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Developing a bilingual BIPA pocketbook for international tourists in a community-based tourism setting

Sastya Dara Ernita[1], Renata Kenanga Rinda[2]*, Julien Arief Wicaksono[3], Nodistya Septian Indrastana[4], Gullit Tornado Taufan[5]

Politeknik Negeri Jember; Jalan Mastrip POBOX 164 Jember, (0331) 333531
e-mail: [1]f31230297@student.polije.ac.id *[2]renata@polije.ac.id, [3]julien_arief@polije.ac.id, [4]nodistya.septian@polije.ac.id, [5]gullittaufan@polije.ac.id

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A B S T R A C T

This study aimed to develop a bilingual *Bahasa Indonesia bagi Penutur Asing* (BIPA) or Indonesian for Foreign Speakers pocketbook for international tourists and local community members participating in tourism activities at the Sudut Kalisat Community (SKC). The study employed a Research and Development (R&D) design using the Four-D (4D) model: Define, Design, Develop, and Disseminate. Data were collected through observation, semi-structured interviews, document analysis, and audiovisual documentation to identify communication needs and authentic tourism situations relevant to the pocketbook. The resulting A6 pocketbook contains Indonesian-English vocabulary, expressions, short dialogues, and cultural information organized into ten thematic units and designed for beginner learners at approximately CEFR A1 level. The preliminary product was reviewed by an educational-content expert and revised for content relevance, language accuracy, instructional organization, and visual presentation. The findings indicate that the pocketbook was considered suitable for pilot implementation after minor revisions. However, its effectiveness in improving tourists' Indonesian proficiency or communication outcomes was not tested in this development study. The pocketbook therefore represents a validated prototype that may support contextualized language learning and intercultural communication, subject to future implementation and effectiveness testing with international tourists and community members.

1. INTRODUCTION

Community-Based Tourism (CBT) has become one of the widely recognized approaches to sustainable tourism because it positions local communities as key stakeholders in tourism planning, management, and benefit sharing (Andini, 2024; Junaid, 2024). Rather than focusing solely on economic growth, CBT emphasizes community empowerment, cultural preservation, environmental sustainability, and participatory decision-making, thereby promoting tourism experiences that are socially inclusive and locally beneficial (Rohimah et al., 2018; Wijaya & Sudarmawan, 2019; Community-Based Tourism and Best Practices with the Sustainable Development Goals, 2024).

Indonesia possesses considerable potential for implementing CBT because of its rich cultural diversity, historical heritage, and abundant natural attractions. Tourism development increasingly relies on local communities to preserve cultural identity while improving local welfare (Ashab et

al., 2024). Within this context, tourism destinations are expected not only to attract visitors but also to provide authentic cultural experiences through meaningful interactions between tourists and host communities (Wardhani & Kurniawati, 2025). Such interactions enable tourists to appreciate local traditions, values, and history while encouraging communities to maintain their cultural heritage. However, the quality of these experiences depends partly on the ability of tourists and local residents to communicate across linguistic and cultural differences.

Language plays a pivotal role in facilitating these interactions. As tourism becomes increasingly international, effective communication is essential for visitor satisfaction and meaningful intercultural exchange (Nomnian et al., 2019). Communication barriers may prevent international visitors from fully understanding local culture and participating actively in community activities, particularly in destinations where English proficiency among local residents remains limited (Abni et al., 2024; Yukuri et al., 2024). The Common European Framework of Reference for Languages: Learning, Teaching, Assessment—Companion Volume emphasizes the importance of communicative competence, mediation, and language use in meaningful social contexts (Council of Europe, 2020). From this perspective, communication involves more than producing grammatically correct sentences; it also requires participants to convey meaning, negotiate understanding, and bridge linguistic and cultural differences. These considerations are particularly relevant to community-based tourism, where communication serves both practical purposes and the interpretation of local cultural heritage.

One educational initiative that can support communication in such contexts is Bahasa Indonesia bagi Penutur Asing (BIPA), or Indonesian for Foreign Speakers. BIPA has traditionally been implemented to develop Indonesian language proficiency while introducing Indonesian culture to international learners (Kamal, 2018). More recently, scholars have emphasized its contribution to cultural diplomacy, intercultural competence, and the internationalization of Indonesian higher education through the integration of language learning and authentic cultural experiences (Handayani & Nurlina, 2024; Mwakapemba et al., 2024; Syuhda et al., 2024). Extending BIPA beyond formal educational settings offers an opportunity to connect language learning with practical communication needs in tourism environments. In these settings, basic Indonesian expressions can help international visitors interact with local residents, while cultural explanations can facilitate a deeper understanding of local practices and traditions.

To support language learning in authentic settings, instructional materials need to be relevant, accessible, and responsive to learners' communicative needs. Tomlinson (2012, 2018) highlights the importance of materials development in designing resources that facilitate meaningful engagement with language and support learning objectives. In tourism contexts, this principle suggests that instructional materials should reflect the situations, expressions, and cultural information that learners are likely to encounter during their visits. Ellis (2009) further discusses task-based language teaching and the importance of meaningful language use in activities directed toward communicative goals. Accordingly, materials that incorporate contextual dialogues and practical expressions can provide opportunities for learners to engage with language in ways that reflect everyday communication. Although the present study does not implement a task-based teaching intervention, this perspective informs the selection of communicative content for the pocketbook.

Pocketbooks represent one practical medium for providing concise language and cultural information that can be accessed during real-life interactions. Unlike conventional textbooks, bilingual pocketbooks present vocabulary, expressions, and explanations in two languages,

potentially helping users understand unfamiliar expressions and communicate more confidently. Previous studies have examined the use of bilingual pocketbooks in supporting language learning (Cahyono et al., 2018; Agustina et al., 2024; Darma et al., 2025). In addition, Monib et al. (2024) review microlearning approaches that organize learning into focused, manageable units. Although a pocketbook is not necessarily a microlearning intervention, the principle of presenting concise and accessible learning content provides a relevant consideration for designing resources that users can consult when needed. Combining bilingual expressions, contextual dialogues, and cultural explanations may therefore make a pocketbook particularly suitable for tourism environments where immediate access to communication support is important.

The need for such instructional materials is evident at the Sudut Kalisat Community (SKC) in Jember, Indonesia. SKC is a community-driven cultural initiative dedicated to preserving the historical memory and cultural heritage of Kalisat through exhibitions, educational programs, and community festivals. Activities such as Merokat Kenangan, Festival Kampung Lorstkal (FestKals), and Kalisat Tempo Dulu (KTD) exemplify CBT principles by involving local residents in preserving and promoting local history while creating educational experiences for visitors. Through these activities, SKC provides opportunities for visitors to engage with local heritage and for community members to share their knowledge of Kalisat's history and cultural identity.

The presence of international visitors, including tourists from Japan, the Netherlands, Australia, Hong Kong, and Taiwan, indicates that SKC attracts visitors from diverse linguistic backgrounds. However, most interpretive materials and cultural information remain available only in Indonesian, creating potential barriers to understanding for international tourists. Furthermore, interviews with SKC members revealed that only a small number of community members could communicate effectively in English. Consequently, communication often relied on simple expressions, gestures, or assistance from members with stronger English proficiency. These conditions may limit opportunities for meaningful interaction and cultural exchange. Although SKC actively promotes its activities through social media, digital promotion alone cannot address the communication needs that arise during on-site cultural activities. Practical bilingual resources are therefore needed to provide immediate linguistic support and make local cultural information more accessible to international visitors.

A bilingual BIPA pocketbook could help address these challenges by providing essential Indonesian expressions, tourism-related vocabulary, contextual dialogues, and concise explanations of local cultural practices in a portable format. By connecting language learning with the cultural heritage of Kalisat, the pocketbook is intended to support basic communication between international tourists and local community members while helping visitors understand the cultural significance of tourism activities. The resource may also provide community members with useful expressions for welcoming visitors and explaining local traditions. Nevertheless, these benefits represent the intended functions of the product and should not be interpreted as demonstrated improvements in communication or visitor experience without direct implementation and evaluation.

Despite growing research on CBT, BIPA, and bilingual instructional materials, limited attention has been given to integrating these areas within heritage-based tourism contexts. Previous research has primarily examined BIPA in formal educational settings (Kamal, 2018; Mwakapemba et al., 2024), whereas studies on bilingual tourism materials have generally focused on destination information and promotion rather than the development of practical resources for

authentic intercultural communication (Agustina et al., 2024; Darma et al., 2025). Similarly, CBT research has largely emphasized community participation, economic empowerment, and sustainable destination management, with comparatively less attention to instructional materials that may facilitate communication between host communities and international visitors (Junaid, 2024; Nomnian et al., 2019). This gap indicates a need to investigate how BIPA materials can be designed for informal tourism contexts in which language learning, cultural interpretation, and community interaction intersect.

Accordingly, this study aimed to develop and validate a bilingual BIPA pocketbook to support communication between international tourists and local community members at SKC. Using the Four-D instructional design model, the study developed a resource containing bilingual vocabulary, expressions, contextual dialogues, and cultural information relevant to tourism activities at SKC. The study focused on the product development process and preliminary expert validation to determine its suitability for pilot implementation. It did not evaluate the pocketbook's effectiveness with international tourists or community members. Therefore, the study contributes a context-specific learning resource and an initial basis for further investigation, while recognizing that subsequent implementation and user-based evaluation are necessary to establish its usability and effectiveness in facilitating intercultural communication in community-based tourism.

2. METHOD

This study employed a Research and Development (R&D) design to develop a bilingual *Bahasa Indonesia bagi Penutur Asing* (BIPA) pocketbook for international tourists visiting the Sudut Kalisat Community (SKC), Jember, Indonesia. The study adopted the Four-D (4D) development model proposed by Thiagarajan et al. (1974), comprising four stages: Define, Design, Develop, and Disseminate. The research was conducted from November 2025 to July 2026 at SKC, a community-based tourism destination that promotes Kalisat's cultural and historical heritage.

Data were collected using four methods adapted from Creswell (2012): observation, semi-structured interviews, document analysis, and audiovisual documentation, as stated in Table 1 below:

Table 1. Data Collection

No.	Data Collection	Participants / Data Sources	Purpose
1	Observation	Sudut Kalisat Community (SKC), including its tourism location, facilities, and surrounding environment	To identify the actual tourism conditions and environmental characteristics to ensure that the BIPA pocketbook content reflects the real setting.
2	Interviews	SKC owner, KTD curator, and an SKC member	To gather information about the community's background, distinctive characteristics, tourism activities, events, tourist–community interactions, communication challenges, and needs for BIPA learning materials.
3	Document Analysis	SKC archives and photographs of previous events shared on social media	To obtain supporting information about community activities, event themes, and visitor experiences for developing relevant pocketbook content.
4	Audiovisual Documentation	Photographs taken during field visits to SKC	To document actual tourism activities, facilities, and events and provide authentic visual materials for the pocketbook.

The qualitative data collected through the four data collection methods were analyzed descriptively to identify the community's language needs and common communication situations. The findings were then used to select the vocabulary, expressions, dialogues, and cultural information included in the bilingual pocketbook. The content was developed based on the needs identified in the field data and was subsequently reviewed by experts and revised according to their feedback.

3. RESULTS AND DISCUSSION

3.1 Needs Analysis for Developing the Bilingual BIPA Pocketbook

The needs analysis revealed that the Sudut Kalisat Community (SKC) has considerable potential as a community-based tourism (CBT) destination, owing to its preservation of local history and cultural heritage. Community activities, including *Merokat Kenangan*, *Festival Kampung Lorstkal (FestKals)*, and *Kalisat Tempo Dulu* (KTD), encourage active participation from local residents while providing educational and cultural experiences for visitors. These programs reflect the core principles of CBT by promoting community participation, preserving local identity, and creating authentic interactions between tourists and host communities.

Despite this potential, the findings identified several communication challenges that may limit the quality of tourists' experiences. As it is stated in the interview below:

[In 1] Q : *Apa tantangan yang dihadapi anggota SKC dalam berkomunikasi dengan wisatawan mancanegara?* (What challenges do SKC members face when communicating with international tourists?)

A :*Kemampuan bahasa Inggris anggota komunitas masih terbatas dan hanya beberapa anggota yang dapat berkomunikasi dengan baik menggunakan bahasa Inggris. Dalam beberapa situasi, anggota menggunakan bahasa tubuh, kata-kata sederhana, atau bantuan anggota lain untuk membantu komunikasi.* (The English proficiency of community members is still limited, and only a few members can communicate effectively in English. In some situations, members use body language, simple words, or assistance from other members to facilitate communication.)

Based on the interview excerpt presented above, community members faced difficulties communicating with international visitors due to their limited English proficiency. Consequently, communication often relied on simple expressions, gestures, or assistance from bilingual members. These findings suggest that language barriers remain one of the primary obstacles to effective intercultural interaction within SKC.

These findings are consistent with previous studies emphasizing that language accessibility plays a critical role in community-based tourism. Effective communication enables visitors to understand local culture more deeply while encouraging active participation in tourism activities (Yukuri et al., 2024). Likewise, Handayani and Nurlina (2024) argue that BIPA should function not only as language instruction but also as a medium for introducing Indonesian culture to international learners. Therefore, developing a bilingual learning resource represents an appropriate strategy to bridge communication gaps between local communities and international tourists.

3.2 Development and Expert Validation of the BIPA Pocketbook

Based on the identified needs, a bilingual BIPA pocketbook was developed using the Four-D (4D) instructional design model. The pocketbook was designed in A6 format to ensure portability and ease of use during tourism activities. It consists of three major sections: an introductory section, ten thematic learning units, and a closing section. The learning materials cover basic daily

expressions, self-introduction, numbers, food and culinary vocabulary, directions, transportation, shopping, emergency situations, cultural etiquette, and historical information related to SKC. Indonesian and English are presented in parallel to facilitate comprehension among beginner learners of Indonesian. Here is an example of one of ten thematic learning units about history:



Figure 1. Sample of the booklet content

The instructional content was developed based on authentic communication situations identified during field observations and interviews. Rather than presenting isolated vocabulary items, the pocketbook incorporates contextual dialogues and cultural explanations that reflect real interactions between tourists and local community members. Authentic photographs taken within the SKC environment were also integrated into the material to strengthen contextual understanding and increase learner engagement. Such contextualization is widely recognized as an essential principle in instructional material development because it enables learners to connect classroom knowledge with real-world communication (Cahyono et al., 2018).

Before dissemination, the preliminary version of the pocketbook underwent expert validation focusing on content relevance, language accuracy, instructional organization, and visual presentation. Overall, the validator concluded that the pocketbook was suitable for pilot implementation after minor revisions. The recommendations primarily concerned grammatical accuracy, translation consistency, typography, and the alignment between visual elements and instructional content. These suggestions were incorporated into the revised version. The validation establishes preliminary product suitability; it does not establish effectiveness with international tourists or community members.

The validation process confirms the importance of iterative evaluation during instructional material development. According to Thiagarajan et al. (1974), expert review serves as a quality-assurance mechanism to ensure that educational products meet users' needs before implementation. Similarly, Sihombing (2024) emphasizes that expert validation significantly improves the effectiveness and practicality of instructional materials through systematic revision.

3.3 Educational and Tourism Implications of the Developed Pocketbook

The completed bilingual BIPA pocketbook was developed in both printed and digital formats to accommodate different needs in cultural tourism activities. The printed version is intended for immediate use during visits, while the digital version facilitates access and distribution before or during visits. In addition to providing basic Indonesian expressions, the pocketbook integrates

cultural explanations to support communication between international visitors and local communities. Accordingly, the product is designed to function not only as a language-learning resource but also as a cultural-interpretation aid. However, these functions represent the intended benefits of the product rather than demonstrated outcomes, as no post-development implementation study involving international tourists or community members was conducted.

Building on these design features, this study extends previous research on BIPA and tourism learning materials. While earlier studies have primarily emphasized the role of bilingual pocketbooks in supporting language learning (Agustina et al., 2024; Darma et al., 2025), the present study explores their potential application in community-based tourism by integrating language learning with local cultural knowledge. This integration suggests that bilingual learning materials can serve purposes beyond language acquisition by providing practical linguistic and cultural resources for interaction between visitors and local communities. In this respect, the study supports the view that language education and tourism development can be mutually reinforcing, particularly when learning materials are grounded in local cultural heritage.

More broadly, this potential application highlights the role of BIPA in sustainable tourism development. Although BIPA is traditionally associated with formal language instruction, its integration into tourism-oriented materials offers an alternative means of supporting language use in authentic social contexts. By connecting Indonesian language learning with cultural interpretation, the pocketbook may contribute to more accessible intercultural communication and greater appreciation of local heritage. It also offers a potential resource for community-based tourism initiatives seeking to strengthen local participation in cultural exchange. Nevertheless, the extent to which these outcomes can be achieved requires further investigation through implementation and evaluation involving both international visitors and community members.

4. CONCLUSIONS

This study developed and expert-validated a bilingual Bahasa Indonesia bagi Penutur Asing (BIPA) pocketbook to support communication between international tourists and local communities at Sudut Kalisat Community (SKC). The findings revealed communication challenges arising from Indonesian-only interpretive materials and the limited English proficiency of some community members. To address these challenges, the pocketbook was developed using the Four-D model and incorporates bilingual vocabulary, expressions, contextual dialogues, and cultural information relevant to tourism activities at SKC. Expert validation indicated that the product was suitable for pilot implementation following minor revisions. However, its effectiveness in facilitating communication and enhancing tourists' understanding of local culture has not yet been empirically established. Therefore, further research should involve direct implementation and testing with international tourists and community members to evaluate the pocketbook's usability, relevance, and effectiveness in authentic tourism settings. The findings from such evaluations could inform subsequent revisions and help ensure that the product responds to users' needs and contributes meaningfully to intercultural communication in community-based tourism.

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