



## Utilization of digital technology to improve the speaking skills of BIPA Francophone students

Muhammad Farhan Basarah<sup>1</sup>, Dadang Sunendar<sup>2</sup>, Nuny Sulistiany Idris<sup>3</sup>

<sup>1,2,3</sup>Universitas Pendidikan Indonesia, Kota Bandung, Indonesia

[farhanbas@upi.edu](mailto:farhanbas@upi.edu)<sup>1</sup>, [dadangsunendar@upi.edu](mailto:dadangsunendar@upi.edu)<sup>2</sup>, [nuny@upi.edu](mailto:nuny@upi.edu)<sup>3</sup>

### ABSTRACT

This research discusses using digital technology to improve speaking skills for BIPA francophone students. BIPA students frequently struggle to interact and communicate with Indonesian society daily, particularly those who identify as francophones. EC, a French BIPA UPI Education student, encountered one specific instance of these challenges. Her strong French accent interfered with his ability to pronounce words correctly in Indonesian and with her interactions with other Indonesians. Therefore, to realize active and communicative learning of BIPA speaking skills, appropriate media is needed to support it. In learning BIPA speaking skills, online platforms such as digital modules can improve verbal interaction and understanding of language context. This research method uses a qualitative descriptive design. This is based on research results in interviews with BIPA teachers. The research results show that digital technology-based BIPA teaching with Indonesian tourism and culture content significantly improves the speaking skills of francophone BIPA students. Improving speaking skills focuses on improving vocabulary and daily dialogue, including Indonesian tourism and cultural content, especially Bandung, Paris Van Java.

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### ABSTRAK

Penelitian ini membahas tentang penggunaan teknologi digital untuk meningkatkan keterampilan berbicara bagi para siswa BIPA frankofon. Pemelajar BIPA khususnya frankofon seringkali mengalami kendala dalam berkomunikasi dan berinteraksi dengan Masyarakat Indonesia dalam berkehidupan sehari-hari. Salah satu contoh konkret kendala tersebut dialami oleh EC, mahasiswa Pendidikan BIPA UPI asal Prancis yang memiliki aksen bahasa Prancis yang sangat kental sehingga mempengaruhi artikulasi pengucapan bahasa Indonesianya dan hubungan komunikasinya dengan orang Indonesia. Oleh karena itu, untuk mewujudkan pembelajaran keterampilan berbicara BIPA yang aktif dan komunikatif, diperlukan media yang tepat untuk menunjangnya. Dalam pembelajaran keterampilan berbicara BIPA, pemanfaatan berbagai platform daring seperti modul digital dapat meningkatkan interaksi verbal dan pemahaman konteks bahasa. Metode penelitian ini menggunakan desain deskriptif kualitatif. Hal ini berdasarkan hasil penelitian yang berupa hasil wawancara kepada para pengajar BIPA. Hasil penelitian menunjukkan bahwa pengajaran BIPA berbasis teknologi digital bermuatan wisata dan budaya Indonesia memiliki peran yang signifikan dalam meningkatkan kemampuan berbicara siswa BIPA frankofon. Peningkatan keterampilan berbicara tidak hanya terfokus pada peningkatan kosakata dan dialog sehari-hari, tetapi juga meliputi muatan wisata dan budaya Indonesia khususnya Bandung sebagai kota Paris Van Java.

**Kata Kunci:** Frankofon; Penutur BIPA; Teknologi Digital; Wisata Bandung

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## INTRODUCTION

Indonesian has a vital function and position as a national language. Indonesian as a national language was established during the Sumpah Pemuda on 28 October 1928 (Agustina et al, 2021). In the international arena, the Indonesian language's development is rapidly increasing. Indonesian popularity has proliferated worldwide (As'ari, 2023). The success of the Indonesian language in achieving this global position shows its universal appeal and its essential role as a communication tool that is increasingly recognized and appreciated worldwide.

In the international community, the position of Indonesian as a foreign language plays an important role (Tanwin, 2020). Data on the *Badan Pengembangan dan Pembinaan Bahasa* page shows that the BIPA program has been implemented in more than 45 institutions (Utami & Rahmawati, 2020). More than 200 million Indonesian speakers are worldwide (Septianasari & Triyatno, 2021). With the increase in the number of Indonesian speakers, the number of institutions providing Indonesian language learning for foreign speakers, commonly called BIPA, has also increased.

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

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

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

Countries that use French as an official or essential cultural language are called francophone countries. Francophones are users of the French language whose ethnic, cultural, or national origins happen to be from outside the French hexagon based on Lionnet in the book "*World Literature, Francophonie, and Creole Cosmopolitics*". The Francophone community consists of those interested in the French language and culture, including students and teachers involved in French language learning, professionals working with French companies, or lovers of the culture of France and other French-speaking countries.

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

In the BIPA teaching process, students often do not get the opportunity to practice communicating. This causes them to lack confidence in speaking (Gustyawan, 2020). BIPA teaching is expected to teach written language and improve speaking skills so they are proficient in speaking Indonesian (Simamora et al., 2023). Speaking skills can be learned in informal situations, but this differs from learning speaking skills in formal situations (Rosita, 2019). Therefore, speaking skills must be taught and improved, especially for those who use Indonesian as a foreign or second language. Speaking skills are essential in language learning, but they are also not easy language skills to learn and teach (Pakula, 2019).

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

Beginner-level BIPA Francophone students do not receive material about the everyday customs of the Indonesian community. They are concerned about this, so they may learn about and comprehend Indonesians' socialization and communication styles. BIPA francophone students, especially French, at one of the state universities in Bandung felt a culture shock when they first came to Indonesia. One of the cultural differences she felt was when she had to differentiate between referring to older people such as 'Pak', 'Bu', 'Kang', 'Teh,' 'Kak', 'Mas', 'Neng', and so on. Therefore, she feels language learning must be integrated with local cultural understanding. By understanding the characteristics of everyday culture, they can communicate and socialize with Indonesian society better.

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

Previous research discussing information and communication technology (ICT) in foreign language learning was research conducted by Imam Makruf with the title *"Pemanfaatan Teknologi Informasi dan Komunikasi dalam Pembelajaran Bahasa Arab di Madrasah Aliyah Kabupaten Sukoharjo."* This research discusses the importance of developing ICT-based teaching and learning materials. With the rapid development of technology and increasingly accessible and flexible facilities, various ICT-based learning resources can be used and developed to improve the quality of learning (Makruf, 2020). Syihaabul Huda conducts the following previous research that discusses technology's role in BIPA learning with the title *"Pemanfaatan Aplikasi SIPEBI untuk Pemelajar BIPA."* This research discusses the importance of technology in non-formal learning in the digital era. The emergence of learning technology in the digital era can help students obtain non-formal learning (Hudaa, 2021).

The evolution of education has been greatly aided by digital technology (Jobirovich, 2022). The need to notice and comprehend various realities has grown since digital technologies have surfaced and permeated the educational system (Vargas & Romani, 2020). For the past few decades, learning management systems, digital portals, and other digital technologies have become commonplace in educational institutions based on Van-der-Vlies in a module titled "Digital Strategies in Education Across OECD Countries: Exploring Education Policies on Digital Technologies". Technology in BIPA learning emphasizes aspects of modernity and provides practical solutions to learning challenges. In learning BIPA speaking skills, online platforms such as digital modules and other digital resources can improve verbal interaction and understanding of language context.

One of the BIPA Education master's students with the initials EC comes from France. She is an alumnus of the Indonesian language department at the University of La Rochelle, France. She has good Indonesian language skills. EC uses Indonesian as an everyday language in Indonesia. However, EC's French accent is powerful. This can be heard from her Indonesian words, which still have a strong French accent. One of them is found in the word 'yang'. EC often pronounces the word 'yang' into the word 'young.' This does not follow the rules of correct Indonesian pronunciation. Therefore, this case became one of the foundations for conducting this research. Speaking skills are essential for BIPA students, especially francophone BIPA speakers. The use of technology can improve language skills, especially speaking skills. With an interactive communicative approach, BIPA francophone students can obtain material about Indonesian culture and tourism, especially Bandung, with the help of digital technology. Digital technology can make learning more accessible for students because it is not limited by space and time.

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

## LITERATURE REVIEW

### Speaking Skills in the BIPA Context

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

Iskandarwassid and Sunendar, in the book titled "*Strategi Pembelajaran Bahasa*," explain the speaking skills strategy in BIPA, namely:

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

In the first strategy, imitating and pronouncing words or phrases used in recordings by native speakers provides students with the opportunity to absorb expressions, intonation, and vocabulary used in everyday contexts. This strategy considers phonetic aspects and how language is used in real-life situations. In the second strategy, the method of trying to remember the correct sentence patterns when writing discourse in the target language that is heard shows the relationship between writing and speaking abilities. This emphasizes that speaking ability and understanding language structure are interrelated and that learners are expected to understand language structure better by relating correct sentence patterns to writing contexts.

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

### **Digital Technology in Language Learning**

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

Three basic principles can be used as a reference when developing and implementing learning technology (Salsabila & Agustian, 2021):

1. System Approach, namely a directed and systematic approach to solving problems, means considering everything as a single unit consisting of elements attached.
2. Learner-centered means that learning, education, and training efforts must focus on students.
3. Utilizing learning resources, the interaction between students and various learning resources is maximally and varied.

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

The trend of changing the learning process has been happening for a long time. However, this trend has experienced a significant increase during the COVID-19 pandemic, namely the learning process by utilizing information technology as a learning medium (Yulianti et al., 2023). This transformation is significant in answering the challenges faced by the education sector in the world, especially in Indonesia. With advances in technology, conventional educational methods such as textbooks are no longer used but have used varied media that can be used to support the creation of good learning, such as the use of

video media, application media, audio media, web media, and so on (Ramadloni et al., 2022). Learning paradigms change along with the development of information technology. This paradigm emphasizes using technology as an essential element to support creativity and interactivity in teaching. Thus, learning is no longer limited by space and time.

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

### **The Use of Digital Technology in BIPA Learning**

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

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

### **Francophone Speakers**

Francophone comes from the French 'francophone,' which means 'French speaker'. The term francophone refers to those who use French as a first or second language or instruction language in everyday life. The term francophone describes a community or group for which French is essential to their life. The francophone community includes countries and regions where French is spoken and officially recognized, and it is used in various contexts, such as education, culture, business, and diplomacy.

Francophones are related to language or linguistic aspects and aspects of the French language's history, culture, and identity. To maintain and develop the richness of French culture and language worldwide, the international organization 'La Francophonie' was founded to encourage cooperation between Francophone countries worldwide. Francophone speakers include France as their country of origin and countries on the same continent as France, Switzerland, Belgium, Canada, and Monaco. They also include countries on the African continent, most of which were once French colonies. Francophone countries are spread across all continents of the world. Varieties of French with unique local nuances and acculturations are displayed in the linguistic mosaic produced by the geographic diversity of Francophone speakers.

## METHODS

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

The first stage in data collection was determining interview sources (BIPA teachers) who had experience teaching beginner-level francophone students. The second stage is structured interview planning, including preparing relevant questions and determining the scope of topics to discuss. The third stage is conducting interviews with selected BIPA teachers. Data is collected through direct interaction to gain insight into the needs and preferences of francophone BIPA students. At the data analysis stage, interview data will be analyzed qualitatively to find patterns, themes, and trends related to the needs of beginner-level BIPA francophone students to learn Indonesian. This analysis will help develop a thorough description of what language skills and materials suit francophone BIPA speakers. After the data analysis is complete, the data results are presented in the form of a report that summarizes the data analysis findings. The report will discuss the needs of beginner-level BIPA francophone students and what materials are suitable for use by BIPA francophone speakers in the context of using digital modules.

## RESULTS AND DISCUSSION

This research found that, on average, BIPA teachers recommend using learning technology in digital modules, and speaking skills are the most essential skills to be mastered by francophone BIPA students. The content material recommended by the teacher for BIPA francophone students is about Bandung tourism. Bandung is a city that is nicknamed 'Paris Van Java'. By presenting these terms, BIPA francophone students will be interested in discovering more about the following results.

**Table 1.** Results of needs analysis interviews with BIPA francophone teachers in the aspect of using digital modules

No.	Digital Module Aspect	Description
1.	Digital modules are suitable for learning and improving speaking skills.	The digital platform is very suitable for BIPA learning to improve speaking skills because of its effective use and independent learning. Material in digital modules can be developed by teachers independently and can provide features that support reciprocity between students and teachers. Digital modules can also improve both speaking and other language skills.
2.	Digital modules are easy to access	The use of easily accessible digital modules plays an essential role in improving the speaking skills of BIPA francophone students. Digital modules are a learning tool based on digital technology that allows students to access various learning materials, including videos, interactive exercises, and learning materials designed to practice students' speaking skills.
3.	Flexibility in using digital modules	The advantage of digital modules is that they provide easy flexibility, which allows students to learn independently according to each student's learning speed—for example, monitoring the measurable progress of each student. Through recordable exercises, teachers can listen to and obtain recording results

No.	Digital Module Aspect	Description
		provided by students, such as the suitability of their pronunciation, articulation, and intonation. Students can immediately get feedback on the speaking exercises they have done.
4.	Digital modules are presented with varied and exciting materials.	To help train BIPA francophone students' speaking skills, the material in the digital module needs to be made as interesting as possible. It is necessary to include material such as vocabulary used in everyday life (ordering food, ordering transportation, buying and selling transactions at the market, etc.). For beginner-level BIPA francophone students, material must be directed toward topics of importance for survival.

Source: Research 2023

Based on **Table 1** above, it can be seen that the role of digital technology in the form of digital modules is crucial to support BIPA learning for Francophone speakers, especially speaking skills. [Sinclair and Robutti \(2020\)](#) said that digital technology has two primary functions: 1) to assist in organizing the teacher's workload (creating worksheets and maintaining grades) and 2) to assist in implementing new ways of doing and representing the material. Independent learning can be implemented suitably using digital modules, allowing teachers to monitor students' independent learning activities. When designing a course, a teacher should feel at ease using digital tools that support pedagogies. Lastly, to support learning and achieve the course objectives, teachers should use their knowledge of pedagogy, technology, and the subject matter ([Mucundanyi & Woodly, 2021](#)). Easy accessibility of digital modules is critical in giving students access to learning materials, such as audio, video, and other interactive exercises.

Flexible digital modules allow students to study independently and according to each student's learning pace. Immediate feedback from speaking practice and measurable progress monitoring help improve the quality of individual learning. BIPA francophone students can gain a more interesting learning experience because the digital module material is diverse and interesting. A focus on topics necessary for survival and the use of everyday vocabulary can increase the relevance of learning. Digital modules are a dynamic and effective learning tool to improve Indonesian language skills for BIPA francophone students because they are easy to access and have a wide variety of material.

**Table 2.** Results of needs analysis interviews with francophone BIPA teachers in aspects of tourism and culturally charged material

No.	Culturally charged material aspects	Description
1.	Culture-based Indonesian language teaching	Teaching Indonesian culture to BIPA francophone students is very important because the material about culture covers not only authentic Indonesian cultures but also the culture of Indonesian people in their daily lives. Materials about culture need to be provided in digital module-based Indonesian language teaching.
2.	Bandung Tourism as digital module material for BIPA francophone students	Bandung's natural beauty and culture have the charm to attract BIPA francophone students to study the Indonesian language and culture by designing material about Bandung tourism. Digital modules with Bandung tourism material introduce exciting places in Bandung and teach the Indonesian language to students through tourist contexts, local traditions, art activities, etc. The vocabulary given to students is not only about general vocabulary but also vocabulary related to tourism.



No.	Culturally charged material aspects	Description
3.	Bandung is the city of "Paris Van Java."	Speaking skills digital module about Bandung as the city of "Paris Van Java" can detail the background and history of the term, providing a better understanding of how Bandung became a destination with a beautiful and artistic atmosphere, similar to Paris, France. Apart from that, classic and modern architectural visuals found in buildings in Bandung can be displayed on digital modules and become a unique attraction because of the similarities between Bandung and the city of Paris.
4.	The natural beauty and local wisdom of Bandung as material for a speaking skills digital module for BIPA francophone students	Not only is the city of "Paris Van Java," but Bandung is also known as the city of flowers ( <i>kota Kembang</i> ). The nickname of this flower city is not without reason. Bandung is known for its enchanting natural beauty and local wisdom, reflected in art, culture, and daily life. The use of digital modules is not only limited to improving students' speaking skills but also opens students' eyes to the beauty of nature and local wisdom.

Source: Research 2023

Language is utilized for communication and the expression of cultural ideas and beliefs. However, the language is infused with culture (Abduramanova & Rasulmetova, 2021). Several noteworthy remarks are made when we discuss the connection between language and culture. One of the main challenges in teaching language is getting students to think in the language they are learning. Providing access to the cultural aspects of language and studying culture would help learners relate a language's abstract sounds and forms to real people and places. Studying culture gives students a reason to study the target language and can be a motivational tool (Nazarova, 2021).

Francophone BIPA students can gain a better understanding of Indonesia through culture-based teaching. This culture-based BIPA material teaching can help them understand the daily life of Indonesian society and appreciate every culture and local wisdom that exists in Indonesia. In developing language skills, materials that focus on tourism and culture provide important contextual aspects, especially speaking skills. Tourism-based Indonesian language learning introduces interesting places and teaches students about the daily life of local communities.

Bandung, as the city of "Paris Van Java" and "City of Flowers" (*Kota Kembang*), is an exciting topic to study in developing the speaking skills of BIPA francophone students because there is a connection between the term "Paris Van Java" and the city of Paris. The architectural form of buildings in Bandung provides a unique attraction because of its similarity to Paris. The digital talking module with tourism and cultural content enriches the learning experience of BIPA Francophone students and makes the learning process more relevant, contextual, and engaging. This module attracts students' interest and helps them better understand and master Indonesian.

### Digital Module Based on Bandung Tourism and Culture for BIPA Francophone Students

The research's findings demonstrate the critical role of digital technology, especially digital modules. It plays in helping BIPA francophone students learn Indonesian, especially when it comes to improving their speaking abilities. These digital modules are considered essential resources for self-directed learning since they give students access to various learning resources, such as interactive tests, movies, and speaking exercises that improve language proficiency.

Oktora and Khairina (2023) said that the Indonesian language system and its application in social communication are the most crucial aspects of learning Indonesian as a foreign language for non-native speakers. While grammar is necessary and cannot be disregarded, studying BIPA does not center on grammar, particularly for beginning foreign speakers. Foreign speakers who are just starting require a means of communication. This is in line with the results of this research, which show that BIPA teachers advocate for using digital modules because of their capacity to enhance speaking abilities, accessibility, adaptability, and presentation of a wide range of engaging content.

This research also found that Bandung tourism and culture-based digital speaking modules for BIPA francophone students offer an innovative approach to teaching Indonesian. Furthermore, the study emphasizes how crucial it is to teach Francophone BIPA students the Indonesian language by including culturally charged materials, especially those dealing with tourism and Bandung's distinctive cultural features. Bandung, known as the "Paris Van Java" and the "City of Flowers" (*Kota Kembang*), serves as an interesting subject since it makes connections to well-known cultural allusions such as Paris, France. Students can learn about exciting places and gain insights into Indonesian culture, traditions, and daily life by incorporating tourism and local wisdom materials about Bandung into digital modules. This enriches the learning process and makes it more relevant and engaging for the students.

This module also allows students to study independently, making it easily accessible and offering a broader experience of Bandung culture and nature. Students can gain a diverse and comprehensive learning experience with material developed by teachers that covers aspects of Bandung culture and tourism. With the feedback feature, students can interact directly with the material and the teacher, which helps them better understand what they are learning.

Learning materials containing Indonesian culture and tourism, especially Bandung, are very much needed for BIPA francophone students. Not only learn about Indonesian grammar but also how to use Indonesian in everyday life combined with cultural content, tourism, and local wisdom so that students can get to know more deeply the daily culture of Indonesian society and appreciate each Indonesian culture and wisdom. BIPA students, especially francophones, are expected to be able to appreciate every cultural difference and local wisdom that exists in Indonesia

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

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

This research highlights the value of digital technology and culturally relevant resources in improving Francophone BIPA students' educational experiences. Teachers can establish a more engaging and productive learning environment that promotes language acquisition and cultural appreciation among Francophone learners of the Indonesian language by employing digital modules that include pertinent cultural information.

## CONCLUSION

The research results show that digital technology-based BIPA teaching with Indonesian tourism and culture content significantly improves the speaking skills of francophone BIPA students. The use of digital modules in learning Indonesian effectively improves the language skills of BIPA francophone students, especially speaking skills. The easy accessibility of digital modules can help students improve their language skills independently and monitored. Technology-based BIPA teaching containing Indonesian tourism and culture is needed for BIPA francophone students to know more deeply about the daily culture of Indonesian society and its local wisdom, to be able to adapt to Indonesian society, to be able to follow the life scheme of Indonesian society, and so that BIPA francophone students can appreciate local wisdom and Indonesian culture. The cultural aspect includes native Indonesian culture and Indonesian society in everyday life. The emphasis on teaching culture serves as a context for deep learning. Students can better understand the terms and cultural expressions used in Indonesian, which helps them understand the context in which these terms are used in everyday conversation. The tourism material of Bandung as the city of "Paris Van Java" and the "city of flowers" (*kota kembang*), is one of the attractions for BIPA students because of the connection between Bandung and the city of Paris. This connection provides geographic context and builds a bridge between two cultures, allowing students to develop curiosity about cultural differences and encouraging them to continue learning. The BIPA teaching method integrates tourism and culture and improves students' speaking skills. This method also builds a strong foundation for a better understanding Indonesian culture.

## AUTHOR'S NOTE

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

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