Jurnal Pendidikan Bahasa dan Sastra

Journal homepage: https://ejournal.upi.edu/index.php/BS_JPBSP

The Development of Interactive Reading Digital Module with Contextual Approach for BIPA International School Students

*Vietcia Meiruly, Nuny Sulistiany Idris, Suci Sundusiah

Universitas Pendidikan Indonesia, Indonesia
*Correspondence: E-mail: vietciameiruly@upi.edu

A B S T R A C T

Teaching BIPA (Indonesian for Foreign Speakers) in SPK (*Satuan Pendidikan Kerjasama*) has its polemics. Based on the needs analysis, one of them is that not all BIPA learners in SPK exhibit enthusiasm toward engaging with Indonesian reading materials. This displeasure comes from several factors including a general disinterest in reading, a lack of motivation to utilize the Indonesian language beyond the confines of language classes, and other obstacles like unappealing teaching materials. Thereby, this research aims to develop an Interactive Reading digital Module based on Contextual Approach in SPK. This research uses the R&D method with the ADDIE Model design and has evaluation sessions at each stage. This article will focus on the developing stage and show validation results from the expert validators. The results showed that based on expert validators, the interactive reading digital module can be used with the material, media & design feasibility percentage of 83% of eligible excellent predicate.

A R T I C L E I N F O

1. INTRODUCTION

The enthusiasm toward learning Indonesian reading texts among BIPA learners is not universally shared, and this lack of enthusiasm can be attributed to a multitude of factors. One such factor is a general disinterest in reading, along with several obstacles that may arise during the BIPA learning process. Furthermore, the motivation to learn the Indonesian language itself may not reach optimal levels. The other factor is an insufficient number of interactive teaching materials that can adapt to the lifestyle of today's BIPA learners. Reading encompasses the ability to comprehend written content, encompassing letters, pictures, and numbers. However, reading interest extends beyond mere technical skills. It involves a proactive approach, driven by a genuine desire to acquire knowledge and curiosity about new information. Engaging in reading activities necessitates effort and a willingness to explore new realms of understanding (Tarigan,1986).

Indeed, interest is not an inherent trait but rather a product of the learning process. The manner in which teachers deliver instructional materials, employ teaching methods and utilize various media significantly influences learners' level of interest in studying Indonesian. The form of Indonesian language instruction for non-native speakers will undoubtedly differ from that of native speakers. This disparity arises not only due to the learners originating from various countries but also because of the different cultural backgrounds and individual purposes for studying Indonesian among foreign learners. Indonesian language learning caters to a diverse range of individuals, including government officials and tourists, each with their specific needs and objectives (Susilo, 2016).

In the context of BIPA learning in SPK, Indonesian for Foreigner Language teaching depends on the goals and needs of foreign learners. Indonesian is taught as a second language in the BIPA program, specifically in SPK schools following the International Baccalaureate (IB) curriculum. The Indonesian language subject is part of the Language B program, designed for learners who have some previous experience in the language, mostly expatriate children. In the Language B program, learners develop their communication skills in Indonesian through studying language, themes, and texts, while also gaining an understanding of how the language works at their level.

In the research titled "What and How is BIPA Teaching through Online Media?" (Darmayanti, 2019), the author discusses the various online media platforms that provide Indonesian language instruction for non-native speakers. The focus of the search was on BIPA teaching available on YouTube, Instagram, Facebook, websites, and mobile applications. Darmayanti concludes that there is a diverse range of online Indonesian language instruction for non-native speakers (BIPA). The search results from search engines revealed seven websites, two Facebook platforms, three YouTube channels, and three mobile applications dedicated to BIPA teaching. The research primarily focuses on Indonesian language learning for non-native speakers through pre-existing teaching materials available on websites, applications, and social media platforms. In this context, the learning process is unidirectional, with learners accessing and studying the materials without direct interaction with instructors.

Based on the provided description, the researcher aims to develop an enriching product in the form of an interactive reading module for BIPA (Indonesian for Foreign Language) through a digitally-based platform that incorporates a contextual approach. This development is intended for implementation within SPK schools following the International Baccalaureate (IB) curriculum. The researcher creates a digital platform at SPK (The Indonesia International School) that includes a fun way to practice reading in Indonesian for BIPA

learners. This module uses technology and real-life situations to help students understand and enjoy reading.

The concept is that the materials within the module should assist learners in being able to study independently. As a source of instructional materials, interactive modules should also empower learners' critical thinking skills, serving as an innovative digital format for teaching materials in the 21st century. These interactive modules incorporate a combination of texts, narration, visuals, animations, and integrated practice questions that align with digital literacy knowledge. Such interactive modules can serve as an effective solution for 21st-century BIPA learning, catering to the characteristics of both the learning content and the learning styles of digital native learners.

2. METHODS

The research methodology employed in this study is Research and Development (R&D) utilizing the ADDIE design model (Branch, 2009). The following sections of this article will present the first phase, which involves needs analysis, followed by the module design phase, and module development.

During the needs analysis phase, the identification of challenges faced by BIPA learners will be expounded upon. The emphasis of the needs analysis lies in the learning objectives/achievements and the existing gaps. Additionally, it includes an analysis of learners' preferences and an examination of the International Baccalaureate (IB) curriculum. A questionnaire in the form of a Google Form was distributed to BIPA instructors and learners from three SPK in Bandung and Jakarta, which employ the IB curriculum.

In the module design phase, the framework of the module will be present based on the needs analysis results. The initial data from the needs analysis stage serves as the primary source for developing the module design. The module design encompasses various aspects, ranging from the main cover to unit covers, which are chosen following the overarching theme. The topics presented within each unit, the layout and the module's features will be expounded upon during this phase.

Subsequently, in the development phase, the material and media will undergo feasibility testing by expert validators. The validation process in this study will involve several experts or professionals with extensive experience in evaluating the developed product. The validation will be carried out by subject matter experts, media experts, and design/graphic experts. Expert validation is conducted to assess the accuracy and credibility of the research output by employing appropriate strategies.

3. RESULTS AND DISCUSSION

The Stage of Needs Analysis

Based on the identification of learners' difficulties in improving their reading skills, learners' responses indicate recurring obstacles during the learning process. These obstacles include a limited understanding of concepts due to a restricted mastery of vocabulary, particularly formal vocabulary. Learners also struggle with using appropriate affixes. Furthermore, learners exhibit a lack of motivation to learn the Indonesian language and use it outside of the school environment. According to the distributed questionnaire, only 16.7% expressed enjoyment in learning Indonesian reading texts, while 50% expressed less enthusiasm, and 33.3% stated their dislike for learning Indonesian reading texts.

According to the respondents, the lack of engaging reading materials is one of the factors contributing to learners' lack of motivation in reading. Learners usually read Indonesian texts from online magazines, electronic journals, and materials provided by their teachers. However, some even resort to using sources from TikTok for reading materials. Interestingly, 100% of the respondents stated that they have never studied Indonesian reading texts using interactive modules. Therefore, the objective of developing this module is to captivate learners' interest and facilitate their access to reading materials anytime and anywhere.

The development of this interactive reading module is aimed at Intermediate BIPA International School learners in 11th grade. Based on the distributed questionnaire, 66.7% of the respondents expressed the need for easily accessible reading materials through gadgets, while 16.7% stated that they had less need for it, and another 16.7% deemed it unnecessary. However, these responses are complemented by the desire of 66.7% of the learners who expressed their wish for a greater variety of reading sources.

In addressing the BIPA learners' difficulty with limited mastery of Indonesian vocabulary, the researcher intends to use the English language as the medium of instruction in this interactive module. This approach is aimed at making it easier for learners to understand and comprehend the content. Notably, 33.3% of the respondents strongly agreed with the use of English as the medium of instruction, as they found it more familiar and easier to understand. Additionally, 66.7% of the respondents agreed with using English as the medium of instruction, emphasizing the importance of understanding the instructions provided within the interactive module.

Furthermore, it is crucial for the interactive module to have content that aligns with the topics that learners are interested in, while still remaining relevant to the broader context and themes of the IB curriculum. Reading materials accompanied by illustrative images are deemed highly important. Therefore, several reading topics were offered to the respondents, allowing each learner to choose more than one topic. As a result, 83% expressed interest in personal life experiences as a preferred topic, followed by 50% for entertainment and technology, and 33.3% for travel and holiday experiences, as well as customs and traditions. The remaining respondents selected sports as their preferred topic.

After the selection of topics, learners were then asked about the types of texts they would like to learn. The researcher categorized them into two types: informational texts and fictional texts, to facilitate the inclusion of relevant materials within the reading texts. For informational texts, such as grammar materials, and literary materials for fictional texts. Among the respondents, 83.3% chose advertisements as an easily accessible non-fiction text that they would like to learn. This was followed by social media posts/conversations, news articles, travel reports, interviews, posters, editorial headlines, and then pamphlets/leaflets, podcasts, blogs, and official letters.

A total of 66.7% of the respondents found it easy to learn from films as a type of fictional text and expressed their preference for studying them. This was followed by 50% who chose song lyrics and fairy tales in presentations, and 33.3% who selected short stories, humorous stories, and legends.

The researcher also inquired about the importance of learning slang vocabulary from reading texts, and 50% of the respondents agreed to learn slang vocabulary. Their reasoning was that it would facilitate their communication with Indonesian people.

Lastly, to assess learners' understanding of the texts presented in the interactive module, interactive exercises will be integrated to support the assessment at the end of module usage.

Draft Module Design

In this phase, based on the results of a needs analysis, the design blueprint of the module materializes as follows. The module encompasses two overarching themes, namely experiences and human ingenuity, with the following topic breakdown: Unit 1 revolves around personal life experiences, while Unit 2 delves into the realms of entertainment, media, and technology.

picture 1.1 cover of unit 1

Unit 1 consists of five descriptive texts, which are as follows:
1. Text A (Kisah Kak Toto): This text presents a captivating narrative that tells the story of Kak Toto. It delves into his experiences, providing vivid descriptions and engaging details.
2. Text B (Naskah Dialog Film Pendek): This text provides a script for a short film dialogue. It vividly describes the interactions between characters, their emotions, and the overall atmosphere of the scene.
3. Text C (Naskah Monolog Pendek): This text presents a script for a short monologue. It offers a detailed description of a character's inner thoughts, feelings, and reflections, providing a deep insight into their perspective.
4. Text D (Lirik Lagu Tulus Tujuh Belas): This text features the lyrics of the song "Tulus Tujuh Belas." It describes the lyrical content, poetic expressions, and the emotions conveyed through the song's words.
5. Text E (Jalan-jalan ke Yogyakarta): This text takes the reader on a descriptive journey to Yogyakarta. It vividly depicts the sights, sounds, and experiences encountered during the trip, providing a rich and immersive description of the travel destination.
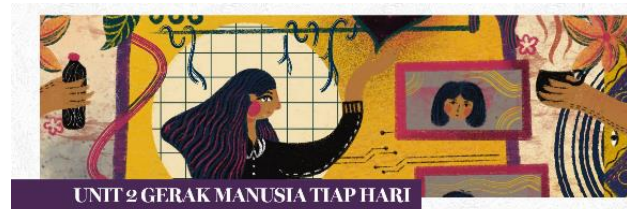
picture 1.2 cover of unit 2

Unit 2 consists of five texts, which are as follows:
1. Text F (Obrolan Sosial Media): This text presents a social media conversation, capturing the essence of online interactions and discussions. It provides insights into the language, tone, and expressions commonly used in social media platforms.
2. Text G (Iklan): This text focuses on advertisements. It showcases persuasive language and techniques employed in advertising to capture the readers' attention and promote products or services effectively.
3. Text H (Berbagai Macam Teks Narasi Puisi, Lirik Lagu Daerah, Teks Proklamasi Kemerdekaan RI): This text presents a collection of narrative texts, including poems, local song lyrics, and

the text of the Proclamation of Indonesian Independence. It exposes the readers to various forms of narrative writing, allowing them to explore different styles and themes.

4. Text I (Artikel Teknologi): This text features a technology article, providing valuable information about advancements, innovations, and the impact of technology in society. It enhances the readers' understanding of technological concepts and terminology.

5. Text J (Dongeng): This text presents a traditional folktale or fairy tale. It offers an enchanting narrative, allowing readers to immerse themselves in the world of folklore and explore cultural storytelling traditions.

Picture 1.3 Main cover of BIPA Intermediate interactive module

At the end of each text, readers will engage in a quiz as an assessment to evaluate their comprehension of the text. Each unit also includes grammar knowledge suitable for the learners' level, vocabulary enrichment, cultural insights, and concludes with a reflection session after completing the readings.

The module will feature various text displays, and each text will have its own accompanying illustration, presented before the text itself. The illustrations will be diverse, including both realistic images and animated graphics. They will be presented in different formats, ranging from JPEG to GIF. The primary focus is on visual presentation, intending to capture the learners' interest in the texts without feeling overwhelmed by them. The visuals aim to create an engaging and enjoyable reading experience, alleviating any perceived burden associated with reading the texts.
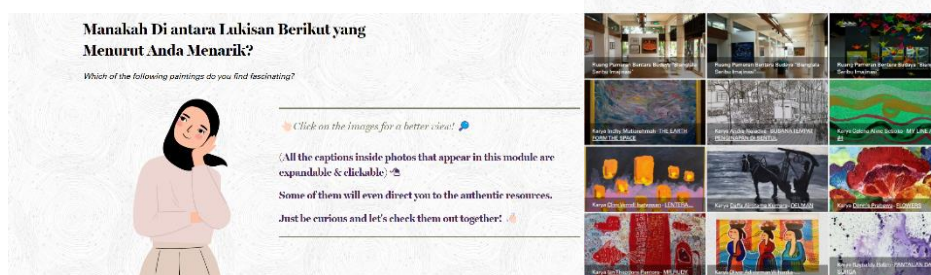
Picture 1.4 example of one of the stimulus questions
Picture 1.5 example of one of the illustrations of jpeg format text display

Stimulus questions, as depicted in Figure 1.4, are extensively incorporated throughout the module to actively engage readers with the texts. These thought-provoking questions aim to stimulate readers' curiosity, critical thinking, and personal reflection. By presenting such questions, the module encourages readers to actively interact with the texts, analyze their content, and form their interpretations. This interactive approach fosters a deeper

connection between the readers and the texts, enhancing their overall reading experience and comprehension..

Picture 1.6 example of one of the gif format folktale text illustrations

The concept of this reading module is a virtual journey. Before Unit 1 is presented, readers can preview the learning outcomes, which outline the communicative and cultural objectives they can achieve after completing this interactive module. Opening questions, as seen in Figure 1.4, are designed to stimulate readers' engagement and enhance their interaction with the product. The module features a character named Kelana, who serves as a tour guide throughout the virtual journey, deliberately created to support the concept of virtual exploration. A welcome message is presented in the form of an animated visual video format, as shown in Figure 1.7, adding an immersive and dynamic element to the module.

Kelana will guide the readers in utilizing the product, as shown in the example image, Figure 1.8. As a virtual tour guide, Kelana's role is to provide instructions, explanations, and support throughout the module. With Kelana's guidance, readers will navigate through the interactive features, engage with the texts, and make the most of their learning experience. Kelana's presence adds a personal touch to the module, creating a sense of companionship and fostering a more immersive and interactive learning environment.
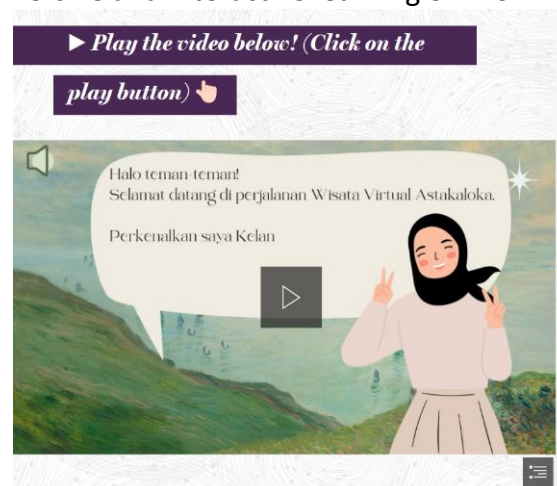
Picture 1.7 Kelana's welcome message

Picture 1.8 Kelana's guide to the module

The assessment of this module is also presented through a digital platform, accessible with a single click on a specially designed link, as depicted in the example image, Figure 1.9. This link will direct readers to a digital form containing quizzes that assess their understanding, as seen in the example image, Figure 1.10. The quizzes are designed to evaluate readers' comprehension of the texts and gauge their progress in achieving the learning outcomes. By utilizing a digital platform, the assessment process becomes seamless and efficient, providing immediate feedback to readers and facilitating their continuous learning and improvement.

The use of a digital form will facilitate the assessment process for the module's users, including teachers who serve as module users. Similar to the Google Forms system, the readers' quiz results will be visible through email notifications to the assessment creator. Therefore, in addition to requiring digital literacy skills from the learners, the teachers themselves need to possess digital literacy skills to effectively utilize this interactive digital module. The use of the digital form enhances the interactive concept of the module, as readers can receive immediate feedback from the assessing teacher, regardless of their chosen answer in the multiple-choice quizzes. If an answer is incorrect, the correct answer will be indicated, accompanied by an explanation of why the reader's answer was incorrect. This feature further enhances the interactive nature of the module, providing a valuable learning experience and promoting a deeper understanding of the content.

In addition to the quiz-based assessments in the digital form, readers can also respond to stimulus questions, as shown in Figure 1.4, using recorded audio responses. They can record their answers using the online voice recording tool called Vocaroo.com. Vocaroo is a user-friendly online platform designed for the easy recording and sharing of short audio clips.
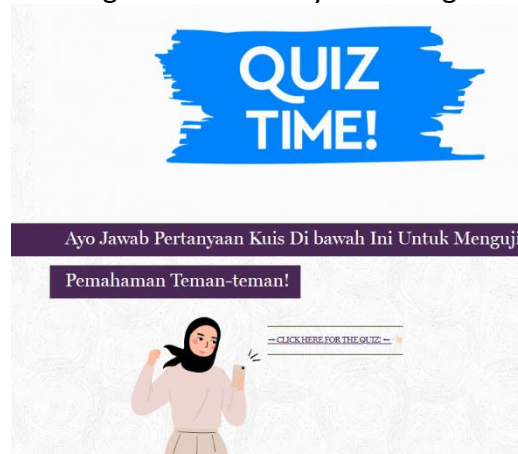

Picture 1.9 example of an assessment link in a module
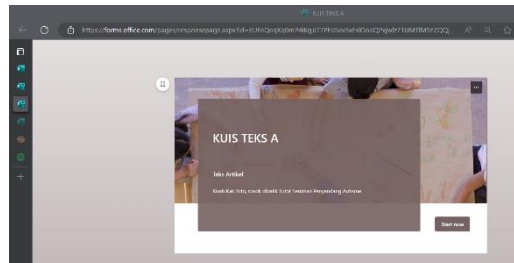
Picture 1.10 example of one of the assessments in the module

The usage is quite straightforward: readers click on the provided link, which directs them to the Vocaroo.com website. In this context, the link is connected to the instruction "Record your answer here! (CLICK HERE)." Once readers click on it, they will be prompted to open a new link. By clicking "OK" (as indicated by the yellow highlight) in Figure 1.11, readers will be directed to the Vocaroo.com recording tool, as shown in Figure 1.12.

The researcher has included a tutorial on how to use the Vocaroo.com website in case readers are unfamiliar with it, as shown in Figure 1.11 (the tutorial link is located below "Record your answer here! (CLICK HERE)"). Readers can record their responses by clicking the red microphone button. After recording their response, they are prompted to save and share the recording link by clicking on the yellow dot. By clicking "Save & Share >>," the recording link will be automatically copied to the clipboard, and readers need to paste the link into the provided digital form, as shown in Figure 1.13.
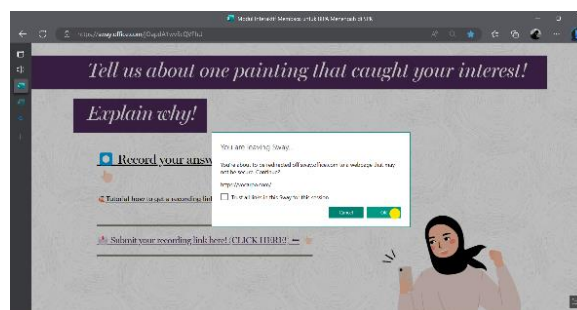

Picture 1.11 example of one of the speaking assessments in the module
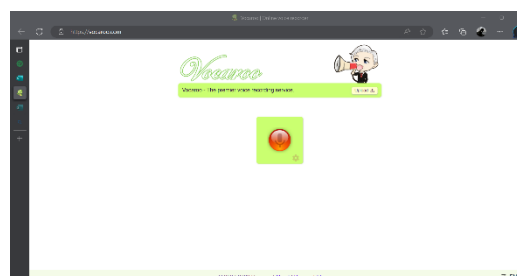
Picture 1.12 online recording tool site vocaroo.com

The form is designed to facilitate the assessment by the instructor. The recorded audio link needs to be copied and pasted into the form for submission, allowing the instructor to listen to and evaluate the recordings. The form is connected to the instructor's Microsoft email account, so when readers submit their responses, an email notification will be sent. Readers are asked to share the audio link in the form, which includes basic information such as name and class, along with a field to submit the link, as shown in the example in Figure 1.12. The responses from the learners will only be visible and accessible to the instructor (the

person who created the form), and the results can also be downloaded in Microsoft Excel format.
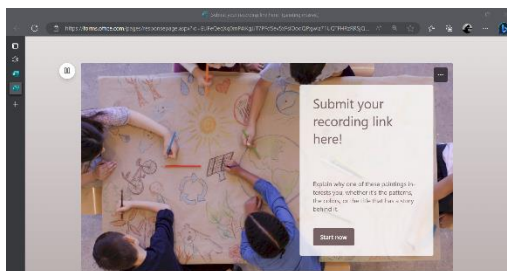
Picture 1.13 Digital form for collecting reader audio files

At the end of each unit, there is a reflection session intended for learners to recall what they have learned in Unit 1 and Unit 2. This reflection session serves as a way for learners to consolidate their knowledge and demonstrate their critical thinking abilities. Learners will answer questions related to the topics they have covered, allowing the instructor to assess their understanding and critical thinking skills. This reflection session encourages learners to engage in metacognitive thinking and self-assessment, fostering a deeper understanding of the materials and promoting continuous learning.

Gambar 1.13 sesi refleksi dalam modul

Result of Expert Validation

Validasi produk dalam aspek media The graphic design aspect of the module has received a rating of 92%, indicating excellent quality. This score was calculated based on the answer scores using a modified Likert scale criteria as proposed by Sugiyono (2014: 93). Two experts in media and graphic design validated the product. The first expert is Mrs. Imarafsah Mutianingtyas, S.S., M.A., who has three years of experience as a layout designer at CV. Jejak Pustaka in Yogyakarta. She is well-known for her distinctive and highly regarded design work in Indonesia. The second expert is Mrs. Sri Handayani Yasa, M.Hum., who is an expert in BIPA media and currently serves as the Program Manager for Indonesian Language for Foreign Speakers (BIPA) at the International Language Institute, Faculty of Cultural Sciences at the University of Indonesia.

The validation of the module involved five main indicators to validate the media and graphic design aspects of the module, including: (1) ease of module access, (2) clear and understandable instructions, (3) instructions appropriate to the learners' abilities, (4) font usage, (5) color usage, (6) layout, (7) use of illustrations, and (8) use of media. The experts highlighted the strengths of the design aspects in this module, which are as follows: The design and presentation of this interactive module have been meticulously planned. Every design component within it is created to ensure that learners can enjoy and easily follow the learning process. The illustrations and images used are highly relatable to the learners' world today.

The validation of the module's content involved two expert validators: Ms. Sri Handayani Yasa, M.Hum., who is also an expert in curriculum evaluation for BIPA (Indonesian Language for Speakers of Other Languages), and Mr. Dadan, M.Pd., a practitioner and teacher at Bandung Independent School (BIS), which is an International Baccalaureate (IB) curriculum-based Collaborative Education Unit (SPK). Mr. Dadan's expertise also includes the IB Diploma Programme Indonesian B Curriculum, being certified Author & Editor by BNSP (National Professional Certification Agency), and Book Publishing.

There are three main indicators used to validate the content within the module, namely: (1) Construct Validity, which validates the relevance of the interactive module's content to the IB Curriculum and the Ministry of Education and Culture's competency standards (SKL) for 2017, (2) Content Validity, which validates the accuracy of the content based on scholarly knowledge, and (3) Predictive Validity, which validates the usefulness of the product for learning purposes. The average validity score for the content evaluation was 74%, which is considered good.

The experts highlighted the strengths of the content aspect of the module as follows: The interactive module has high appeal due to its varied text types and language varieties that cater to the learners' needs and interests. Visually, the module is attractive and interactive. The choice of images and illustrations aligns well with the characteristics of 11th-12th grade students. The student activities are diverse, and various text types are introduced.

Below are the cumulative assessment results from the expert evaluations of the media and graphic design, as well as the content, for the interactive digital module for intermediate-level BIPA in the Collaborative Education Unit.
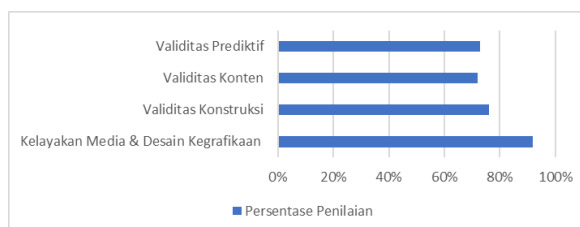

Table 1.1 Results of feasibility assessment of all aspects

The following are the results of the feasibility test in the form of a final percentage value after all expert assessments in various aspects of the module are accumulated, the value is obtained in the table as follows.

AVERAGE PERCENTAGE	83%	Eligible with excellent predicate

Table 1.2 Average percentage of accumulated overall aspect assessment

5. CONCLUSION

Following the stages of development and expert validation, the interactive module for Intermediate BIPA (Indonesian for Non-Native Speakers) Reading in SPK received an outstanding score of 83%. However, it is essential to note that the excellence of this interactive reading module does not imply its absence of shortcomings. During the validation phase, experts provided valuable insights on areas that require improvement to enhance the

module's overall perfection. The researcher will diligently consider and record these comments and suggestions for revision in subsequent stages.

6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

7. REFERENCES

Branch, R.M. (2009). *Instructional Design: The ADDIE Approach*. Department of Educational Psychology and Instructional Technology University of Georgia. Springer New York: USA

Darmayanti, N., & Mayasari. (2020). What and How is BIPA Teaching through Online Media?. *Proceedings of the Proceedings of the 2nd Konferensi BIPA Tahunan* by Postgraduate Program of Javanese Literature and Language Education in Collaboration with Association of Indonesian Language and Literature Lecturers, KEBIPAAN, 9 November, 2019, Surakarta, Central Java, Indonesia, EAI.

Gay, dkk. (2009). *Educational Rearch: Competencies for Analysis and Application* (9th ed.) New Jersey: Pearson Education Inc.

Gilster, P. (1997). *Digital literacy*. New York: Wiley Computer Publications.

Brown, H.D. (2000). *Teaching By Principles: An Interactive Approach To Language Pedagogy*. 2nd edition.

Johnson, E. B. (2002). *Contextual teaching and learning: What it is and why it's here to stay*. Corwin Press

Susilo, J. (2016). Pengembangan Kurikulum Bahasa Indonesia bagi Penutur Asing. *Deiksis: Jurnal Pendidikan Bahasa dan Sastra Indonesia, 3(1).*

Sugiyono. (2014). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung : Alfabeta

Tarigan, H. G. (1986). *Telaah Buku Teks Bahasa Indonesia*. Bandung: Angkasa