The Implementation of a Module “Sahabatku Indonesia” in Favorite Song Units on the Speaking Skills of BIPA Students
(Penerapan Modul “Sahabatku Indonesia” dalam Unit Lagu Favorit terhadap Keterampilan Berbicara pada Pemelajar BIPA)

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Abstract: Indonesian for Foreign Speakers (BIPA) is an Indonesian language teaching program whose teaching subjects are foreign speakers. The BIPA learning process certainly requires an appropriate and interesting curriculum, teaching materials, and learning methods for the success of foreign speakers in achieving learning goals. The research objective was to find out and describe the effect of the Indonesian best friend module in favorite song units on speaking skills at BIPA level 7. The research method used by researchers is descriptive qualitative. Researchers will describe a data analysis with the method used is descriptive. The data collection technique used is the form of collecting data by observing students. The results of observations on the material in the Indonesian best friend module activities are designed according to level, one of which is the advanced level for students who can already speak Indonesian, namely using the best friend Indonesia BIPA level 7 module which includes the favorite song units. In this study, the researcher refers to SKL (Graduation Competency Standards) at BIPA Level 7 through a Module that focuses on aspects of speaking skills in BIPA learners. The results of this research make students interested in the learning provided by the teacher in using the best friend module Indonesia BIPA level 7 favorite song unit and students prefer speaking skills because learning through speaking skills makes students more active, it is very fun to sing together the same as the title of the song “Laskar Pelangi” by Nidji and understand every meaning and vocabulary in the lyrics of the song.

Keywords: Module, Indonesian for Foreign Speakers, BIPA, Speaking Skills

Abstrak: Bahasa Indonesia bagi Penutur Asing (BIPA) merupakan suatu program pengajaran bahasa Indonesia yang subjek pengajarannya penutur asing. Proses pembelajaran BIPA tentu memerlukan kurikulum, bahan ajar, dan metode pembelajaran yang tepat dan menarik untuk keberhasilan penutur asing dalam mencapai tujuan belajar. Tujuan penelitian untuk mengatahui dan mendeskripsikan implementasi modul Sahabatku Indonesia dalam unit lagu favorit terhadap keterampilan berbicara pada BIPA level 7. Metode penelitian yang digunakan oleh peneliti adalah deskriptif kualitatif. Teknik pengumpulan data yang dilakukan berupa pengumpulan data dengan melakukan observasi terhadap pemelajar. Hasil observasi pada materi dalam kegiatan modul sahabatku Indonesia dirancang sesuai dengan tingkat, salah satunya tingkat mahir untuk pemelajar yang sudah bisa berbahasa Indonesia, yaitu menggunakan modul sahabatku Indonesia BIPA level 7 yang di dalamnya terdapat unit lagu favorit. Penelitian kali ini mengacu pada SKL...
Introduction

Bahasa Indonesia bagi Penutur Asing (BIPA) is an Indonesian language teaching program designed for foreigners wishing to learn Indonesian language. BIPA program helps foreign speakers of Indonesian to gradually become competent Indonesian language users. BIPA is established to facilitate the improvement of Indonesian language skills for foreign speakers in speaking, writing, reading, and listening. BIPA requires an appropriate and interesting curriculum, teaching materials, and learning methods for the success of foreign speakers in achieving learning goals. According to Rahmawati (2018: 5), the teaching materials and resources used in the program should consider aspects of language politeness in their presentation. Therefore, this research is carried out to solve the problems related to the limited number of teaching materials for BIPA students focusing on the value of politeness in Indonesian language.

As a training program, BIPA serves an important role in improving the function of the national language as an international language and meeting the needs of foreign workers for the Indonesian language training program. According to Ningrum (2017: 727), BIPA is Indonesian language learning program designed for foreign learners. It means that Indonesian language is a foreign language for advanced BIPA students. According to Suyitno (2017: 175), BIPA is a language learning program specifically designed to facilitate learning for foreign students who wish to learn Indonesian language. Meanwhile, according to Ningrum, Waluyo, & Winarni (2017), some of the students participating in BIPA program focus on improving practical language use, such as the four language skills. It should be noted that BIPA is not only for students of educational institutions but also workers and researchers. Therefore, the learning materials and the activities in BIPA program should be adapted to the needs and goals of foreign students. This way, foreign students can improve their Indonesian speaking skills and become accustomed to the Indonesian culture. Several aspects need to consider when preparing a course or training program. BIPA trainers should have the capability to create graduation skill standards to produce graduates with the competence to use Indonesian language well in various contexts according to the competence of each skill or level. The development of BIPA program can be viewed from two perspectives, namely as an effort to spread foreign national languages and as the main...
role of the national language within the country. The BIPA program plays an important role in this regard in supporting programs prioritizing the use of the Indonesian language in various fields of communication, especially education, employment, and international-level public services in the territory of the Republic of Indonesia. There are two aspects of the learning program in BIPA: instructional and conditional aspects (Muliastuti, 2017: 18). Instructional aspects include (1) learning objectives; (2) learning materials, (3) learning methods; (4) learning media; (5) class management; (7) students; (8) teacher. On the other hand, conditional aspects include (1) preparation based on student needs; (2) the effort of exposure and discourse in actual linguistic settings; (3) conditioning the learning atmosphere; (4) the pursuit of independent language learning.

To support BIPA learning according to learning objectives, teachers should use BIPA teaching materials in their teaching. The textbook entitled *Sahabatku Indonesia* has been published by the Agency of Language Development and Training, the Ministry of Education and Culture since 2016. The textbook has three levels, namely basic, intermediate, and advanced level. Advanced levels are addressed to foreign students who are sufficiently equipped to speak Indonesian language. Therefore, no test of UKBI (Uji Kemahiran Berbahasa Indonesia) is needed when they come to Indonesia. UKBI is an Indonesian language proficiency test. It is the standard used to test proficiency in using Indonesian, both for Indonesians and foreign speakers. The competency for each level has a passing standard called SKL. These competencies determine the graduation and levels of foreign students.

With these competencies, learning media for independent learning is expected to fulfill the needs of students. One of the media that meets the criteria as an independent learning media is the module. Modules are teaching materials arranged systematically with comprehensive language based on student’s level of knowledge and age so that they can study independently with minimal assistance or guidance from educators. The interactive module is designed to fully and coherently meet the needs of BIPA students. The module does not only consist of texts covering from the first page to the last page but also contains various illustrations that make it easier for students to understand the learning material being taught. Ramadhani, Widodo, & Harsiati (2016) developed teaching materials for Indonesian speaking skills for the low-level students of BIPA by adopting a communicative approach and integrating all language skills. The module is also equipped with the audio resource of native Indonesian speakers to help BIPA students understand word pronunciation in Indonesian language as well as videos showing the atmosphere of certain places such as Indonesian traditional markets and the way to make a transaction in Indonesian. There are many variations of learning evaluations provided by the module, such as puzzles, comics, multiple choices, and comment boxes. They are expected to help BIPA students to be more exploratory and challenged to solve problems. The module developed with the use of technological developments makes
the presentation of modules more varied (Suwatra, 2018: 543). The BIPA module presentation by utilizing technological advances supports the BIPA students to have more creativity and imagination in understanding material on economic topics, especially in speaking skills.

In addition to supportive learning modules, teaching materials designed with novelty are the potential to make students more enthusiastic about learning Indonesian language. During the teaching of Indonesian language for Foreign Speakers (BIPA), students sometimes do not have the opportunity to have communication practices. This situation makes students less confident in speaking. When conducting a speaking performance by imitating pronunciation, the articulation is not flexible and boring. The speaking practice in the class is limited only to monotonous dialogues. After reading the dialogue, the teacher only discusses the dialogue without trying to create a more communicative atmosphere. Therefore, teaching Indonesian language should not only focus on the theory, but also practice to help students speak Indonesian well. Speaking skill is one of the most recognized language skills because speakers are required not only to understand the contents to be delivered, but also to understand the ability to use language and non-language tools. Speaking is an activity of conveying ideas, notions, and thoughts verbally (Handayani, 2013:1). Meanwhile, Hapsari et al (2017) added that speaking is a productive skill that indicates the level of a language user. Speaking is an essential skill in communication because mistakes in speaking can affect the information delivered from the speaker to the hearer. According to (Muliastuti: 2010), the success of teaching depends on some factors, such as the selection of modules, methods, and learning materials. Considering the importance of these components in the learning process, educators are expected to be able to design lesson plans before the classroom teaching activities. According to Suwandi, & Slamet (2017), BIPA students try to be able to speak Indonesian well and fluently based on the topic of the lessons.

Based on this background outlined previously, the researchers conducted research on the role of the module entitled Sahabatku Indonesia, focusing on the collection of favorite songs, on speaking skills at level 7 of BIPA students. Since the module is for advanced students who can speak Indonesian well, it is important to use proper teaching materials. In the module, there are various units, one of which is a favorite song unit which contains songs about understanding the meaning and vocabulary of a song.

Research Method

The current research is descriptive qualitative. It seeks to explain an object in a natural setting. The researchers described the data analysis through the descriptive method, which is used to describe or analyze research results but not used to conclude in a broader context. Meanwhile, according to Sugiyono (in Prasanti, 2018: 2-18), a qualitative research method is used to examine natural objects.

This study aims to reveal and describe the effect of the module entitled Sahabatku Indonesia in the
favorite song on the speaking skills of the students at BIPA level 7. The data collection technique is conducted through observation of the students.

**Result and Discussion**

The observation results show that the activities in the module entitled *Sahabatku Indonesia* are designed based on the student levels. For advanced students of Indonesian language, the module used is *Sahabatku Indonesia, BIPA level 7*, where a collection of favorite songs is included.

One of the previous studies yielding similar results to the current research was conducted (Kurniasih & Isnaniah 2019). They investigated the module entitled *Sahabatku Indonesia* (basic level) and its application at IAIN Surakarta, focusing on its content. The results of the study indicate that to understand the contents of the book, a pre-teaching matriculation book following the language data corpus is needed. Kusmiatun (2018) developed BIPA learning materials containing Indonesian folklore. The material was proven to be helpful for students to understand BIPA lessons. It was attractive for students, resulting in more interest in reading books. This is because the contents of the book are very easy to understand, simple, varied, not monotonous, not boring, and new for students. However, research conducted by (Septyani, Rafli & Muliaostuti 2020) shows that the module entitled "Sahabatku Indonesia" designed for intermedia-level students is not suitable for use in terms of its texts or reading passages presented. The reading texts are considered to be too easy for students to understand. With less challenging texts, students’ motivation to study may be hindered. Regarding this, the researchers conducted a study entitled *Penerapan Modul Sahabatku Indonesia dalam Unit Lagu Favorit terhadap Keterampilan Berbicara pada Pemelajaran Bipa Level 7* (The Implementation of a Module Entitled *Sahabatku Indonesia in Favorite Song Units on the Speaking Skills of BIPA Students at Level 7*). The current research is different from previous research as the researchers analyzed the module entitled *Sahabatku Indonesia* in the favorite song unit in which the language skills (speaking, writing, reading, and listening) are taught to BIPA students. This unit describes the spoken expressions in song lyrics. Students are required to study the topic before the class. In terms of the learning objectives, after completing this unit, students are expected to be able to 1) understand the text with spoken expressions in song lyrics, 2) understand the figurative language used in song lyrics, 3) write figurative expressions that are appropriate in the song lyrics and, 4) understand the information and the hidden messages of the song.

In this study, the researchers referred to SKL (Graduate Competency Standards) at BIPA Level 7 through a module focusing on BIPA students’ speaking skills. The researchers employed an oral test technique for the BIPA students. First, they listened to the teacher’s explanation of the content of the module. After that, the students described what they have learned from the teacher and worked on the activities provided in the module. It
aimed to measure the learner's speaking skills. The indicators of Graduate Competency Standards (SKL) are as follows: in competence 3.1, students are able to play an active role in various kinds of conversations smoothly and are able to use idiomatic expressions fluently. Next, in competence 3.1.1, students are able to convey ideas using idiomatic expressions. Finally, in competence 3.1.2, students are able to use idiomatic expressions appropriately in various types of conversations.

To achieve the predetermined competencies and indicators, the teacher adequately explains the material and helps students understand the topics on favorite song units. There are four language skills, but many students choose speaking skills because according to them, speaking skills are very fun, especially when the topic is songs. The song presented to the class is entitled *Laskar Pelangi* by Nidji. The meaning of the lyrics is deep that it invites us to be grateful in life. Moreover, students are instructed to look for the meaning of a particular vocabulary in song lyrics to make students understand that each vocabulary has a meaning or significance. The results of the research on the module, focusing on the favorite song unit show that the topic is very influential in helping students to understand the lyrics better. Therefore, the student’s responses show that they are interested in speaking skills more than other skills because learning through speaking skills makes them become more active learners. It is very fun to sing together the title of the song *Laskar Pelangi* by Nidji and understand every meaning and vocabulary in the lyrics of the song. Unfortunately, some students are not well-informed about the song. Therefore, the researchers explain the lyrics of the song, not only the song lyrics but also the meaning of the song. Through this activity, students learn that we must learn to be more grateful for what we are and not easily give up in our life. Therefore, it is very important for those who enjoy listening to songs not only to listen but also try to understand the meaning of the lyrics to better appreciate the creators of the songs. The current research is expected to help students who aim at improving their skills in speaking through listening to a unit of a song. Through this activity, students will be able to understand the lyrics or the meaning of the unit of the song.

The module entitled *Sahabatku Indonesia Bipa Level 7* contains topics taught to advanced students who have a wide range of Indonesian language vocabulary, therefore the module is very helpful for teachers to help students more knowledgeable about the use of grammar, language, and vocabulary through favorite song units.

### Conclusion

One of the units in the module entitled *Sahabatku Indonesia for BIPA level 7* is about favorite songs. Students are asked to understand each material before presented by the teacher. The technique used by the researchers is an oral test for BIPA students. Through the unit, they are taught several skills such as speaking, writing, reading, and listening. The module focuses on the aspects of language skills and Indonesian insights. Regarding competence 3.1, students are
expected to be able to play an active role in various kinds of conversations with limited numbers of obstacles and be able to use idiomatic expressions fluently. The achievement indicator 3.2. in the song *Laskar Pelangi* by Nidji, which has deep meanings in its lyrics, invites us to remain grateful in living life. Moreover, the teacher also asks students to find a vocabulary and understand the meaning. The writers suggest that further researchers in similar areas of study focus on developing the module entitled *Sahabatku Indonesia for BIPA level 7*, especially on the favorite song unit.

**References**


