mastery questions are arranged with a series of readings that are poured into various types according to the needs of the material being taught. After that, it was followed by a question that was outlined in a significant variant in line with the reading results. The significance of the material and the coverage of the material. The materials used in providing mastery led to BIPA material are categorized as good because some of the material contained in the teaching materials is related to the actual reality. This shows that it is in line with what was explained by Wati (Wicaksana & Basuki, 2019) about the connection between learning materials and the needs of students. Teaching materials are considered good if the materials are delivered with several examples, tests, or exercises that are directly related to the daily lives of students.

The types of short answer questions have twenty-five (25) kinds of questions, each based on the capacity being tested, both in terms of the mid-semester exam (UTS) and the final semester exam (UAS). However, in this explanation, only those that are in line with reading mastery are selected, namely the existence of mastery of mentioning terms in the actual capacity to say. Capacity says principle; mastery says way, and ability to explain data simplistically. In these types of questions, short answer questions are given symbols of use in questions whose answers do not require a long time (Pramono, 2014).

Two types of items for BIPA students taken from the Middle Test (UTS) and the Final Test (UAS). It aims to determine the quality of the items; difficulty level, medium, and easy. Then the difficult items are analyzed with a supporting theory. The results of the research on the analysis of midterm exam items, (1) multiple-choice items classified as difficult amounted to 9 questions, medium amounting to 1 question, and easy totaling 16 questions. While the analysis of the final semester exam questions, (1) multiple-choice items classified as difficult amounted to 7 questions, moderate 1 question, and easy 17 questions. The types of questions in the BIPA teaching material consist of multiple choices; while reading skills evaluation activities in teaching materials are seen based on Barret's taxonomy. As for the questions in the form of multiple choices, the answers consist of several words or sentences and do not need to take a long time. The answer is certain and does not require two other possible answers. The form of multiple-choice questions in reading skills can be seen as follows:

The Difficult Mid-Semester Exam Questions (UTS)

In the form of the question above, the form of short answer questions is marked by using questions whose answers do not take a long time. These questions are related to 'correct preposition', they should first look for 'prepositions'. Part (1) is true, because in the word "di Rumah Hakim"; the writing of the preposition is separated from the word that follows it. Part (2) False; the word "dikamarnya"; writing is continuous (sequence). Part (3) is true; "ke Malaysia"; the writing of the preposition is separated from the word that follows it. Section (4) True; the word "ke sana"; the writing of the preposition is separated from the word that follows it. Section (5) Right. The most correct answer is (C). 1, 3, 5. Answers (A), (B), (D), and (E) is wrong because in that part of the sentence several rules are not following the correct writing of prepositions. This agrees with Arifin & Tasai (2004) which states that on average students mention prepositions with a series of words that are

followed. It is better if the preposition is written separately from the word that is followed.

Question 1, no one was able to answer 9 people while those who were able to answer correctly were 5 people. The question discusses "writing prepositions".

1. *(3) Kata ulang yang bermakna menyerupai terdapat pada*
   a. *Ada banyak pohon-pohon sepanjang perjalanan ke rumah nenek.*
   b. **Ayah memberikan mobil-mobilan sebagai hadiah ulang tahun pada adik.**
   c. *Kami mencari buku-buku tentang cara memupuk tanaman yang benar.*
   d. *Di hari raya, kami saling salam-salaman dengan seluruh anggota keluarga.*
   e. *Pipinya kemerah-merahan setelah dipuji oleh Hafiz.*

The questions are related to "repeat which means resemblance"; we should first look for "repeat which means resemblance" in that option. Option (a), there is a word "pohon-pohon" which is included in the word repeat which means uncertain (Primasanti, 2016). Option (b), there is the word "mobil-mobilan" which includes a repeat meaning similar to (similar). Option (c) contains the word "buku-buku" which includes words that have multiple meanings. Option (d), there are words "salam-salaman" which include words that mean mutual or reciprocal. Option (e), there is the "kemerah-merahan" word which is an adjective meaning adjective. So, answer (B) is the most appropriate answer.

Question 3, no one was able to answer 13 people while the one who was able to answer correctly was 1 person. The question discusses "repeat which means resembling".

2. *(4) Kalimat yang tidak mengandung kata bilangan yang bertingkat ialah…*
   a. **Hani membeli tiga pasang kaos kaki hanya dengan uang sepuluh ribu saja.**
   b. *Aisyah merupakan anak keempat dari pasangan Pak Sutrisno dan Bu Susanti.*
   c. *Adikku kini telah menginjak usia yang kesembilan.*
   d. *Toko roti itu memberikan kupon gratis untuk pembelian keseratus.*
   e. *Rian berhasil meraih peringkat kedua di kelasnya.*

The questions are related to "sentences that do not contain graded numerals". We should first look for 'graded numeral' in the options. Option (a) there is the word "tiga" categorized in full number words (main numbers). Option (b) there is a "keempat" word categorized in multilevel numerals. Option (c) there is a "kesembilan" word categorized in graded numerals. Option (d) contains the "keseratus" word categorized in a multilevel numeral. And option (e) there is a "kedua" word categorized in multilevel numerals. So, the most appropriate answer is (a) as stated by Ratna, (2016) that the word number has two parts, namely definite number (tariff) and indefinite number (non-descript). Descriptive numerals are classified into two types, namely major numerals and grade numerals. A full number is that part of a 'primary number word' which expresses the sum of the digits; while 'word number level' is a word that symbolizes the order of the number or level of something (having a numeric structure).

Question 4, no one was able to answer, 10 people while those who were able to answer correctly were 4 people. The question is about "multilevel numbers".

3.   *(13) Nizam memeriksa pasien dengan teliti.*
Kalimat tersebut terdiri dari pola dasar…
a.   *S + P + O*
b.   *S + P + Pelengkap*
c.   ***S + P + Keterangan***
d.   *S + P + O + Keterangan*
e.   *S + P + O + Pelengkap*

In this matter, it is related to the 'archetype'. We should first look for 'correct sentence structure according to Indonesian writing rules' in the option. Option (a) is wrong because in the statement of the question sentence there is no object in the sentence. Option (b) is wrong because in the statement of the question sentence there is no complement. Option (c) True, because Nizam is the Subject and "memeriksa pasien" is the predicate; because the predicate is a verb, "dengan teliti" is an adverb. Option (d) is wrong because in the question sentence statement there is no object, and option (e) is wrong because in the question sentence statement there is no object and complement. So, the correct answer is (c).
Question 13, no one was able to answer 12 people while those who were able to answer correctly were 2 people. The question discusses the "archetype" of sentences.

4.   *(15) Banyak yang ingin sekolah tetapi tidak punya biaya.*
Kalimat di atas mengandung konjungsi bermakna
a.   *Pilihan*
b.   *Waktu*
c.   ***Pertentangan***
d.   *Tujuan*
e.   *Syarat*

In this question, it is related to 'meaning conjunctions'. We should first look for 'the conjunction in the sentence is but' in the options. Option (a) is wrong because the conjunctions that are often used are "atau, ataupun, manapun". Option (b) is wrong, because the conjunctions that are often used are "sebelumnya, selanjutnya, bilamana, sejak, sesudah". Option (c) is correct because the conjunction that is often used in this contradictory conjunction is "tetapi". Option (d) is wrong because the conjunctions that are often used are "guna, untuk, agar, supaya". Option (e) is wrong because the conjunctions that are often used are "jika, jikalau, kalau, apabila". So, the most correct answer is (c).
Question 17, no one was able to answer 13 people while the one who was able to answer correctly was 1 person. The question discusses the affix "me".

5. *(22) Teman Ibu saya baru tiba dari pasar Sudimampir.*
   Penggalan kalimat tersebut yang mengandung frasa nomina ialah…
a. *Teman ibu*
b. *Teman ibu saya*
c. *Baru tiba*
d. *Dari pasar*
e. *Dari pasar Sudimampir*

The question is related to 'noun phrases'. We should first have to know the subject, predicate, and adverb (time or place). Option (a) is incorrect because the sentence "teman ibu" is categorized as a subject. Option (b) is correct, because "teman ibu saya" is a noun phrase. Option (c) is wrong because the sentence "baru tiba" is categorized as a predicate. Option (d) is incorrect, because, the sentence "dari Pasar Sudimampir" is categorized as an adverb. Meanwhile, option (e) is wrong, because the sentence from the "Sudimampir" market is categorized as an adverb of place. So, the correct answer is (B). because "teman ibu saya" is an appositive noun phrase (adverb phrases), these phrases are explanatory or descriptive for the subject and can replace each other with noun phrases in the subject position (Agustiana, Mayrita, & Muchti, 2018).

The Difficult Final Semester Exam Questions (UAS)

1. (2) *Datang-datang dia langsung marah dan menyuruhku untuk minta maaf padanya.*
   Kata ulang yang bercetak miring pada kalimat di atas bermakna…
   a. *Banyak*
   b. *Bermacam-macam*
   c. *Ukuran*
   d. *Menyerupai*
   e. **Waktu**

These questions relate to 'repeats in italics' in sentences that are italicized, i.e. "datang-datang", the word "datang-datang" is the word repeat which means time (time). So, answer (e) is the most appropriate answer. No one was able to answer 9 students while those who were able to answer correctly were 5 students. The question discusses "repeat words".

2. (5)→ *Adikku menonton atraksi … di Dunia Fantasi minggu lalu.*
   Kata reduplikasi yang cocok untuk melengkapi bagian rumpang di atas ialah….
   a. *Kucing-kucingan*
   b. **Lumba-lumba**
   c. *Cumi-cumi*
   d. *Ubur-ubur*
   e. *Kupu-kupu*

The questions relate to the 'reduplication word' which is suitable to complete the sentence. All options (a), (b), (c), (d), and (e) is included in the word reduplication in pseudo-repeat. Based on the sentence above, the most suitable to complete the gaps above are "Lumba-Lumba" (dolphins), because in that sentence there is the word watching attractions. So, the most correct answer is (b).
No one was able to answer 8 students while 6 students were able to answer correctly. The question discusses the "word reduplication".

3. (6) *Bacalah percakapan di bawah ini!*
   Nizam : Lihat! Dompet siapa ini?
   Ali : Coba kamu lihat isinya.
   Nizam : Wah, ternyata banyak uangnya!
   Ali : Kita bagi dua saja.
   Nizam : Aku tidak setuju dengan pendapatmu.

Ali   : *Kenapa? Kan kita yang menemukan dompet ini*

Nizam : *Memang. Tapi, uang ini bukan milik kita. Lebih baik kita laporkan ke polisi.*

Ali   : *Kita ambil sedikit saja.*

Nizam : *pokoknya tidak. Ini bukan hak kita.*

Ali   : *Terserah kamu sajalah.*

      Percakapan di atas mengandung ungkapan…

a.   *Kekesalan*

b.   *Syukur*

c.   *Ajakan*

d.   *Panggilan*

e.   *Keheranan*

These questions relate to the 'expressions' in the conversation. The answer, the most appropriate is (e). Because, when Nizam and Ali were walking, they saw a wallet lying on the side of the road. They approached him and Ali told Nizam to open the contents. When opened the wallet contains a lot of money. Ali expressed his desire to halve the money because he thinks they found it so they deserve it (Veselova, Khimich & Terentieva, 2021). But Nizam prevented Ali's wishes and preferred to report it to the police because the wallet did not belong to them.

No one was able to answer 9 students while those who were able to answer correctly were 5 people. The question discusses "expressions" in conversation.

4.   (7) Kalimat yang memiliki ungkapan kekesalan terdapat pada….

a.   Nah, karena itulah aku memilih kuliah di sini!

b.   Ayo, kemasi barang-barangmu sekarang juga!

c.   Astaga, mahal sekali biayanya!

d.   Sialan, aku terjebak rayuannya!

e.   Cih, mulutnya bau sekali!

These questions relate to 'expressions of annoyance'. For option (a), there is the word "Nah" which contains a concluding expression. Option (b), there is the word "Ayo" which contains the expression of invitation. Option (c), there is the word "Astaga" which contains an expression of surprise. Option (d), there is the word "Sialan" which contains an expression of annoyance. While option (e), there is the word "Cih" which contains an expression of disgust. The most correct answer is (d).

No one was able to answer 12 people while 2 people were able to answer correctly. The question discusses "expressions of annoyance".

5. (19) *Syukvina memiliki banyak hewan peliharaan di rumahnya, karena ia seorang……. binatang.*

Kata yang tepat untuk mengisi bagian yang rumpang pada kalimat tersebut adalah…

a. *Pencinta*

b. *Pecinta*

c. *Pemcinta*

d. *Pengcinta*

e. *Penyinta*

These questions relate to 'sentence gaps'. For words that fill in the gaps, it can be determined based on the sentences before and after the gaps. The gaps must be filled with the correct sentence so that the sentence is coherent. The right word to complete the missing part in the sentence is "Pecinta" because the word "pecinta" contains an adjective. In the sentence that Syukvina has many pets in her house because she is an animal lover. The sentence contains the meaning of loving nature with animals (Tiawati, 2018). While options (a), (c), (d), and (e) state the word action. So, the correct answer is in answer choice (b).

All students are not able to answer the question. The question discusses "sentence gaps".

6. (21)
(1) *Selain kolam renang, tempat wisata tersebut juga mempunyai beberapa kolam pemandian.*
(2) *Barang-barang antik itu kini tengah dilelang di tempat pelelangan tersebut.*
(3) *Perumahan itu dihuni oleh sekitar 155 kepala keluarga.*
(4) *Kita harus menjaga perdamaian yang telah tercipta ini.*
(5) *Panorama di pegunungan sangatlah indah.*
Kalimat yang tidak mengandung penggunaan imbuhan pe-an terdapat pada nomor…

The questions are related to sentences that do not contain the use of "pe-an" affixes. For option (a) it is true because there are words that contain the use of affixes of "pe-an"; basic words from "mandi" to "pemandian". Option (b) is correct because there are words that contain the use of affixes of "pe-an"; basic words from "rumah" to "perumahan". Option (c) is correct because there are words that contain the use of affixes of "pe-an"; root word from "gunung" to "pegunungan". Option (d) is correct because there are words that contain the use of affixes of "pe-an"; the basic word from "lelang" to "pelelangan". While option (e) is wrong, because there are words that do not contain the simulfix "pe-an", but "per-an", the basic word from "damai" to "perdamaian". The most correct answer is (e). Answers (a), (b), (c), and (d) are wrong because there are words that contain the use of "pe-an".

None was able to answer 11 people while 3 people were able to answer correctly. The question discusses "affixes".

7. (22)
(1) *Kami mengumpulkan banyak kayu bakar untuk membuat perapian saat malam nanti.*
(2) *Perkelahian antar pelajar itu menyebabkan beberapa sarana umum rusak parah.*
(3) *Perjanjian dalam surat itu mendapat persetujuan dari kedua belah pihak.*
(4) *Semua orang kagum melihat perjuangan pria paruh baya itu menyekolahkan anaknya.*
(5) *Hasil penjualan otomatif tahun ini meningkat 20%.*
Kalimat yang mengandung imbuhan pe-an terdapat pada nomor…

These questions relate to sentences that contain the use of 'affixes'. For option (a) it is true because there are words that contain the use of simulfix of pe-an; basic

words from "rapi" to "perapian". Option (b) is incorrect because there are words that contain the use of prefixes; root words from "kelahi" to "perkelahian". Option (c) is incorrect because there are words that contain the use of prefixes; the root word of a "janji" becomes "perjanjian"; "setuju" to "persetujuan". Option (d) is incorrect because there are words that contain the use of prefixes; the root word is from "juang" to "perjuangan". While option (e) is wrong, because there are words that contain pen-an, the basic word from "jual" becomes "penjualan". The most correct answer is (a). Answers (a), (b), (c), (d) are wrong.

No one was able to answer 13 people while those who were able to answer 1 person. The question discusses "affixes".

Area of Activity Assessment of Reading Skills in BIPA Teaching Materials

In BIPA teaching materials, there is an assessment of reading skills according to the theory of 'Barrett's Taxonomy'. The types that cover and comprehensively are found, namely literal understanding, understanding (mastery), and even inferential mastery as many as 25 items from the mid-semester exam or the end-semester exam. That is the findings of Barrett's Taxonomy is a taxonomy of reading skills from a cognitive and affective perspective. Barrett's Taxonomy qualification is a benchmark in evaluating reading mastery.

The cognitive perspective of reading materials evaluations emphasizes the importance of knowledge, memory, perception, decision to do short answer questions, stuffing questions, matchmaking questions (pairs), and multiple-choice questions. As for the types of questions for mastery in reading, the types of short answer questions are the most frequently encountered than the other types. The type of short answer questions that are quite dominant is motivated by the principle of implementation in teaching materials (Sutanto & Sutanto, 2012), which can also be interpreted as teaching materials unless interpreted because short answer questions only require an answer in the form of one word or sentence that makes it easier for BIPA students. So, type of short answer item test could be enclosed in the educational curriculum in learning Indonesian effectively (Masitoh & Degaf, 2023).

The field of activity in the assessment of reading mastery in BIPA teaching materials focuses more on a literal interpretation, understanding, and literal mastery in question is the student's capacity to identify, rethink, understand and draw conclusions based on existing data. BIPA students can elaborate on the cognitive aspects of students learning by reading Indonesian materials. While Language Service Unit should give more time or add more time when explaining the Indonesian material about affixes, the meaning of conjunction, reduplication, sentence gap, expression, local and Indonesian culture (Zahra & Khaerunnisa, 2022).

Affective perspective attempts to bring different perspectives into focus by shedding light on the affective impact on the pragmatic intervention. Affective factors are emotional factors which influence in teaching and learning while having assessment. They can have a negative or positive affect. Negative affective factors are called affective filters in foreign language acquisition (Kusmiatun & Suyitno, 2017). In order to gain valuable insight into the nature of reading materials of the reflect critically on the reading activities in terms of text appropriateness of learner needs, vocabulary development along with positive and negative aspects of the content. In this sense, the study suggests some implications for both for BIPA instructors, lectures and material developers. To begin with, it helped instructors

become more aware of the strengths and weaknesses of the reading materials they used in their own classrooms. In addition, the instructors had the opportunity to reflect on the actual use of the materials in their classroom practices and suggested some modifications for future use of the same materials. In this sense, they may decide to make adaptations, by adding or omitting the mentioned reading texts or exercises which in turn will influence reading proficiency level of the students in Indonesian for foreign students then.

CONCLUSION

The results shows that eight of them as high difficult questions including affixes, the meaning of conjunction, reduplication, noun phrases, sentence gap, expression local and Indonesian culture, and factual information. All happened to students due to lack of familiarity with the subject topic, lack of vocabulary, and problems in processing information after reading and inadequate use of reading strategies in the learning process. The content of Indonesian instruction of BIPA should be enlarged continuously in BIPA of curriculum development based on students'difficulties in affixes., the meaning of conjunction, reduplication, sentence gap, expression, local and Indonesian culture. While the foreign students should be often self-study to learn and practice Indonesian by reading a lot from Indonesian references. Then, books recommended to students that the reading material should also consider the role of the texts they choose as they may build reading confidence and contribute the reading habit of the learners. Last, other researchers are able to go research by getting data on problems of improving Indonesian either in listening, speaking or writing. This may as model for other use evaluation studies on foreign students in the future.

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