



## Constraints of Developing Country Partnership (KNB) Foreign Learners in BIPA Learning Interaction

(Kendala Pemelajar Asing Kemitraan Negara Berkembang (KNB) dalam Interaksi Pembelajaran BIPA)

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**Abstract:** This research departs from the problem of low active participation of foreign learners in the interaction of Indonesian learning for Foreign Speakers (BIPA), especially those who are members of the Developing Countries Partnership (KNB) program. The verbal constraints they experience are not solely related to language skills, but also closely related to sociocultural, psychological, and pedagogical factors that affect their comfort in classroom interactions. This study aims to identify and describe the interaction obstacles faced by KNB foreign learners in BIPA learning and the factors that affect them as a whole. This study uses a descriptive qualitative approach with data collection techniques such as participatory observation, in-depth interviews, and document analysis. The research subjects consist of international students receiving KNB scholarships and participating in the BIPA program at one of the public universities in Indonesia. The data were analyzed thematically, emphasizing interaction patterns, verbal responses, and adaptation strategies used by learners in the learning context. The results show that the main obstacles in learning interactions come not only from the limitations of vocabulary and sentence structure, but also from the fear of making mistakes, lack of understanding of local communication norms, and lack of pedagogical support that is responsive to the learner's cultural background. These findings confirm the importance of developing BIPA learning strategies that are more inclusive, interactive, and based on intercultural awareness. This research provides theoretical and practical contributions to the development of BIPA teaching and opens up space for further studies in the realm of cross-cultural interaction in language education.

**Keywords**      BIPA (Indonesian Language for Foreign Speakers), Developing countries partnership, Foreign learners, Learning interaction, Verbal constraints

**Abstrak:** Penelitian ini berangkat dari permasalahan rendahnya partisipasi aktif pemelajar asing dalam interaksi pembelajaran Bahasa Indonesia bagi Penutur Asing (BIPA), khususnya mereka yang tergabung dalam program Kemitraan Negara Berkembang (KNB). Kendala verbal yang mereka alami tidak semata-mata berkaitan dengan kemampuan bahasa, melainkan juga berkaitan erat dengan faktor sosiokultural, psikologis, dan pedagogis yang memengaruhi kenyamanan mereka dalam berinteraksi di kelas. Tujuan dari penelitian ini adalah untuk mengidentifikasi dan mendeskripsikan bentuk-bentuk kendala interaksi yang dihadapi oleh pemelajar asing KNB dalam pembelajaran BIPA serta faktor-faktor yang memengaruhinya secara menyeluruh. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan teknik pengumpulan data berupa observasi partisipatif, wawancara mendalam, dan analisis dokumen. Subjek penelitian terdiri atas pemelajar asing penerima beasiswa KNB yang sedang mengikuti program BIPA di salah satu universitas negeri di Indonesia. Data dianalisis secara tematik dengan menekankan pada pola interaksi, respons verbal, serta strategi adaptasi yang digunakan oleh pemelajar dalam konteks pembelajaran. Hasil penelitian menunjukkan bahwa kendala utama dalam interaksi pembelajaran tidak hanya berasal dari keterbatasan kosakata dan struktur kalimat, tetapi juga dari rasa takut membuat kesalahan, ketidakpahaman terhadap norma-norma komunikasi lokal, serta kurangnya dukungan pedagogis yang responsif terhadap latar belakang budaya pemelajar. Temuan ini menegaskan pentingnya pengembangan strategi pembelajaran BIPA yang lebih inklusif, interaktif, dan berbasis kesadaran antarbudaya. Penelitian ini memberikan sumbangan teoretis dan praktis terhadap pengembangan pengajaran BIPA, serta membuka ruang untuk kajian lanjutan dalam ranah interaksi lintas budaya dalam pendidikan bahasa.

**Kata Kunci**      BIPA, Interaksi pembelajaran, Kemitraan Negara Berkembang, Kendala verbal, Pemelajar asing

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## INTRODUCTION

Indonesian Language Learning for Foreign Speakers (BIPA) has continued to experience significant development in the past decade, especially in the context of globalization of education and cultural exchange between nations (Hafid, 2020). Among foreign learners, participants in the Developing Countries Partnership Program (KNB) are the groups that are dominant in participating in this program in various universities in Indonesia. However, the BIPA learning process for KNB learners does not always run smoothly (Salloum & Boujaoude, 2020). One of the main problems that often arises is the constraint in verbal interaction during the learning process (Skirgård et al., 2023). Many learners face difficulties responding to instructions, asking questions, or expressing opinions orally in BIPA classes (Hakim, 2023). This impacts the effectiveness of material comprehension and hinders their active involvement in class discussions, which should be an important means of honing language skills in a contextual manner (Saddhono, 2023). This phenomenon is not purely casuistic, but has become a recurring pattern and has been identified in several periods of program implementation (Yurianata et al., 2023). At Diponegoro University, as one of the universities that hosts KNB participants, a similar problem also occurred (Cowley, 2014). The verbal constraints experienced by foreign learners are rooted in various linguistic and non-linguistic factors, such as vocabulary limitations, mother tongue backgrounds, and psychological constraints in communication (Chong et al., 2022). This problem becomes even more complex when not all BIPA teachers have pedagogical strategies that are adaptive to the background and needs of foreign learners (Ellis, 1999; Robinson, 2005; Wonga et al., 2015). Therefore, field facts show real problems in BIPA learning practices, especially those involving learners from the KNB program (Astuty et al., 2022). This problem requires more systematic handling and in-depth academic studies to find appropriate and applicable solutions in multicultural learning (Chang & Lin, 2018; Azzajjad et al., 2023; Indrariansi, 2011, 2016).

Various previous studies in the study of second language learning have discussed the verbal barriers foreign learners face, both in formal contexts in the classroom and in daily interactions. For example, Krashen's second language acquisition theory emphasizes the importance of "comprehensible input" as the key to successful language learning. However, in practice, this theory has not been able to fully explain why many learners still have difficulty speaking, despite having received adequate language input. On the other hand, the sociocultural approach developed by Vygotsky suggests that social interaction and support from tutors or peers are essential in language development. However, this approach has not explicitly touched on the typical challenges learners from developing countries face, such as limited international experience or high academic pressure. Existing literature studies still focus on common problems in BIPA learning, such as teaching methods, curriculum, and learning media, without delving deeper into how the verbal characteristics of students from the KNB program also affect the quality of their interactions in the classroom. Thus, there is a reasonably straightforward gap between the factual condition's foreign learners face in the field and the theoretical framework used in the literature. This shows that the existing theory has not sufficiently answered the complexity of the problems in BIPA learning interactions, especially those involving KNB learners. Therefore, a more contextual study, based on the real experience of learners and sociocultural dynamics in the classroom, is urgently needed to enrich the existing literature and bring theory closer to practice (Astuty et al., 2022; Kramersch, 2009, p. 246).

Based on empirical facts and literature review that have been described previously, this study aims to identify, classify, and analyze in depth various verbal barriers faced by foreign learners participating in the Developing Countries Partnership Program (KNB) in BIPA learning interactions at Diponegoro University in 2024. The primary focus of this research is to explore the types of verbal constraints that arise during the teaching-learning process, both linguistic such as grammatical and vocabulary limitations, and pragmatic ones such as the inability to adapt speech to sociocultural

contexts (Ellis, 1999, p. 3; Inderasari, 2020; Lin, 2019; Azzajjad et al., 2023). In addition, this study also aims to understand the factors that affect the occurrence of these obstacles, including linguistic background, previous learning experiences, and teaching approaches applied by teachers (Indrariansi, 2011; Indrariansi, 2016). This research is descriptive and analytical, hoping to provide a more comprehensive understanding of the dynamics of learning interactions between teachers and learners in the context of BIPA (Sa'diyah, 2022; Andayani & Lalita, 2020). By understanding the obstacles faced by KNB learners, it is hoped that practical recommendations will emerge that can be used by BIPA teachers in developing learning strategies that are more responsive and adaptive to the needs of international students (Tiawati et al., 2023; Hamzah et al., 2022). This research is also directed to be the initial foothold in the development of a BIPA learning interaction model based on the diversity of foreign learners' backgrounds, especially from developing countries, so that the learning process can take place more inclusively, effectively, and meaningfully (Blache & Prost, 2014).

Although there has been much research related to BIPA learning and teaching strategies for foreign learners (Nusantari & Rokhman, 2016; Nugraheni et al., 2024; Wahidati & Djafri, 2021; Pabumbun & Dalle, 2017; Murtianis & Rohmadi, 2019), very few specifically highlight the verbal problems in learning interactions experienced by learners from the Developing Countries Partnership Program (KNB). Most of the research is still general or too focused on methodological aspects without looking at concrete learning experiences from the side of foreign learners (Rombough & Thornton, 2018). In addition, it is still rare to find studies that specifically take the setting of Diponegoro University as a study location, even though this university is one of the places that actively accepts KNB participants and has long experience in organizing the BIPA program. This gap is even more pronounced when we see the absence of a research approach that explores learners' experiences and verbal barriers from their own perspective. This kind of approach is important to gain a complete and balanced understanding. Therefore, this research is very urgent and needs to be carried out. In addition to filling the literature gap, this research is also expected to help BIPA organize institutions in designing policies, curricula, and teacher training that align with the reality in the field. Furthermore, the urgency of this research also lies in its contribution to creating a more humane and inclusive language learning environment, where learners are not only seen as objects of learning but also as active subjects who bring unique backgrounds, needs, and challenges (Suyitno et al., 2021). By understanding the gap and making it the main foothold, this research can answer academic and practical needs that have not been met.

This research will contribute to developing second language learning, especially in Indonesian learning for Foreign Speakers (BIPA), involving learners from developing country backgrounds. The theoretical contribution of this research lies in its ability to enrich the study of applied linguistics, especially in identifying specific and contextual types of verbal constraints, which have been under-addressed in the academic literature. In addition, this study also offers an analytical framework that can be used in similar studies in the future, both in Indonesia and other countries that organize language learning programs for foreign learners (Lo & Macaro, 2015, p. 239). From a practical perspective, this research provides valuable input for BIPA teachers in designing a pedagogical approach that is more sensitive to learners' different backgrounds and needs, especially those from developing countries. The empirical experiences explored from KNB learners can also be a reference in the preparation of modules, teaching materials, and interactive activities that are more contextual and communicative. In addition, the results of this research are expected to be a source of reference for international education policymakers, especially in improving the quality and competitiveness of BIPA programs globally. Thus, the contribution of this research is not only limited to the academic realm but also touches on broader social and cultural aspects, namely how to make language learning an effective intercultural bridge between Indonesia and the international world.

## METHOD

This study uses a qualitative approach with a case study type of research to examine the verbal constraints experienced by foreign learners of the Developing Countries Partnership Program (KNB)

in the interaction of learning Indonesian for Foreign Speakers (BIPA) at Diponegoro University in March 2024. The case study approach was chosen because it allows for an in-depth analysis of verbal constraints in the context of specific and fundamental learning interactions (Stake, 1995; Wolcott, 1994; Creswell, 2018). This research's data and sources come from the BIPA learning interaction of the KNB Program at Diponegoro University, Semarang. The study subjects were seven foreign learners participating in the KNB program from various developing countries with different cultural and mother tongue backgrounds. The data collected included recordings of oral communication discourse during the learning process, including verbal constraints and interaction elements that emerged in the conversation. Data was collected through two primary methods: participatory observation and in-depth interviews. The researcher observed during the learning process in March 2024 by recording and transcribing oral discourse to obtain detailed verbal communication data. In addition, the researcher also created field notes to document relevant context and elements of nonverbal interactions. This observation data was then supplemented and deepened with direct interviews with the learners to explore the factors that support and inhibit learning, such as nationality, gender, age, domicile, education, linguistic background, and motivation to learn Indonesian. Data analysis was carried out qualitatively using thematic analysis techniques to identify and categorize verbal constraints that arise in learning interactions. The researcher applied descriptive and categorical analysis using the qualitative approach proposed by Patton (2014) and descriptive statistics to explain the frequency of obstacles found. This analysis aims to understand the patterns of obstacles experienced by foreign learners in the context of BIPA learning interactions.

## RESULTS AND DISCUSSION

### Results

The characteristics of foreign learners are based on interview data conducted in March 2024. There are seven foreign learners in the 2024 KNB Diponegoro University BIPA Program: one from Pakistan, one from Sudan, one from Botswana, one from Kenya, one from the Solomon Islands, one from Rwanda, and one from Sierra Leone. The seven students, aged 24 to 30, have graduated from undergraduate programs in their respective countries and will continue their master's studies at Diponegoro University. The seven KNB students chose a variety of residences. Some live-in boarding houses with Indonesian students; some live with fellow international students. The results and discussion of this study outline the main findings regarding the verbal barriers faced by seven foreign learners of the Developing Countries Partnership Program (KNB) in the interaction of learning Indonesian for Foreign Speakers (BIPA) at Diponegoro University in 2024. The main findings include three linguistic constraints: morphological constraints (dissipation, word use, and suffix), syntactic constraints (word order, phrase structure, and sentences), and the most dominant phonetic constraints.



Figure 1. BIPA KNB Undip Students in 2024 (source: personal document)

The idea of constraints began to occupy a central position in linguistic theory from the introduction of unification in grammar. This evolution was first carried out implicitly with the so-called grammar of logic. The second system of grammar was severely limited in terms of processability. It is hypothesized that the second grammatical system was initially not fully developed. In contrast to the first fully developed grammar system, the second language system only comes in a crumpled form in the learner's mind. This inchoate system is claimed to be limited in several ways; the limitations affect the various levels of linguistic representation postulated in grammar. This restriction causes problems for second language learners in terms of processing and thus forming/producing their language. The second grammatical system constraint results in two core unification and feature mapping processes. These two processes are not fully operational because essential features and functions are underdeveloped or lost. The hypothesis of multiple constraints makes an innovative contribution to the field of language learning because constraints at different levels of linguistic representation are precisely defined (Blache & Prost, 2014).

Some of the obstacles faced by foreign learners when interacting in BIPA learning are (a) morphological constraints; (b) syntactic constraints that include word order, phrase, and sentence structure; and (c) phonetic constraints.

### Morphological Constraints

Morphological constraints refer to the limitations that exist within the morphological system of a language that impact the way words are formed and changed. A field of linguistics known as "morphology" studies the structure of words and how words are composed of morphemes, which are the smallest components of meaning or function in a language (Spencer, 1999). Morphological constraints found in this study include omissions, use of words and affixes.

### Dissipation

According to Indonesian rules, simplifying speech by eliminating grammatical marks and suffixes is unjustified because it can obscure the meaning. See the following quote.

- T : “Untuk menjaga kesehatan kita, saya ingin Anda memahami bahwa saya tidak bermaksud untuk menjadi terlalu lelah saat ini. Apakah Saudara sudah lelah? Paham?”  
 (“To take care of our health, I want you to understand that I don't intend to be too tired at this time. Are you tired? Understand?”)
- FL : “Murut abu?”

The word mural refers to a word, *menurut*, which is derived from *Murat*, resulting in ambiguity of meaning.

### Use of the Word

Another morphological obstacle faced by students is related to the use of words to convey meaning. The use of adverbs, for example. 'Mr. Budi usually takes medicine today, which is Mr. Budi has been taking. Another example is the pronoun in learner speech 'What is your name, Pamela' in answer to the question 'What is your name?', which should be 'My name is Pamela'. Another example is using prepositions in speech, 'I cannot go there yet', which should be 'I cannot go there yet'.

### Use of Remuneration

The next morphological obstacle faced by students is the problem of using suffixes in a foreign learner's speech, such as 'Indonesian food that I want to try, such as padang rice, fried rice'. The verb 'try' in this context is usually not with the suffix (me—) but (di—) or I try, so it should be 'Indonesian food that I want to try, such as nasi padang, nasi goreng'.

## Syntax Constraints

Syntax constraints are the limitations in grammar that govern how words and phrases can be arranged into meaningful and grammatical sentences in a language. Syntax is the branch of linguistics that studies sentence structures and the rules that govern word combinations in a language. Syntax constraints determine the order of words, the relationships between words in sentences, and the structure of phrases and clauses (Van Valin, 2001). The syntactic constraints found in this study include constraints on word order, phrase structure, and sentences.

### Word Sequence Constraints

Sometimes, international students still have difficulty compiling the order when speaking Indonesian. This study found that foreign learners said, "I am happy to live in Indonesia," which should have been conveyed as "I am happy to live in Indonesia."

### Structure Frasa

Another obstacle is preparing the phrase to express the meaning, as in the speech of foreign students, 'I am on a big campus', which I should say ' I am on a big campus'.

### Sentence Structure

The next syntactic obstacle is related to preparing sentences that are not in accordance with Indonesian rules, such as the sentence of foreign learners 'We run out of drinks', which should be composed of 'Our drinks run out'.

## Constraints Fonetis

Limitations in the phonetic system affecting the production and representation of speech sounds are known as phonetic constraints. Phonetics is a field of linguistics that studies the physical properties of language sounds. This includes how the speech device makes the sound, how it is acoustic, and how the listener listens. Phonetic constraints determine the sound patterns that can be accepted and used in a language (Catford, 2001).

Obstacles that arise with the pronunciation of language sounds. Foreign learners mostly have difficulty pronouncing the Indonesian 'r' sound clearly (pronounced with an 'l'). Foreign learners also often get confused pronouncing syllables separated by vowels, such as 'fruit', 'good', 'mau', which they pronounce 'bu-ah', 'ba-ik', 'ma-u'. In addition, another pronunciation constraint is related to the variation of the sound e. The pronunciation of the nasty sound is also still difficult.

**Table 2**  
**Obstacles for Developing Countries Partnership (KNB) Foreign Learners**  
**In BIPA Learning Interactions**

No	Linguistic Barriers	N (Jumlah)
1	<i>Pelesapan</i> (Dissipation)	7
2	<i>Penggunaan Kata</i> (Use of the Word)	15
3	<i>Penggunaan Imbuan</i> (Use of Remuneration)	5
4	<i>Urutan Kata</i> (Word Order)	10
5	<i>Struktur Frasa</i> (Structure frasa)	4
6	<i>Kalimat</i> (Sentence)	6
7	<i>Fonetis</i> (Phonetic)	53

Overall, the most common obstacle faced by foreign learners is phonetic barriers. Foreign learners have difficulty adjusting to Indonesian because the character of their mother tongue is very different from Indonesian. Learning Indonesian as a foreign language is greatly influenced by the obstacles that foreign learners often face. Some of the things that can be acted upon are as follows.

### ***BIPA Teaching Methods***

BIPA's teaching methods need to be adjusted. Special instruction needs to be given to pronounce sounds that are not present in the mother tongue of foreign learners. Learners can improve their phonetic abilities by using articulatory techniques, intensive phonetic exercises, and technologies such as pronunciation apps.

### ***Use of Musical Instruments and Visuals***

Learners can hear and see how certain sounds are created and articulated using audiovisual media such as voice recordings, pronunciation videos, and speech recognition software.

### ***The Influence of Learning Evaluation***

When evaluating speaking ability, phonetic, grammatical, and vocabulary aspects should be prioritized. Learners' progress in phonetic aspects can be measured through interactive dialogue and pronunciation tests.

### ***BIPA Curriculum***

The Indonesian curriculum for foreign speakers needs to include special modules that pay attention to phonetics. These should include pronunciation exercises designed to help speakers of different native languages.

### **Discussion**

The results of the study show that the verbal constraints experienced by foreign learners of the Developing Countries Partnership (KNB) program in BIPA learning are not only rooted in linguistic unpreparedness but are also multidimensional, involving psychological, social, and pedagogical factors (Azzajad et al., 2023; Prathama et al., 2023). These obstacles appear in the form of difficulties in structuring spoken sentences, grammatically speaking, limitations in contextual vocabulary, and hesitation in responding to questions or expressing opinions spontaneously in class (Putri et al., 2023; Nurmallasari, 2023). Interviews and observations show that learners tend to feel hampered by the pressures of the new academic culture, differences in communication patterns, and fear of making mistakes in front of teachers and fellow students (Blache & Prost, 2014). Classroom interaction documentation noted that although learners had demonstrated sufficient understanding of written assignments, it was not necessarily directly proportional to their verbal ability in the interactive forum. From this, it can be concluded that there is an imbalance between receptive and productive abilities in the use of Indonesian by KNB learners. This inequality is exacerbated by teaching approaches less responsive to their verbal needs, such as a lack of directed speaking practice or limited space for verbal exploration in real-world situations (Nurfitriani & Putra, 2021; Putri et al., 2023). Therefore, the verbal constraints that occur do not solely come from the internal learner, but are also influenced by the learning system that is not fully accommodating to the dynamics of cross-cultural and linguistic interaction. This fact opens up space for an in-depth discussion on how higher education institutions can improve BIPA's learning approach to better align with the profile and needs of foreign learners from the KNB program.

When examined comparatively, the findings of this study show a more complex dimension compared to similar research in the realm of second language learning. For example, a study by Utami & Rahmawati (2020) highlighting the verbal constraints of BIPA learners in Jakarta shows that the main obstacle lies in the lack of vocabulary and interaction with native speakers. Meanwhile, a study by Septiana et al., (2021) in Yogyakarta emphasizes the teaching approach factor as the root of the limited verbal communication of foreign learners. Compared to the two studies, this study offers a more comprehensive perspective as it involves linguistic and methodological aspects and sociocultural and psychological dimensions that affect the verbal performance of KNB learners. By incorporating data from interviews, observations, and documentation, this study produces a more complete picture of the challenges faced by learners, including how social pressures and differences in communication

norms contribute to barriers to speaking (Putra, 2024). Another advantage of this research is its specific context, namely Diponegoro University, which has not been widely explored in the literature, even though this university has its characteristics and experience in managing BIPA programs for KNB learners (Basarah & Sunendar, 2024; Khoirunnisa et al., 2023). Thus, this study not only complements the existing discourse but also enriches the map of understanding of verbal constraints in BIPA learning by introducing new variables that have not been discussed in depth in previous studies.

Reflection on the results of this study led to the realization that the initial goal to outline the verbal constraints of KNB foreign learners was not only limited to problem mapping, but also opened up new horizons on how the BIPA learning process can be more inclusive and effective. The findings that show that verbal barriers arise not due to inability alone, but because of a learning context that is not fully supportive, are an important trigger to rethink the approach used in BIPA teaching (Khoirunnisa et al., 2023). The purpose of this research, which was originally identificative, developed into a form of evaluation of the sustainability of pedagogical interaction in multicultural classrooms. This reflection shows an urgent need to adopt a learning approach that focuses not only on the structural aspects of language but also on learners' affective and social aspects. Thus, this study not only answers the question of "what is a verbal barrier" but also hints at the importance of building a learning environment that strengthens confidence, psychological security, and courage to express themselves in Indonesian (Rofuiddin et al., 2021; Amalia & Asteria, 2024). This emphasizes that BIPA learning is not only a linguistic transfer process but also a process of intercultural interaction that requires sensitivity, openness, and support from all parties involved, especially teachers. Therefore, the benefits of the purpose of this research go beyond the theoretical aspect, because it helps to encourage a transformation of perspectives in designing friendly classroom interactions and freeing foreign learners from the verbal awkwardness that has been shackling them.

The implications of the results of this study are quite broad, both at the practical and policy levels. From a pedagogical point of view, the results indicate that BIPA learning programs need to make curriculum adjustments that explicitly accommodate contextual, directed, and sustainable verbal exercises (Rhubido et al., 2023; Asteria, 2024). This means that BIPA teaching can no longer focus only on mastering textual language structures, but must also emphasize courage and communication skills in real situations. Another implication is the importance of training BIPA teachers to identify and respond to the verbal needs of foreign learners, especially those from the KNB program, with a more empathetic and participatory approach. The results of this study are also the basis for the BIPA program, organizing institutions to build a more holistic learning evaluation system, which measures not only written aspects but also oral performance as an indicator of learning success. In the long term, these implications can encourage the birth of innovations in language teaching that are more oriented towards authentic and cross-cultural communication (Puspitasari & Walujo, 2020; Salama & Kadir, 2022). In addition, institutionally, universities and KNB program organizers can also use the results of this research to develop academic and psychosocial support policies for foreign learners, such as the provision of peer mentors, language clinics, or informal communication forums. Therefore, the results of this research are important for the development of knowledge and contribute to efforts to improve the quality of Indonesian higher education in the context of internationalization.

Analyzing further, there are several basic reasons why the results of this study show the tendency of verbal constraints in foreign learners of the KNB program. First, the educational background and culture of the learner's origin significantly influence their readiness to use the Indonesian language actively. Many learners come from educational systems more oriented towards memorization and reproduction of knowledge, so they are unfamiliar with the dialogical learning model as applied in BIPA classes. Second, the social and academic pressure learners feel makes them hesitant to take risks in speaking, mainly for fear of making mistakes or causing cultural misunderstandings (Salama & Kadir, 2022). Third, the learning materials used tend to be non-contextual to their life experiences, making it difficult for learners to relate language use to the real world they face (Puspitasari & Walujo, 2020). Fourth, the teaching approach that is too centered on

the teacher also makes verbal interaction minimal, because learners are not given enough space to express themselves. These factors synergize with each other to create less favorable conditions for the development of verbal skills. Therefore, the results found are not coincidental or individual, but a reflection of learning systems and approaches that are not fully inclusive of the needs of KNB learners. By understanding the root of this problem, the direction of future BIPA program development can be more targeted and answer the problem structurally (Rhubido et al., 2023; Asteria, 2024; Chan & Rahman, 2019).

Based on the findings and analysis that have been presented, several strategic actions need to be taken immediately to overcome the verbal constraints of KNB foreign learners in BIPA learning. First, it is important to undertake a curriculum revision that includes an explicit and systematic component of speaking exercises, with topics relevant to the learner's daily life and academic world. Second, intensive training for BIPA teachers is necessary, especially in mastering cross-cultural communicative strategies and discussion facilitation techniques that can build learners' confidence. Third, there is a need to provide informal communication spaces outside the classroom, such as discussion clubs or language communities, that allow learners to practice their verbal skills in a non-stressful atmosphere. Fourth, the organizing institution needs to develop a monitoring system and periodic feedback on the development of learners' verbal skills, so that pedagogical interventions can be carried out more timely and on target. Fifth, it is also important to establish collaboration between KNB learners and local students in academic and social activities to create an interactive and intercultural learning atmosphere. Finally, it is necessary to document good practices from the results of successful learning experiments, so that they can be used as a model for BIPA development in other places. All of these recommendations are based on making BIPA learning a means of language mastery and a vehicle for self-development and cross-cultural understanding for foreign learners.

## CONCLUSION

The most astonishing finding from this study is that the verbal constraints experienced by foreign learners of the Developing Countries Partnership (KNB) in BIPA learning interactions are not only influenced by limited language competence, but also by psychosocial factors that often go unnoticed by teachers. These results show that awkwardness, fear of being wrong, and pressure to adjust to Indonesia's academic culture are the main obstacles to learners' active involvement in the learning interaction. In many cases, KNB foreign learners strongly desire to participate actively. However, they are hampered by negative perceptions of their abilities and a lack of understanding of the context of communication in the classroom. Aspects such as lecturers' communication styles, classroom interaction norms, and implicit expectations from teachers and peers play a significant role in shaping the comfort of interaction. This indicates that BIPA's learning approach needs to be reviewed, especially in the interactional aspect, which has been considered purely technical. Therefore, these findings shed new light on the importance of expanding BIPA's teaching perspective, from initially focusing on linguistic ability, to a more holistic approach that considers learners' affective and sociocultural dynamics.

This research significantly contributes both theoretically and practically to the scientific development of BIPA and cross-cultural studies. Theoretically, this study emphasizes the need to develop an integrative BIPA learning framework, which combines the theory of second language acquisition with a sociocultural perspective, so that learning interactions are understood as linguistic knowledge transfer and as a process of negotiating meaning and identity between cultures. The results of this study enrich the understanding of how KNB foreign learners form communication strategies influenced by cultural backgrounds, previous learning experiences, and their perceptions of the learning environment in Indonesia. Meanwhile, practically, these findings encourage BIPA teachers to design learning interactions that are more inclusive, adaptive, and responsive to the diversity of learners. Implementing techniques such as an interactive approach, collaborative project-based assignments, and cross-cultural awareness training for teachers can be concrete steps to overcome interaction barriers. Thus, this research provides an academic contribution in conceptual form and

offers applicative solutions that can be applied directly in the BIPA learning process in multicultural classrooms.

Although this study has succeeded in uncovering several important findings regarding the interaction constraints of KNB foreign learners in BIPA learning, several limitations must be observed for further research development. These limitations mainly lie in the scope of participants focused on learners from certain countries in the KNB scheme, so they do not fully represent the diversity of cultural and linguistic backgrounds of all BIPA foreign learners. In addition, the descriptive approach emphasizes the in-depth depiction of phenomena, but has not fully explored the causal relationship between the factors that influence learning interactions. Therefore, follow-up research is recommended to use a mixed approach to obtain a complete and more measurable picture. The subsequent research can also examine the role of educational institutions, BIPA learning policies, and the effectiveness of intercultural training for teachers as variables that affect classroom interaction quality. With this development direction, the study of BIPA learning interactions will be more comprehensive and able to become the basis for more strategic policy-making in implementing Indonesian language education for foreign speakers, especially in international partnership schemes such as KNB.

### DECLARATIONS

<b>Author contribution</b>	: Eva Ardiana Indrarians leads and is responsible for all research projects on Constraints of Developing Country Partnership (KNB) Foreign Learners in BIPA Learning Interaction. She also wrote the Manuscript and collaborated with the second author. Aziizatul Khusniyah participated in writing the article. The authors approved the final Manuscript.
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