

Development of BIPA Online Teaching Material for Beginner High Level Learners

Ahmad Rofi'uddin¹, Gatut Susanto², Didin Widyartono³, Helmi Muzaki⁴, Sultan⁵, Pensri Panich⁶

State University of Malang, State University of Makassar, Walailak University Thailand

Abstract

This research aims to produce BIPA (*Bahasa Indonesia bagi Penutur Asing*-Indonesian for Nonnative Speakers) teaching materials for beginner high learners. In the American Council on the Teaching of Foreign Languages (ACTFL) this level is included in Novice High proficiency level, and in the Common European Framework of Reference for Languages (CEFR) is at level A2. This research was conducted in Malang City in 2021 and the developed BIPA teaching materials are utilized for online learning. Gall development model was implemented to conduct the research. Fifteen lesson units teaching materials were produced under this research. The topics in each unit of study comprise actual topics in accordance with the language proficiency level of beginner high learners. Based on the feasibility analysis of the developed product for foreign students and beginner high-level BIPA teachers, it was found that the developed BIPA teaching materials were suitable for use for online learning. It was concluded that the developed BIPA learning materials for beginner high level learners correspond to the characteristics of novice high level BIPA learners and suitable for the implementation of online BIPA learning.

Keywords: beginner high; BIPA; online teaching; material development

1. Introduction

Covid-19 pandemic has significantly affected human lives in terms of health, economy, tourism, social interaction, and world's education (Aeni, 2021; Guerrieri et al., 2020; Rashid & Yadav, 2020). The effect of the Covid-19 pandemic on the world of education has also been experienced by Indonesia. Education in one of the fields affected by the Covid-19 pandemic (Syah, 2020). The Indonesian government does not allow face-to-face learning, especially in the red zone category areas. Students and lecturer are instructed to not conduct face-to-café learning and avoid outside activities to prevent the spread of Covid-19 (Cooper et al., 2020). The policy prohibited learning at school or on campus and replaced by studying at each other's homes during the pandemic prevent the spread of the disease (Brooks et al., 2020).

All educational levels, from elementary school (SD) to higher institutions, enforce the policy prohibiting face-to-face learning. At the higher education level, the prohibition on face-to-face learning applies to both Indonesian and foreign students. Foreign students studying (BIPA) also cannot study face-to-face. Furthermore, learners or foreign students are also banned to go to Indonesia. In this sense, they have to administer online BIPA learning from their home countries. BIPA learning is usually held face-to-face in Indonesia, but it has been done online from their home countries prevent the spread of COVID-19 (Murphy, 2020; Susanto et al., 2020). Sudden change from offline to online setting has invoked a number of changes in many things. For example, teachers and students must learn and familiarize themselves with the technology, as well as the need for adjustment of teaching materials. Mastery of learning technology includes mastery of virtual learning modes such as Zoom and Google Meets. Preparation of learning tools in the form of laptops, computers, cellphones, and reliable internet networks. In this respect, online BIPA materials are needed to support the online learning activities.

During the COVID-19 pandemic, a solution is required so that the teaching and learning process can continue to run well and smoothly (Almarzooq et al., 2020). One of the solutions to conduct learning and prevent the spread of COVID-19 is to change face-to-face learning into online learning, for example, web-based learning, e-learning, and m-learning (Alqudah et al., 2020; Siron et al., 2020). Based on the above opinion, it can be found that online learning exploits the use of information technology and the internet (Al-Nasa'h et al., 2021; Goyal, 2012; Zehry et al., 2011). Online learning can also be said as a combination or integration between education, students, technology and the internet (Al-Fraihat et al., 2020). Online learning aims to improve, support and facilitate the delivery of knowledge (Budu et al., 2018). According to Pislac-ngam, (2018) online learning trains students to learn independently and the role of lecturers as learning facilitators. Online learning allows teachers to teach large numbers of students since it can be accessed by anyone without conventional classroom (Cidral et al., 2020). By studying online from their countries, it is hoped that they can prevent the transmission of Covid-19.

Previous researchers have started conducting research on the development of BIPA teaching materials. For instance, the BIPA materials for speaking skill have been developed by (Irma & Setyorini, 2018; Nurlina, 2017; Susetyo, 2017; Asyah et al., 2021). The researchers managed to develop BIPA speaking skill learning materials for beginner low and beginner high levels. The development of BIPA teaching materials for reading skills was carried out by (Puspita et al., 2021). They have also succeeded in developing BIPA teaching materials for beginner level learners. Meanwhile, BIPA teaching materials for beginner level writing skills have been studied by Zein et al., (2021). Furthermore, Fatahillah (2020), Sari and Cahyani (2020), Tanwin and Rosliani

(2020), and Utami and Rahmawati (2020) have also developed the BIPA teaching materials for beginners. They succeeded in developing beginner-level BIPA teaching materials for integrative skills. All BIPA teaching materials that have been developed by previous researchers are designed for face-to-face learning. The planned development of BIPA teaching materials aimed at online learning have been carried out by Rofiuddin et al., (2020, 2021), but they were designed specifically for low beginner levels.

Based on the preliminary study above, it is known that online BIPA teaching materials intended for high beginner level BIPA learners have not been widely developed. Based on the research gap, it is known that BIPA online teaching materials for beginner high level students specially have not been widely conducted. To fill this gap, the researcher conducted research entitled Development of online BIPA Teaching Materials for Beginner High Level learners. The title was based on the consideration that most of the teaching materials are intended for the beginner level because the majority of BIPA learners are at the beginner level (Suyitno, et al., 2019).

2. Research Method

The research model implemented in this research is research and development. Gall et al., (2007) stated that research and development is a process of developing and developing a product. Gall et al., (2007) elaborated the ten-step in research and development. The ten-step process are 1) needs analysis and preliminary information gathering, 2) research plan, 3) preliminary product format development, 4) first product tryout, 5) first product revision, 6) small group tryout, 7) second product revision, 8) big group tryout, 9) final revision, and 10) final product completion and dissemination.

2.1 Data and Data Sources

The research data are in the form verbal information in the form of words, sentences, discourses and numbers as markers of criteria. Data were collected by (1) conducting interviews with BIPA lecturers, (2) observing and participating directly in online BIPA classes, (3) distributing questionnaires for BIPA teachers, and (4) distributing questionnaires for validator. Data from interviews with BIPA lecturers and direct class observations were used for preliminary needs analysis. Meanwhile, the results of questionnaires from lecturers, students, and validators were used as a guide for revision and improvement of teaching material products.

2.2 Data Collection Technique

Data collection technique in this research implemented unstructured interviews and distributing research questionnaires. Unstructured interviews were conducted to obtain extensive and in-depth information from the respondents. Unstructured interviews only use interview guidelines in the form of outlines of questions and problems that will be inquired into the respondents (Sugiyono, 2015). Meanwhile, a questionnaire was used to collect written data. The questionnaire is considered efficient when the variables studied are relatively large. Respondents in this study were in-class BIPA teachers and validators. Meanwhile, quantitative data resulted from the calculation of the values given in the validation questionnaire and student response questionnaires. The calculation is as follows.

3. Results

3.1 Description of Teaching Material Product

Online BIPA teaching materials for high beginner level BIPA learners have been successfully realized. The BIPA teaching materials consist of 15 study units, namely unit I, II, III, IV, V, VI, VII, VIII, IX, X, XI, XII, XIII, XIV, and XV. The material in unit I cover self-introduction and introducing others with details of the material as follows: listening to the introduction recording (listening), role playing for self-introduction (speaking). Learners are asked to read the introductory dialogue (reading), write a registration form and describe their friends (writing).

The material in unit II introduces families with the details of the material as follows: reading the lunch dialogue in the campus cafeteria and writing postcards for friends with the theme of telling a family story (writing), listening to the dialogues of family conversations when walking at the mall (listening). Interviewing friends for the identity of family members. After conducting interviews, students present the results of interviews about their friends' families (speaking).

The material in unit III is daily activities with material details as follows: reading dialogue with the theme of family visits from out of town (reading), listening to audio with the theme of weekend activities (listening), writing weekdays or weekends activity plans starting from waking up (writing), and sharing daily activities (speaking).

The material in unit IV covers daily activities (II) with the following material details: dialogue of daily activity (reading), listening to audio with the theme of campus activities (listening), dialogue with the theme of sharing daily activities (speaking), and writing the activities on campus (writing). The material in unit V describes the location of objects in the house with the following material details: dialogue about the location of objects at home (reading), listening to conversations on the phone about lost objects at home (listening), sharing stories describing the house (speaking), and describing the location of things at home (writing).

Material in Unit VI discusses the location of objects on campus with the following material details: reading dialogue about directions from one place to another (reading), listening to the names of buildings around campus (listening), practicing dialogue for directions of location or location of a building (speaking), and sharing the path taken from home to campus (speaking). The material for unit VII is ordering food directly with the details of the material as follows: dialogue for lunch at a restaurant (reading), how to order food (listening), role playing as a customer and cashier (speaking), writing food menus (writing).

In unit VIII, the Mid-Semester Examination (UTS) is carried out with the following details: students are required to share their daily activities (speaking) and describe their paths from home to campus (writing). The material for unit IX covers ordering food by telephone and online with the details of the material as follows: dialogue on ordering a place and restaurant food (reading), listening to the guide to ordering food online (listening), procedures for ordering food online (writing), practice making restaurant reservations (speaking).

The material for unit X covers making an appointment with other people with the details of the material as follows: dialogue of making an appointment with friends (reading), dialogue of making an appointment to go to the beach (listening), replying to a friend's invitation by e-mail (writing), practice making an appointment with a friend according to the picture (speaking). The material for unit XI covers accepting and rejecting an appointment with the following material details: dialogue on how to confirm vacation plans (reading), listening to the dialogue on canceling an appointment (listening), writing and confirming an appointment (writing), practice of arranging meeting agendas with friends (speaking).

The material for unit XII is looking for information about boarding houses with the following material details: reading advertisements on the internet about boarding houses (reading), boarding room advertisements on the radio (listening), practicing dialogue by telephone to search information of boarding rooms and negotiating the price of boarding rooms (speaking), practicing choosing boarding room and the reasons (writing). The material for unit XIII provides advice on boarding houses with the following material details: reading email about giving suggestions for a comfortable boarding house (reading), listening to two advertisements of boarding rooms (listening), tips on choosing a comfortable boarding room (writing), giving advice to friends regarding or relating to a comfortable and nice boarding room (speaking).

The material for unit XIV shares about hobbies to others with the following details: reading a text about hobby (reading), listening to a hobby that is potential to become a business and a fun hobby (listening), conducting interviews with friends or family about their hobbies or activities (speaking), writing interviews about hobbies or activities (writing). The material for unit XV compares hobbies with the following details: reading hobbies about sports (reading), listening to news about twins' hobbies (listening), comparing one hobby and another (writing), sharing hobbies as a child, teenagers and mature (speaking). The fifteen lesson units are adjusted to the characteristics of online learning and the topics are discussed by high beginner level learners.

3.2 Results of Product Validation

Product validation in this study was carried out by BIPA teaching material development experts and BIPA learning experts. Data from the validation process are qualitative data in the form of suggestions from BIPA teaching materials development experts and BIPA learning experts. In general, the suggestions given by the expert validators for developing BIPA teaching materials are as follows. The online BIPA teaching materials for beginner high level have a solid development result. It is solid because the developed teaching materials (1) have a steady structure or pattern of development for each chapter, (2) the level of difficulty of the material was in accordance with the level of proficiency of students at the beginner high level. (3) The topics presented in concrete and actual teaching materials are in accordance with the orientation of the beginner level learner's proficiencies whose topics are concrete topics and are related to the personal needs of students. (4) Illustrations and/or pictures presented in teaching materials can help students at the beginner high level to understand the content of the material. However, it would be better if the teaching materials were equipped with video recordings, especially in the conversation.

The suggestions from BIPA learning experts are: BIPA teaching materials for beginner high level which are specially designed for online learning are solid because they are contextual. The teaching materials from this development are in accordance with the current era where BIPA learners carry out online learning. In addition, the form of teaching materials developed in two versions, namely teaching materials for asynchronous and synchronous also answers learning needs because in practice online learning requires teaching materials for synchronous and asynchronous. In addition, it would be better if the teaching materials designed for asynchronous learning were equipped with an answer key for each given exercise. Answer keys or answer signs can help students measure their understanding independently of the material being studied.

3.3 Results of Product Tryout

Tryout was intended to find the strengths and weaknesses of a developed teaching product. The tryout was conducted to BIPA beginner high level learners. During the tryout, researcher distributed feasibility assessment questionnaire for content, presentation, and language to BIPA teachers with a scale of 1 to 4. The results for BIPA teaching material assessment for beginner high level is as follows.

Table of Feasibility Assessment for Content, Presentation, and Language of online BIPA teaching materials

No.	Aspect	Score
1	Content	80
2	Language	80
3	Presentation	83,3

4. Discussion

4.1 Product Revision

The product revision is carried out to produce a better and easier to understand BIPA teaching materials. The product revision carried out by the researcher was making improvements based on the validators' suggestions with the following details.

First, complete the teaching materials with video conversations. Video conversations in teaching materials are adapted to the material and intellectual development of BIPA learners. Video conversation is used during asynchronous learning. The use of conversational videos can improve students' listening (Woottipong, 2014) and speaking skills (Masruddin, 2018). By using conversational videos, BIPA learners can listen to the daily conversations of native Indonesian speakers several times and then practice the conversations. *Second*, complete the exercises on asynchronous teaching materials with answer keys. With the answer key, BIPA learners can measure their understanding of the material independently.

4.2 Feasibility of Teaching Materials

The feasibility test of online BIPA teaching materials for beginner high level learners was conducted by five BIPA teachers. The five BIPA teachers who validated the results of this development product have experience teaching BIPA online for beginner high level learners. They conducted a validation test on three aspects of teaching materials, namely: the content of the teaching materials, the language used in the teaching materials, and the presentation of the teaching materials. The results of the feasibility test on the three aspects are as follows.

4.3 Feasibility of Teaching Material Contents

Based on the results of the feasibility test for online BIPA teaching materials for beginner high in the aspect of content feasibility, a score of 80 was received with the category feasible for use. In general, the content of the teaching materials is appropriate. However, in the aspect of the content of teaching materials, it needs a few revisions. The revisions made are as follows. (1) Adding variations in the form of exercise in each learning unit. The addition of variations in the form of training aims to ensure that BIPA learners do not get bored doing the exercises and to determine the learner's mastery of the learning material. In addition, varied exercises can also motivate students to do the exercises. This is in accordance with the opinion of Shanmugavelu et al., (2020) which states that varied exercises can motivate students in learning. (2) specifically, about productive skills questions are equipped with examples of questions that have been done with the aim that students better understand what they have to do, especially during asynchronous learning.

4.4 Feasibility of Teaching Material Language

Based on the tryout results of online BIPA teaching materials at a beginner high level, in the aspect of language feasibility, it received a score of 80 in the category feasible for use. Although from the linguistic aspect, these teaching materials are feasible to use, there are some things that need to be revised. Minor revisions to the language aspect need to be made so that the teaching materials developed use a language that is suitable for a beginner high level. Revisions were made on the linguistic aspect, namely replacing some vocabulary whose meanings were not in accordance with the text being discussed.

4.5 Feasibility of Teaching Material Presentation

The results of the feasibility test for online BIPA teaching materials for beginner high received a score of 83.3 with a very feasible category for use. In general, the presentation of teaching materials is very decent. However, according to the validator, additional illustrations are needed. In accordance with the validator's suggestion, the researcher added illustrations to the teaching materials. The addition of illustrations by the researcher adjusts the material and learning objectives. This is in line with the opinion of Basal et al, (2016) which states that the illustrations in teaching materials must be adapted to the learning objectives. Illustrations that match the learning material allow BIPA learners to be more enthusiastic in participating in lessons, this is in accordance with the opinion of Karakaş & Karaca, (2011) which states that using illustrations in foreign language learning can make learning more fun.

5. Conclusion

The developed BIPA teaching materials consist of fourteen learning units and one mid-semester examination unit. The topics in each unit of study are adjusted to the actual topics. The actual topics were: introducing oneself and others, introducing family, daily activities, describing the location of objects at home, describing the location of objects on campus, ordering food in person, ordering food over the phone and online, making appointments with people, agreeing and refusing appointments, seeking information about boarding houses, giving advice about boarding houses, sharing about hobbies, comparing hobbies. The four fifteen lesson units are adjusted to the needs of online BIPA learning. Each lesson unit is also equipped with PPT media. On the basis of the feasibility test of BIPA teaching materials for foreign students and beginner high level BIPA teachers, the results obtained that BIPA teaching

materials for beginner high level students are suitable for use for online learning. Based on the results of the study, it was concluded that BIPA teaching materials for high beginner level students were developed according to the characteristics of high beginner level BIPA learners and feasible for the needs of online BIPA learning.

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