



Analysis of needs for the development of BIPA teaching materials: Listening skills

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ABSTRACT

The development of Indonesian language teaching materials requires the application of technology to make it easier for students to receive lessons. This research analyzes the need to develop teaching materials for Indonesian listening skills for foreign speakers (BIPA). The research method used is quantitative with a descriptive approach. Data was collected by filling out questionnaires by 10 BIPA teachers from various institutions and observing relevant teaching manuals. The analysis results show that most respondents have taught BIPA for over five years and use audio and video media in listening learning. They stated that they needed interactive listening media and used materials from the institutions where they taught more often, even though they found several areas for improvement in the quality and suitability of the materials. Most respondents also expressed their readiness to be contacted further regarding this research. Data analysis also revealed respondents' preferences for using digital-based media to learn to listen to BIPA, with most respondents using platforms such as YouTube and Zoom Meet. These findings provide in-depth insight into teachers' preferences and needs in developing BIPA listening teaching materials and the importance of adapting learning materials to students' needs.

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ABSTRAK

Pengembangan bahan ajar Bahasa Indonesia perlu mengaplikasikan perkembangan teknologi supaya memudahkan pemelajar menerima pelajaran. Penelitian ini bertujuan untuk menganalisis kebutuhan pengembangan bahan ajar keterampilan menyimak Bahasa Indonesia bagi Penutur Asing (BIPA). Metode penelitian yang digunakan adalah kuantitatif dengan pendekatan deskriptif. Data dikumpulkan melalui pengisian kuesioner oleh 10 guru BIPA dari berbagai institusi dan observasi terhadap buku pedoman pengajaran yang relevan. Hasil analisis menunjukkan bahwa mayoritas responden telah mengajar BIPA selama lebih dari 5 tahun dan menggunakan baik media audio maupun video dalam pembelajaran menyimak. Mereka mengatakan membutuhkan media menyimak interaktif dan lebih sering menggunakan materi dari instansi tempat mereka mengajar, meskipun menemukan beberapa kekurangan dalam kualitas dan kesesuaian materi. Sebagian besar responden juga menyatakan kesiapannya untuk dihubungi lebih lanjut terkait penelitian ini. Analisis data juga mengungkapkan preferensi responden terhadap penggunaan media berbasis digital dalam pembelajaran menyimak BIPA, dengan mayoritas responden menggunakan platform seperti YouTube dan Zoom Meet. Temuan ini memberikan wawasan mendalam tentang preferensi dan kebutuhan pengajar dalam pengembangan bahan ajar menyimak BIPA, serta pentingnya penyesuaian materi pembelajaran dengan kebutuhan pemelajar.

Kata Kunci: BIPA; menyimak; pengembangan bahan ajar

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INTRODUCTION

Interest in BIPA is increasing, which is in line with the rapid development of BIPA at home and abroad. Nowadays, BIPA learning can be done offline and online. Online learning is carried out if students cannot attend face-to-face meetings because they have yet to have time to come to Indonesia due to long distances or busy activities in the student's home country (Nurramdhani, 2024). Online learning has become common since the COVID-19 outbreak required teaching and learning and office activities to be carried out online. These changes require teachers and students to be more technologically literate. BIPA distance learning at the University of Vienna uses various technological media and digitalization strategies for the effectiveness of distance learning (Septriani, 2021). The digitalization of teaching materials is intended so that the learning process continues without being limited by distance, space, and time (Kaplan & Haenlein, 2016).

Teaching materials are an essential component of learning. Teaching materials are a set of learning facilities or tools that contain learning materials, methods, limitations, and ways of evaluating that are designed systematically and attractively to achieve the expected goals, with all their characteristics, types, functions, and roles in the learning process (Sruniyati et al., 2024). In line with this, Pannen briefly stated that teaching materials are learning materials or materials that are systematically arranged and used by teachers and students in the learning process (Kurniasih & Isnaniah, 2019). Arts and culture is an exciting content and a place to introduce Indonesia in listening teaching materials (Farinda, 2023). Art as a medium for expressing oneself is thought to be able to express and become a medium for reflecting social and cultural dynamics, which has the potential to be universal and contextual as a driver of awareness for the spirit of tolerance, maintaining diversity, and building peace (Irawana & Desyandri, 2019).

Learning through art activities provides a fun learning atmosphere and is a means of introducing Indonesian art. Arts have a multidimensional, multilingual, and multicultural role (Nurfadhillah, 2021). Indonesia has a beautiful and charming cultural diversity. Culture includes all systems of ideas and feelings, actions, and works produced by humans in social life, made on their own by learning. Cultural factors are critical because foreign speakers will find it easier and more effective to learn Indonesian when they are directly involved in or study the social and cultural environment that exists in Indonesia (Arzaqi, 2023). Foreign speakers or BIPA students' awareness of Indonesian culture will help them actualize themselves competently in Indonesian. Foreign speakers can learn the language, adapt it to Indonesian culture, and use it in real life (Nirmalasari, 2022).

One of the previous studies proves the success of developing interactive teaching materials (Rahmah et al., 2016). This research produced teaching materials in the form of interactive learning CDs using Adobe Flash Professional CS6, which were proven to increase students' independence in learning accounting without being accompanied by a teacher or instructor. Learning media can change students' thinking about abstract material to become more concrete. The application and use of interactive digital teaching materials can improve student learning achievement because these teaching materials visualize the material through images, videos, and animations designed attractively and can interact with students.

Ogustina (2021) research shows the results of 45 respondents collected: 93% stated that the availability of listening teaching materials was not enough, 74% relied on the internet to look for listening teaching materials, 95% said it was challenging to obtain listening teaching materials containing local wisdom, and 74 % stated the need to increase teaching materials in audio-visual form. Another relevant research is that of Nirmalasari (2022) entitled *Development of Coffee-Based Listening Teaching Materials for Beginner Level BIPA Students*. The teaching materials used the 4D development method, and the research data results are qualitative and quantitative. KoPi or Kode Pintar (Smart Code) used in this research shows

good results and can be applied in learning to listen to BIPA, which is also supported by the percentage of assessments obtained from the expert test team of 97.72% and from the field test team of 97.8%.

This research is new because, based on researchers' observations of BIPA teaching materials and enrichment materials on the official website <https://www.kemdikbud.go.id/main/> and journal articles, no research has been found regarding BIPA listening teaching materials containing traditional Indonesian musical arts. Starting from the abovementioned description, the problem formulation in this research is "What is the current need for digital teaching materials for BIPA listening skills, and what type of content do BIPA teachers expect to be produced?" This research aims to determine the need for digital teaching materials for BIPA listening skills from BIPA teachers and the content that BIPA teachers expect to produce.

LITERATURE REVIEW

In BIPA learning, teaching materials must adapt to students' needs and aspects of language skills (Kurniasih & Isnaniah, 2019). There are four aspects of language skills in BIPA learning: listening skills, reading skills, writing skills, and speaking skills. Listening is essential in developing foreign language learning (Amalia & Arifin, 2021). However, learning to listen has not been considered as seriously as other language skills. Listening occupies the most significant space in communication activities, where 50% of communication activities are dominated by listening (Hermansyah, 2023).

Development of Teaching Materials

Tomlison said teaching material development refers to everything writers, teachers, or students do to provide learning resources to maximize experiences designed to improve learning (Lidyawati, 2015). Thus, developing teaching materials is an inseparable part of the learning activities carried out by teachers and students at school to achieve the stated goals. Teaching materials in learning are a means to facilitate learning and achieve targeted goals (Muzaki, 2021). Therefore, students must carry out certain behaviors, such as exploring, processing, and responding to information in teaching materials.

To help students achieve learning goals according to their needs, Nunan believes that teaching materials must reflect the context outside the classroom (Lidyawati, 2015). These teaching materials have a level of authenticity. The authenticity of the material must also be related to student activities and assignments. According to Nunan, teaching materials must also help students develop independent learning, which can increase awareness and help students care more about the learning process (Purbarani et al., 2021). This can be done by providing self-evaluation exercises in teaching materials. Nunan also revealed that teaching materials must reflect the social culture in which they are used.

Greene and Petty formulated several complete functions of teaching materials, namely as follows (Sari & Cahyani, 2020).

1. Reflects a robust and modern viewpoint on teaching and demonstrates application in the teaching materials presented.
2. Present a rich, readable, and varied source of subject matter or subject matter that suits the interests and needs of students as a basis for suggested activity programs[1] in which expressional skills are acquired in life-like conditions. Actually.
3. Provides a well-organized and step-by-step resource on expressional skills.
4. Presents (together with the accompanying manual) teaching methods and tools for motivating students.
5. Provides necessary initial fixation and support for practical exercises and tasks.

6. Presenting materials or means of evaluation and remediation that are harmonious and appropriate.

Teaching materials have a function closely related to the curriculum, especially the essential competencies, which are as follows.

1. Presenting material or subject matter more clearly and demonstrating its application in the material is a useful learning process for students.
2. Presents a rich, easy-to-read, and varied subject matter that suits the interests and needs of students. This is the basis for the activity programs needed in their lives. The skills developed in the teaching materials can help the relationships and work professionalism of those with real lives.
3. Providing specific competencies that are neatly arranged and gradual regarding skills, which relate to several valuable skills for students.

Greene and Petty formulated ten criteria for good teaching materials, namely as follows (Saripudin, 2022).

1. The teaching material should attract the interest of the students who use it.
2. The teaching material should motivate the students who use it.
3. Teaching materials must contain illustrations that attract the attention of students who use them.
4. Teaching materials should consider linguistic aspects to suit the abilities of the students who use them.
5. The content of teaching materials must be closely related to other lessons; It would be even better if it could be supported by planning so that everything forms a complete and integrated whole.
6. Teaching materials must be able to stimulate the personal activities of the students who use them.
7. Teaching materials must consciously and firmly avoid vague and unusual concepts to avoid confusing students.
8. Teaching materials should have a point of view that is clear and firm so that it ultimately becomes the point of view of its loyal users.
9. Teaching materials must be able to provide consolidation and emphasize the values of students.
10. Textbooks must be able to respect the personal differences of the students who use them.

BIPA Listening Skills 4

BIPA 4 listening skills have been compiled in the SKL BIPA Permendikbud 2017. Through listening, students will absorb information; then, by adding reading texts, students will read, which helps them gain a good understanding. States that the stages of listening skills consist of three parts (Arzaqi, 2023). The first is the pre-simultaneous stage, which consists of preparation that generates schemata by connecting the content of the existing text with students' understanding, arousing students' interest and enthusiasm in listening by using various exciting learning media, introducing some new vocabulary in the listening material, and setting the purpose of listening by explaining what the purpose of listening is. That must be achieved (Rofiuddin et al., 2021). The second stage is where students perform listening tasks to determine answers to the questions given and check their understanding through discussion and reading the discussion. The third is the post-listening stage, a follow-up stage to understand the material that has been listened to. At this stage, the teacher provides and conveys various findings obtained during the lesson (Utami, 2020).

Indonesian Traditional Musical Arts

One branch of art that exists is the art of music. Wisnawan stated that the art of music is a work of human art as an expression of the contents of the heart, which is manifested in the form of regular sounds, has rhythm, melody, and harmony, and can arouse the feelings of the listener (Williyansen et al., 2023). Wisnawa further stated that music is the beauty of tones that give rise to aesthetic satisfaction through the

sense of hearing. In line with Wisnawa's opinion (Irawana & Desyandri, 2019) states that music has various definitions, including (1) music is the sound of something that is perceived by hearing, (2) music is a work of art with all its primary and supporting elements, and (3) music is any sound produced intentionally by a person or group of individuals that is presented as music.

METHODS

This research uses a quantitative research method with a descriptive approach to analyze the need for developing BIPA listening skills teaching materials (Syaparuddin & Elihalmi, 2019). The target population is BIPA teachers in various institutions, with a sample of 10 respondents selected through data collection techniques with a survey in the form of filling out questionnaires. Limited resources and a focus on data quality allowed the use of only ten respondents in this research to identify the need for developing teaching materials for Indonesian listening skills for foreign speakers (BIPA). Apart from that, observations were made on teaching manuals such as the books *My Indonesian Friends for BIPA 4 Students*, *My Indonesian Friends for B1 School Children*, *My Indonesian Friends for B2 School Children*, and *SKL BIPA Permendikbud 2017*. Two types of questionnaires were completed. Answers, namely multiple choice and Yes/No, are then analyzed to explore teachers' preferences and needs in developing teaching materials. Although the researcher acted as the main instrument, data collection also involved observations of relevant teaching guide materials.

RESULTS AND DISCUSSION

The questionnaire distributed contains the following questions in Table 1:

Table 1. Questionnaire questions

No.	Question	Answer
1.	How long have you been teaching at an agency/school/institution?	<ul style="list-style-type: none">• < 2 years• 25 years• > 5
2.	What listening teaching materials do you most often use for learning to listen to BIPA?	<ul style="list-style-type: none">• Sound Recording• Audiovisual/Video• Audio and Video
3.	Do you need interactive listening media?	<ul style="list-style-type: none">• Yes• No
4.	Where do you usually use BIPA listening video/audio lessons?	<ul style="list-style-type: none">• Agency/School/Institution• Personal• Internet
5.	Why did you choose this learning video/audio?	<ul style="list-style-type: none">• Sound quality• Visual quality• Material according to needs• Pronunciation is clear• Sound and visual quality
6.	Does the media need improvement?	<ul style="list-style-type: none">• Need• No need
7.	In your opinion, what kind of teaching media makes listening comprehension easier for BIPA students?	<ul style="list-style-type: none">• Voice/audio recording• Audiovisual/video recording

No.	Question	Answer
8.	In your opinion, what material about arts and culture is essential to teach BIPA listening lessons? (Can choose more than one)	<ul style="list-style-type: none"> ● Indonesian traditional musical arts and musical instruments ● The function of Indonesian traditional music in society ● Local culture relates to the use of traditional Indonesian musical instruments ● The spread of the diversity of Indonesian traditional musical arts ● Musical arts and traditional musical instruments in an area ● The type of musical instrument most widely used in Indonesia ● Philosophy of traditional Indonesian musical instruments
9.	In your opinion, which one needs to be developed more?	<ul style="list-style-type: none"> ● Teaching materials for listening ● Enrichment material for listening
10.	Have you ever used digital-based media in learning to listen to BIPA?	<ul style="list-style-type: none"> ● Yes ● No

Source: Author Documentation 2023

This questionnaire aims to collect information about teachers' experiences and preferences using various learning media for listening to Indonesian Foreign Speakers (BIPA). The questions in this questionnaire cover multiple aspects, ranging from teaching experience and preferences for using teaching materials to views on developing learning materials. The first concerns teaching experience in agencies or institutions, with answer choices ranging from less than two years, 2 to 5 years, to more than five years. Questions include the length of teaching experience, types of teaching materials often used, the need for interactive listening media, and reasons for choosing learning media, such as sound quality, visuals, suitability of material to needs, and clarity of pronunciation. The questionnaire also evaluates satisfaction with the media used, types of media that facilitate understanding, and arts and culture materials that are considered necessary in learning to listen to BIPA. The final question investigates using digital-based media in learning to listen to BIPA. Thus, this questionnaire aims to provide in-depth insight into teachers' preferences and needs in selecting and developing BIPA listening learning materials.

This research produced responses from 10 BIPA teachers from 9 different BIPA institutions. The results of the analysis are as follows in Table 2.

Table 2. Respondent's Answer

Respondent	Answer
R1	Answer R1 indicates that the respondent has taught BIPA for over five years. They often use sound recordings as teaching materials to learn to listen to BIPA while requiring interactive listening media. Usually, they use BIPA learning videos/audio from the agency/school/institution where they teach because the material meets their needs. However, they also stated that the media needed improvement, especially in pronunciation and vocabulary. Respondents use YouTube and Zoom Meet platforms more often in their teaching, arguing that these platforms suit their needs. They also expressed readiness to be contacted further regarding this research. They also considered that the interactive videos available at (https://lmsspada.kemdikbud.go.id/) were easy to access and could be used to learn how to listen to BIPA
R2	R2's answer shows that the respondent has taught BIPA for over five years and uses both media, audio, and video to learn to listen to BIPA. They state that they require interactive listening media but usually use video/audio learning from the agency/school/institution where they teach. The main reason for choosing this media was because the material met their needs. However, they also noted shortcomings such as poor quality, content or topics that needed to be updated, and the media's inability to fulfill interactive components. Respondents also stated that the media needed improvement, especially in updating material or topics and improving audio quality. They use

Respondent	Answer
	YouTube and podcast platforms (Siniar) more often because of the various forms and content offered. Apart from that, they also expressed their readiness to be contacted further regarding this research.
R3	R3's answer shows that the respondent has taught BIPA for more than five years and uses both forms of media, audio, and video, but does not feel the need for interactive listening media. They usually use materials from the agencies/schools/institutions where they teach but find that the authentic materials available often need to match the participants' language level. They also highlighted that artificial materials modified by teachers must match the linguistic phenomena among authentic Indonesian speakers. Respondents use the YouTube platform more often for listening for various reasons, including ease of access and variety of content. They also expressed readiness to be contacted further regarding this research.
R4	R4's answer shows that the respondent has taught BIPA for over five years and uses various teaching materials, both audio and video, but feels that he needs interactive listening media. They use multiple platforms such as Zoom Meet, YouTube, and websites to access learning materials, but consider that some materials only sometimes suit students' needs. Respondents said they used no interactive videos to learn to listen to BIPA. However, they mentioned platforms such as Nearpod and Edpuzzle that offer many interactive features, although they currently need to use them actively. They also expressed readiness to be contacted further regarding this research.
R5	Answer R5 shows that the respondent has taught Indonesian for Foreign Speakers (BIPA) for over five years and often uses teaching materials like audiovisuals or videos to learn how to listen to BIPA. They feel that they need interactive listening media and recognize that their teaching materials' sound and visual quality must be improved to be more appropriate to their needs and attractive to students. Respondents also mentioned using both YouTube and Zoom platforms consistently, choosing Zoom for its stronger signal and ease of use. They also mentioned an interactive video considered suitable for learning to listen to BIPA, namely <i>Learn Indonesian in 3 minutes</i> , because the material was light but interesting. In addition, they expressed their readiness to be contacted further regarding this research.
R6	R6's answer indicates that the respondent has taught Indonesian for Foreign Speakers (BIPA) for more than five years and often uses teaching materials in the form of audio and video for listening lessons. They recognize the need for interactive listening media but currently use these materials more frequently personally, perhaps in direct teaching contexts. Although they feel that the material they use is appropriate to the needs of students, they also consider it necessary to adapt it to the level of students' abilities. In addition, they mentioned using the YouTube platform as a source of teaching materials but stated that this media sometimes did not suit their needs. They have also used various digital-based platforms such as Kahoot, Canva, Instagram, and TikTok for learning, using Mentimeter and Kahoot more often because of their interactive features. Respondents also wanted to utilize children's films or documentaries to increase students' understanding, especially regarding clear pronunciation. They also expressed their readiness to be contacted further regarding this research.
R7	R7's answer shows that the respondent has taught Indonesian for Foreign Speakers (BIPA) for more than five years and often uses teaching materials in the form of audio and video for listening lessons. They expressed the need for interactive listening media. However, they felt that the material in circulation was not widely available, and the language used in the material could have been better and correct. To obtain listening teaching materials, they prefer to use websites. They have identified various materials, such as the function of Indonesian traditional music in society and local culture regarding conventional musical instruments, as enrichment material for listening and learning. They use platforms such as Zoom Meet, Google Meet, and websites, with more frequent use of Teams because it allows uploading and saving teaching materials for students to download. Respondents also stated that almost no interactive videos matched the context and content needed for learning to listen to BIPA. They also expressed their readiness to be contacted further regarding this research.
R8	Answer R8 shows that the respondent has taught Indonesian for Foreign Speakers (BIPA) for more than five years and uses teaching materials in audio and video. They need interactive listening media but state that authentic material is sometimes too long and needs to be shortened or cut. They prefer to use TikTok as social media to get listening teaching materials, stating that the existing materials sometimes need to be shorter. They use the Zoom Meet platform more often because the audio-visual material suits their needs. Respondents also said that they had come across a BIPA video about the market that was made interactive, and they chose this show because the audio-visual

Respondent	Answer
	material suited their needs. They also expressed their readiness to be contacted further regarding this research.
R9	Answer R9 shows that the respondent has taught Indonesian for Foreign Speakers (BIPA) for less than two years and often uses teaching materials in the form of audio and video. They need interactive listening media but state that their materials' audio and visual quality still needs to improve. They use the YouTube and Zoom Meet platforms for learning, with Zoom Meet being used more often because classes take place online. Respondents stated that they had yet to find an interactive video suitable for learning BIPA listening, and they were willing to be contacted further regarding this research.
R10	Answer R10 shows that the respondent has taught Indonesian for Foreign Speakers (BIPA) for 2-5 years and often uses teaching materials such as audiovisuals or videos. They stated that they needed interactive listening media but felt that the material they used was appropriate to their needs and did not require improvement. They frequently use YouTube and TikTok platforms because they are more relevant to the latest material and trends. Respondents also mentioned that many interactive videos on the internet can be used to learn how to listen to BIPA, and they provided links to videos that they used as examples. They are willing to be contacted further regarding this research.

Source: Author Documentation 2023

The response is then described and analyzed in the form of a diagram, which is represented as follows

1. How long have you taught at an agency/school/institution?

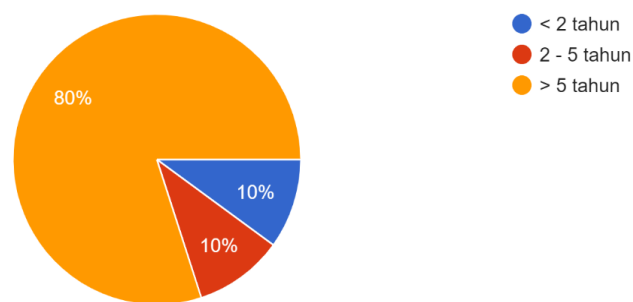


Figure 1. Diagram of Respondents' Responses Regarding Length of Teaching at Agencies/Schools/Institutions
Source: Author Documentation 2023

Figure 1 shows that the respondents' teaching experience varies from less than two years to more than five years. As many as 10% taught BIPA <2 years, 10% taught BIPA 2-5 years, and 80% taught BIPA >5 years. Knowing the respondents' teaching experience can provide helpful information for researchers to understand the respondents' backgrounds and perspectives regarding the research topic.

2. What listening teaching materials do you most often use for learning to listen to BIPA?

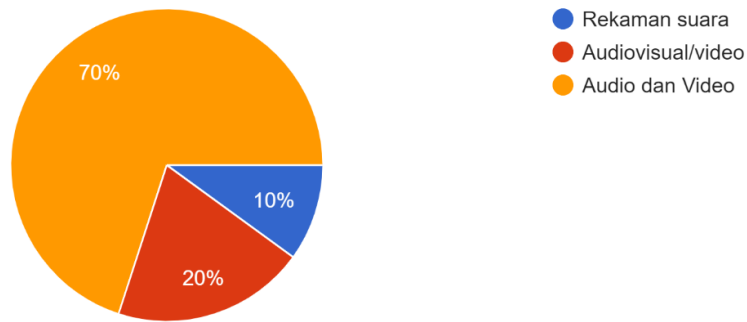


Figure 2. Diagram of Respondents' Responses Regarding Teaching Materials Often Used for Learning to Listen to BIPA

Source: Author Documentation 2023

Figure 2 shows a response to the question: What listening teaching materials do you most often use for BIPA listening lessons? Most of the answers (70%) were produced using both forms of listening media: audio and video. As many as 20% use audiovisual or video, and 10% only use sound recordings. These results show that audio and video are most widely used for listening and learning. This means BIPA teachers use audio and video media to teach listening skills. In this case, it can be said that using audio alone is not enough or using video without audio is not enough, so audio and video are needed to support the learning process (Williyansen et al., 2023).

3. Do you need interactive listening media?

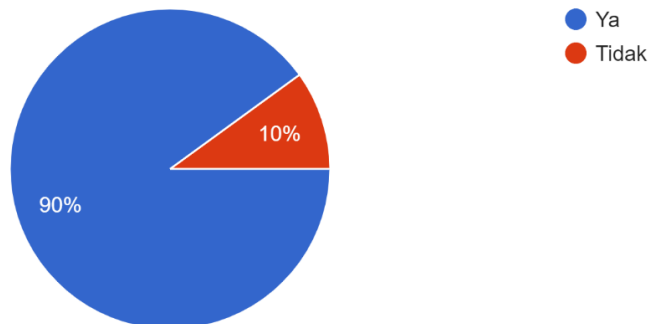


Figure 3. Diagram of Respondents' Responses Regarding the Need for Interactive Listening Media

Source: Author Documentation 2023

Figure 3 shows that 90% of respondents answered that they needed interactive listening media, and 10% answered that they did not need interactive listening media. It can be seen that many people need interactive listening media, meaning that interactive listening media is necessary for learning. One type of learning media is interactive multimedia. Interactive multimedia is a multimedia display designed by designers so that the display fulfills the function of informing messages and has interactivity for users. Interactive listening media is a type of learning media that allows users to participate actively in the learning process. This media includes images, animation, video, audio, simulations, or games (Viora et al., 2021).

4. Where do you usually use BIPA listening video/audio lessons?

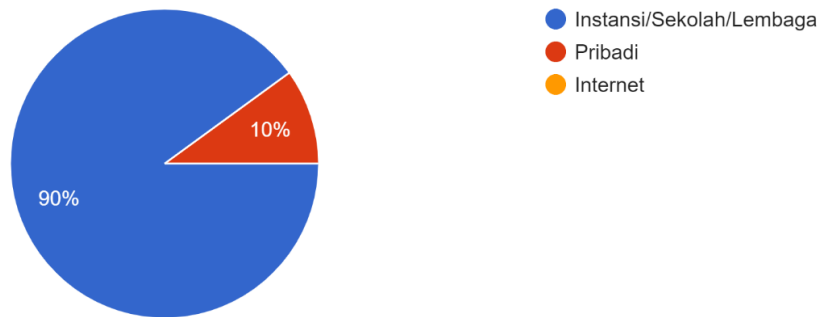


Figure 4. Diagram of Respondents' Responses Regarding Places That Can Use BIPA Learning Video/Audio
Source: Author Documentation 2023

Figure 4 shows that 90% of respondents use listening media provided by the agency/school/institution where they teach. As many as 10% use private listening media, meaning the respondents create the media.

5. Why did you choose this learning video/audio?

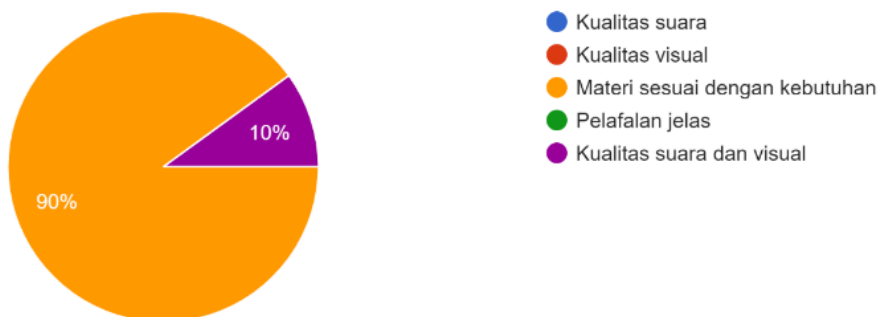


Figure 5. Diagram of Respondents' Responses Regarding Reasons for Choosing BIPA Learning Video/Audio
Source: Author Documentation 2023

Figure 5 shows that 90% answered because the material suited their needs, and 10% answered because of the sound and visual quality of the media. From these results, it is known that when making listening materials, it must be adapted to the needs of students so that the listening media can be used optimally and on target. The availability of existing teaching materials needs to meet the needs of BIPA teachers and students (Pangesti & Wiranto, 2018). The observations found by Muzaki (2021) show several facts, namely that there still needs to be teaching materials that suit students' interests and development. The lack of BIPA teaching materials must be addressed immediately so that it does not have a negative impact on the quality of BIPA learning. One solution is to prepare BIPA teaching materials tailored to students' needs.

6. Does the media need improvement?

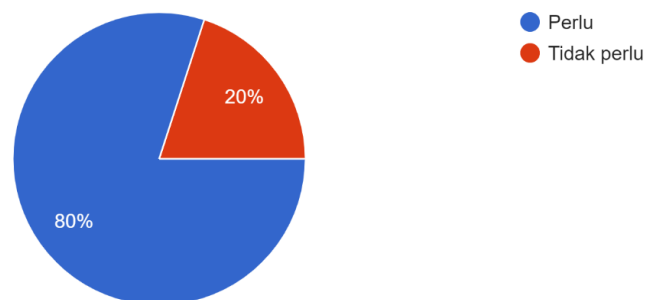


Figure 6. Diagram of Respondents' Responses Regarding Media Questions that Need Improvement
Source: Author Documentation 2023

Regarding the results in **Figure 6**, as many as 80% stated that improvements to the media were needed, and 20% said that improvements were not required. These results indicate that improving listening media must be made to produce quality media. Improving existing learning media is very important in the teaching and learning process. These improvements can increase students' learning efficiency because they are following learning objectives. Apart from that, improving learning media can also help students concentrate on learning because the learning media is interesting and suits students' needs. In this case, improving learning media can increase learning motivation because students' attention to lessons can increase (Rofiuddin et al., 2021). Thus, improving learning media can provide a comprehensive experience so that students can truly understand the material provided and better understand the material as a whole.

7. In your opinion, what kind of teaching media makes listening comprehension easier for BIPA students?

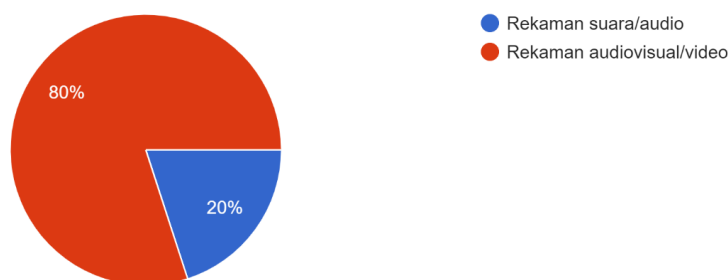


Figure 7. Diagram of Respondents' Responses Regarding Teaching Media that Facilitates Understanding and Listening to BIPA Learning
Source: Author Documentation 2023

The answers in **Figure 7** show that 80% chose audiovisual/video recordings, and 20% chose sound/audio recordings. These results show that video media is more often chosen because it is felt that it can facilitate listening comprehension, especially listening and reading for BIPA students. The advantage of using audiovisuals in learning is that the message or material delivered is easy to understand and stored in memory, influencing learning outcomes (Syaparuddin & Elihalmi, 2019). It can also overcome distance and time limitations and be repeated to improve understanding. In line with this, a study by Nurrita (2018) shows that videos can also function well in encouraging learning.

8. In your opinion, what material about arts and culture is essential to teach in BIPA listening lessons? (Can choose more than one)

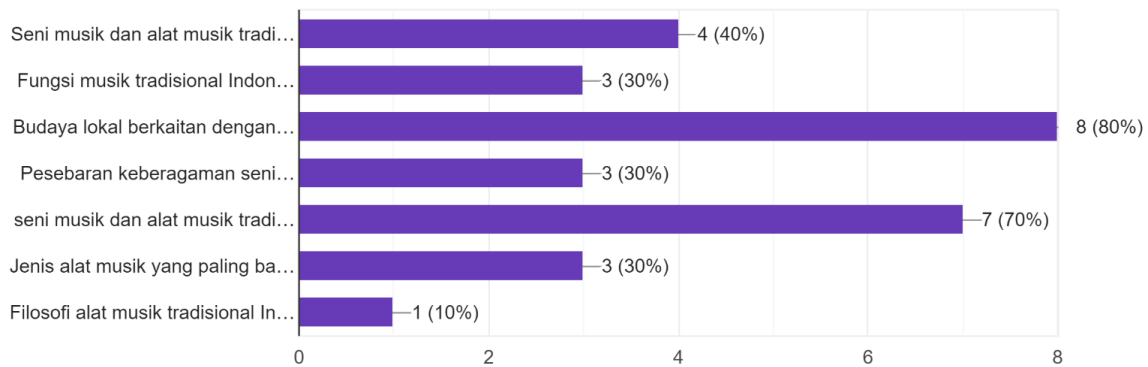


Figure 8. Diagram of Respondents' Responses Regarding Arts and Culture Material that is Important to be Taught in BIPA Listening Lessons
Source: Author Documentation 2023

Figure 8 above shows that as many as 80% of respondents chose local cultural material related to the use of traditional Indonesian musical instruments as important material in learning to listen to BIPA, as many as 70% of respondents chose material about musical arts and musical instruments in a region, as many as 40% respondents chose the art of music and traditional Indonesian musical instruments, as many as 30% of respondents each chose material on the function of Indonesian conventional music in society, material on the distribution of the diversity of Indonesian traditional musical arts, and material on the types of musical instruments most widely used in Indonesia, as many as 10% of respondents choose material on the philosophy of traditional Indonesian musical instruments. Of all the data available, the most essential material, according to respondents, to be used in learning to listen to BIPA is material about local culture related to the use of traditional Indonesian musical instruments. The least important is material about the philosophy of conventional Indonesian musical instruments.

The art of music is a work of human art as an expression of the heart's content, which is realized in the form of regular sounds, have rhythm and melody, are harmonious, and can arouse the listener's feelings. Traditional music is a type of music that was born and developed from a particular regional culture and passed down from generation to generation. Traditional music grows and develops in an area due to the influence of local community customs and beliefs. The types of equipment and materials used are straightforward, as are the techniques used (Suarningsih, 2020).

9. In your opinion, which one needs to be developed more?

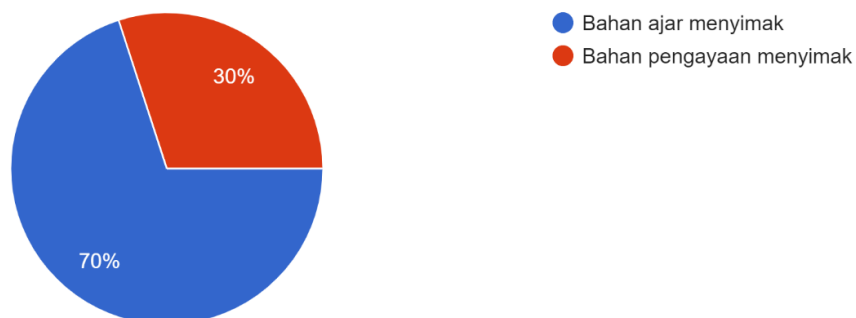


Figure 9. Diagram of Respondents' Responses Regarding Learning Materials that Need to be Developed
Source: Author Documentation 2023

In connection with the previous results in **Figure 9** regarding listening media and materials considered necessary, as many as 70% thought teaching materials needed to be developed, and 30% chose listening enrichment materials to be developed. These results show that the development of listening teaching materials is more necessary.

10. Have you ever used digital-based media in learning to listen to BIPA?

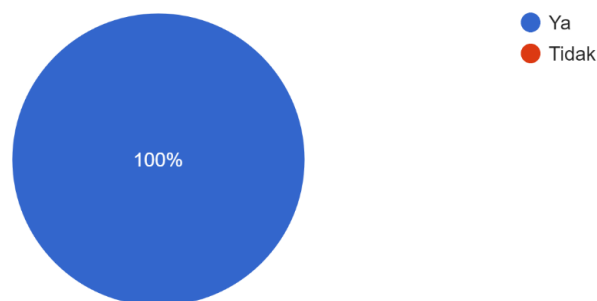


Figure 10. Diagram of Respondents' Responses Regarding the Use of Digital-Based Media in BIPA Listening Learning

Source: Author Documentation 2023

Figure 10 shows that as many as 100% or all respondents have used digital-based media to learn to listen to BIPA. This is important for researchers to know because it can provide helpful information related to research.

Discussion

The questionnaire investigates teachers' experiences and preferences in using various learning media to listen to Indonesian Foreign Speakers (BIPA). The questions in the questionnaire cover multiple aspects, ranging from teaching experience to views on developing learning materials. First, respondents were asked to indicate the length of teaching experience in the agency or institution. The results show variation, with most respondents teaching BIPA for over five years. Next, respondents were asked to identify the teaching materials they most often used in learning to listen to BIPA. Most respondents use both media, audio and video, with some also using audiovisual or video. This shows the importance of using a combination of audio and visuals in teaching (Moodutu, 2021).

The questionnaire also evaluated respondents' needs for interactive listening media, with most stating a need for such media. This shows the high demand for learning media that allows active participation from students. Respondents were also asked to explain where they usually use BIPA learning videos/audio and why they chose that media. Most respondents use materials provided by the agencies/schools/institutions where they teach because these materials meet their needs. However, some respondents also noted shortcomings in the materials, such as poor quality or an inability to provide interactive components.

The questionnaire also evaluated whether the media needed improvement, with most respondents stating that improvement was needed. This shows awareness of the importance of improving the quality of learning media to ensure its effectiveness. In addition, the questionnaire investigates cultural arts material that is important to be taught in BIPA listening lessons. Most respondents chose local culture related to using traditional Indonesian musical instruments as important material. This shows the importance of including local cultural aspects in Indonesian language learning (Rachman, 2019).

The questionnaire also asked questions about digital-based media that had been used in BIPA listening lessons. All respondents stated that they had used digital-based media in learning, indicating widespread adoption of technology in the context of BIPA teaching. This questionnaire provides in-depth insight into teachers' preferences and needs in selecting and developing BIPA listening learning materials (Murtianis et al., 2019). With the results obtained from this questionnaire, researchers can understand the background and perspectives of BIPA teachers in using various learning media.

CONCLUSION

Based on the results of the research that has been carried out, it is concluded that 1) BIPA teachers use both forms of listening media, namely audio and video; 2) interactive listening media is needed in BIPA teaching; 3) audiovisual/video recordings are considered to make listening comprehension easier for BIPA students; 4) the available listening teaching materials need improvement; 5) local cultural material related to the use of traditional Indonesian musical instruments as important material in learning to listen to BIPA. The results of this research can be used as a morning reference for BIPA teachers who want to create learning media for BIPA listening skills by adapting to the needs of current students. Suggestions for further research are to explore the analysis of needs for developing BIPA listening skills teaching materials with a focus on 1) further exploration of the integration of audio and video media in listening learning; 2) further exploration of the types of interactive media that are most effective in increasing BIPA student participation; and 3) in-depth evaluation of the design and content of listening teaching materials, taking into account responses students on the clarity, quality and relevance of local cultural material such as the use of traditional Indonesian musical instruments. Thus, further research can provide more concrete guidance for developing BIPA listening skills and learning media that are more effective and aligned with students' needs.

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.

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