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Technology in Listening and Writing Learning for BIPA Learners

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ABSTRACT

This research discusses the use of technology in BIPA learning with a special focus on listening and writing skills. This research will explore how technology can be used effectively to improve BIPA students' listening and writing skills. By understanding the potential and challenges of using technology in BIPA learning, it is hoped that this research will make an important contribution to the development of more effective learning methods in the BIPA context. This research method uses a descriptive qualitative design. This is based on research data in the form of the results of filling out a questionnaire and the researcher acts as the main instrument. It was found that on average BIPA teachers have used technology in BIPA learning, especially for listening and writing. In the context of BIPA learning, technology has proven to be an effective tool for improving BIPA students' listening and writing skills. Technology also has a positive influence on BIPA learning, especially when it can make learning more interesting and varied. Learners have rich exposure and experience of languages used today. However, the research results also show that the use of technology in BIPA learning also has its challenges, barriers, and obstacles.

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ABSTRAK

Penelitian ini membahas tentang penggunaan teknologi dalam pembelajaran BIPA, dengan fokus khusus pada keterampilan menyimak dan menulis. Penelitian ini akan mengeksplorasi bagaimana teknologi dapat digunakan secara efektif untuk meningkatkan keterampilan menyimak dan menulis siswa BIPA. Dengan memahami potensi dan tantangan penggunaan teknologi dalam pembelajaran BIPA, diharapkan penelitian ini dapat memberikan kontribusi penting dalam pengembangan metode pembelajaran yang lebih efektif dalam konteks BIPA. Metode penelitian ini menggunakan desain kualitatif deskriptif. Hal ini didasarkan pada data penelitian berupa hasil pengisian kuesioner dan peneliti bertindak sebagai instrumen utama. Hasil penelitian menunjukkan bahwa rata-rata pengajar BIPA telah menggunakan teknologi dalam pembelajaran BIPA, terutama untuk menyimak dan menulis. Dalam konteks pembelajaran BIPA, teknologi terbukti menjadi alat yang efektif untuk meningkatkan kemampuan menyimak dan menulis siswa BIPA. Teknologi juga memberikan pengaruh positif dalam pembelajaran BIPA, terutama ketika teknologi dapat membuat pembelajaran menjadi lebih menarik dan bervariasi. Para pembelajar memiliki eksposur dan pengalaman yang kaya akan bahasa yang digunakan saat ini. Namun, hasil penelitian juga menunjukkan bahwa penggunaan teknologi dalam pembelajaran BIPA juga memiliki tantangan, hambatan, dan rintangan tersendiri.

Kata Kunci: BIPA; Menulis; Menyimak; Pembelajaran; Teknologi

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INTRODUCTION

The development of Indonesian language learning for foreign speakers (BIPA) is currently increasingly fruitful. This can be seen by the increasing number of institutions that organize BIPA learning around the world. Based on data from (BIPA Daring, 2023) the number of BIPA learning institutions around the world in 2023 is 523 institutions in 54 countries. The number continues to grow from only 428 institutions in 50 countries until 2022. The development of BIPA shows that the position of Indonesian has bargaining power and is increasingly seen as appropriate to compete with other languages.

Indonesian is an attractive medium of communication for international learners. Indonesian is also a tool of social interaction that replaces individuals in stating something or expressing to interlocutors in a social group as a tool for communication and the identity of its speakers (Noemanzah, 2019). Therefore, BIPA learners need to master Indonesian to facilitate communication in Indonesian.

For those interested in learning BIPA, listening and writing skills are key to communicating effectively in Indonesian. Listening skills have an important role in everyday life because as stated by Guo and Willis (2006) in (Yildirim & Yildirim, 2016) listening is a way for humans to obtain information, education, understanding of the world and human affairs, ideals, feelings, and values. As mentioned earlier, listening is also important for the process of running education and teaching. That is, listening is a basic ability in language learning and more than 50% of the time students spend learning a foreign language will be used for listening (Nunan, 1998; (Yildirim & Yildirim, 2016). In summary, listening has an important role both in everyday life and in academic contexts because it is essential for maintaining effective communication. Emphasizing the importance of listening, Anderson and Lynch (2003) in (Yildirim & Yildirim, 2016) state that listening skills are as important as speaking skills because people cannot communicate face-to-face unless both types of skills are developed simultaneously. Listening skills are also important for learning purposes because through listening students receive information and gain insight (Wallace, Stariha & Walberg, 2004; Yildirim & Yildirim, 2016). In addition to listening skills, writing skills are also important for BIPA learners because writing is an ability that allows learners to express their ideas in Indonesian. There is also research that reveals that learners who can produce writing with academic language can easily transfer argumentation skills to speaking skills. That is, if learners learn writing and experience improvement, then their speaking skills will also improve (Qizi, 2023).

Supa'at & Ihsan explained that the basic principle of the Society 5.0 concept is the utilization of scientific knowledge based on digital technology to meet and support human needs, this includes the world of education (Supa'at & Ihsan, 2023). This is in line with what Sari said in (Supa'at & Ihsan, 2023) that a teacher must have technological skills to facilitate learning. Technology has indeed opened up new opportunities to develop more interactive, efficient, and interesting learning methods. In the context of BIPA learning, the use of technology also offers the potential to improve learners' listening and writing skills.

One of the main questions that arises is how technology can be integrated into BIPA learning, especially in the context of listening and writing, to provide maximum benefits for learners. In 2019, O'Neill and Upton (2019) observed that the use of technology in foreign language education has the potential to improve learners' skills in listening and writing. However, they also noted the need for further research to explore the best methods of integrating technology into BIPA learning.

Previous research that discusses technology in BIPA learning is research conducted by Aria Septi Anggaira with the title Current Literacy in BIPA Learning in the Digital Revolution Era published on February 22, 2019 (Anggaira, 2019). The research describes the discussion of the latest literacy in learning Indonesian for Foreign Speakers (BIPA) in the digital revolution era, as well as literacy development strategies for BIPA learners. The research also discusses the importance of BIPA teachers to understand

12 current situation and development of Indonesia and to be at the forefront of civilizing Indonesia through new literacies, such as data literacy, technological literacy, and human literacy.

The next previous research that discusses technology in BIPA learning is research conducted by Kelvin Pradana, Resi Utami, and Muhammad Taqiyuddin with the title Utilization of Technology in Learning during the Covid-19 Pandemic which was published on January 27, 2022 (Pradana et al., 2022). The study found that the Covid-19 pandemic has accelerated the digital transformation of education in Indonesia which encourages online learning to be carried out. The study also found that information and communication technology has been integrated into learning. A small example is the use of email to collect learners' assignments. Information and communication technology is also used as an effective tool to be used as a medium for learning.

The last previous research was conducted by Ahmad Juliar Fahri, Syihabuddin, and Rinaldi Supriadi with the title Designing Indonesian Language Educational Games for Beginner Arabic Speakers Based on Website published on May 14, 2023. The research focused on developing an educational game website for beginner Arabic speakers who are learning Indonesian. The study used the Research and Development (R&D) method with the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). The research emphasized the importance of developing sustainable learning media for BIPA learners, especially for Arabic speakers. The use of technology with a game-based approach and interactive learning is also very important in improving access and quality of BIPA education. The research also found the potential of a game-based approach to improve the learning experience for Arabic speakers learning Indonesian.

4 In the context of technology in BIPA learning, the research conducted by the author will discuss the use of technology in BIPA learning, with a special focus on listening and writing skills. This research describes how technology can be used effectively to improve the listening and writing skills of BIPA learners. By understanding the potential and challenges using technology in BIPA learning, it is hoped that this research will make an important contribution to the development of more effective learning methods in the BIPA context.

With this background, this study will explain the relevant theoretical foundations and research approaches used to answer important questions in the context of technology in BIPA learning, especially in listening and writing skills.

LITERATURE REVIEW

Listening Learning in the BIPA Context

5 Listening plays an important role in communication as described by Gilman and Moody (1984) in Sangkakarn et al., (2020), their research findings discuss how humans spend time in their lives communicating; they found that listening takes up to 40-50% of the time, while speaking, surprisingly, is only 25-30%, and reading is about 11-16%, and writing is about 9%. Therefore, learners need to practice listening more. In other words, listening can be learned only by listening extensively.

Wulandari & Sya'ya (2021) in (Widia & Annisa, 2023) state that listening skills are the most basic skills because these skills will be used for the first time when someone starts learning a language. In other words, listening skills are the basic skills used to communicate effectively daily.

Listening learning is learning language skills that play an important role in obtaining information or knowledge (Ramadhianti & Somba, 2022). In line with that, Izzettin (Fatmawati & Hani'ah, 2023) also explained that listening is the basis of language skills. Therefore, listening learning has a very important position. To do listening learning, it is necessary to understand the listening process. The listening process

includes six stages, namely: listen, identify, interpret, understand, assess, and respond (Fatmawati & Hani'ah, 2023).

Writing Learning in the BIPA Context

According to Atar Semi (Fatmawati & Hani'ah, 2023), writing is the act of transferring thoughts and feelings into written language using symbols. Ahmad Rofi'uddin and Darmiyati Zuhdi (Fatmawati & Hani'ah, 2023) also state that writing skills are the ability to use language to express ideas, thoughts, or feelings to others using written language.

Use of Technology in Language Learning

Technology is used in language learning for both offline and online learning. In offline learning, technology is used as a support for learning, while in online learning, technology is used as the main component of learning. Information and communication technology has three main functions used in learning (Pradana et al., 2022), namely:

1. Technology functions as a tool for learners to assist learning.
2. Technology functions as science,
3. Technology functions as materials and tools for learning. In this case, technology is interpreted as a complete learning material to master computer-assisted learning competencies.

Challenges in the Use of Technology in BIPA Learning

The challenge in using technology in BIPA learning is the lack of innovation in renewing learning media in BIPA learning and the use of learning media that utilize technology is still very small (Fahri et al., 2023).

METHODS

This research method uses a descriptive qualitative design. This is based on research data in the form of the results of filling out questionnaires and researchers acting as the main instrument. This method focuses on the description and interpretation of the data obtained, to describe the characteristics, context, and relationship between the variables served. The questionnaire-filling activity was carried out to several BIPA teachers in various regions. The questionnaire instrument was prepared using Google Forms and distributed to several BIPA teachers.

In the context of this study, descriptive qualitative methods were used to describe the experiences, perceptions, and interactions of BIPA teachers toward technology in BIPA learning. Data collection was carried out by distributing and filling out questionnaires and document analysis, this study will describe how technology can be useful in learning BIPA listening and writing.

RESULTS AND DISCUSSION

This study found that the average BIPA teacher has used technology in BIPA learning, especially for listening and writing learning. Here are the results found through this research:

Table 1. Research Results: Technology Influence

No.	Technology Influence	Description
1.	Technology has a positive effect on BIPA learning, making learning more interesting and varied.	These include materials such as videos and audiovisual presentations that allow learners to actively and deeply engage in the learning content. It makes BIPA learning more interesting, visualizes the concepts being taught, and enriches the learners' learning experience. In addition, technology also allows teachers and learners to access diverse resources thus providing variety in learning methods. The use of online platforms and even learning applications specifically designed for BIPA learners will also allow learners to practice listening and writing skills at various levels of difficulty. It is also possible that online platforms and even specially designed learning apps will make learning more varied and dynamic by presenting various features such as online discussions, receiving immediate feedback, and collaboration among learners. Technology also allows the integration of interactive resources, such as online quizzes, digital whiteboards, and discussion forums. This allows learners to actively participate in learning and increase their engagement. Finally, technology also allows BIPA learners to listen to various Indonesian accents and dialects through audio resources available online. This will help them adapt to various communication situations and enrich their understanding of Indonesian language varieties.
2.	The use of technology in BIPA learning is relevant to current language skills	Technology will allow learners to access various learning resources online, enriching their understanding of the Indonesian language. It allows them to keep track of the development of the Indonesian language and interact with the language in communicative situations as needed. Technology also provides BIPA learners with effective tools for practicing and developing Indonesian language skills so that they can become more competent communicators in Indonesian.
3.	Technology-based BIPA learning facilitates BIPA learning for teachers.	This is because technology provides various access and powerful tools to improve the learning and teaching experience in the context of BIPA learning. For example, monitoring the progress of learners' abilities can be more measurable accompanied by adequate documentation, flexibility over time and place to access BIPA learning, can increase learner engagement and motivation by creating various educational games, online quizzes, and discussion forums, then technology also allows immediate feedback for immediate evaluation and improvement, and various

4.	Technology-based BIPA learning such as websites and applications are preferred because they are easily accessible anywhere and anytime.	applications and devices can facilitate learning by facilitating teachers to easily create exercises, assignments, and even exams, thus saving time and effort.
5.	Topics or themes given to BIPA learners become up-to-date so that learners are well accommodated.	BIPA learning websites and applications that are available online allow learners to access BIPA learning easily anywhere and anytime as long as they have an internet connection. In addition, learners can also learn independently. It can even allow learners who are scattered in various countries to access quality learning resources and interact with instructors or fellow online learners.
6.	Learners are rich in exposure and experience of the language used today.	With the help of technology, BIPA learners can access quality learning materials from various sources online so that they can take online courses, download learning materials, and even take classes virtually so that they always get access to the latest and relevant resources.
		With the internet and multimedia technology, learners can access content in the Indonesian language they are learning easily. Moreover, they can access game-based education that allows for more interactive learning. In addition, technology allows learners to take Indonesian classes online with qualified and experienced tutors.

Source: *Research 2023*

Broadly speaking, technology has changed the way learners learn a language, especially Indonesian. It has erased geographical boundaries and opened the door for learners to engage in various types of language learning and interaction. However, the results also show that the use of technology in BIPA learning also has its challenges, obstacles, and constraints. Here is the explanation:

Table 2. Research Results: Challenges, Barriers, and Constraints of Using Technology in BIPA Learning

No.	Challenges, Barriers, and Constraints of Using Technology in BIPA Learning	Description
1.	It takes ability, skill, and a long time to prepare for BIPA learning with technology.	Developing effective and engaging BIPA learning materials requires skills in designing content that matches the learners' level of understanding, integrating various multimedia, and creating interactive and varied activities. Teachers should also be well-versed in relevant software, applications, and online resources. BIPA teachers must invest in a careful and continuous preparation process to provide effective and quality learning experiences for BIPA learners.
2.	The duration of simulations for listening lessons is limited and there is a lack of voice gender options.	In some cases, the audio materials available in Indonesian are inadequate or have limited access to different accents, dialects, and voices. It can also be limited in terms of topics

	and communication situations. It could also be due to poor audio quality.
3. It is difficult for some learners who are unfamiliar with technology or are quite old.	Learners who are unfamiliar with technology take longer to understand how to use a device, app, or technology platform so this can be a significant barrier that requires extra support.
4. It is difficult to use technology to learn to write.	For example, due to limited online writing space and limited tempo of accessing writing. Often, learning platforms do not provide sophisticated tools to facilitate the writing process, making it difficult for BIPA learners to practice with different types of texts. In addition, the text resources available in Indonesian are very limited especially when looking for materials that are suitable for BIPA learners' abilities. Editing and correction are also difficult to do in online learning.

Source: Research 2023

In this era of globalization, it is very important to utilize technology in BIPA learning. BIPA learners who come from various countries in the world will be well accommodated if BIPA learning uses technology such as applications or websites. Unfortunately, the development of BIPA learning tools that use technology has not been widely done. Technology plays a very significant important role in improving listening and writing learning for BIPA learners.

Technology-Based BIPA Listening Learning

When viewed from the teacher's point of view, listening learning is the most difficult language skill to teach online (Nirmalasari, 2023). This can happen because when teaching listening skills, teachers must be able to choose the right audio and media to share simulations, a stable network, and the use of laptops that have no obstacles for learning to take place. However, technology has provided opportunities for the use of audio and video as a means of listening and learning. Voice recordings, video clips, and audiovisual materials can give BIPA learners the experience of listening to various accents and speech styles that represent the diversity of the Indonesian language.

The challenge of listening learning can also be overcome by providing an online platform. Online learning platforms allow BIPA learners to access listening materials from various sources flexibly. Learners can follow learning in the form of online courses, listen to podcasts, or even use special listening applications or websites to improve their listening comprehension.

Technology can also provide automatic feedback on learners' listening practice. Tools like speech recognition or other possible features can help learners track their progress, provide instant feedback, and suggest improvements.

Technology-Based BIPA Writing Learning

Writing is a language skill that enables learners to produce writing. Technology-based BIPA writing learning can be done by designing applications that are specifically designed for the development of writing skills in Indonesian. The application can provide various writing exercises, provide grammatical guidance, and introduce learners to the correct writing style. Technology also allows writing learning to be done through the online collaboration of BIPA learners in a forum or collaborative project that involves writing, giving, and receiving feedback from fellow learners, or even online tutors. In addition, the app can be equipped with automatic text editing that can help BIPA learners identify and correct grammatical and

structural errors in their writing. This can improve the quality of their writing and accelerate the learning process.

Challenges and Solutions in Technology-Based BIPA Listening and Writing Learning

Technology-based BIPA listening and writing learning certainly has its challenges and solutions, including:

1. Limited Access to Technology

Challenges may arise related to limited access to technology. Solutions can involve providing wider access, such as the use of digital libraries or technology access assistance programs for BIPA learners.

2. Quality Indonesian Language Content

It is important to ensure the availability of high-quality Indonesian-language content in the online environment. Careful development and curation of content will support BIPA learners in understanding and mastering listening and writing skills.

3. Security and Privacy

In using technology, it is necessary to pay attention to security and privacy issues. Parties involved in BIPA learning must ensure that the platforms and applications used meet the necessary security and privacy standards.

By using technology wisely, listening and writing learning for BIPA learners can be more dynamic, engaging, and effective in supporting them to develop good Indonesian language skills.

CONCLUSION

In the context of BIPA learning, technology has proven to be an effective tool to improve the listening and writing skills of BIPA learners. The use of audiovisuals, multimedia materials, applications, and related websites can help learners to better understand and practice Indonesian more efficiently. However, it is still necessary to pay attention to some of the challenges that exist to ensure that technology provides maximum benefits in BIPA learning.

AUTHOR'S NOTE

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

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