



Analysis of the need for a survival thematic BIPA dictionary for Handai Indonesia

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ABSTRACT

The use of dictionaries in beginner-level BIPA learning is important, considering the limited vocabulary students master. Things like this apply to formal students in class and Handai Indonesia who are in Indonesia. Handai Indonesia refers to foreign citizens who can speak Indonesian. Apart from being required to adapt to learning in the classroom, Handai Indonesia, who immediately learned Indonesian in Indonesia, was also necessary to survive in his new living environment. Therefore, there needs to be supported vocabulary materials packaged based on their needs. Supported by this vocabulary material, it can be made into a special thematic survival dictionary that is easy to use. This research analyzes Handai Indonesia's need for a survival thematic dictionary. The method used in this research is descriptive. The needs analysis results show that public transportation is the place or situation that Handai Indonesia most needs in terms of survivability in Indonesia. Many Handai Indonesians experience vocabulary problems when using public transportation services, so they need a transportation-themed survival dictionary, and the type of dictionary they need is a digital dictionary. Images contain explanations and examples of sentences, conversations, and audio.

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ABSTRAK

Penggunaan kamus dalam pembelajaran BIPA level pemula merupakan hal yang penting mengingat terbatasnya kosakata yang dikuasai oleh pemelajar. Hal ini tidak hanya berlaku bagi pemelajar formal di kelas tetapi juga para Handai Indonesia yang berada di Indonesia. Handai Indonesia merujuk pada warga negara asing yang mampu berbahasa Indonesia. Selain dituntut untuk dapat beradaptasi dengan pembelajaran di kelas, Handai Indonesia yang langsung belajar bahasa Indonesia di Indonesia juga dituntut untuk dapat bertahan hidup di lingkungan tempat tinggalnya yang baru. Oleh karena itu, perlu adanya sokongan materi kosakata yang dikemas berdasarkan kebutuhan mereka. Sokongan materi kosakata tersebut dapat dibuat menjadi sebuah kamus khusus kesintasan yang bersifat tematik sehingga mudah digunakan. Penelitian ini bertujuan untuk menganalisis kebutuhan Handai Indonesia terhadap kamus tematik kesintasan. Metode yang digunakan di dalam penelitian ini adalah metode deskriptif. Hasil analisis kebutuhan menunjukkan bahwa transportasi umum menjadi tempat atau situasi yang paling banyak dibutuhkan handai Indonesia dalam hal kesintasan di Indonesia. Para handai Indonesia banyak mengalami kendala kosakata pada saat menggunakan layanan transportasi umum sehingga membutuhkan kamus kesintasan bertema transportasi dan jenis kamus yang mereka butuhkan adalah jenis kamus digital, rancangan awal kamus dilakukan berdasarkan hasil analisis kebutuhan dengan pengembangan lema kesintasan tema transportasi berbantuan aplikasi digital Android dengan fitur gambar dilengkapi dengan penjelasan dan contoh kalimat, percakapan, dan suara.

Kata Kunci: Analisis kebutuhan; Handai Indonesia; kesintasan; kamus tematik kesintasan

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INTRODUCTION

Vocabulary mastery in foreign language learning is very important because it is the basis of effective communication. Understanding and using appropriate vocabulary is necessary to communicate fluently and effectively in a foreign language. In addition, good vocabulary mastery also helps improve overall understanding of the foreign language, including grammar and sentence structure. Vocabulary mastery can affect a person's language skills (Buadanani & Suryana, 2022). Good vocabulary mastery allows a person to more easily understand the texts they read and hear in a foreign language (Lestari et al., 2019; Tiawati et al., 2022). This is important because a good understanding of vocabulary will help capture meaning and context. In addition, understanding and using appropriate vocabulary also broadens one's horizons and knowledge of the culture and context of the foreign language being studied.

A language contains much vocabulary that reflects the cultural values, habits, and ways of thinking of people in a culture (Nurharjanti & Ghozali, 2018). In acquiring and expanding vocabulary mastery, dictionaries are indispensable in foreign language learning. A dictionary has become important for learning a foreign language (Ambarwati & Mandasari, 2020). In addition, dictionaries can also help to expand their vocabulary by providing synonyms, antonyms, and example sentences of the use of these words. In BIPA learning, many Indonesian dictionaries for Indonesian speakers make it easier to understand the meaning of words and expand their vocabulary. However, one of the challenges in BIPA today is that they often provide general definitions without considering more specific contexts or fields. This limits the effectiveness of the dictionary in helping learners understand and use vocabulary in specific situations or fields. A dictionary that focuses on vocabulary in a particular field or theme is called a Thematic Dictionary. A thematic dictionary is a type of dictionary that helps Indonesian learners expand their vocabulary in a specific context. One of the advantages of using thematic dictionaries in language learning is that they provide relevant vocabulary for particular topics or situations so that Indonesian hands can more easily apply the vocabulary in daily life or appropriate environments to survive (Intan, 2021). Living in a foreign country is not easy without an adequate understanding of the vocabulary in that language. For all these reasons, it cannot be denied that using thematic dictionaries is a very important part of foreign language learning.

Survival comes from the root word "*sintas*" (survive). According to KBBI, surviving is continuing to survive and maintain its existence. Survivorship is an individual who manages to survive, while survival is related to survival. The thematic dictionary developed in this study is the BIPA Thematic Dictionary of Survivorship. This thematic dictionary aims to help Indonesian Handai and learners who will survive in Indonesia. Survivorship is an important concept in this research as it relates to developing a BIPA thematic dictionary designed to help learners of Indonesian for Foreign Speakers in everyday life situations in Indonesia. In this study, creating a BIPA thematic dictionary focusing on survivability can provide BIPA learners with an effective and relevant tool to improve their Indonesian language skills in the context of everyday life in Indonesia. At the basic level, Indonesian language learners for foreign speakers often experience difficulties acquiring and mastering Indonesian vocabulary (Hudaa, 2019). One of the difficulties experienced by basic-level BIPA learners is vocabulary equivalence in Indonesian. Whatever vocabulary is used, basic BIPA learners are often confused about finding its equivalent in Indonesian due to their lack of vocabulary mastery.

Handai Indonesia and beginner BIPA learners are closely related to the theme of survival. The theme of survival is important for them because they have to survive and communicate with the surrounding community amid limited vocabulary mastery. One of the themes in survival is public transportation services. Handai Indonesia and beginner learners must understand the vocabulary used in public transportation services. What vocabulary will be used in city transportation modes, buses, trains, etc.? With this crossing thematic dictionary, basic learners with limited vocabulary can improve their crossing

vocabulary, especially in the theme of public transportation services, so they can use the services to survive in a foreign country.

Thematic dictionaries benefit Indonesian speakers with an adequate understanding of situation-specific Indonesian vocabulary to survive. Those who manage to survive are also known as survivors. Survivors are individuals who can adapt well to a new environment and have the ability to socialize with the local community. To become a survivor, foreigners who come to Indonesia, especially Handai Indonesia, need to be helped to understand vocabulary related to daily needs, such as when arriving for the first time at the airport, meeting customs officers, booking public transportation, shopping at traditional markets, going to the doctor, finding places to eat, and interacting with local people in various situations such as at work, school, or in social activities. Handai Indonesia is a brand given by the Language Development and Guidance Agency, Ministry of Education, Culture, Research, and Technology, to foreign nationals who can speak Indonesian and understand Indonesian civilization, society, and culture. In its stated meaning, "Handai Indonesia" refers to foreign individuals who broadly understand Indonesian culture, traditions, customs, and society. They can communicate in Indonesian and deeply understand Indonesian society's cultural context, norms, values, and behaviors.

The term "Handai" was created or used to indicate that the individual is practically or knowledgeably considered similar or equivalent to Indonesians in terms of cultural knowledge and daily life. One of the aids that can be provided is by developing a survival thematic dictionary. With a thematic dictionary of survival, Indonesian handlers can easily find and master the vocabulary needed to survive and interact effectively in their new environment. Thematic dictionaries will facilitate learning new vocabulary and systematizing students' knowledge (Trubina, 2019). In another research, the development of the BIPA learner dictionary using applications can effectively facilitate BIPA learners in recognizing vocabulary and understanding the culture contained in basic vocabulary (Fadly, 2018; Laksono & Ismiatun, 2023). Furthermore vocabulary mastery will be helped by electronic dictionary media (Farah, 2019). The author conducted experiments on two classes: the first was a control class. This class did not use an electronic dictionary, then the second class was an experimental class that used electronic dictionary media assistance. The results of the experiment showed significant results. The use of thematic electronic dictionary media positively influences high school student's mastery of vocabulary.

However, no thematic dictionary is currently specifically developed for Handai Indonesia's needs. Seeing this, the author has an idea to research the BIPA Thematic dictionary of survival, designed with a communicative approach assisted by digital applications. The communicative approach is a language learning approach that focuses on communication skills and active interaction according to the principles of effective communication (Mirzayev & Oripova, 2022). Research on the BIPA Survival Thematic Dictionary to be developed with a communicative approach assisted by digital applications is very important. This research aims to analyze the needs of Handai Indonesia for a survival thematic dictionary.

LITERATURE REVIEW

The Importance of Language Skills for Survival

Mastery of vocabulary in foreign language learning is very important because it is the basis of effective communication. A good command of vocabulary helps improve the overall understanding of a foreign language, including its grammar and sentence structure. Vocabulary mastery can influence a person's language skills (Buadanani & Suryana, 2021). This is because good vocabulary mastery can enable someone to more easily understand the texts they read and hear in a foreign language (Lestari et al., 2019). From this statement, it can be said that having a good understanding of vocabulary will help students grasp the meaning and context. Apart from that, understanding and using appropriate vocabulary also broadens a person's insight and knowledge about the culture and context of the foreign language

they are studying. Awareness of communicating in public places in Indonesia is necessary for craftspeople who have recently or have never been to Indonesia. Using a dictionary is indispensable in learning a foreign language to acquire and expand vocabulary mastery.

Thematic Dictionary of Survival

Dictionaries play an important role in language learning and everyday life. Whether in understanding the meaning of words, using words in context, or developing vocabulary, dictionaries are indispensable in communication and language learning. So it can be concluded from the terminology above that the definition of a dictionary is a reference book that contains a list of words or word combinations from a language, in which the words are arranged alphabetically and are then given a description of their meaning and use, in addition to being described their meaning, also described their speech, spelling, and various other things. A thematic dictionary is a type of dictionary that organizes words based on a particular theme or topic. This approach facilitates learners to understand vocabulary related to a specific subject or area of expertise. Thematic dictionaries help organize words by semantic categories or groups, making it easier to understand vocabulary in a particular context (Sheremeta, 2021). It can be concluded that a thematic dictionary is a BIPA dictionary that is focused on a specific field or topic. Thematic dictionaries provide definitions of words and organize entries based on specific topics or categories.

Thematic dictionaries tend to be more specific and focused than general dictionaries (Kiger & Varpio, 2020). They help guide users in the use of words that are appropriate to a particular situation or topic. For example, a thematic dictionary of hobbies would include vocabulary related to recreational activities or hobbies such as cycling, hiking, or cooking. The lexicographic approach of thematic dictionaries supports theme-based analysis. Thematic dictionaries consider the context in which words are used and relate them to specific themes (Nielsen, 2008). This allows learners to understand vocabulary in particular situations or fields. Thematic dictionaries are also an effective tool in second language learning. It assists second language learners in building a stronger vocabulary and focusing on their area of learning need (Fryer, 2020). It can accelerate the second language learning process by presenting vocabulary according to students' context and interests.

METHODS

This research uses a descriptive research method. Descriptive research aims to describe existing phenomena, namely natural phenomena or artificial phenomena or is used to analyze or describe the results of the subject but is not intended to provide wider implications. The descriptive method in this research focuses on describing the needs analysis of the dictionary product being created. The results of this research data description are the basis for the author to develop products to suit user needs. The research subjects were fifteen *Handai Indonesia* from various countries. Data collection techniques in this study used documentation techniques, questionnaires, and interviews.

RESULTS AND DISCUSSION

Need Analysis Result

The results of the questionnaire provide an overview of the profiles of “*Handai Indonesia*” and BIPA learners, their goals in learning Indonesian, the difficulties they encounter in communicating, and the need for dictionaries or other aids in understanding Indonesian. This aligns with the research objective: to produce a Communicative Approach-based BIPA Thematic Dictionary based on Digital Applications.

Meanwhile, the specific goals of this research are to describe the needs of BIPA learners for the BIPA thematic dictionary of survival based on a communicative approach assisted by digital applications.

The author distributed a questionnaire to find out what the needs of *Handai Indonesia* are for a thematic dictionary of survival. The questionnaire contains the purpose of *Handai Indonesia* learning Indonesian, in which places *Handai Indonesia* often encounters difficulties in communicating, during what situations *Handai Indonesia* finds challenges in communicating, what kind of dictionary can help with these difficulties, and what type of dictionary design they need. Of the 16 questionnaires distributed, 15 respondents have filled out the questionnaire. The questionnaire results vary according to each *Handai Indonesia*'s needs. Respondents came from Korea, Japan, China, Gambia, Egypt, France, Turkey, and Germany. The *Handai Indonesia* have different purposes and reasons for coming to Indonesia. They include workers (who will work in Indonesia after graduating from college), tourists, and students (who will continue their studies in Indonesia). The results of the *Handai Indonesia* and BIPA learners questionnaires are as follows.

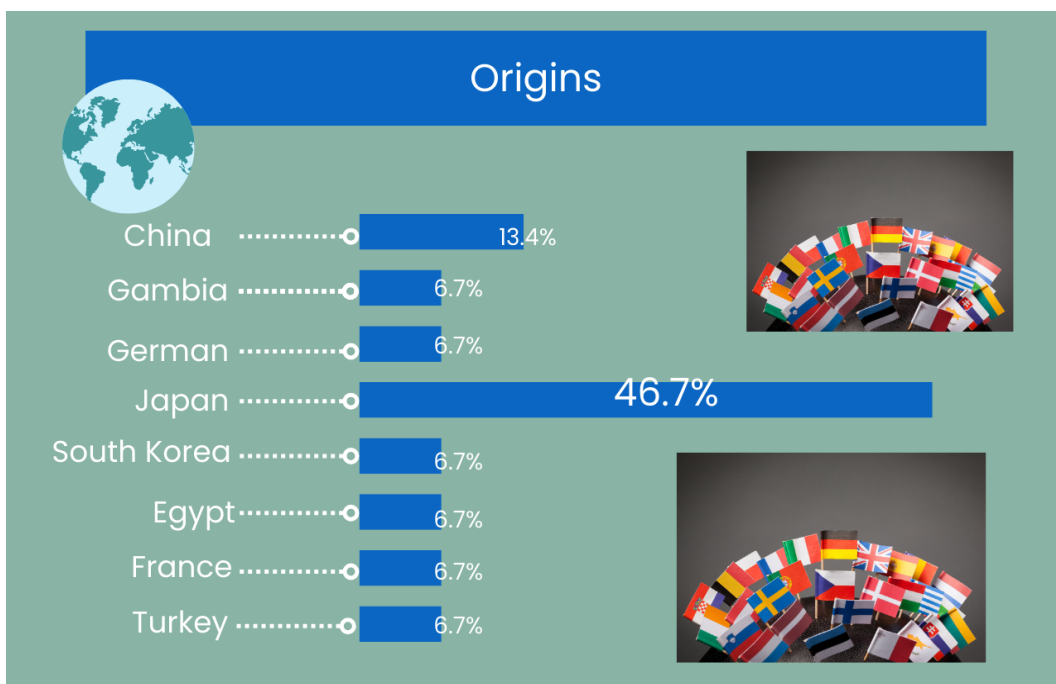


Figure 1. Handai Indonesia's Origins
Source: Author's Documentation 2023

Figure 1 shows the distribution of respondents by country. Most respondents are from Japan. There are eight respondents out of 15, and the rest are from different countries. Two respondents are from China, and the rest are from Gambia, South Korea, Egypt, France, China, Turkey, and Germany. It can be seen that the Japanese dominate *Handai Indonesia* and BIPA learners.

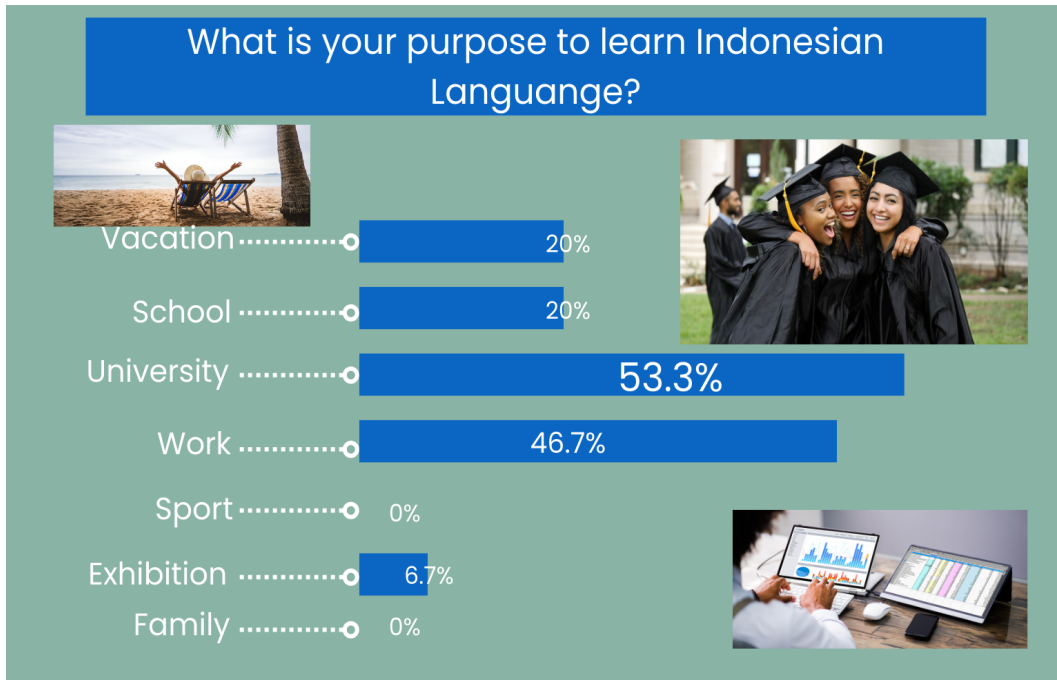


Figure 2. Handai Indonesia’s Purpose
 Source: Author’s Documentation 2023

Figure 2 shows the purpose of learning the Indonesian language. The purpose of Handai Indonesia and BIPA learners is University, occupying the highest position with more than half of total respondents, followed by work, slightly different then the third position is School and Vacation shared the same results, and Exhibition occupies the lowest percentage. For Sports and Family purposes, no one chose. The author can conclude that the purpose of working in Indonesia is the favorite destination of Handai Indonesia and BIPA learners.

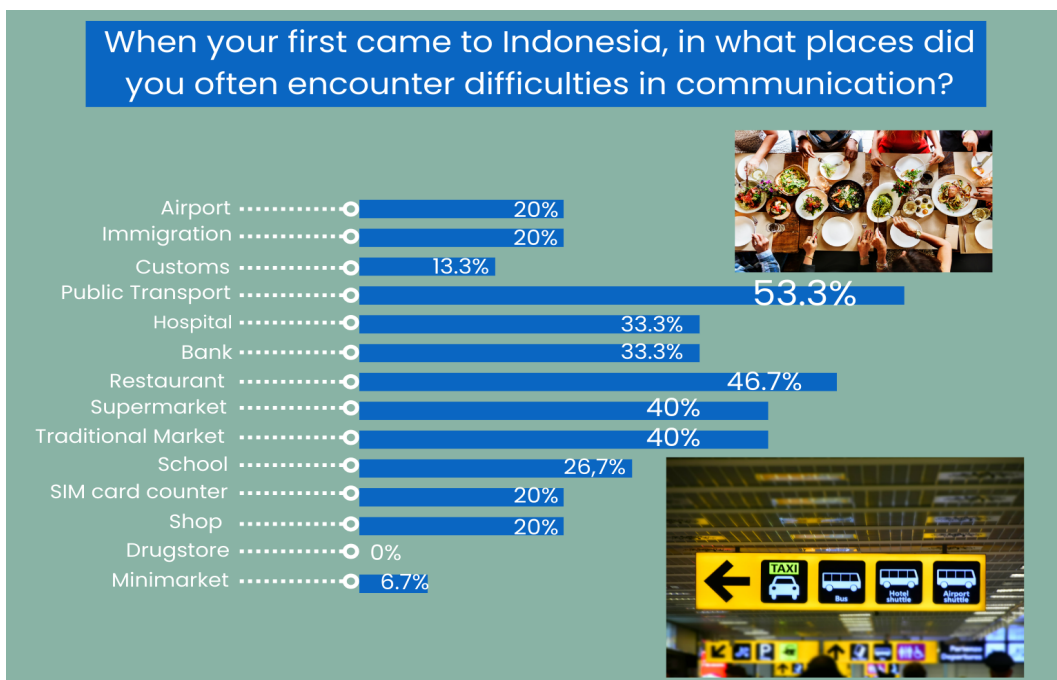


Figure 3. Handai Indonesia’s Difficulties
 Source: Author’s Documentation 2023

Based on the results of the questionnaire in **Figure 3**, Handai Indonesia and BIPA learners agree that the first place that is often considered difficult is when in public transportation, more than half of the total chosen by respondents, and then the second place is regarded as difficult is in the restaurant, the third place in the supermarket and the traditional market has the same percentage while in the hospital and the bank also has the same rate. Other places that are also considered difficult by Handai Indonesia and BIPA learners are schools, followed by the airport, the immigration office, the SIM card counter, and the store with the same percentage. The last place is at the customs. Minimarket is another answer with the smallest percentage in total. The place that is considered the least difficult is the pharmacy. Looking at these results, the top places that are often considered difficult by *Handai Indonesia* and BIPA learners are public transportation and restaurants.

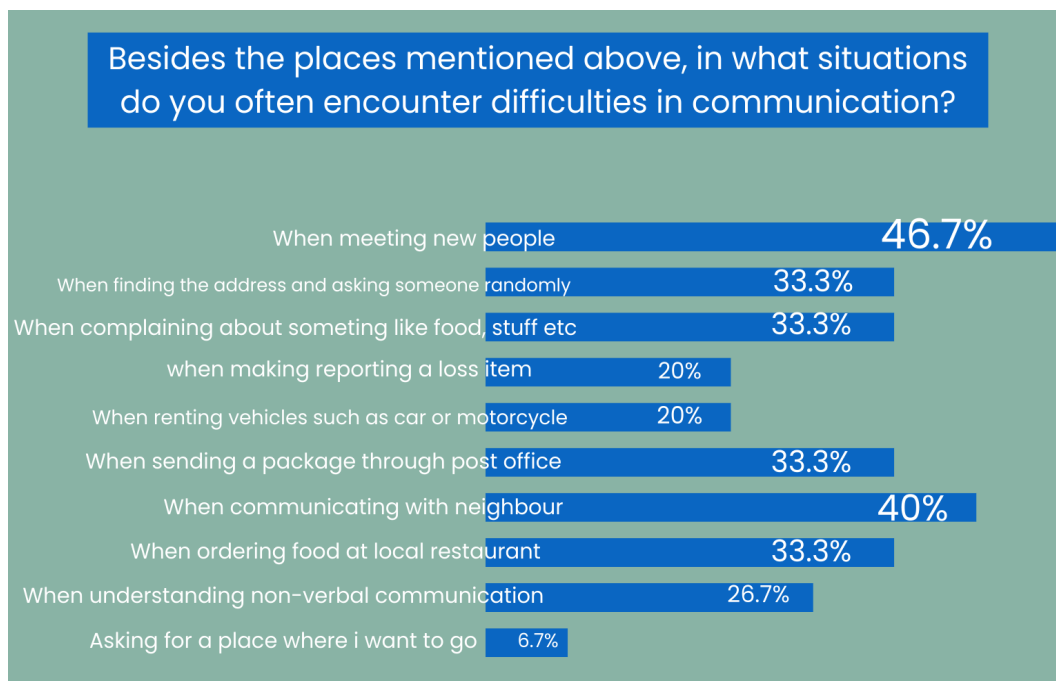


Figure 4. Handai Indonesia's Difficulty Situation
Source: Author's Documentation 2023

Next are situations often considered difficult when communicating for Handai Indonesia and BIPA learners showed in **Figure 4**. The top place is 'when getting acquainted with new people,' almost half of it, then the next situation that is often considered difficult is 'when communicating with neighbors.' The third place has the same percentage, which is 'when looking for an address and asking unfamiliar people,' 'when complaining about something such as food, buying goods and others', 'when sending goods through the post office,' 'when ordering food at a food stall (local restaurant), and the other situation has a lower percentage which is 'when understanding non-verbal communication,' and the last order of situations that are often felt difficult is 'when reporting lost items' and 'when renting a car or motorcycle' with the same number and others answered 'when asking a place that is usually visited.' From the above results, the author concludes that communicating 'when getting acquainted with new people' is the most difficult situation. The situation 'when communicating with neighbors' is also often considered difficult while communicating 'when reporting lost items' and 'when renting a vehicle' are considered not so difficult for some Handai Indonesia and BIPA learners.

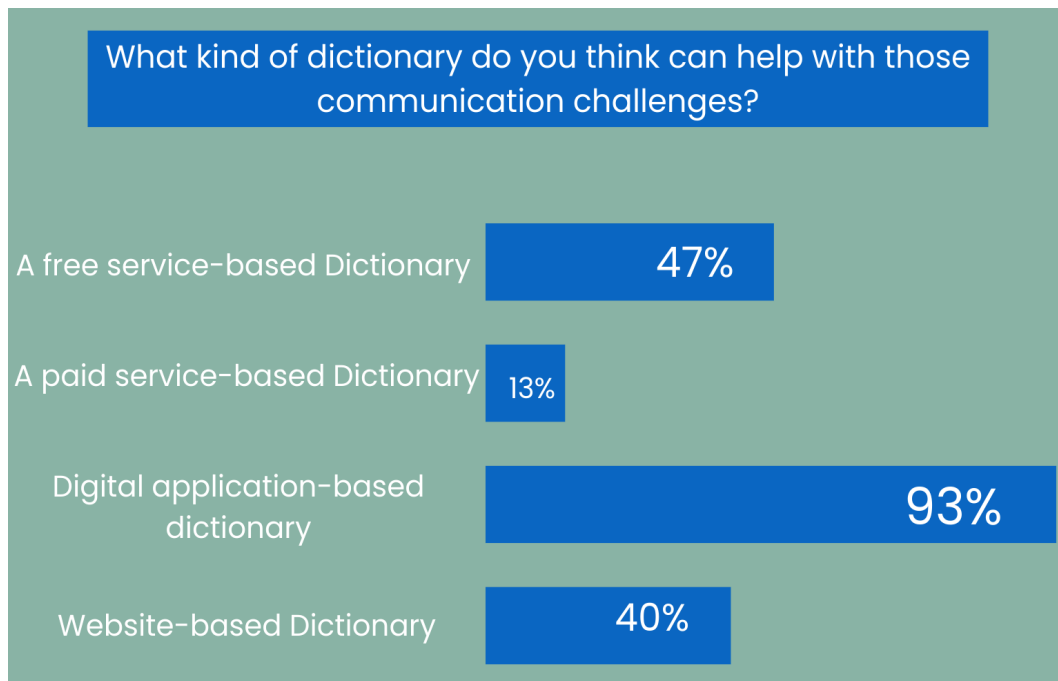


Figure 5. Kind of Dictionary 1
Source: Author's Documentation 2023

Next is the type of dictionary that can help the difficulties of Handai Indonesia and BIPA learners in Indonesia, shown in **Figure 5**. Based on the questionnaire results, the dictionary in the form of digital applications occupies the top position with as many as 14 respondents. Then, the second place is filled by the type of free dictionary with several respondents, as many as seven people, and the third place with several respondents six people is the dictionary in the form of a website. In comparison, the paid dictionary occupies the last position with the number of respondents two people. The questionnaire results show that Handai Indonesia and BIPA learners agree that dictionaries in the form of applications can help their difficulties in understanding Indonesian.

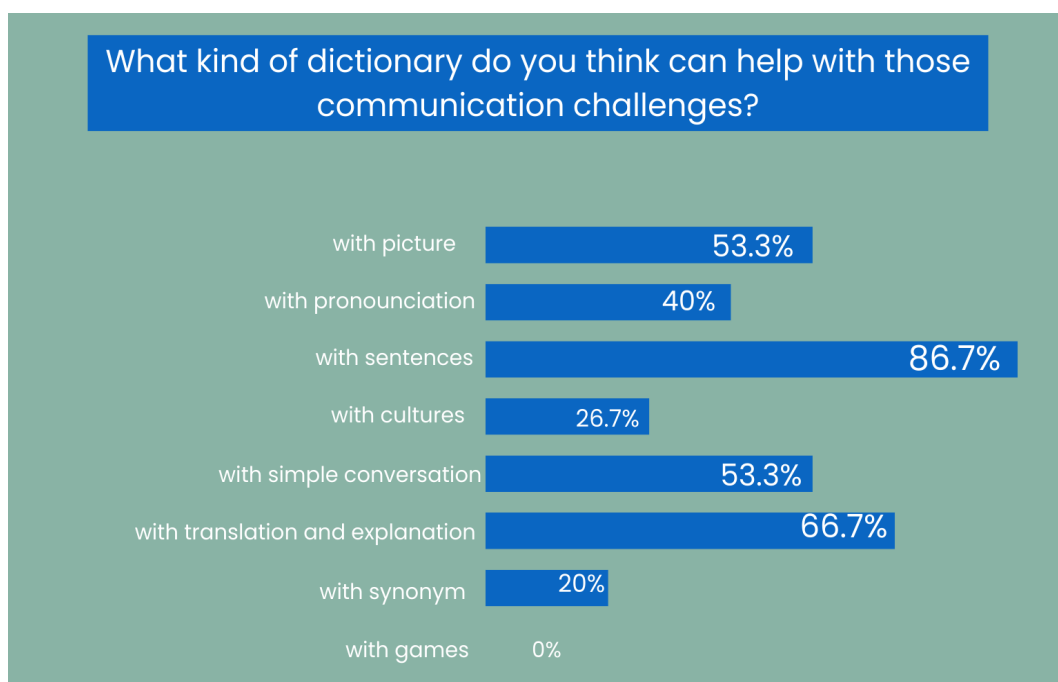


Figure 6. Kind of Dictionary 2
Source: Author's Documentation 2023

The last part of the questionnaire question is about what kind of dictionary design Handai Indonesia and BIPA learners need shown in **Figure 6**. Based on the results of the questionnaire, Indonesian speakers and BIPA learners agreed that the design they need is a dictionary with example sentences at the top, the next is a dictionary design with explanations and translations, and in third place with the same percentage are dictionaries designs with pictures and with conversation examples. Meanwhile, the design with pronunciation sounds amounted to almost a quarter, followed by the design with cultural context, which amounted to lower. The design with equations was last with the smallest, while the dictionary design with games no respondents chose.

Discussion

The Indonesian respondents who were respondents in this research were foreign nationals who already had previous proficiency in Indonesian. Handai Indonesia is a brand provided by the Language Agency of the Ministry of Education, Culture, Research, and Technology to foreign citizens who can speak Indonesian and understand Indonesian culture. Handai Indonesia, who dominates the needs analysis in this development research, comes from Japan and China, aiming to go to Indonesia to study and work. Based on the data, many foreign nationals who come to Indonesia come from Japan and China. They come to Indonesia for various purposes, including to work and study. For work purposes, data from the Ministry of Manpower (Kemnaker) shows that in November 2022, there will be around 111.7 thousand foreign workers (TKA) in Indonesia. Most foreign workers come from China 46.83% and Japan 10.01%. Meanwhile, for study purposes, based on the number of international students registered at the University of Indonesia (UI) in 2022, there are 1,320 people, many of whom also come from Japan, namely around 86 people. Based on data from Yogyakarta State University in 2023, China is the largest contributor to international students.

The place that causes the most communication difficulties for Indonesian experts, based on the results of a questionnaire dominated by respondents from Japan and China when they come to Indonesia, is public transportation. Public transportation in Indonesia is a place that creates communication difficulties for Indonesians for several reasons. According to Hubeis et al. in the book "*Komunikasi Profesional*," first because of language and cultural barriers. They stated that effective communication can be hampered by language and cultural differences. Indonesians may not understand the pronunciation of the language or local people or the local culture and social norms, including the culture and norms of how to interact on public transportation. For example, in Japan, people usually arrive at bus or train stops or stations early, and everyone takes lateness seriously. In contrast, in Indonesia, people may be more relaxed about time and may not follow a schedule as strictly as in Japan. Second, public transportation is usually busy and noisy. This can, of course, make communication more difficult. When in public transportation, people are more focused on their destination by walking faster to catch transportation so that instead of trying to communicate with each other, they are busy understanding the transportation system they use. This is certainly different from other places, such as restaurants. In restaurants or other places, Indonesians have more time and opportunities to communicate, ask for help, or even use tools such as translator applications. Additionally, staff are usually trained to serve customers from various backgrounds and may be better equipped to help Indonesians. This differs from modern transportation service providers who do not receive training to handle passengers across languages and cultures. The third barrier is the lack of personal interaction. People tend to keep their distance on public transportation and avoid unnecessary interactions. This is different from restaurants or other places, social interaction is more expected and accepted.

Public transportation has an incredibly rich multilingual context, where several messages interact involving passengers and staff through various channels and codes, reaching them quasi-simultaneously through sight and hearing. Therefore, the importance of effective communication to avoid accidents and

misbehavior is evident. Indeed, the task is even more important when the crowd circulating in railway, metro, and bus stations, in harbors and airports, or sitting in trains, buses, ferries, or airplanes, is composed not only of locals but also of foreigners, who may not understand the national language and may not be familiar with local customs. This background concludes that phrase and language in public transportation is the first and most important thing Handai Indonesia needs to learn.

The possibility of foreign/international students using public transportation in their host city is high due to their past habits and experience (Monteiro et al., 2021). In this regard, past habits and experiences can make international students more inclined to use transport options similar to those used in their previous city of residence. The smaller choice set results from the temporary transnational relocation, as private vehicles are not brought from the city of origin. Regarding adaptation, Cao and Moktarian (2005) point out that individuals prefer to adopt lower-impact strategies (e.g., changing departure times) to adapt to a new situation before adopting higher-impact ones (e.g., telecommuting). Thus, their low likelihood to invest in a private individual mode for a short-term horizon results in a higher likelihood of international students and researchers' reliance on public transport and non-motorized modes in the host city. Due to this phenomenon, Van-Acker et al. (2010) claim that using a new transport mode requires learning its new routines. When the efforts related to this process are perceived to exceed its benefits, one can use a less optimal transport mode that is easier to use. Therefore, foreign language learning teachers must introduce various types of transportation along with related phrases and vocabulary to make it easier for Handai Indonesia to adapt to public transportation in Indonesia.

Apart from places, Handai Indonesia also experiences difficulty communicating in certain situations. The most common problem encountered is difficulty when meeting new people. When a person or group of people communicate with other culturally different parties, it can present problems between them (Sumaryanto & Ibrahim, 2023). Communicating, meeting, and communicating with new people causes anxiety, so Indonesians and residents tend to avoid it. This reason adds to the strengthening of why communication in public transportation is the most difficult place for Indonesians to face.

The dictionary functions to help someone learn new words and be very effective vocabulary learning strategy (Zhang et al., 2021). In the context of public transportation, dictionaries act as a very important tool to overcome communication difficulties for Indonesians because dictionaries can help them look for important words or phrases needed for basic navigation and communication when understanding routes, schedules, or instructions. Public transportation service providers provide them. To help with communication difficulties for Indonesians in public transportation, it is necessary to develop dictionaries, especially dictionaries assisted by digital applications. Digital app-assisted dictionaries offer easier access and portability than traditional physical dictionaries—dictionaries with the help of digital applications.

This discussion can help in formulating strategies for developing thematic dictionaries that are more responsive and suited to the needs of foreign and BIPA learners of Indonesian, as well as expanding the understanding of the communication challenges they face also the importance of context in language learning, diversification of features in dictionaries, technology as the main foundation, prioritization of relevant content, adaptive dictionary development are points that will help in designing thematic dictionaries that are more responsive, effective, and following the needs of Handai Indonesia and BIPA learners in learning Indonesian in the context of culture and everyday life. Integrating cultural knowledge with language learning is important to develop effective communication skills in a foreign language (Tiawati et al., 2023).

The research results provide valuable insights into the specific needs and preferences of Handai Indonesia and BIPA learners regarding a thematic dictionary for survival situations. The implications of these findings and how they relate to developing a digital survival thematic dictionary can be described in

1. Demographic insights: Most respondents are from Japan, indicating a significant presence of Japanese learners of Indonesian. The main purposes for learning Indonesian are work, university, school, vacation, and exhibition, with work being the most popular.
2. Difficult Communication Situations: Public transportation is the top place where communication difficulties are encountered due to unfamiliar with local customs, the place that is usually busy and noisy, and people being too focused on their destination instead of communicating with strangers.
3. Preferred Dictionary Format: The overwhelming preference is for digital applications (93%), suggesting a high reliance on technology for language learning. Free dictionaries and website-based dictionaries also have significant support. That foreign language graduates own various types of dictionaries, but they mainly use electronic ones (Márkus et al., 2023).
4. Desired Dictionary Design Features: A dictionary with example sentences at the top is highly favored (86.7%), indicating the importance of contextual understanding. Explanations and translations are also considered crucial (66.7%). Pictures and conversation examples, pronunciation sounds, and cultural context are additional features desired by the learners. Zeelenberg et al. (2003) investigated how semantic context, such as sentences, influences word recognition and understanding. It found that presenting words in meaningful sentences aids comprehension and retention compared to presenting words in isolation. The contextual cues provided by sentences help learners infer the meaning of unfamiliar words and reinforce their understanding through exposure to language in context.
5. Technology-Centric Approach: The strong preference for digital applications suggests a need for a technologically advanced and user-friendly platform. Mobile applications, online platforms, and potentially offline functionality should be considered. Mayer (2005) suggests that learners can better comprehend and retain information when it is presented through multiple modalities, such as text, images, audio, and video. Digital applications, particularly mobile apps, and online platforms can seamlessly incorporate multimedia elements, providing learners with a rich and engaging learning experience.
6. Content Emphasis: Prioritize content related to survival situations in public transportation and restaurants, as these are the places where learners often face challenges.
7. Contextual Learning: Incorporate example sentences, explanations, and translations to give learners contextual understanding and practical usage of the language. Learners with contextualized examples, explanations, and translations facilitate comprehension and practical application of language skills and suggest that contextual learning remains a crucial aspect of effective language acquisition, reinforcing the importance of incorporating example sentences, explanations, and translations into language learning resources (Tursonovich, 2022; Omar, 2021).
8. Multimodal Learning: Include visual elements like pictures and audio elements like pronunciation sounds to cater to different learning styles. Cochran-Smith (2023) underscores multimodal learning's continued relevance in language acquisition. Incorporating visual elements like pictures and audio elements like pronunciation sounds into language learning resources remains valuable for catering to different learning styles and enhancing learning outcomes.
9. Cultural Integration: Integrate cultural context into the dictionary design to enhance learners' understanding of Indonesian culture, which may be crucial for effective communication. Guo et al. (2023) explore how incorporating cultural elements into language learning resources enhances learners' understanding and proficiency in the target language. They discovered that language learners proficient in a language's linguistic aspects and cultural nuances are better equipped to engage in meaningful interactions and navigate diverse cultural contexts.

10. User Engagement: Consider incorporating interactive elements or gamified features to keep learners engaged and motivated. Liu et al. (2023) found that incorporating interactive elements and gamified features into language-learning resources can help keep learners motivated, engaged, and invested in their language-learning journey.
11. Language Proficiency Levels: Tailor the dictionary to different proficiency levels, as learners' needs and preferences may vary based on their language skills. The research of Cochran-Smith (2023) has shown that providing tailored support and scaffolding to learners based on their proficiency levels can enhance learning outcomes and promote language development. By offering dictionary entries and explanations appropriate for learners' proficiency levels, educators can help learners build their language skills incrementally and effectively.

In conclusion, the research results provide a comprehensive understanding of the preferences and challenges faced by *Handai Indonesia* and BIPA learners. This information is crucial for developing a digital survival thematic dictionary that addresses specific language learning needs and enhances these learners' overall language acquisition experience.

CONCLUSIONS

The research findings offer valuable insights into the needs and preferences of Handai Indonesia and BIPA learners, particularly regarding their language learning journey in Indonesian. With a predominant presence of learners from Japan and China, the study highlights the importance of tailoring language learning resources, such as thematic dictionaries, to address specific linguistic and cultural contexts relevant to these individuals. The overwhelming preference for digital applications underscores the importance of leveraging technology to create user-friendly and accessible language learning resources. This emphasis on digital platforms reflects the evolving landscape of language education, where technology plays a pivotal role in providing immersive and interactive learning experiences. Additionally, the research underscores the significance of contextual learning, multimodal approaches, cultural integration, and user engagement in enhancing the language acquisition process. Educators and language experts can create a comprehensive resource that meets the diverse needs of Handai Indonesia and BIPA learners by incorporating these insights into developing a digital survival thematic dictionary. This tailored approach addresses challenges, such as navigating public transportation and engaging in everyday communication, and fosters language proficiency and communication skills in real-life contexts.

AUTHOR'S NOTE

The authors declare that there is no conflict of interest related to the publication of this article. The authors also emphasize that the data and content of the article are free from plagiarism.

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