E-MODULE OF SPEECH LISTENING SKILLS FOR BIPA 1 LEARNERS FOR CHILDREN WITH INDONESIAN CULINARY CONTENT AT THE COOPERATIVE EDUCATION UNIT SCHOOL

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Abstract	The purpose of this research is to describe 1) the needs analysis profile for the development of e-module listening-speech skills for BIPA 1 students with Indonesian culinary content; 2) the design of an e-module of listening-speech skills for BIPA 1 students with Indonesian culinary content; 3) developing an e-module of listening-speech skills for BIPA 1 students with Indonesian culinary content; and 4) the implementation of the listening-speech skills e-module for BIPA 1 students with Indonesian cuisine content. 5) Response of e-module on listening-speech skills for BIPA 1 students with Indonesian cuisine content. The research and development (R&D) approach was applied in this study with the ADDIE concept. Data collection techniques using literature study and semi-structured interviews. The research data is in the form of words and documents, which are then analyzed with the techniques that will be described descriptively in the form of a collection of words arranged, data reduction, analysis, data interpretation, and triangulation. According to the findings of this development research, the electronic development of the BIPA 1 students' listening-speech skills module with Indonesian cuisine content receives an average percentage of 87% with a very good predicate. As a result, the development of electronic listening-speech skills courses suited to the demands of BIPA 1 pupils is conceivable.
Keywords	BIPA, Electronic Modul, International School, Listening and speaking

INTRODUCTION

Learning Indonesian for foreign speakers, often known as BIPA, is familiar in cooperative education unit (SPK) schools. According to the Ministry of Education, Culture, Research, and Technology (2021), the Indonesian Program for foreign speakers (BIPA) is very developed both abroad and domestically, and there are 481 BIPA institutions in total throughout the world covering Southeast Asia, Asia Pacific, America, Europe, and Africa. Indonesian is not only required to be studied in public and private schools, but Indonesian is also a compulsory subject in international schools, which are now known as cooperative education units. According to Purnami (2020), The Cooperation Education Unit (SPK) is a category of schools established by the government as a substitute for national schools and international schools. This is in harmony with Kemendikbud (2017) Permendikbud No. 31 of 2014. Schools that use foreign curricula and employ foreign teachers are required to have an operational permit as a Cooperation Education Unit (SPK). One of them is the field of study. Indonesian is a compulsory subject in one of the SPK elementary schools in Jakarta. This is in harmony with Andriyanto (2021), SPK requires foreign learners (WNA) to learn the Indonesian language and culture. Learning Indonesian for foreign speakers is different from learning Indonesian in general because learners have different language backgrounds. Therefore, the selection of teaching materials is also very important to be chosen according to the needs of BIPA learners. In line with Ramadhani (2017), the needs analysis research explained that the conditions of BIPA learners have different characteristics. BIPA learners are foreign learners who have a different cultural and linguistic background from the language culture studied in their country. The interests of BIPA learners themselves vary, one of which is the interest in learning Indonesian culture and the interest in learning languages to be able to communicate with local communities. In line with Ramadhani (2017), the purpose of BIPA learners is to communicate using the Indonesian they learn. Prasetyo (2015: 126) The real Indonesian learning process is learning about Indonesian culture, especially how to communicate that is relevant to existing ethics.

BIPA learning is inseparable from language learning in general; BIPA also has four language skills in learning Indonesian, namely, 1) listening skills, 2) speaking skills, 3) writing skills, and 4) reading skills. BIPA teaching materials like electronic modules are still little found. The lack of availability of BIPA teaching materials on the market hinders the interest of foreign learners. Therefore, it is necessary to develop teaching materials for BIPA to balance the significant interest of foreign nations in learning Indonesian (Ulumuddin Agus, 2014: 15). In the current era of

globalization, BIPA teachers and learners must have the ability and competence in the field of ICT (*Information, communication, and technology).* In achieving these skills, a sophisticated multimedia-based teaching material with modern technology with high capabilities is needed so that listening skills in teaching Indonesian to foreign speakers become better. One of them is to use mobile learning, namely electronic modules, often referred to as E-modules. Mobile learning is the use of technology in the learning process using tablets, PCs, or smartphones (W. Kurniawan et al., 2019). With a mobile learning system, it can make it easier for learners to access teaching materials anywhere and anytime. Education to continue to innovate. This statement is supported by Kristanto et al. (2017: 10), who argue that in the era of globalization, technological sophistication allows students to learn more effectively and efficiently. This is also in line with Kurniawan (2019). Online-based mobile learning provides opportunities for students to learn anytime and anywhere.

In Ogustina's (2022) research on the Development of Digital Teaching Materials, Listening Skills, and Designing Personal Responsibility Models Containing Nusantara Gastronomy for BIPA 3 learners, the study is based on the limited digital teaching materials that contain local wisdom for BIPA learners. The results of the development of digital teaching materials for listening skills designed by the TPR model show promising results for listening skills, as well as the feasibility of teaching material products getting very good categories. The results of user responses show that teaching material products can motivate to practice listening independently, add insight into Indonesian local wisdom, and build a sense of responsibility in learning. In oral or speech skills, teacher skills in providing interactive teaching materials are the main factor in determining the success of the learning process, especially in oral skills. Furthermore, in As'ari's (2023) research entitled Development of BIPA 1 Speaking Skills Electronic Module Designed for a Communicative Approach for Diaspora Children Learners, the research focuses on the learning needs of diaspora children who face difficulties in expressing ideas in Indonesian properly and correctly. Based on the results of the development, there is a need for supporting teaching materials to improve learners' learning achievement, especially in speaking skills. The results of the products made get a decent category with a very good predicate. The electronic module is one of the solutions to the problem of diaspora learners of children.

The next research by Shaffa (2023), entitled Development of Interactive Enrichment Materials for BIPA 3 Listening Skills Containing Indonesian Attractions Based on the Scaffolding Approach, this research is based on the emergence of *triple disruption* based on the education sector. Because of

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this, teachers must consider the selection of learning methods, media, and content that should be adjusted to the conditions of learners. Therefore, researchers develop interactive enrichment materials. The results of the study show that interactive enrichment materials for listening skills get a decent category with a very good predicate. The following research by Arumdyahsari et al. (2016) entitled Development of Teaching Materials for Indonesian Speaking Skills for beginner level foreign speakers. The research is part of an effort to improve the quality of BIPA learning and also as a fulfillment of teaching material needs in beginner-level BIPA learning. The results of the validation results in the study are classified as very feasible category 94% and graphic expert validation 89%. Finally, research by Amalia (2018) entitled Development of teaching materials for basic BIPA listening skills based on ionic applications at Universitas Brawijaya. Researchers develop listening skills teaching materials that have four main aspects, namely content feasibility, presentation feasibility, language feasibility, and graphic feasibility. The results of data analysis and implementation of the use of teaching materials obtained average results of 83.3% and 89.1% in field trials. Therefore, teaching materials were declared valid and suitable for use in learning basic BIPA listening skills.

In previous research conducted by Augustine (2022), there were differences in previous studies. The previous research subjects were BIPA 3 learners, while the research in this article subject was basic BIPA 1. The focus in the previous study was on listening skills, while this study focused on two skills, namely listening and speaking skills. The topic in the previous research was archipelago gastronomy, while this study focused on the culinary theme of the archipelago. Furthermore, in the research conducted by As'ari (2023), the subjects were BIPA 1 diaspora children, while in this study, the subjects of this study were BIPA 1 learners for children. The focus of the previous study was on speaking skills only, but in this study, researchers focused on two skills, namely listening and speaking skills. The research conducted by Shaffa (2023) also has some differences. In previous studies, the subjects in the previous study were BIPA 3 learners and focused on listening skills only, while in this study, researchers focused on basic BIPA 1 learners for children and focused on listening and speaking skills. The previous study contained Indonesian tourism, while this study contained Indonesian cuisine.

The use of varied teaching materials helps learners and teachers helped. E-module is one type of teaching material that plays an important role in learning activities. This agrees with Pramana et al. (2020) that the E-module has an important role in the learning process that can help

teachers explain the subject matter. According to Iman Sari (in Asyah, 2021), an e-module is a module in electronic format run by a computer, and this electronic module can present text, images, animation, and video through a computer. In line with the description above, researchers want to develop electronic module teaching materials focusing on speech listening skills for basic BIPA one learners. Based on previous studies, there are still not many electronic modules for listening and speaking skills. Therefore, researchers want to develop further, especially for basic BIPA 1 learners. The purpose of this article is to develop an electronic module of speech listening skills for BIPA 1 learners in SPK elementary schools that can be used online or offline. The next objective of this study is to describe: 1) the profile of E-module Development of Listen-Speech Skills for BIPA Learners 1; 2) design of E-module Listen-Speech Skills for BIPA Learners; 3) development of E-module Listening to Speech Skills for BIPA Learners 1; 4) implementation of the Listen-Speech Skills E-module for BIPA Learners: 5) Describe the responses of BIPA learners and teachers in using the Listen-Speech Skills E-module for BIPA Learners 1.

METHOD

The method used in this research is the Research *and Development (R&D) development research method.* Sugiyono (2014) explained that *the R&D* development research method is a research method used to produce certain products. Borg and Gall (1983: 57) stated that *R&D research,* especially in the realm of education, is a process to develop and test the validity of educational products. This educational product can be in the form of material objects such as textbooks, teaching materials, or learning media. In addition to material objects, there are also non-material object products such as teaching methods. The model used in developing this teaching material is the ADDIE model. Many researchers use the ADDIE model in developing learning products, courses, or training (Syazwan et al., 2011; Norshahila, 2011; Sahrir, M. S. &; Ghani, M. T. A., 2016; Hasbullah, 2016). In line with the definition above, Idris et al. (2018) also define the ADDIE development model as a model used in developing learning programs or systems. Five stages in the ADDIE model that can help instructional design in building learning support tools, namely Analysis, Design, Development, Implementation, and Evaluation (Nadiyah & Faaizah, 2015). This research is located in one of the International Schools in Jakarta, which is a cooperative education unit (SPK) school, namely Nord Anglia School Jakarta. Primary data in this study were obtained by interviewing resource persons. The resource persons in this study were BIPA learners of children from various countries with the same level of education, namely BIPA *key stage* 2 *year* 3-4 learners, while secondary data were

obtained from books and curricula that already exist in schools. This literature study provides a basis for building new models or concepts and is of great use value when the goal is to map the development of a particular field of research over time (Snyder, 2019). This literature study also makes a basic foundation before researching so that researchers know about the picture of the state of knowledge according to the topic of interest so that it can generate new ideas for certain fields.

Data collection techniques use interview techniques. Interview, i.e., asking relevant questions carefully, is important for a researcher to check the accuracy and verify the impression that respondents have through interview observation (Fraenkle, 2008). Interviews are needed to determine the analysis of the needs of BIPA learners and teachers of children. The number of speakers was ten bypass learners from several countries, such as Australia, England, Chile, Korea, Japan, Malaysia, and Germany. Interviews were conducted individually with BIPA 1 students to get subjective answers about the need for BIPA 1 teaching materials, as well as to find out the need for electronic teaching materials for BIPA teachers. Researchers interviewed BIPA learners at the same level, namely at the basic level of A1. Interview data analysis techniques will be described descriptively in the form of a collection of words, data reduction, analysis, data interpretation, and triangulation.

FINDINGS AND DISCUSSION

Findings

A. Needs Analysis

Researchers conducted interviews with BIPA learners and teachers to find out impressions of teaching materials for electronic modules of speech skills. The impression of the learner is included in the variety of research on the development of electronic modules. The results of this study are also needed to determine the analysis of the needs of BIPA learners and teachers regarding teaching materials for speech-listening skills. According to Richards in Ramadhani (Page 22, 2017), educational programs should be based on an analysis of learner needs. The purpose of the learner needs analysis is to explore the needs and involvement of learners in depth so that researchers can find out what kind of teaching material needs will be developed for learners (Syar & Sulistyowati, 2021). To find out the impressions of BIPA learners and teachers, researchers conducted personal interviews with BIPA learners and teachers. For BIPA learners, researchers interviewed ten students in the same school and level with different national backgrounds, such as from Australia, England, Chile, Korea, Japan, Malaysia, and Germany, while BIPA teachers interviewed three BIPA

professional activists in their fields. The results of the interview will be presented according to the theme. Based on interviews conducted on January 20 and March 24, 2023. Here's the description;

1. BIPA Learner Needs Analysis 1

Based on the results of interviews conducted by researchers, physics is divided into three main topics, namely, the interest of BIPA learners, the interest of BIPA learners in speech listening skills, teaching materials, and electronic modules. The interview was conducted in grade *3 (Years 3-4)* at one of the cooperative education unit (SPK) schools in Jakarta. Researchers focused on the basic level of BIPA, especially children's BIPA. Researchers provide semi-structured interview questions.

a. BIPA learner interests

It can be seen that various kinds of learners' interests in learning Indonesian, one of which is that learners find it difficult to communicate with local communities, can be seen in the following transcript;

> *"Yes, because it is a bit hard to communicate with them, because not most people can speak English so it little bit hard to communicate with them, so I want to learn Bahasa so that I can speak with them,"* **4th learner (semi-structured interview, January 20, 2023, 09.14 WIB).**

In the following transcript, it can be seen that learner 4 studied Indonesian with academic and practical goals. According to Andika (2015), academic goals regarding increasing knowledge of the Indonesian language and literature, while practical goals, are intended for personal purposes, such as wanting to communicate with residents. Other interests also show that learners have an interest in learning Indonesian because they like to learn new languages, also find a sense of pleasure and increase their cultural knowledge when learning Indonesian can be seen in the following transcript;

> *"Yes, it's fun learning different languages. You can explore new things."* **2nd learner (semi-structured interview, January 20, 2023, 08.58 WIB).**
> **7th learner (semi-structured interview, January 20, 2023, 08.52 WIB)** also has the same impression: **"***Yes, because like in Bahasa Indonesia has a lot of songs, and also, I found it interesting."*

In addition to being able to communicate with residents, these foreign students also like to learn the language because it will increase their knowledge of Indonesian culture. For example, through songs, in addition to being able to communicate with local residents, foreign students can also understand more about the richness of Indonesian culture, which is very diverse. Knowledge of Indonesia's diverse culture is what can attract BIPA learners.

b. Theme Needs

BIPA 1 learners are interested in learning topics about food, numbers, islands, professions, and transportation. From the results of the interview, the most popular topic for BIPA learners is that learners are very interested in learning about food topics. The food theme can be used as an intermediary for teaching Indonesian to foreign learners. Learning Indonesian with the introduction of culture will allow learners to create meaning to achieve a deep understanding of the subject matter they are studying (Riwu et al., 2018).

c. Learners' Impressions of Speech Listening Skills

Basic BIPA learners enjoy learning listening and speaking skills, as can be seen in the following transcript;

> *"Yes, **I like listening and speaking Bahasa** because, in my compound where I live, there are some people that cannot speak English, so when I learn Bahasa, then I can speak with them in Bahasa."* **5th learner (semi-structured interview, January 20, 2023, 09.21 WIB.**

The learner explained that speech listening skills are important skills to learn because, in the environment around the learners, only a few people use English; therefore, learning Indonesian is expected to facilitate learners in communicating with local residents. The impression of BIPA learners is in line with the opinions of Wahyono & Farahsani (2017). The environment is a factor that affects the development of one's listening and speaking skills. BIPA learners also experience some difficulties in listening skills, one of which is about the speed of intonation in speaking according to basic native BIPA learners speaking quickly. This can be seen in the following transcript:

> *"Sometimes, they talk really fast, and some words I don't know. What are you saying?"* **1st learner (semi-structured interview, January 20, 2023, 08.52 WIB.**

Improper pronunciation can make BIPA learners confused. This is in line with Azizan (2019); the use of audio in listening skills makes it difficult for BIPA learners to listen to the articulation of the voice being listened to. Furthermore, BIPA learners experience several difficulties in speaking skills, one of which is regarding the pronunciation of basic BIPA learners sometimes have difficulty in pronouncing a word, and this can be seen in the following transcript:

> *"Not that difficult but quite challenging because the pronunciation is difficult"* **2nd learner (semi-structure interview, January 20, 2023, 08.58 WIB.**

Learners think too much about what to say and don't know how to pronounce a word properly and correctly (Oktaviani et al., 2020)

d. Teaching Materials And Electronic Modules

BIPA learners sometimes use electronic devices in classroom learning, and learners usually use electronic devices to do online quizzes as well as some educational game activities. This can be seen in the following transcript;

> *"Not often we use it once a week and in Bahasa class, maybe twice a week or sometimes once a week, we use that for quizzes and language online"* **8th learner (semi-structured interview, January 20, 2023, 11.48 WIB.**

It can be seen that BIPA teachers at the school do not use electronic teaching materials modules in the classroom. BIPAA teachers at the school only use *handouts and printouts*. This can be seen in the transcript below;

> *"No, only with hand paper most of the time we use that. Electronic books we don't use it"* **6th learner (semi-structured interview, January 20, 2023, 09.49 WIB.**

BIPA teachers sometimes have difficulty choosing the right teaching materials and return to using authentic teaching materials in the form of books. Sari & Ansari (2021) argue that for foreign speakers, the basic level of teaching materials in the form of media, audio, and visual is very important to develop because it will attract basic BIPA learners. Next, it is seen that basic BIPA learners are not familiar with the module's electronic teaching materials. The use of electronic teaching materials has not been seen to be used for BIPA learners at the elementary school level. The online BIPA web as a technology-based learning medium can be used as an opportunity to develop BIPA teaching in schools (Maulana & Indrya Mulyaningsih, 2022). BIPA learners are happy when there are many images and sounds in the electronic module. Media utilization is needed in the development of electronic modules to make them more attractive (Paita Yunus & Tangsi, 2019). Finally, it can be seen that BIPA learners like teaching materials that have many images and sounds. This can be seen from the following transcript.

> *"Yeah, that's okay. I like it with a lot of pictures and sounds."* **3rd learner (semi-structured interview, January 20, 2023, 09.06 WIB**.

2. BIPA Teacher Needs Analysis 1

a. Availability of BIPA Teaching Materials in Cooperation Education Unit (SPK) Schools

Researchers conducted interviews with three teachers in different SPK schools to find out what kind of teaching material they needed at school. The researcher asked several questions about teaching materials. The result of the interview is that BIPA teachers, in the selection of teaching materials, use teaching materials that have been modified according to the level level. BIPA teachers also use several types of books, such as Sahabatku Indonesia, Ayo Bahasa Indonesia, Pelita Bahasa A1, and Lentera Indonesia. In teaching, Indonesian teachers teach the teaching materials integratively with four language skills. It also found some difficulties experienced by BIPA teachers in teaching listening and speaking skills. In listening skills, one of them is the lack of listening teaching materials that exist in the real world, especially for basic BIPA, as well as the lack of listening teaching material topics, while in speaking skills, teachers are not too difficult in teaching speaking skills but sometimes constrained by time in teaching speaking a little.

b. State of Electronic Teaching Materials Speech Skills Modules Used In Schools

After conducting interviews, researchers found that BIPA teachers had never used electronic teaching materials. BIPA teachers want electronic modules that have many topics that are appropriate to their level, especially for basic, intermediate, and advanced levels (*beginner, intermediate, advanced*).

B. Electronic Module Design

1. Front Cover

On the front cover of the page, researchers made an electronic module cover with the theme of Archipelago Culinary. On the front cover of the page, there is a column filling in the identity of the product user. Users are expected to fill in the full name and also the country of origin of the product user. On the front cover of the module, it describes.

Figure 1. Image front cover

Figure 2. Cendol icon

The cendol image on the cover of the module is a mascot or icon in the electronic development of the module. Cendol symbolizes the generosity of sustenance from the creator and is able to meet needs (Nuraisyah, 2021). In line with Febrian & Putri (2022), cendol has the meaning of being expected so that children get sustenance both for themselves and their families. Furthermore, the philosophy of the green color on cendol symbolizes calmness and gives a fresh impression. The white color of coconut milk gives the impression of purity, purity and gives the impression of freedom and openness. The brown color of Javanese sugar gives the impression of warmth, safety, and comfort. Psychologically, the brown color gives a strong and reliable impression. Finally, the yellow color on the jackfruit pieces gives the impression of happiness that it causes a desire to play, and this color also contains the meaning of optimism, enthusiasm, and cheerfulness.

2. Electronic Module Background Illustration

The map of Indonesia was chosen as the illustration of the module background because it symbolizes diversity. In the illustration of the module background, there are also various types of Indonesian food. The images presented in the foreground are in line with the focus of the content to be studied, namely the cuisine of the archipelago. Next, regarding the choice of the name of the page, namely "Gastropedialia," gastropedialia itself comes from the word gastronomy, which universally means knowledge about food. In my opinion, gastronomy is an art and knowledge related to the enjoyment of food and beverages where gastronomy studies various cultural components with food as the center, and this means culinary is part of gastronomy. According to the *Merriam-Webster Dictionary, the* word media comes from the Greek "Pedion, paidia," which means education. Lia comes from the name of the developer of the electronics module.

3. Menu Page

Figure 3. Menu Page

After BIPA learners fill in complete data such as name and origin, learners will enter the main menu page. On the main menu page, there are welcome remarks and product descriptions. On the menu page, there are four core menus, the first 1.) Profile, the profile menu contains the profile of the module electronic application developer; 2.) Instructions on the instruction menu contain instructions for using the module's electronic application; 3.) Material on the material menu contains material on Grammar, Indonesian culinary food, and drinks along with listening questions and speaking questions; 4.) Finally, the competency menu on this menu contains listening and speaking competency unit guidelines and graduate indicators.

Figure 4. Profile Menu

The profile menu contains the identity of the product developer of electronic development, the speech listening skill module for BIPA 1 students contains Indonesian culinary and the profiles of one supervisor and two peliti supervisors. Furthermore, there is a menu of instructions and a menu of materials contained in **pictures 5 – 6** below:
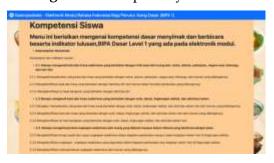
Figure 5. Hint Menu

Figure 6. Material Menu

On the punk menu, there are instructions for using the electronic module application for speech listening skills for BIPA 1 children students with Indonesian culinary content. Furthermore, on the material menu, there are three kinds of theme categories: healthy food and drinks, archipelago culinary, and archipelago drinks.

Figure 7. Competency Menu

In the competency menu of BIPA learners, there are basic competencies in listening and speaking along with graduate indicators in accordance with Permendikbud No. 27 as well as the IPC Curriculum.

4. Topic Selection

The selection of topics is based on the analysis of the needs of basic BIPA learners and also on the recommendation of BIPA teachers. In schools, researchers took data using the IPC (*international primary curriculum) curriculum.* This comprehensive, creative, and thematic IPC curriculum is intended for learners aged 3-12 years. A comprehensive IPC learning approach with a clear learning process and specific learning objectives can help learners to connect what they are

learning, both from a perspective in the country where they live today as well as an international understanding perspective. The IPC curriculum combines core subjects such as science, geography, history, languages, arts, and sports. They are only included in each theme if there is a direct relationship between the required learning needs and the ideas behind the themes. Each subject is then assigned a learning task to achieve the goals set in the learning curriculum (Brown, n.d.). Researchers choose culinary topics. As seen in the interview appendix, most learners choose culinary topics, and culinary topics can be related to language learning. The following is the menu contained on the electronic module page, and Researchers divided it into three units, namely healthy food and drinks, archipelago culinary, and archipelago drinks.

5. Unit On Module

Figure 8. Module Unit

There are three units in the development of electronic modules. The first unit is about healthy food and drink. The second unit is about Indonesian cuisine, and the third menu is about Indonesian drinks.

C. Electronic Module Development

1. Material expert validation

Material expert validation sheets have been created to test the feasibility of the product. The validation sheet consists of three aspects, namely construction validity, content validity, and predictive validity. Construction validity on the validation sheet regarding the suitability of electronic module material with the IPC (*International primary curriculum*) curriculum and SKL Permendikbud No 27 of 2017. In Content validity, the validation sheet contains the truth of the material in the scientific field. Finally, in predictive validity, the validation sheet contains the systematics of presentation and practicality of electronic modules. The following are the results of the percentage of material expert validation sheets on construction validity, content validity, and predictive validity. Based on the validation results, the material aspect in the Development of the

Listen-Speech Skills E-module for BIPA 1 Children Learners received a validation result of 94% on the material aspect.

2. Media And Graphic Expert Validation

In the design aspect of the e-module cover design regarding the layout of the main page (cover) in the *electronic module and the typography of the main page* (cover) in the module. Design aspects of e-module content regarding presentation systematics and typography of e-module content. Media aspects, containing audio, images, video, and finally, predictive validity includes ease of accessing electronic modules. The following are the results of the percentage of media and graphic expert validation sheets on aspects of e-module cover design, aspects of module content design, media aspects, and finally, predictive validity. The average validation of the product development of the speech listening skills e-module BIPA 1 is 72% in the validation of media and graphics experts.

3. Validation Conclusion

The results of the validation of material experts and media and graphics experts on the product development of the Listen-Speech Skills E-Module for BIPA 1 Children Learners containing Indonesian Culinary. In Material Validation, 94% and 72% percent of media and graphic experts are validated. The average result of the feasibility assessment of all aspects of the module is 87%. This shows that the development of the Listen-Speech Skills E-Module for BIPA 1 Children Learners containing Indonesian Culinary received the Very Decent category with a very good predicate. Although it received a very good predicate, this development product still needs revision according to the advice given by expert validators in aspects of material, media, and graphics.

D. BIPA Learner Implementation 1

1. BIPA Learner Response 1

BIPA learner response data was obtained through individual interviews with BIPA learners who had accessed the Listen-Speech Skills E-Module product for BIPA 1 Learners. The interview questions consist of 10 questions. Respondents came from several different countries with the same grade level. The researcher gave ten interview questions to BIPA learners first about the electronic module product, and the researcher asked whether the electronic module of speech listening skills was easy to use. From the interview results, seven out of ten respondents answered the electronic module, the speech skills module was easy to use in Indonesian learning, and the clear instructions contained in the electronic module. Eight responses from 10 learners revealed that the instructions in The electronic module are easy to understand because it uses English as an auxiliary language so

that children better understand the electronic module. This is in line with the theory of translanguaging. According *to Baker (in* Yang & Peng, 2019), translanguaging is a process of forming meaning, forming experience, and increasing knowledge about understanding through the use of two languages. Wei (2018) also added that *Translanguaging* has proven effective in pedagogical practice in various educational contexts where the language of instruction is different from the language of learners.

In a further response to the language used in the electronic module, respondents rated that the language used in the electronic module eight out of ten learners answered that the language used in the electronic module could be understood easily. In the material section about fried rice, nine out of ten BIPA students liked the material about fried rice. In this section, the researcher provides video footage explaining how to make fried rice along with learning imperative verb sentences. In this section, the learners are given questions about listening to rumpang sentences. Interactive multimedia can foster learners' learning motivation, and this is in line with Hamalik (Mappanyompa & Ali, 2017, p. 55). The use of media in the learning process can generate new desires, talents, and interests, can also arouse learners' motivation and provide stimulation of learning activities, and can even affect the psychology of learners. Also, learners using these electronic modules will be more effective when learners are connected to the material. Multimedia becomes more effective if the content and material format are actively connected with learners (Gilakjani, 2012). Next, regarding clarity in illustration images on electronic modules, respondents gave a good response. Seven out of ten learners agreed that illustrations of images on electronic modules were clear and visible.

According to respondents, the audio in the electronic module is less audible because the class is less conducive and does not use *earphones*. During the implementation of the electronic implementation module, BIPA learners who have finished reading the material do the listening questions immediately, but because of the unavailability of the language laboratory, the learners have difficulty listening to the listening questions on the electronic module, so the learners feel that the sound on the electronic module is too small, Also classroom conditioning is less conducive because the sound of audio simultaneously playing in a room collides. Therefore, the use of language laboratories is very important in order to avoid problems when learners listen to listening questions, and this is in line with Fatmawati's opinion that her laboratory plays an important role in the process of learning and teaching activities of foreign learners because it offers language learning with several

possible advantages such as listening, writing, speaking, and imitating speech models native speakers.

Furthermore, regarding the speed of questions audio on the electronic module, the learners responded well according to the audio learners presented in the electronic module. The results of the response interview showed that students have an interest in this electronic module. Nine out of ten learners have an interest in using the electronic module. This is because there is interactive multimedia that functions as an educational, social, and cultural arts function contained in the module so as not to make students bored and even make students curious about what will be done next. According to Wiraasasmita in Setyaningsih et al. (2016), teaching material has several functions, including educational, social, economic, political, and cultural arts functions. Setyaningsih (2016) added that foreign speakers will be more interested in exploring BIPA material if all these functions are contained in quality teaching material. The next response regarding the usability of electronic modules, according to electronic module learners, can be used independently.

2. BIPA Teacher Response 1

BIPA teacher response data was obtained through individual interviews with BIPA teachers who had accessed the Listen-Speech Skills E-Module product for BIPA 1 Learners. The interview questions consist of 10 questions. The following are the results and discussion of the electronic module user response;

The electronic module material is in accordance with the IPC (*International Primary Curriculum*) curriculum and Permendikbud number 27, as explained for listening skills in the IPC curriculum. Learners can understand the most important information in a straightforward talk whose subject matter is clear, and the conversation is accompanied by pictures and videos. Listening skills in the IPC curriculum are able to interact in a simple way, where speakers are ready to repeat, reorder, and speak slowly (Brown, n.d.). While listening skills in Permendikbud number 27 are able to recognize simple words and phrases related to information from others. Able to recognize simple words and phrases related to daily activities. Able to interpret simple expressions from both known and unknown people who speak clearly. For speaking skills, it is able to express simple sentences related to personal information and other people. Able to express and ask questions and answers about daily activities. He is able to respond with simple expressions if others talk to him.

Next, the response of BIPA teachers to the contents of electronic modules that are in accordance with the level of development of basic BIPA learners' language knowledge. According to Omrod in Dewi et al. (2020), at the age of seven to eight years, children's language experiences

rapid development. Children aged 7-8 understand grammar, and although sometimes they have difficulties and point out mistakes, they can overcome them. Children are able to listen to the stories heard and are able to express again. Furthermore, Asian 7-8 interpretation skills begin to develop. Children aged 7-8 have begun to know the use of verbs and their forms and have begun to communicate with Panjang even though it is still abstract. The development of knowledge of the basic foundations of language and the ability to analyze the basics of language development becomes structured knowledge in cognitive knowledge. Furthermore, BIPA teachers also responded that electronic modules can make it easier for learners to learn speech. In line with Azizan (2019), ease in audiovisual can have an effect on learning listening skills. Meanwhile, according to As'ari (2023), electronic module teaching materials are a necessity in learning BIPA to support material outside the classroom and are also considered ideal for basic BIPA learners. Furthermore, the teacher's response regarding listening and speaking practice questions in the electronic module is in accordance with the material presented because it refers to the curriculum used in schools, namely the IPC curriculum and Permendikbud number 27. However, the teacher gave a little revision to the listening problem, the male voice and narrator, so that it was slowed down and clearer in pronunciation. According to teachers, illustrations on electronic module drawings can motivate BIPA learners to learn independently.

Discussion

The process of developing this electronic module also considers suggestions and input from BIPA learners and teachers. These suggestions, opinions, and inputs include interest needs, obstacles faced by learners, theme needs, and teaching materials and are as follows. *First, the* interest of BIPA learners in learning Indonesian is needed by foreign learners, and foreign learners want to learn Indonesian because of the need to communicate with local residents. This is in line with Andika's academic goals regarding increasing knowledge of the Indonesian language and literature, while practical goals are intended for personal purposes, such as wanting to communicate with local residents;

Second, in BIPA learning, learners experience difficulties in speaking skills due to difficulty in pronouncing a word. Learners think too much about what to say and do not know how to pronounce a word properly and correctly (Oktaviani et al., 2020). In addition, in listening skills, learners also experience the same thing as speaking skills regarding pronunciation or *pronunciation. The* results of interviews show that learners have the impression that speakers speak quickly, so learners do not grasp the meaning and content of the conversation. Arumdyahsari (2016) argues that

word selection affects the content of a sentence. If the choice of words is not right, then the content of the sentence will be difficult to understand. It is also found in listening skills, one of which is the lack of listening teaching materials that exist in the real world, especially for basic BIPA, as well as the lack of listening teaching material topics, while in speaking skills, teachers are not too difficult in teaching speaking skills, but sometimes constrained by time in teaching speaking a little;

Third, regarding the needs of the theme, according to suggestions from teachers and learners. Learners are interested in learning topics about food, numbers, islands, professions, and transportation. From the results of the interview, the most popular topic for BIPA learners is that learners are very interested in learning about food topics. The food theme is the most popular theme for BIPA learners; the food theme can be used as an intermediary for teaching Indonesian to foreign learners. Learning Indonesian with the introduction of culture will allow learners to create meaning to achieve a deep understanding of the subject matter they are studying (Riwu et al., 2018).

Fourth, regarding teaching materials, the selection of teaching materials should be adjusted to the needs of BIPA learners because needs analysis is the beginning of the development of teaching materials to determine what is contained in the electronic module according to the needs of learners. This needs analysis activities carried out at the beginning of module development, and this is intended so that module compilers understand what will be contained in the module so that it is in line with the expected goals at the end of the module.

Fifth is the verbal aspect. The selection of the right language in accordance with the comprehension ability of BIPA learners is very necessary in order to achieve the delivery of information to learners. According to Misanchuk (Gunadharma, 2011), the verbal aspect includes using short sentences, avoiding combined sentences, avoiding excessive information in sentences, using person pronouns, using active voices in the form of bullet points, using common and *familiar* examples, writing like going to speak, avoiding difficult and unnecessary words, finally putting sentences and paragraphs in a logical order.

CONCLUSION

The development of electronic modules developed in this study is in the form of electronic modules based on websites or pages. This electronic module can be used both independently and with a companion, in this case, the teacher, and can be accessed through devices from computers, mobile phones, and other devices anywhere and anytime only with internet data. This research uses *Research and Development* (R&D) research methods with the ADDIE model. The ADDIE model

includes five stages, namely the stage of analysis of learners' needs, the stage of design of the researchers' electronic modules, the development stage of researchers starting to develop electronic modules based on needs analysis, then after the product is completed researchers implement e-module development products for BIPA 1 learners for children, finally a response to the development of e-modules of speech listening skills for children with Indonesian culinary content. Based on the findings of this development research, the development of electronic modules of speech listening skills in BIPA 1 learners for children with Indonesian culinary content gets an average percentage of 87%, which means it is very worthy with a very good predicate. Therefore, the development of the electronic module of speech listening skills is in accordance with the demands of BIPA 1 learners for children.

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