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### The Development of BIPA Material and Module for Foreign Athletes

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#### ABSTRACT

BIPA (Indonesian for Foreign Speakers) is currently quite popular among the foreign community. This is evident from the large number of overseas students studying Indonesian. BIPA students come from a variety of occupations and backgrounds. Students of BIPA come from a variety of backgrounds, including business, health, military, academic, and sports. BIPA learning modules for sports have also become a requirement for BIPA sports students. This is encouraged by the interest of foreign sportsmen in studying BIPA, such as Danish badminton players who want to learn Indonesian. This is categorized as research and development (RnD). The aim of RnD will result in a product that is produced and validated for the world of education, to renew or innovate the development of existing educational products, in this research the product is BIPA module for Athletes. This RnD uses the ADDIE research design. The analysis step was conducted out on BIPA students to get responses regarding the requirement for the Indonesian.

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#### ABSTRAK

BIPA (Bahasa Indonesia untuk Penutur Asing) saat ini sangat populer di kalangan masyarakat internasional. Hal ini terlihat dari banyaknya pelajar luar negeri yang belajar bahasa Indonesia. Mahasiswa BIPA berasal dari berbagai macam pekerjaan dan latar belakang. Mahasiswa BIPA berasal dari berbagai latar belakang, antara lain bisnis, kesehatan, militer, akademik, dan olahraga. Modul pembelajaran BIPA olahraga juga sudah menjadi kebutuhan bagi mahasiswa BIPA olahraga. Hal ini didorong oleh minat olahragawan mancanegara untuk mempelajari BIPA, seperti pebulu tangkis Denmark yang ingin belajar bahasa Indonesia. Penelitian ini merupakan penelitian dan pengembangan yang akan menghasilkan suatu produk yang dihasilkan dan divalidasi bagi dunia pendidikan, dengan tujuan memperbaharui atau menginovasi pengembangan produk pendidikan yang sudah ada, dalam penelitian ini produk yang dihasilkan adalah modul ajar BIPA untuk olahragawan mancanegara. Penelitian dan pengembangan (RnD) ini menggunakan desain penelitian ADDIE. Langkah analisis dilakukan terhadap mahasiswa BIPA untuk mendapatkan tanggapan mengenai kebutuhan bahasa Indonesia. Adapun jenis produk yang dikembangkan yaitu modul ajar BIPA keterampilan berbicara bagi pelajar BIPA olahragawan.

**Kata Kunci:** Bahasa Indonesia; BIPA; Modul; Olahragawan.

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## INTRODUCTION

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Indonesian language for Foreign Speakers (BIPA) is currently very popular with the international community. BIPA implementation can be viewed from the high frequency of international people studying Indonesian language (Ernis, 2022). With the increase in the number of BIPA students, there will be an increase in Indonesian language speakers.

BIPA students come from various professions and circles. Differences in the backgrounds of BIPA students will have implications for other roles and instruction in the implementation of BIPA learning (Monikawatie, 2018, p. 1). There are BIPA students with business, health, military, academic, sports and other backgrounds. The thing that is the focus of attention is the Indonesian sports sector which is currently experiencing a significant increase with the number of foreign and diaspora sportsmen who have careers in Indonesia, for this reason foreign sportsmen also need BIPA learning. Language and sport both have the same function, namely to unite (Rahman, 2020). This is also supported by the Director General of Immigration at the Ministry of Law and Human Rights by issuing sports and arts visas so that Indonesia is taken into account in carrying out music and sports activities. (Rizky, 2023). Sport and music even in Indonesia could be an opportunity to internationalise the Indonesian language by implementing BIPA for foreigners especially those who has professions as athletes.

It is also supported by the availability of BIPA teaching modules for business and agricultural purposes which are BIPA modules for special purposes, BIPA learning modules for sports purposes are also became necessity for BIPA sports students. This is also supported by the interest of foreign athletes in studying BIPA, such as badminton athletes from Denmark who have the desire to learn Indonesian. (Raisatria, 2022). Not only that, the current coach of the Indonesian national football team from South Korea also expressed his desire to learn Indonesian language (Majid, 2019). Therefore, BIPA learning for foreign athletes is very important because at present many foreign athletes are contributing to advancing Indonesian sports.

The main aspect of BIPA learning is the ability and skills of BIPA students to be able to even master the Indonesian language as a second language well and correctly. There are four core communication skills that students must master to be fluent in Indonesian, namely listening, reading, writing and speaking. These four skills are a mutually supportive unit and must be mastered by language learners to be able to communicate well (Halijah, 2017, p. 326). One of the language skills that makes it suitable for foreign athletes and coaches is speaking skills. When BIPA students are competent in speaking or at least can communicate well, they will adapt more easily to their surrounding environment and have a better experience while living and working in Indonesia. (Widyorini & Septiadi, 2018, p. 416).

## LITERATURE REVIEW

### Teaching Material

Teaching materials are an important aspect in learning, including BIPA learning. The supporting components for successful BIPA learning are teaching materials prepared based on the analysis of the needs and goals of BIPA students (Haryati et al., 2019, p. 159). Other things that are essential to be considered in preparing teaching materials are the background of BIPA students, the purpose of carrying out BIPA learning, the interest of students in studying BIPA, the culture attached to BIPA students, and the level of ability of BIPA students in studying BIPA (Suyitno, 2017, p. 55) The teaching materials are

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then organized into BIPA learning modules which contain various learning materials that have been adapted depends on the needs of BIPA students.

### Learning Module

A module is a collection of independent teaching materials that can help students develop competencies independently based on their abilities and skills (Dewi et al., 2023, p. 132). Currently, BIPA teaching modules are available which contain teaching materials customised to the needs and the aim of students based on their profession. One of the BIPA modules available for special purposes is the BIPA module for business purposes to increase knowledge and communication skills in a business context (Febrianti et al., 2021, p. 1). Likewise with the BIPA module with agricultural objectives which is intended for IPB foreign students to understand agriculture (Defina et al., 2019, p. 155).

### Communicative-Teaching Method

To be able to communicate well, the approach in the BIPA learning module can use a communicative approach. In language learning, an open communicative approach to language learning, this means that learning language is not just learning grammar and vocabulary, but it also involves communication functions (Littlewood, 2002). With a communicative approach, BIPA students can carry out real practice and exercises to hone their communication skills. Learning that focuses on practice and familiarization with the use of Indonesian as a second language is suitable for BIPA students to implement a communicative approach (Lestari, 2022, p. 24).

### Speaking Skills

Adequate Indonesian speaking skills for BIPA students are needed so that BIPA students get used to expressing ideas in communicating with others. However, students are often better able to answer questions in the form of text than speaking directly, not always because they don't have ideas, but because their ability to convey ideas is inadequate (Akhmad et al., 2020, p. 72). One of the things that causes language incompetence is the acquisition of a second or foreign language, especially speaking skills. Second or foreign-language learners must understand the grammatical system they are studying, this will make second-language learners confused and have difficulty when speaking in the second language (As'ari, 2023, p. 21).

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In order to minimise difficulties in using a second language as a foreign language, second language learners usually adapt the grammar of the second language they are learning to the grammar of their first language (mother tongue) (Aziz et al., 2019, p. 165). This strategy is called interference, which is usually carried out when language learners do not understand the structure of the second language they are studying.

### Second Language Acquisition

Second language acquisition (SLA), especially speaking skills, is a language acquisition process that can be said to be very complex. A foreign language learner sometimes has difficulty practicing their speaking skills because sometimes the rules of their mother tongue are different from the new language they are learning. To get around this, foreign language students sometimes adapt the rules and the structure of their mother tongue to the foreign language learning by them, this is known as code-switching (Hanafiah et al., 2021, p. 447). Code-switching is always used to hide fluency or memory problems in L2. So code switching is always used to release the speaker's ties with other people in certain situations.

Second language acquisition can be done by both children and adults. In BIPA learning, the students are usually adults. Second language acquisition for adults can be said to be easier because the progress is faster than in children (Krashen, 1982). This progress is supported by the way of learning of adult students who are more focused and conscious in learning and have the ability to understand language rules before mastering them (Norliani et al., 2023, p. 116).

### Language Learning for Specific Purposes

Language for specific purposes is a type of learning to accept and understand language for specific communicative needs in a particular field or context. Language learning for special purposes is categorized as a modern program in language learning whose main requirement is the implementation of a communicative approach in language learning (Rustamov & Mamaziyayev, 2022, p. 228). Something that must be considered in language learning for specific purposes, namely content, objectives, materials, teaching and teaching practices are assessed from the use of the target language (Defina, 2021, p. 307).

The purpose of language learning is for a specific purpose, namely as a language for daily activities (Samorodova et al., 2022, p. 129). Specifically, this means that the aim of language learning is for the specific purpose of enabling language learners to communicate anywhere, which of course is tailored to the needs of language learners. In order to achieve this goal requires implementing more functional learning. Things that need to be prepared in language learning for specific purposes are learning curriculum materials that are prepared specifically and systematically taking into consideration the learner's background, interests and motivation of the learner (Setyabudhi et al., 2020, p. 90).

## METHODS

This research is research and development. Research and development will produce a product that will be developed and validated for the world of education with the hope of renewal or innovation regarding the development of existing educational products (Sari, 2021, p. 64). This research and development (RnD) uses the ADDIE research design.

ADDIE research and development design focuses on five steps (analysis, design, development, implementation, and evaluation) which are the core procedures in the development and evaluation of educational programs or products (Branch, 2009, p. 20). ADDIE research and development procedures are aligned with research needs. The procedures are as follows.

The first procedure is analysis. The analysis of necessity process is analyzing the feasibility of various things in learning, one of which is learning media (Sugiyono, 2011, p. 297). The first step is to qualitatively analyze the needs of foreign BIPA athlete students regarding the need for teaching materials, teaching media, and everything related to the students' conditions.

The second procedure is designing. The design procedure is the steps of designing and creating learning media (Setiawan, 2020). At the design stage, digital module design is carried out, digital module appearance design, and material preparation and evaluation.

The third procedure is the development. The development procedure consists of two steps, namely expert appraisal (expert assessment) accompanied by revisions and developmental testing (development trials) (Maydiantoro, 2021, p. 33). At the development stage, teaching material content will be prepared in the form of text, sound (audio), images and tests in accordance with the digital module. At this stage, assistance instruments for product validation are also developed for experts and people related to the preparation of BIPA modules for foreign athletes, namely material experts, media experts, sports experts,

sports assistants and foreign athletes. After validation is carried out, the next step is revision based on input and suggestions from media experts, sports experts, sports assistants and foreign athletes.

The fourth procedure, implementation. The implementation stage can be said to be a trial stage (Hidayat & Nizar, 2021, p. 33). At this procedure, product implementation in the form of digital modules is carried out by involving BIPA students who have a profession as athletes. At this stage, the module that has been designed will be assessed and any product deficiencies will be noted. Students will also be given a questionnaire to provide responses regarding the effectiveness of the BIPA digital module for speaking skills for international athletes with a communicative approach.

The fifth stage is evaluation. Evaluation of the BIPA digital module for speaking skills for foreign athletes will be carried out after passing the implementation stage. If there are still deficiencies and weaknesses found until the product is deemed feasible. The evaluation results will be corrected by media experts and material experts so that the product can be truly feasible (Cahyadi, 2019, p. 37).

The techniques of collecting data in this research were carried out using three methods, the first method was literature study by collecting data from sources relevant to this research. The second method is a survey method for BIPA students and teachers or accompanying foreign athletes. The third method is distributing questionnaires for validation from media experts, material experts and sports experts.

There are two types of data in this research which are classified as numeral data and verbal data. Numeral data is the percentage score from the results of the needs analysis. Meanwhile, verbal data is data that comes from questionnaires, observations, comments, suggestions and input from experts for product evaluation. Both data were analysed quantitatively and qualitatively.

## RESULTS AND DISCUSSION

The analysis stage was carried out to BIPA students to seek responses regarding the need for the Indonesian language modules for speaking skills. The following explanation is accompanied by responses from BIPA students in learning Indonesian language. The explanation is explained in several tables below.

### A. Analysis of Athlete BIPA Student responses in Learning Indonesian Language

Tabel 1. Students' response of Indonesian language course

Analysis	Percentage	Option
Response about learning Indonesian language	50%	Very easy
	50%	Easy
	0%	Difficult

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Firstly, the student's response about learning Indonesian language. Based on the following table, it can be assumed that the Indonesian language is not difficult to be learnt. So many factors influence the Indonesian language learning become easy to be learnt, one of them is the Indonesian language using alphabets. Despite the difficulties in pronunciation and understanding affixes, it seems that Indonesian is easy to learn because its structure is simple and uses Latin letters which makes it easier for BIPA students to understand it. (Asmil, 2023).

Tabel 2 Students' fluency level

Analysis of	Percentage	Option
	75%	Very fluent

The fluency of Indonesian language speaking	25%	Little bit
	0%	Not yet

the following

the student's fluency in Indonesian language speaking. In speaking of Indonesian language, one of the essential factors is fluency. As many as 75% of students are not fluent yet in speaking the Indonesian language, and the reason is the students are at the beginning level of learning the Indonesian language. Meanwhile, 25% of students are fluent in Indonesian because the student has been living in Indonesia for a long time, therefore the student mastered Indonesian language well.

Secondly, table discusses

**Tabel 3** Students' struggle in learning Indonesian language

Analysis	Presentage	Option
Difficulties material(s)	50%	Pronunciation
	0%	Grammar
	25%	Diction
		The culture of using language
	25%	No difficulties

Thirdly, the following table is the analysis of difficult materials which have been categorized based on the branches of linguistics. The pronunciation is related to the phonology aspects, grammar is related to the *morphosyntax* aspects, and the diction is related to the *semantics*. Meanwhile, the difficulty of the culture of language is categorized as the difficulty of using language in society (*sociolinguistics*). Half of the students have difficulty in pronunciation, this is understandable because the Indonesian language is categorized as a foreign language for them. The quarter student has a problem with the usage of diction. It needs to be acknowledged that Indonesian has a lot of diction, and each diction is sometimes spoken in different situations and conditions.

**Tabel 4** Learning media necessity

Analysis	Percentage	Option	Description
Learning media necessitated	0%	Websites	
	75%	Application	
	25%	Other	By books

Fourthly, Indonesian language learning media. As many as 80% of students prefer to learn Indonesian language through teaching media in the form of digital applications and 20% through books. Based on this response, it can be assumed that students who want to learn Indonesian language through applications because the lesson can be held in distance learning, also student still can do their activities as athletes. Meanwhile, students who choose to use books are hampered by the age factor of 57 years old, which may make it difficult for them to adapt to information and communication technology.

**Tabel 5** Varieties of language needed

Analysis	Percentage	Option
Varieties of languages	0%	Formal
	25%	Informal
	75%	Both

Fivehly, the analysis is focused on the variety of languages that need to be adapted in the developed module. The Indonesian language learned by students should be able to be used for communication, therefore the varieties of language options are categorized into 'formal', 'informal', and 'both'. 25% of students chose an informal variety of language meanwhile, 75% chose both. It means students want to be more able to communicate not only in formal situations but also in every circumstance with different people and settings. Many factors influenced students to communicate with format language such as; (1) adapting language to the situation, (2) avoiding brief statements, (3) respecting the lecturer, (4) civility, (5) academic grounds, and (6) scientific reasons, meanwhile the reason of students motivations to communicate with informal language are (1) intimacy, (2) imitation of the preceding speaker, (3) emphasis on the audience's comprehension, (4) habit, (5) simplicity, (6) spontaneity, and (7) unconsciousness (Muslimawati, 2022, p. 12).

**B. Analysis of the main teaching materials for BIPA Athlete Student**

**Tabel 5** List of main materials

Analysis	Percentage	Option
Learning materials necessitated	75%	Greetings
		Sharing experiences
		Direction and location
		Communication with medical staff
		Communication with Indonesian Athletes
		Communication with Indonesian Citizens
		Communication with the Coach, and Staff of the Federation
	50%	Communication with media
		Online and Offline Shopping
	25%	Communication with Courier or Driver
Giving Instructions to Indonesian Athletes		

The main materials requested by students to be adapted in the developed module. The chosen materials are different depending on the students' necessities and occupations in the sport participated in. In almost all of the materials, student will be more active in speaking practice with a little bit of instruction that can help students understand the topics learned.

The 'greeting' topic is provided to develop basic student skills when students meet other people in society. Students will be taught how to introduce him or herself related to their profession as an athlete besides the common greeting material in the Indonesian language therefore it is essential to add specific terms in greeting material, such as mentioning the kind of sport, the team playing for, and the regular positions. Students also should know the usage of '*salam*' which is always uttered by Indonesian people



in many circumstances. In the introduction material, students will be presented with self-practice by answering questions using audio to explain their identity and using greetings appropriately based on certain situations.

In *sharing experiences* material, students will be able to share their experiences either personal experiences as an athlete or another experience related to their life. In the sharing experience as an athlete, student will be provided what should be said in basic sharing experience such as 'what kind of sport that student participates', 'position in the sport either as a player or coach', 'what experience student got such as became the champion', and 'What student dream as an athlete'. Students should be able to share their experiences as a common person. The type of material presented to train these skills is by telling stories about experiences of travelling to certain cities and places in Indonesia. This is of course related to their profession as athletes which sometimes requires them to travel out of town and certain places either to compete or take part in other activities. In the sharing experiences material, the self-practice session is also available to tell experiences based on the ideas for structuring stories provided in the module.

The topic of communication with medical staff, whether doctors or other medical staff, is very necessary considering that sometimes athletes have to deal with medical personnel due to injuries or other matters. On the topic of talking to medical personnel, students will be presented with a dialogue between a doctor and a patient who suffered an injury while exercising. After that, students will be asked to complete the incomplete text using audio in a paragraph converted from the dialogue presented previously. This way is practised so that students get used to answering questions and speaking with different variations of sentences. Apart from that, in the topic of talking to medical personnel, vocabulary about parts of the body will be used more and students will also be directed to know certain expressions, for example, expressions when experiencing pain in a certain body, asking about illness, asking for advice and solutions from medical personnel, and recognise various types of 'sickness' in Indonesian.

Students will also be provided learn how to communicate with Indonesian athletes. This material is needed so that students can communicate with Indonesian athletes in the same team. The teaching material will emphasize providing input and suggestions to teammates. The first form of practising available is that students are asked questions about teammates' struggles, and then students provide suggestions by answering teammates' complaints using voice recordings. The second exercise is that students will try to assist when teammates ask students for help by answering questions using voice recordings. Apart from responding, this material shows the culture of Indonesian people who always help (citations need). Masyarakat Indonesia dikenal sangat ramah dan suka saling membantu satu sama lain, budaya seperti ini tentunya menjadi identitas bangsa Indonesia (Arief & Yuwanto, 2023, p. 490).

Students also want to communicate with Indonesian citizens, so most of the students have chosen an informal variety of languages. On the topic of talking to Indonesian citizens, the teaching material will emphasise daily activities and an introduction to the culture of Indonesian society, such as the culture of eating together, *kerja bakti* (community service), and the *3S* culture (smile, greeting and greeting). The form of training on the topic of talking to Indonesian people is making monologues and dialogues using audio about things that Indonesian people do with images as a clues. It is also included in the culture of morning exercise in the local environment, and the exercise presented in this discussion is a dialogue regarding the procedures for morning exercise. In this exercise, students will be asked to speak as a gymnastics instructor who invites the Indonesian people to exercise together in a fun way using a variety of informal but polite language.

Next, students will communicate with coaches or federation staff. In this material, students will communicate with people with higher status. In this material, students will be faced with two situations, the first situation is direct, and students will be shown a dialogue asking permission not to compete or train from their superiors accompanied by appropriate gestures which will be shown in the form of pictures. The second situation is by telephone (indirect situation), in this situation, students will only be asked to simulate

contacting their superiors by telephone if they cannot attend training or matches, and other needs. In the second situation, instructions are only displayed via voice recording.

The next material is communication with the media. Sometimes an athlete is always interviewed by the media either before competing, after competing, or when not competing. In this topic, students will be presented with material about various expressions, such as happiness, happy expressions, and normal expressions. On this topic, the exercise that students will do is to answer questions that appear to be interview questions from the media. Students will be directed to certain situations and conditions in each question so that students can respond to the interview with various expressions.

The next material is shopping material. Students will be introduced to various types of shopping places such as traditional markets, supermarkets, clothing stores and sports stores. From each available shop, students are asked to find out what they can shop for in that shop with the help of audio as a tutorial. Students will practice buying and selling dialogue between traders and buyers and will formulate shopping questions. Students are also assigned to create a buying and selling dialogue between traders and buyers in the form of voice recordings.

The next material is still related to shopping material, namely communicating with package delivery couriers. In this material, students will also learn direction and location. The only material on this topic is directions such as 'straight', 'turn right', 'turn left', 'backwards', 'turn around' and so on. Apart from that, students will also learn road terms such as 'junction', 'crossroad' and so on. The form of training is that students have to answer questions guided by a floor plan on several questions, however, several questions require students to look for and explain other directions so that students are more accustomed to explaining directions and locations in the Indonesian language.

The next material is providing instructions. This material is a special material for trainers. The teaching material that will be emphasized is the use of interrogative sentences. The form of training on this topic is that students will be given pictures of the condition of athletes on the field, and then students are asked to respond to the form of instructions. The next form of training is that students are asked to make a monologue in the form of a speech containing instructions to athletes based on certain conditions (the situation and conditions are shown in pictures and text).

### C. Analysis of the Cultural Materials for BIPA Athlete Student

**Tabel 6** List of cultural material

Analysis	Percentage	Option
Learning materials necessitated	50%	Pancasila
	25%	Indonesian Mandatory Songs
		Indonesian Culinary

A needs analysis was also carried out to seek responses regarding the cultural content that would be displayed in the BIPA speaking skills module. As a result, 50% of students chose to add cultural content material about Pancasila, which is the basis of the Indonesian state and ideology. Based on the results of the needs analysis, Pancasila material will be inserted into the main material of *Communication with Indonesian Citizens*. Material about Pancasila can be presented by introducing additional culture, namely in dialogue. Students will only be shown the sound of each precept and the meaning of each precept will be explained in written form.

As many as 25% of students chose culturally charged material in the form of mandatory Indonesian songs. The selection of teaching materials in the form of mandatory songs is considered very important for athletes who are naturalized Indonesian citizens. Usually, when a team competes, the supporters will sing regional songs as a form of support, and then after the match the athletes and the audience will sing

the mandatory song. For this reason, students want to know about the songs and the meaning of each lyric. The placement of topic of mandatory Indonesian songs will be placed in a separate material. Students will listen to each song that is performed, then students will sing the song again and record it. There is also an explanation of the meaning of each word or phrase in the lyrics of Indonesian obligatory songs.

Another 25% of students chose material in the form of Indonesian culinary delights. Indonesian culinary is a form of local wisdom that can be used as teaching material in BIPA learning so that students can get to know Indonesian culture through culinary Indonesia (Ogustina, 2022). The presentation of Indonesian culinary material can be included in Shopping material by making each Indonesian culinary dish an object to be purchased at the market or in a restaurant. Indonesian culinary material will only be introduced to students so that students have deeper knowledge about various Indonesian culinary delights.

### CONCLUSION

The BIPA module, which was developed specifically for international athletes, has an important role in facilitating the Indonesian language learning process for them, especially in adapting and communicating with others using Indonesian. Through this module, athletes can gain a good understanding of the Indonesian language, facilitate daily interactions, and expand their social networks in Indonesia.

The implementation of a communicative approach helps BIPA students who work as athletes to become more proficient in speaking the Indonesian language. This cannot be separated from the main goal of the communicative approach which is to develop their ability to communicate effectively in everyday and contextual situations. The important role of the communicative approach is to provide BIPA athlete students with practical skills that they can apply directly in everyday life, such as interacting with fellow teammates, coaches, fans and other elements of society. In addition, using this special module can help them overcome communicative barriers that may arise in the new environment, thereby strengthening their integration and expanding social networks. Furthermore, the material contained in this module is very suitable to help their work, especially when communicating.

This module was also developed to provide international athletes not only with linguistic skills, but also with a further understanding of the cultural and situational context in which they communicate. Through interactive exercises and simulations, BIPA athlete students can implement oral expressions, convey messages and ideas clearly, and help interact smoothly with various elements of society and colleagues.

### AUTHOR'S NOTE

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