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Utilization of Digital Technology to Improve the Speaking Skills of BIPA Francophone Students.

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ABSTRACT

This research discusses the use of digital technology to improve speaking skills for BIPA francophone students. This research examines how digital technology can improve the speaking skills of BIPA francophone students. To realize active and communicative learning of BIPA speaking skills, appropriate media is needed to support it. In learning BIPA speaking skills, the use of various online platforms such as digital modules can improve verbal interaction and understanding of language context. This research method uses a qualitative descriptive design. This is based on research results in the form of interviews with BIPA teachers. The results of the research show that digital technology-based BIPA teaching with Indonesian tourism and culture content has a significant role in improving the speaking skills of francophone BIPA students. Improving speaking skills is not only focused on improving vocabulary and daily dialogue, but also includes Indonesian tourism and cultural content, especially Bandung as the city of Paris Van Java.

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ABSTRAK

Penelitian ini membahas tentang penggunaan teknologi digital untuk meningkatkan keterampilan berbicara bagi para siswa BIPA frankofon. Penelitian ini mengkaji tentang bagaimana teknologi digital dapat meningkatkan keterampilan berbicara siswa BIPA frankofon. Untuk mewujudkan pembelajaran keterampilan berbicara BIPA yang aktif dan komunikatif, diperlukan media yang tepat untuk menunjangnya. Dalam pembelajaran keterampilan berbicara BIPA, pemanfaatan berbagai platform daring seperti modul digital dapat meningkatkan interaksi verbal dan pemahaman konteks bahasa. Metode penelitian ini menggunakan desain deskriptif kualitatif. Hal ini berdasarkan hasil penelitian yang berupa hasil wawancara kepada para pengajar BIPA. Hasil penelitian menunjukkan bahwa pengajaran BIPA berbasis teknologi digital bermuatan wisata dan budaya Indonesia memiliki peran yang signifikan dalam meningkatkan kemampuan berbicara siswa BIPA frankofon. Peningkatan keterampilan berbicara tidak hanya terfokus pada peningkatan kosakata dan dialog sehari-hari, tetapi juga meliputi muatan wisata dan budaya Indonesia khususnya Bandung sebagai kota Paris Van Java

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INTRODUCTION

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Indonesian has an important function and position as a national language. The position of Indonesian as a national language was established during the Youth Pledge on 28 October 1928 (Agustina et al, 2021). In the international arena, the development of the Indonesian language is currently increasing very rapidly. The popularity of Indonesian has increased rapidly throughout the world (As'ari, 2023). The success of the Indonesian language in achieving this global position shows its universal appeal and its important role as a communication tool that is increasingly recognized and appreciated throughout the world.

In the international community, the position of Indonesian as a foreign language plays an important role (Tanwin, 2020). Data on the 2012 Language Development and Cultivation Agency page shows that the BIPA program has been implemented in more than 45 institutions in the country (Utami & Rahmawati, 2020). There are currently more than 200 million Indonesian speakers worldwide (Septianasari & Triyatno, 2021). With the increase in the number of Indonesian speakers, the number of institutions providing Indonesian language learning for foreign speakers or commonly called BIPA has also increased.

BIPA is an important means of successfully promoting Indonesian at the international level. BIPA facilitates foreign speakers who want to learn and master Indonesian for personal and professional purposes. Teaching Indonesian for Foreign Speakers (BIPA) is more focused on the learning process so that learning can run effectively and efficiently (Rosiyana, 2020). By focusing on the efficiency and effectiveness of BIPA learning, BIPA becomes a bridge for communication between nations and between cultures.

BIPA teaching in various countries has experienced significant progress, one of which is the Darmasiswa program from the Ministry of Education and Culture in collaboration with the Ministry of Foreign Affairs which organizes a scholarship program for foreign students from countries that have diplomatic relations with Indonesia (Riana, 2020). One of the countries that has diplomatic relations with Indonesia is France. Diplomatic relations between Indonesia and France have been established since the early 19th century, namely during the Dutch East Indies colonial period (Hariyanto et al, 2022). Foreign students, including students from France, have the opportunity to learn about Indonesian language and culture through the Darmasiswa program. Thus, BIPA teaching is not only a means of providing learning of Indonesian language and culture for foreign speakers but also a means of strengthening ties between Indonesia and France.

France is one of the countries in Europe that has implemented the BIPA program for a long time (Pardosi, 2021). There are three universities in France that provide Indonesian language teaching programs, namely *Le Havre University*, *Institut National des Langues et Civilisations Orientales (INALCO)*, and the *University of La Rochelle* (Grangé, 2019). Apart from that, there are also other BIPA program organizing institutions in France, namely the *Consulate General of the Republic of Indonesia (KJRI) Marseille*, *Aix Marseille Université*, and *Université Sophia Antipolis Nice* (Lestari, 2021). Diplomatic relations between Indonesia and France in implementing the BIPA program are not only carried out by formal educational institutions, but also by consulates, embassies and other non-governmental institutions.

In the BIPA teaching process, students often do not get the opportunity to practice communicating. This causes them to lack confidence in speaking (Gustawan, 2019). BIPA teaching is expected to not only be a means to teach written language but also a means to improve speaking skills so that they are proficient in speaking Indonesian (Simamora et al, 2023). Speaking skills are language skills that can be learned in informal situations, but this is different when speaking skills are learned in formal situations (Rosita, 2019). Therefore, speaking skills need to be taught and improved, especially for those who use Indonesian as a foreign or second language. In language learning, speaking skills are important to teach, but they are also not easy language skills to learn and teach (Pakula, 2019).

Speaking skills not only include BIPA students' ability to speak Indonesian, but also the ability to communicate with partners and contain two-way information (Suin & Istanti, 2019). In practice, speaking skills provide the widest possible space for BIPA students to be able to communicate and exchange ideas with other people in Indonesian (Khoirunnisa et al, 2023). Speaking skills are one of the important language skills to support communication in everyday life such as chatting with new friends, traveling, ordering food, making telephone calls, etc. (Wiratsih et al., 2023). Mastery of speaking skills in Indonesian not only helps BIPA students express their ideas, but also helps them interact with other people better. Thus, the skill of speaking Indonesian is not only a means of daily communication, but also opens the door to success and experience in adapting to the Indonesian social and cultural environment.

To realize active and communicative learning of BIPA speaking skills, appropriate media is needed to support it (Karina et al, 2022). Choosing the right learning media is one of the factors for successful learning (Asteria, 2019). One way is to use technology to support the development of BIPA learning. The development of technology-based learning media can be an opportunity to improve BIPA teaching. The government, especially the Language Development and Cultivation Agency, has realized the potential of using technology-based learning media by launching the online BIPA web portal (Maulana et al, 2022). The availability of BIPA teaching materials on the online BIPA web portal supports BIPA students and other foreign speakers to be able to access learning resources.

Previous research discussing information and communication technology (ICT) in foreign language learning was research conducted by Imam Makruf with the title "*Pemanfaatan Teknologi Informasi dan Komunikasi dalam Pembelajaran Bahasa Arab di Madrasah Aliyah Kabupaten Sukoharjo*". This research discusses the importance of developing ICT-based teaching and learning materials. With the rapid development of technology and increasingly easy and flexible facilities, the use and development of various ICT-based learning resources can be carried out to improve the quality of learning (Makruf, 2020).

The next previous research which also discusses the role of technology in BIPA learning is research conducted by Syihaabul Huda with the title "*Pemanfaatan Aplikasi SIPEBI untuk Pemelajar BIPA*". This research discusses the importance of technology in non-formal learning in the digital era. The emergence of learning technology in the digital era can help students to obtain non-formal learning (Huda, 2021).

Technology in BIPA learning not only emphasizes aspects of modernity, but also provides practical solutions to learning challenges. In learning BIPA speaking skills, the use of various online platforms such as digital modules and other digital resources can improve verbal interaction and understanding of language context.

One of the BIPA Education master's students with the initials EC comes from France. She is an alumna of the Indonesian language department at the University of La Rochelle, France. She has good Indonesian language skills. EC uses Indonesian as everyday language in Indonesia. However, EC's French accent is very strong. This can be heard from the Indonesian words she speaks, which still have a strong French accent. One of them is found in the word "yang". EC often pronounces the word "yang" into the word "yong". This is not in accordance with the rules of correct Indonesian pronunciation. Therefore, this case became one of the foundations for conducting this research. Speaking skills are one of the important language skills for BIPA students, especially francophone BIPA speakers.

One of the contents that is interesting to learn for BIPA francophone speakers is the content about the city of Bandung. Francophone countries are countries that speak French (Racmadhany et al, 2022). As French speakers, Francophone speakers are familiar with the name Paris, which is the capital of France. Bandung is known as Paris Van Java because Bandung is also a fashion center which is a special attraction for the millennial generation (Purike et al, 2023). The identity that has been attached to the city of Bandung as the city of Paris Van Java helps Francophone speakers to absorb the diversity of Indonesian culture.

With this background, the expansion of BIPA teaching not only includes formal aspects but also the development of material content that is interesting and relevant for francophone BIPA speakers. A more dynamic and in-depth learning experience can be created through the use of technology to facilitate verbal interactions and learning materials. BIPA teaching can continue to develop to become more complex and in line with the needs of BIPA students in this global era by considering existing challenges and opportunities.

LITERATURE REVIEW

Speaking Skills in the BIPA Context

In learning Indonesian for foreign speakers, it is hoped that the emphasis will not only be on writing skills but also on Indonesian speaking skills (Oktaviani et al, 2019). In line with Oktaviani, (Aswan, 2021) also stated that speaking skills are one of the complex language skills because of their involvement with other language skills such as listening, vocabulary knowledge, etc. Speaking skills enable students to express ideas, thoughts and feelings effectively in various contexts and situations (Tara, 2019). Speaking skills not only focus on improving pronunciation, intonation, and voice, but also on improving overall understanding of the language. Speaking skills are not only a communication tool to convey messages, but also a tool to build relationships and understand the culture inherent in language.

Iskandarwassid & Sunendar (in Faiza, 2021) explain the speaking skills strategy in BIPA, namely:

1. Imitate and pronounce the words or phrases used in the recording by native speakers.
2. Try to remember the correct sentence patterns when writing discourse in the target language they hear.
3. Use good sentence patterns used by writers expressed in the text you read to use when speaking.
4. In the initial stages, force yourself to use the target language without having to worry about making mistakes in using that language.

In the first strategy, the method of imitating and pronouncing words or phrases used in recordings by native speakers provides students with the opportunity to absorb expressions, intonation and vocabulary used in everyday contexts. This strategy not only considers phonetic aspects but also considers the way language is used in real life situations. In the second strategy, the method of trying to remember the correct sentence patterns when writing discourse in the target language that is heard, shows the relationship between writing and speaking abilities. This emphasizes that speaking ability and understanding language structure as a whole are interrelated, and that by relating correct sentence patterns to writing contexts, learners are expected to better understand language structure.

In the third strategy, the method of using good sentence patterns used by writers put forward in the texts they read to be used when speaking highlights the role of literacy in the development of speaking skills. This shows that students can respond to written text passively and use sentence patterns they have learned in verbal interactions. Finally, the initial stages of this strategy emphasize the importance of using the target language without worrying about mistakes. This method recognizes that mistakes are an inevitable part of the learning process and that language use must be initiated without fear of making mistakes. This in turn will create an environment that supports the development and exploration of speaking skills naturally and without pressure.

Digital Technology in Language Learning

Technological developments in the world today are driving transformation in the way people carry out their daily lives, especially the world of education. In the world of education, technology has become a factor that changes the way we learn and teach. The emergence of the digital revolution in Indonesia was driven by the development of information and communication technology (Susanti & Nurhamidah, 2022). The significant development of the digital revolution has resulted in major transformations, creating opportunities and challenges that demand adaptation.

There are three basic principles that can be used as a reference when developing and implementing learning technology:

1. System Approach, namely a directed and systematic approach to solving problems, meaning considering everything as a single unit consisting of elements that are attached to each other.
2. Learner Centered, that learning, education and training efforts must focus on students.
3. Utilizing learning resources, interaction between students and various learning resources is carried out maximally and variedly. (Salsabila & Agustian, 2021)

In first principle, learning technology is an important component of a system that consists of various components, such as technological infrastructure, teaching methods, and interactions between students and teachers. In the second principle, learning technology is designed to meet student needs, creating experiences that are more relevant, engaging, and student-centered. In the third principle, learning resources are the main focus and need to be utilized optimally. The integration of these three principles will enable the development and application of learning technology to be more comprehensive and create a learning atmosphere that encourages active involvement and deep understanding.

The trend of changing the learning process has been happening for a long time, but this trend has experienced a significant increase during the Covid-19 pandemic, namely the learning process by utilizing information technology as a learning medium (Yulianti et al, 2023). This transformation is very important to answer the challenges faced by the education sector in the world, especially in Indonesia. With advances in technology, conventional educational methods such as textbooks are no longer used but have used varied media that can be used to support the creation of good learning, such as the use of video media, application media, audio media, web media, and so on (Ramadloni et al, 2022). Learning paradigms change along with the development of information technology. This paradigm emphasizes the use of technology as an important element to support creativity and interactivity in teaching. Thus, learning is no longer limited by space and time.

The increasingly rapid development of technology has created various online learning systems that are increasingly sophisticated and easy to use, especially in language learning (Adzkiya & Suryaman, 2021). Various language skills can be easily implemented using digital technology. With the help of digital technology, language learning can be designed to build a fun, monitored and efficient learning ecosystem. Online language learning can adapt teaching methods to suit students' needs, such as interactive activities such as educational games or live simulations of language skills.

The Use of Digital Technology in BIPA Learning

The use of digital technology can not be separated from BIPA learning. Technology can no longer be avoided in second language learning, including BIPA (Andajani, 2023). Language learning with technology allows teachers and students to share, search and use available information. This allows the language learning process to run well (Riyanti, 2019). The presence of digital technology is a means to increase dynamic and interactive learning, encouraging students to be actively involved in the language learning process. Technology-based learning applications such as video conferencing, interactive software, and other learning applications are essential to provide a more motivating learning experience.

Video conferencing allows students and teachers to interact directly, creating a virtual classroom experience that is similar to a conventional classroom atmosphere. This way, students can participate actively, ask questions, and talk in real-time, resulting in a dynamic and collaborative learning environment. Many resources are available to support technology-based BIPA teaching and learning such as interactive software such as digital modules, learning websites, and so on. These technologies enable teachers to make learning more interesting, relevant, varied and tailored to students' needs.

Francophone Speakers

Francophone comes from the French "francophone" which literally means "French speaker". The term francophone refers to those who use French as a first, second language or as a language of instruction in everyday life. The term francophone is used to describe a community or group for which French is an important part of their life. The francophone community includes countries and regions where French is spoken and officially recognized, as well as its use in various contexts, such as education, culture, business and diplomacy.

Francophones are not only related to language or linguistic aspects, but are also related to aspects of history, culture and identity related to the French language. In an effort to maintain and develop the richness of French culture and language throughout the world, the international organization known as "La Francophonie" was founded to encourage cooperation between Francophone countries throughout the world. Francophone speakers not only include France as their country of origin, but also include countries on the same continent as France such as Switzerland, Belgium, Canada, Monaco, but also include countries on the African continent, most of which were once French colonies. Francophone countries are spread across all continents of the world. Varieties of French with unique local nuances and acculturations are displayed in the linguistic mosaic produced by the geographic diversity of Francophone speakers.

RESEARCH METHOD

The research method used in this research is a qualitative descriptive design. This is based on data in the form of needs analysis interviews and researchers act as the main instrument. This method concentrates on the description and interpretation of the data obtained. The goal is to describe the context, characteristics, and relationships between observed variables.

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RESULTS AND DISCUSSION

This research found that on average BIPA teachers recommend the use of learning technology in the form of digital modules and speaking skills are the most important skills to be mastered by francophone BIPA students. The content material recommended by the teacher for BIPA francophone students is material about Bandung tourism. Bandung is a city that has the nickname "Paris Van Java". By presenting these terms, BIPA francophone students will be interested in finding out more about the following results.

Tabel 1. Research result: Digital Module Aspect

No.	Digital Module Aspect	Description
1.	Digital modules are suitable to use as learning to improve speaking skills	The digital platform is very suitable for BIPA learning to improve speaking skills because of its effective use and is also independent learning. Material in digital modules can be developed by teachers independently and can provide features that support reciprocity between students and teachers. Not only speaking skills, but the use of digital modules can also be used to improve other language skills.
2.	Digital modules are easy to access	The use of easily accessible digital modules plays an important role in improving the speaking skills of BIPA francophone students. Digital modules are a learning tool based on digital technology that allows students to access various learning materials, including videos, interactive exercises, and learning materials designed to practice students' speaking skills.
3.	Flexibility in using digital modules	The advantage of digital modules is that they provide easy flexibility which allows students to learn independently according to each student's learning speed. For example, monitoring the measurable progress of each student. Through recordable exercises, teachers can listen to and obtain recording results provided by students such as the suitability of their pronunciation, articulation and intonation. Students can immediately get feedback on the speaking exercises they have done.
4.	Digital modules are presented with varied and interesting materials	To help train BIPA francophone students' speaking skills, the material in the digital module needs to be made as interesting as possible. It is necessary to include material such as vocabulary used in everyday life (ordering food, ordering transportation, buying and selling transactions at the market, etc.). Material for beginner level BIPA francophone students needs to be directed towards topics of survival importance.

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Based on the table above, it can be seen that the role of digital technology in the form of digital modules is very important to support BIPA learning for Francophone speakers, especially speaking skills. Independent learning is very suitable to be implemented using digital modules and allows teachers to monitor students' independent learning activities. Easy accessibility of digital modules is key in giving students access to the learning materials contained therein such as audio, video and other interactive exercises.

Flexible digital modules allow students to study independently and according to each student's learning pace. Immediate feedback from speaking practice and measurable progress monitoring help improve the quality of individual learning. BIPA francophone students can gain a more interesting learning experience

because the digital module material is diverse and interesting. A focus on topics important for survival and use of everyday vocabulary can increase the relevance of learning. Digital modules are a dynamic and effective learning tool to improve Indonesian language skills for BIPA francophone students because they are easy to access and have a rich variety of material.

Table 2. Research result: Culturally charged material aspects

No.	Culturally charged material aspects	Description
1.	Culture-based Indonesian language teaching	Teaching Indonesian culture for BIPA francophone students is very important because material about culture does not only cover authentic Indonesian cultures, but also the culture of Indonesian people in carrying out their daily lives. Materials about culture need to be provided in digital module-based Indonesian language teaching.
2.	Bandung Tourism as digital module material for BIPA francophone students	The natural beauty and culture of Bandung has its own charm to attract BIPA francophone students to study Indonesian language and culture by designing material about Bandung tourism. Digital modules with Bandung tourism material not only introduce interesting places in Bandung, but also provide Indonesian language teaching to students through tourist contexts, local traditions, arts activities, and so on. The vocabulary given to students is not only about general vocabulary, but also vocabulary related to tourism.
3.	Bandung as the city of "Paris Van Java"	Speaking skills digital module about Bandung as the city of "Paris Van Java" can detail the background and history of the term, providing a better understanding of how Bandung became a destination that has a beautiful and artistic atmosphere, similar to the city of Paris, France. Apart from that, classic and modern architectural visuals found in buildings in Bandung can be displayed on digital modules and become a special attraction because of the similarities between Bandung and the city of Paris.
4.	The natural beauty and local wisdom of Bandung as material for a speaking skills digital module for BIPA francophone students	Not only named as the city of "Paris Van Java", the city of Bandung is also known as the city of flowers (<i>kota Kembang</i>). The nickname of this flower city is not without reason. Bandung is known for its enchanting natural beauty and local wisdom which is reflected in art, culture and daily life. The use of digital modules is not only limited to improving students' speaking skills, but also opens students' eyes to the beauty of nature and local wisdom.

Francophone BIPA students can gain a better understanding of Indonesia through culture-based teaching. This material can culture-based BIPA teaching can help them understand the daily life of Indonesian society. In developing language skills, materials that focus on tourism and culture provide important contextual aspects, especially speaking skills. Tourism-based Indonesian language learning not only introduces interesting places, but also teaches students about the daily life of local communities.

Bandung as the city of "Paris Van Java" and "city of flowers" (*kota kembang*) is an interesting topic to study in developing the speaking skills of BIPA francophone students because there is a connection between the term "Paris Van Java" and the city of Paris. The architectural form of buildings in Bandung provides a special attraction because of its similarity to the city of Paris. The digital talking module with tourism and cultural content enriches the learning experience of BIPA Frankofon students and makes the learning process more relevant, contextual and interesting. This module is also a means to attract students' interest and help them better understand and master Indonesian.

Digital Module based on Bandung Tourism and Culture for BIPA Frankofon Students

This research found that Bandung tourism and culture-based digital speaking modules for BIPA francophone students not only offer an innovative approach to teaching Indonesian, but also improve students' speaking skills. This module also allows students to study independently, making it easily accessible, and offering a broader experience of Bandung culture and nature. Students can gain a diverse and comprehensive learning experience with material developed by teachers that covers aspects of Bandung culture and tourism. With the feedback feature, students can interact directly with the material and the teacher, which helps them better understand what they are learning.

Easy accessibility of digital modules plays an important role in improving students' speaking skills, especially speaking skills. Students can access a variety of learning materials with a few clicks, including videos, interactive exercises, and other speaking materials. Students can be more easily involved in learning Indonesian, especially in the intensive development of speaking skills thanks to this advantage.

Through recordable exercises, teachers can provide immediate feedback on students' speaking practice, identify elements that need improvement, and adjust teaching according to individual needs. Students can also study independently at their own learning pace. Digital module material about Bandung, its nicknames as well as tourism and culture can arouse students' curiosity and provide a better understanding of how this city combines a beautiful and artistic atmosphere, similar to the city of Paris.

CONCLUSION

The results of the research show that digital technology-based BIPA teaching with Indonesian tourism and culture content has a significant role in improving the speaking skills of francophone BIPA students. The cultural aspect includes native Indonesian culture and Indonesian society in everyday life. The emphasis on teaching culture serves as a context for deep learning. Students can gain a better understanding of the terms and cultural expressions used in Indonesian, which helps them understand the context in which these terms are used in everyday conversation. The tourist material of Bandung as the city of "Paris Van Java" and the "city of flowers" (*kota kembang*) is one of the attractions for BIPA students because of the connection between Bandung and the city of Paris. This connection not only provides geographic context, but also builds a bridge between two different cultures allowing students to develop curiosity about cultural differences and encouraging them to continue learning. The BIPA teaching method that integrates tourism and culture improves students' speaking skills. This method also builds a strong foundation for better understanding Indonesian culture.

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AUTHOR'S NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. The author confirms that the data and content of the article are free from plagiarism. I would like to thank all parties involved in working on this article. Hopefully this article can be useful for future research.

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