

Intercultural literacy in BIPA learning materials for beginners: Building the communicative competence of foreign learners

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Abstract

Research descriptive qualitative This aim analyze integration literacy intercultural in BIPA teaching materials at the elementary level beginner as well as his contribution to formation competence communicative learners foreign. Data obtained through studies documentation to BIPA teaching materials, literature scientific, and documents supporters, then analyzed use technique analysis content. Research results show that integration literacy intercultural realized through authentic visuals, cultural notes, reflections cross culture, contextual dialogue, learning based tasks, and multimodal media. Elements the contribute in increase competence sociolinguistics, competence strategic, awareness pragmatic, as well as ability adaptation culture learners foreign. Research This confirm that BIPA based teaching materials literacy intercultural play a role important in build competence contextual and needs oriented communication communication cross culture. Limitations study This lies in the use of secondary data so that study furthermore recommended do study empirical through implementation and evaluation BIPA teaching materials in class.

Keywords: *literacy intercultural; BIPA teaching materials; competency communicative; learner foreign.*

INTRODUCTION

Teaching Indonesian for Speaker Foreigners (BIPA) have experience development rapidly along with increasing Power pull Indonesia into the arena international, good in field economics, politics, education, and tourism. BIPA learning does not Again only focus on mastery structure language (*linguistic competence*), but rather has shift going to mastery competence communicative *competence* This demand learners foreign For No just capable produce sentence correct in a way grammatical, but also capable use it in a way appropriate and acceptable in context social culture Indonesian society (Canale & Swain, 1980).

However, one of the challenge the biggest problem faced by BIPA students at the beginner (*elementary level*) is obstacle culture (*cultural barrier*). At stage early learners tend do translation literal (*word-for-word translation*) and interpret habit speaking in Indonesia based on norm as well as greeting culture origin they (*source culture*). Lack of understanding to norm cultural local often triggers shock cultural *shock*, misunderstanding pragmatic (*pragmatic failure*), or even friction social in interaction everyday.

As example, use of personal pronouns, gestures body, until expression politeness in greet someone older old own nuances a very specific culture in Indonesia.

Therefore that, the arrangement BIPA teaching materials at the elementary level beginner need integrate literacy intercultural. Literacy intercultural is ability For understand, appreciate, and adapt with difference culture without lost identity culture itself (Byram, 1997). Learning materials are oriented intercultural functioning as a bridge that introduces target culture in a contextual since early. With insert notes cultural notes, comparison cross cultural contrast, and context communication authentic in material base like introduction, shopping, or greetings, BIPA learners do not only learn " what to say ", but also " how, when, and why " of speech the used.

Novelty study This lies in the analysis integrative between literacy intercultural and competence communicative in BIPA teaching materials at the elementary level beginner through authentic visual indicators, cultural notes, reflections cross culture, learning based tasks, and multimodal media as One unity development teaching materials.

Although awareness will importance aspect culture has increased, partly big BIPA teaching materials for beginners in circulation Still tend emphasize on application grammar rules and memorization vocabulary in a way isolated. Aspect sociocultural often only made into material complement or even neglected. In fact, planting literacy intercultural since level the beginning is very crucial For form foundation competence holistic, sensitive communication in a way culture, and belief self for learners foreign.

1. Draft literacy intercultural in bipa learning: building competence communicative and cross- cultural awareness learners foreign

The development of BIPA as means diplomacy culture and internationalization of Indonesian language demands effectiveness in methodology his teaching. In context learning Language foreign or Language second, adequate mastery of grammar and vocabulary No automatic ensure success communication in the real world. Many learners foreign experience failure pragmatic (*pragmatic failure*) not Because sentence they are grammatically wrong, but Because speech the No in accordance with norm sociocultural Indonesian society (AS Subekti, 1997).

For overcome gap said, the approach learning Language based literacy intercultural become crucial paradigm. Literacy intercultural equip learners with awareness, knowledge, and skills For describe and interpret messages language that is full of will mark culture. Essay This to describe in a way comprehensive draft literacy intercultural in BIPA, urgency its implementation, as well as his contribution to formation competence communicative learners foreign.

Literacy intercultural (*intercultural literacy*) is development from draft competence intercultural proposed by Byram (1997) and adapted in context learning modern language. In BIPA context, literacy intercultural interpreted as ability learners For read, understand, interpret, as well respond various

form phenomenon linguistic and non- linguistic aspects rooted in norms Indonesian socio-culture (R. Budiyanto, 2022).

In a way more specific, literacy intercultural No just demand knowledge factual about tradition or wisdom local, but rather covers three dimensions main: (W. Porto and M. Byram, 2022).

- a. Dimensions Cognitive (*Knowledge/ Savoirs*): Understanding on norm sociolinguistics, systems values, and variations of language registers in public Indonesian speech.
- b. Dimensions Affective (*Attitudes/Savoir être*): Attitude openness, empathy, and tolerance without prejudice (*non-judgmental*) against difference habit communicate.
- c. Dimensions Behavior (*Skills/Savoir faire & Savoir s'engager*): Skills interact, bargain, greet, and negotiate meaning in a way polite in accordance situation social local.

Literacy integration intercultural in BIPA learning occupies position strategic Because a number of reason essential:

- a. Avoid *Pragmatic Failure* and *Cultural Shock*

Learners foreign often do translation literally from Language Mother they (*interlanguage transfer*). As for example, when reject offer or accept praise, Western culture tends to respond in a way direct with saying " *Accept love* ", while in Indonesian culture, polite response often involves expression humility heart (*modestty*) like " *Ah, not really* " or " *Still learning* " (Y. Permatasari, C. Astuti, and A. Wibowo, 2022). Without literacy intercultural, learners risky considered not enough polite or confrontational.

- b. Understanding Language as Social Practices.

Indonesian is rich in functional expressions social (*phatic communication*), not just informative. Greetings like " *Where are you going ?* " or " *Already Eat ?* " often misunderstood by learners foreign as form mix hand affairs personal (*invasive*). RL Tiawati, et al., 2024). Through literacy intercultural, learners understand that speech the is a politeness strategy For foster familiarity social.

- c. Strengthening Retention Study through Context Authentic.

Material integrated language with aspect local culture such as traditional market traditions, procedures visiting, or dynamics life socialize create a learning process become more meaningful (*meaningful learning*) and improve motivation Study participant educate (IG Prameswari and L. Nurlina, 2025).

- d. Connection Literacy Intercultural with Competence Communicative

Competence communicative covers four component main: competence grammatical, sociolinguistic, discourse, and strategy (M. Canale and M. Swain, 1980). Literacy intercultural play a role direct in strengthen component sociolinguistics and strategic.

Relatedness between literacy intercultural and competence communicative reflected in three aspect following:

- a. Compliance Choice Language Variety (*Sociolinguistic Competence*): Literacy intercultural practice learners For choose pronouns (*Mr, Mrs, Brother, Brother, Sister*) and level appropriate speech (formal vs. informal) based on age, social status, and level familiarity against said.
- b. Skills Negotiation Meaning (*Strategic Competence*): When it occurs congestion communication or misunderstanding culture, learners who have literacy intercultural tall capable using compensation strategies — such as request Sorry in a way polite, clarifying with appropriate gestures, or adapt intonation.
- c. Improvement Smoothness Interacting (*Fluency in Social Context*): Learners who understand norm culture feel more believe self (*low affective filter*) for interact direct with public local, which in turn speed up skills speaking they (NMRA Lestari and IBP Arta, 2023).

2. Characteristics bipa teaching materials for beginners based literacy intercultural: building strategy competence communicative since early stage

Increasing BIPA enthusiasts at the global level bring consequences of the need for update methodology teaching and preparation teaching materials. At the level beginner (A1/A2 or BIPA 1–2), focused learning often only focused on mastery vocabulary basis and structure sentence simple. In fact, learners foreign level beginner face to face direct with collision norm social and cultural moment interact with public Indonesian speech (NMRA Lestari and IBP Arta, 2023).

If teaching materials only serve rule grammatical in a way isolated without load dimensions sociocultural, learners will tend transfer norm culture origin they (source culture) to in speech Indonesian. Mismatch This risky trigger misunderstanding communication in the field. Because that, BIPA teaching materials at the elementary level beginner must designed with integrate intercultural literacy, namely ability For understand, respond, and appreciate norm culture local through speech speaking in a way polite and acceptable (R. Budiyanto, 2022). Essay This aim For analyze characteristics main from BIPA teaching materials for beginners with a perspective literacy intercultural.

For bridge aspect linguistics and aspects culture in a way proportional for learners beginners, teaching materials based on literacy intercultural own a number of characteristics specific:

- a. Utilization Visualization Authentic and Situational

Beginner BIPA learners own limitations vocabulary, so that authentic visual media become the main media in convey norm culture without must depends on the explanation complex text. Visualization authentic covers Photo realistic traditional market atmosphere, norms queue, until gestures physique moment shake hands or greeting. Visualization This act as lighter helpful cognitive triggers learners catch context

social something interaction in a way directly (IG Prameswari and L. Nurlina, 2025).

b. Notes Integration Concise and Contextual Cultural Notes

Teaching materials based on literacy intercultural insert cultural notes or "Notes" Culture " in each discussion unit. For learners beginner, notes This served in simple sentences However informative, which explains the reason behind something habit speaking (Y. Permatasari, C. Astuti, and A. Wibowo, 2022). As example:

- 1) Greeting Family: Explanation that the words Mr, Mrs, Mr, or Miss used No just as a pronoun, but rather form respect and familiarity social based on age or status.
- 2) Function: Explanation that the question "Where are you going ?" or " Have you eat ?" function as greeting mentor familiarity (phatic communication), not form invasive questions.

c. Implementation Activity Comparison and Reflection Culture (Cultural Contrast)

Characteristics important other is existence column reflection cross culture, such as "In Indonesia vs. In My Country " framework. Activity This push learners beginner For compare norm communication in Indonesia with norms in the country of origin they in a way neutral (non-judgmental). Through approach reflective this, learner invited For see difference culture No as strange thing, but as diversity method communicate (W. Porto and M. Byram, 2022).

d. Emphasis on Politeness Sociolinguistics (Politeness Strategies)

BIPA teaching materials for beginners nuanced intercultural No only teach formal form (book text), but also norms politeness pragmatic in effect in life everyday. This is includes:

- 1) Use Hand Right: Education use hand right moment give or accept something.
- 2) Response To Praise: Training learners use response humility heart (modesty), like "Ah, still learn " instead of direct respond with " Accept love " in a way rigid like in pattern communication (West RL Tiawati, et al., 2024).
- 3) Bidding Strategy: Procedures bargaining at traditional markets with use intonation friendly and non- confrontational.

Integration characteristics intercultural to in BIPA teaching materials for beginners give impact positive in a way direct to development competence communicative learners:

- a. Increase Awareness Pragmatic (Pragmatic Awareness): Learners No only know the meaning of a word (semantic meaning), but also know when and to who said that worthy spoken (pragmatic appropriateness).
- b. Lower Obstacle Affective (Low Affective Filter): When the learner understand background behind norm social Indonesian society, feeling

anxious when talking in the room public will reduce so that increase trust self they in communicate (AS Subekti, 2021).

- c. Speed up Socio- Cultural Adaptation: Learners can integrate in a way more fine with environment around Because capable show understanding on politeness and ethics local.

3. Implementation literacy intercultural in BIPA teaching materials: implementation and engineering strategies learning

In the era of globalization and internationalization language, role BIPA teaching has shift from just teaching grammatical rules towards formation skills social culture. Learners foreigners who come to Indonesia often experience constraint communication pragmatic (pragmatic failure). Limitations This generally sourced from teaching materials that are still dominant serve material Language in a way decontextual separate vocabulary and structure from context social place Language the used (AS Subekti, 2021).

Implementation literacy intercultural in BIPA teaching materials aim For demolish wall separator between language and culture (langue and culture). Literacy intercultural No only introduce " what That Indonesian culture " (learning about culture), but rather practice learners for " how communicate through culture " (learning through culture) (R. Budiyanto, 2022). Therefore that, is necessary formulation and implementation of specific pedagogical strategies in designing chapters, exercises, and internal media BIPA teaching materials. Essay This aim dissecting implementation strategies literacy intercultural in BIPA teaching materials in general practical and applicable.

Implementation literacy intercultural to in BIPA teaching materials can realized through a number of form engineering materials and activities learning:

- a. Implementation Learning Based Tasks (Task-Based Intercultural Learning)

One of the most effective way apply literacy intercultural is with compile material based task -based. Teaching materials do not only request learners complete sentence gaps, but give scenario interaction real demands sensitivity culture (NMRA Lestari and IBP Arta, 2023).

Example Implementation: Task simulation bargain goods in traditional markets. Teaching materials provide instructions that ask for learners No only ask price, but also use friendly intonation, greeting family (Mbak, Mas, Pak, Bu), and understand convention When negotiation price considered reasonable or No reasonable.

- b. Compilation Authentic Dialogue Discourse Oriented Politeness

materials that apply literacy intercultural replace stiff dialogues (textbook speech) with discourse authentic that reflects norm Indonesian sociolinguistics (Y. Permatasari, C. Astuti, and A. Wibowo, 2022).

Greetings: Integrate speech greeting social like " Already" eat ?" or "Where are you going ? " along with notes application that explains that question the is form caring (phatic communication), not form invade realm personal.

Refusal Strategy in a way Fine: Teach phrase rejection conditional or No directly, such as use of the words "Can someone else help you ?" or " Later " endeavored " to avoid the word " no " which seems confrontational for part culture local.

c. Reflection Rubric Cross- Perspective Culture

Teaching materials based on literacy intercultural provide room reflection critical in every end chapter, for example through the Culture Corner format or Cross- Cultural Analysis (W. Porto and M. Byram, 2022). Activities This request learners For:

- 1) Identifying habit communication in Indonesia that they observe.
- 2) Comparing them with customs in the country of origin they.
- 3) Determine point meeting or adaptation strategies so that interactions walk harmonious without belittle one another culture (*non-judgmental reflection*).

d. Utilization Multimodal Materials and Authentic Media

Literacy interculturalism is greatly assisted by the use of multimodal materials like comic background sociocultural, short video clips interaction inhabitant local, up to caricature humor. Multimodal media helps learners catch non-verbal aspects (gestures) bow, smile, use hand right) which becomes part not inseparable from politeness speaking in Indonesia (RL Tiawati, et al., 2024).

4. The role of literacy intercultural in build competence communicative learner foreign

In the era of global interconnectivity, skills speaking foreign No Again measured just from to what extent someone capable compile correct sentence in a way grammatical. Learners foreign sued For own ability communicating that is not only appropriate in a way syntax (grammatically correct), but also appropriate in a way sociocultural (pragmatically appropriate). In context BIPA learning, differences fundamental between norm social culture origin (source culture) and culture target culture often become challenge the biggest for learners.

Many challenges communication faced learners foreign sourced from inability read expression, norms politeness and implicature social background something speech. Without existence sensitivity culture, high mastery of grammar even though risky cause shock cultural shock or misinterpretation. Therefore that, integration literacy intercultural to in the learning process Language become something necessity. Essay This aim For analyze in a way deep How literacy intercultural contribute direct in build and optimize competence communicative learners foreign.

Draft competence communicative which was initiated by Canale and Swain (1980) divides ability speaking to in four component main: competence grammatical, sociolinguistic, discourse, and strategic (M. Canale and M. Swain, 1980). Literacy intercultural present as a fundamental pillar that bridges and strengthens component sociolinguistics, discourse, and strategic the.

Literacy intercultural No only equip learners with knowledge culture (cultural knowledge), but also includes awareness critical intercultural (critical intercultural awareness) (W. Porto and M. Byram, 2022). This covers three dimensions main facilitating communication:

- a. Dimensions Cognitive: Understanding norm politeness, language register variation, and hierarchy social public speech target.
- b. Dimensions Affective: Developing attitude empathy, openness, and non - judgmental attitude towards difference method communicate.
- c. Dimensions Behavior: Skills adapt word choice, intonation, and language body (non-verbal cues) when interact.

Literacy intercultural give contribution real in increase quality communication learners foreign through a number of function essential:

- a. Bridging Sociolinguistic Competence and Politeness Speaking
One of constraint the biggest learners foreign is choose variety language and form proper greetings. In Indonesia, the use of pronouns and greetings family (father, mother, brother, sister) is determined by aspects age, social status, and familiarity, not just equivalent to the pronoun you. Literacy intercultural help learners understand reason sociology behind use greeting the so that capable speak in a way polite and acceptable (R. Budiyanto, 2022).
- b. Understand Phatic Function and Avoiding Pragmatic Failure
Many utterances in Indonesian language works as tool mentor familiarity social (*phatic communication*), such as the question "Where are you going ?" or " Already" eat ?". Learner foreigners who have not own literacy intercultural adequate often consider question This as form mix hand affairs personal (invasive/ nosy) (RL Tiawati, et al., 2024). Through strengthening literacy intercultural, learners understand that speech the is form attention social, which in turn prevent occurrence prejudice negative.
- c. Develop *Strategic Competence* moment Happen The gap Communication
When it happens misunderstanding culture or misunderstanding term, literate learner intercultural No direct feel frustration or interesting themselves own ability strategic For do clarification, request Sorry in a way polite, or use appropriate gestures For negotiate return meaning message (NMRA Lestari and IBP Arta, 2023).
- d. Lowering *the Affective Filter*
Good understanding about norms and expectations culture target make learners foreign feel more safe and trustworthy self moment communicating in the middle public local. Decline level this anxiety in a way direct increase fluency and courage they in practice language (AS Subekti, 2021).

For ensure literacy intercultural can operate his role optimally in build competence communicative, teaching process Language need do a number of adjustments:

- a. Use Contextual Teaching Materials Authentic: Teaching materials are not only serve artificial dialogue text, but rather discourse real equipped with cultural notes (notes culture) (Y. Permatasari, C. Astuti, and A. Wibowo, 2022).
- b. Implementation Method Simulation and Comparison Culture: Learner invited do reflection comparative between norm culture origin and culture target (*cultural contrast*) for practice empathy sociolinguistics.

METHOD

Respondents

Study This use approach qualitative with type study descriptive qualitative and analytical content analysis approach This chosen For analyze, describe, and map in a way deep integration values literacy intercultural in BIPA teaching materials at the elementary level beginner as well as the impact to potential formation competence communicative learners foreign.

Data and Data Sources

a. Primary Data:

- 1) Discourse units, dialogue texts, visualizations, and cultural notes content (notes) culture) contained within BIPA teaching materials at the elementary level beginners (for example: My Indonesian Friend Level A1/BIPA 1 or relevant BIPA teaching materials for beginners).
- 2) Notes observation or results interview (if study involving trials or perception BIPA teachers / learners).

b. Secondary Data: Journal scientific, books text, document BIPA curriculum and regulations related language with BIPA teaching, competency communicative (Canale & Swain, 1980), and literacy intercultural (Byram, 1997).

c. Data collection technique

Data collection in study This done through a number of technique:

- 1) Documentation (Literature Study):
- 2) Review and collect BIPA teaching materials at the elementary level beginners who become object studies, as well as inventory the parts that contain element sociocultural and linguistic.
- 3) Observation / Coding Sheet:
Identifying and categorizing material teaching materials based on indicator literacy intercultural (dimension cognitive, affective, and behavioral and component competence communicative (sociolinguistic and strategic).
- 4) Interview Structured (Optional / Supplemental):
Do interview to BIPA teachers for get supporting data about effectiveness and constraints implementation based teaching materials literacy intercultural in the classroom beginner.

Instruments

Instrument main in study This is researchers assisted by human instruments with rubric analysis cargo literacy intercultural. Analysis rubric arranged based on synthesis Byram's theory (1997) and Canale & Swain (1980), with indicator main includes:

No	Aspect Literacy Intercultural	Indicator in Teaching materials
1	Cognitive Dimension	Existence explanation norm sociolinguistics, pronouns / greetings family, and variety said.
2	Affective Dimension	Existence material reflection / comparison 3 cultures ("In Indonesia vs. In My Country ") that build empathy.
3	Behavioral Dimensions	Existence instruction gestures, etiquette non-verbal communication, and politeness strategies (eg: refusal) smooth, bargaining).

Data Analysis

Data analysis techniques using analysis models content qualitative that encompasses steps as following:

- 1) Data Reduction: Selecting, focusing, and grouping material units in relevant teaching materials with aspect literacy intercultural and competence communicative.
- 2) Presentation (*Data Display*): Presenting data that has been categorized in form matrix descriptive, table narrative, or quote relevant discourse accompanied by analysis qualitatively.
- 3) Conclusion Drawing / *Verification*: Formulate findings study about form integration literacy intercultural in teaching materials and How material the in a way theoretical and practical capable build competence communicative beginner BIPA learners.
- 4) Data Validity (Triangulation)

For ensure data validity (t rustworthiness), research This use technique triangulation source (comparing teaching material data with literature theoretical and the results data interview teacher) and triangulation theory (testing) findings use framework theory literacy intercultural and competence relevant communicative).

RESULTS AND DISCUSSION

1. Concept literacy intercultural in bipa learning: building competence communicative and cross- cultural awareness learners foreign

The integration of intercultural literacy into Indonesian Language for Foreign Speakers (BIPA) learning plays a strategic role in equipping foreign learners with comprehensive and acceptable communication skills. Essentially, the concept of intercultural literacy emphasizes more than mastery of linguistic structures (*linguistic competence*), but also encompasses the ability to read, interpret, and respond to the various sociocultural contexts underlying a speech utterance (M. Byram, 2022). Foreign learners are often able to produce syntactically correct sentences, but fail to achieve their communication goals due to a lack of understanding of local sociolinguistic norms. In this context, intercultural literacy aims to train learners to develop sociocultural awareness, empathy for differences in communication habits, and the skills to adapt their speech behavior based on Indonesian societal norms (R. Budiyanto, 2022). Through a deep understanding of local value systems, learners can minimize the potential for pragmatic failure and cultural shock when interacting directly within the Indonesian speech community (AS Subekti, 2021).

The importance of intercultural literacy in BIPA stems from the fact that language and culture are intertwined and inseparable entities. Foreign learners from different cultural backgrounds tend to engage in source culture transfer *when* producing speech in Indonesian, which often triggers social friction or pragmatic misunderstandings (RL Tiawati, MD Kurnia, N. Nazriani, W. Annisa, and SH Harahap, 2024). For example, a lack of understanding of the function of phatic communication *in* daily greetings can make foreign learners feel disturbed or perceive their Indonesian interlocutors as invasive. The presence of intercultural literacy in the learning process serves as a cognitive and affective bridge that changes learners' perspectives, enabling them to understand that such speech is a local politeness strategy for fostering social intimacy (Y. Permatasari, C. Astuti, and A. Wibowo, 2022).

Theoretically, the relationship between intercultural literacy and communicative competence lies in strengthening the sociolinguistic, discourse, and strategic dimensions within the framework of second language communication. Foreign learners with high intercultural literacy are not only able to choose appropriate vocabulary, but also master the negotiation of meaning and compensation strategies when facing communication barriers in the field (M. Canale and M. Swain, 1980). Adequate cultural knowledge provides a sense of security and confidence for learners to actively engage in real social interactions. This directly reduces the level of language anxiety (lowering the affective filter), which ultimately accelerates the acquisition of Indonesian language proficiency naturally and sustainably (Subekti, op. cit., pp. 198–201).

2. Characteristics bipa teaching materials for beginners based literacy intercultural: building strategy competence communicative since early stage

The success of instilling intercultural literacy depends heavily on the characteristics of the BIPA teaching materials used, particularly at the elementary level. Interculturally oriented beginner-level BIPA teaching materials primarily utilize authentic and situational visualizations that depict real-life social customs in Indonesia. The use of authentic photographs, illustrations, and visual clips, such as those depicting transactions in traditional markets, queuing etiquette, and physical gestures when shaking hands, are highly effective cognitive triggers for beginning learners with limited vocabulary (IG Prameswari and L. Nurlina, 2025). These visualizations help learners grasp the sociocultural context directly without having to rely on lengthy and complex text explanations.

The next important characteristic of intercultural-based BIPA beginner teaching materials is the inclusion of cultural notes that are systematically integrated into each unit of material. These cultural notes are designed concisely and communicatively to explain aspects behind the use of certain phrases, such as the familial greeting system (Bapak, Ibu, Mas, Mbak) which is determined by age and social status (NMRA Lestari and IBP Arta, 2023). In addition, these teaching materials provide columns for cultural comparison and reflection, such as the "In Indonesia vs. In My Country" framework, which facilitates learners to conduct cross-cultural analysis in a neutral (non-judgmental) manner. Through this reflection, learners are encouraged to appreciate the diversity of communication norms without neglecting their own cultural identities.

In addition, BIPA beginner teaching materials with an intercultural nuance always emphasize the sociolinguistic politeness aspects (*politeness strategies*) and non-verbal ethics that apply in Indonesian society. The teaching materials do not only teach rigid formal sentence forms, but also introduce social norms of propriety, such as the tradition of giving and receiving using the right hand and responding to compliments with modesty (Permatasari, Astuti, and Wibowo, loc. Cit., 130-135). The presentation of this politeness material trains beginner learners to realize that the success of communication is not only determined by grammatical correctness, but also by the politeness of the way the message is conveyed. Thus, the teaching materials act as a means of cultural mediation that guides learners to interact politely from the early stages of learning.

3. Implementation literacy intercultural in BIPA teaching materials: implementation and engineering strategies learning

The application of intercultural literacy in BIPA teaching materials is implemented through various strategies for engineering materials and pedagogically planned learning activities. One of the main strategies is the implementation of task-based intercultural learning. In this approach, the teaching materials do not merely present passive grammar exercises, but rather provide simulation tasks based on real interaction scenarios in society

(Lestari and Arta, op. cit., pp. 148–150). Learners are asked to play an active role, such as demonstrating procedures for visiting, asking for help, or bargaining for goods in the market by applying norms of politeness, speech patterns, and appropriate intonation.

Another form of implementation is through the preparation of authentic dialogue discourse that reflects the sociolinguistic context of the Indonesian speech community in real terms. The dialogues in the teaching materials are designed to include variations in language registers, informal politeness expressions, and natural phatic speech functions, thus avoiding the rigid form of textbook speech (Budiyanto, op. cit., pp. 172–174). In addition, the teaching materials integrate multimodal media based on local culture, such as thematic comics, short video clips of community interactions, and humorous caricatures. The use of this multimodal media makes it easier for learners to observe and imitate facial expressions, voice intonation, and body language which are key elements in intercultural communication.

The implementation of these strategies is complemented by the provision of a cross-cultural reflection rubric at the end of each learning chapter. This reflection rubric requires learners to identify the linguistic phenomena they have just learned, analyze the differences in social norms, and formulate appropriate speech adaptation strategies (Porto and Byram, op. cit., pp. 828–832). Through this material engineering, BIPA teaching is transformed from merely transferring language knowledge to a process of habituating culturally sensitive speech acts. Learners are invited to actively construct their intercultural understanding through applicable and contextual exercises.

4. The role of literacy intercultural in build competence communicative learner foreign

Ultimately, the integration of intercultural literacy into teaching materials provides a tangible contribution to building and optimizing the communicative competence of foreign learners. Intercultural literacy directly strengthens learners' sociolinguistic competence, enabling them to discern pronouns, speech levels, and tones appropriate to their interlocutors. Learners no longer blindly translate sentences from their native language, but are instead able to adapt their speech expressions based on the social structure and politeness values prevailing in Indonesia. (Subekti, loc. cit.).

Furthermore, mastery of intercultural literacy strengthens the strategic competence of foreign learners when facing potential communication barriers or misunderstandings in the field. When interaction breaks down due to cultural differences, learners with intercultural literacy are able to use strategies for negotiating meaning, such as clarifying intentions politely, apologizing with appropriate gestures, or adjusting intonation (Lestari and Arta, loc. Cit). These strategic skills are crucial in maintaining a smooth flow of communication and preventing potential social conflict due to pragmatic misinterpretations.

Overall, the integration of intercultural literacy and communicative competence creates BIPA learners who are sensitive, confident, and adaptive

in various real communication situations. Beginner learners who are equipped with teaching materials with an intercultural perspective are proven to be able to integrate more smoothly with the social environment in Indonesia (Prameswari and Nurlina, op. cit., pp. 36128–36130). Thus, the integration of intercultural literacy in BIPA teaching materials effectively transforms foreign learners from mere speakers who "know Indonesian words" into competent, polite, and acceptable cross-cultural communicators.

CONCLUSION

Based on the results of the discussion regarding intercultural literacy in BIPA teaching materials for beginners, it can be concluded that the integration of cultural dimensions into language teaching is an essential need to build the communicative competence of foreign learners as a whole. Literacy intercultural proven No just functioning as material complement, but rather as the main pillar that bridges grammar mastery pure (*linguistic competence*) with understanding context sociocultural (*pragmatic appropriateness*). Through literacy intercultural, learners foreign No only taught " what is said ", but also equipped understanding regarding " how, when, and why " a speech used in a way polite and acceptable in Indonesia.

Implementation literacy intercultural in BIPA teaching materials at the elementary level beginner achieved through characteristics adaptive and structured material. Characteristics the covering utilization visualization situational authentic, insertion *cultural* notes informative culture, provision room reflection comparative cross culture ("*In Indonesia vs. In My Country* "), as well as emphasis on ethics politeness sociolinguistics. Through engineering material based task intercultural (*task-based intercultural learning*), authentic dialogue discourse, and multimodal media, this teaching material in a way effective capable lower level anxiety language (*affective filter*) as well increase courage learners For interact in space public.

With Thus, BIPA teaching materials are rich cargo literacy intercultural in a way significant transform learners foreign level beginner from just individuals who " know" vocabulary " Indonesian " becomes communicator cross a culture that is sensitive, adaptive, and polite. As implications pedagogical, developers BIPA teaching materials and practitioners are recommended For Keep going renew cargo material with situation socioculturally relevant as well as authentic, useful print learners who do not only proficient in a way linguistic, but also sensitive to values Indonesian culture.

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