



The need analysis of BIPA speaking materials and modules for foreign athletes

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ABSTRACT

BIPA (Indonesian Language for Foreign Speakers) is very popular among the international community. This situation can be seen in many foreign students studying Indonesian. BIPA students come from various backgrounds, including business, health, military, academics, and sports. The BIPA sports learning module has also become necessary for BIPA sports students. This is driven by the interest of foreign athletes in studying BIPA, such as Danish badminton players who want to learn Indonesian. This research is an analysis of research and development (RnD) needs with the ADDIE concept, which will produce a product that is developed and validated for the world of education, intending to renew or innovate the development of existing educational products. There are five RnD research procedures with the ADDIE analysis concept: needs, planning and design, development, implementation, and evaluation. Analysis steps were carried out on BIPA students to get responses regarding Indonesian language needs. The type of product being developed is an open BIPA speaking skills module for BIPA athletes learners. However, this research analyzes the need to develop BIPA modules for athletes. Analysis of needs for developing BIPA modules is necessary for BIPA teachers to provide an overview of what modules should be developed.

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ABSTRAK

Bahasa Indonesia untuk Penutur Asing (BIPA) saat ini sangat populer di kalangan masyarakat internasional. Situasi ini terlihat dari banyaknya pelajar luar negeri yang belajar bahasa Indonesia. Pemelajar BIPA berasal dari berbagai latar belakang, antara lain bisnis, kesehatan, militer, akademik, dan olahraga. Modul pembelajaran BIPA olahraga juga sudah menjadi kebutuhan bagi Pemelajar BIPA olahraga. Hal ini didorong oleh minat olahragawan mancanegara untuk mempelajari BIPA, seperti pebulu tangkis Denmark yang ingin belajar bahasa Indonesia. Penelitian ini merupakan analisis kebutuhan penelitian dan pengembangan (RnD) dengan konsep ADDIE yang akan menghasilkan suatu produk yang dikembangkan dan divalidasi bagi dunia pendidikan, dengan tujuan memperbaharui atau menginovasi pengembangan produk pendidikan yang sudah ada. Terdapat lima prosedur penelitian RnD dengan konsep ADDIE, yaitu analisis kebutuhan, perancangan dan desain, pengembangan, implementasi, dan evaluasi. Langkah analisis dilakukan terhadap mahasiswa BIPA untuk mendapatkan tanggapan mengenai kebutuhan bahasa Indonesia. Adapun jenis produk yang dikembangkan yaitu modul ajar BIPA keterampilan berbicara bagi pembelajar BIPA olahragawan. Namun, dalam penelitian ini berfokus pada analisis kebutuhan pengembangan modul BIPA untuk para olahragawan. Analisis kebutuhan untuk pengembangan modul ajar BIPA menjadi suatu kebutuhan bagi para pengajar BIPA agar dapat memberikan gambaran seperti apa modul sebaiknya dikembangkan.

Kata Kunci: Bahasa Indonesia; BIPA; modul; olahragawan

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INTRODUCTION

The Indonesian language for Foreign Speakers (BIPA) is very popular with the international community. International citizens who learn the Indonesian language continue to grow (Maulana et al., 2020). With the increase in BIPA students, there will be an increase in Indonesian language speakers. The increase of BIPA students makes it possible to internationalize the Indonesian language. The internationalization of the Indonesian language through the BIPA program must be implemented with all parties' involvement and support (Rohimah, 2018). Internationalization of the Indonesian language through BIPA courses for specific purposes can also be implemented in various fields, including sports.

Recently, BIPA courses for specific purposes have become available with the increasing of BIPA students from various backgrounds and professions and the aim of learning BIPA. Mediyawati, in "*Model Bahan Ajar Bahasa Indonesia Berbasis Tugas Ranah Komunikasi Bisnis Bagi Tenaga Kerja Asing,*" explains that there are BIPA courses for specific purposes such as BIPA for business purposes which the students are foreign workers who are trading in Indonesia, BIPA for health purpose which the students are foreign students of Vocational high school of Health Sciences Indonesia (STikes) (Hermanto, 2018), BIPA courses for foreign armies implemented by Language Learning Center of the Ministry of Defense of Indonesia (Rambu, 2016), and other BIPA for specific purposes courses. Depending on the availability of BIPA courses for specific purposes, BIPA courses for sports purposes must be implemented to enhance foreign athletes' communication skills. Communicative language skills are essential for athletes because sports often require direct communication with fellow athletes, coaches, referees, administrators, etc. (Hristakieva, 2020). To communicate well, BIPA athlete students must use Indonesian, which focuses on sports, so that it will be easy for them to communicate with others, especially regarding matters related to the sport they are involved in.

It is also supported by foreign athletes' interest in learning the Indonesian language. Recently, some foreign athletes and coaches have had careers in Indonesia for quite a long time; one of them is a foreign and naturalized football player of the Persib Bandung team who wants to study the Indonesian language and culture to communicate with each other (Novia & Ansari, 2020). It can be concluded that foreign athletes have a strong interest in learning the Indonesian language and culture. Foreign athletes also become Indonesian citizens through naturalization. One of the requirements and obligations for someone naturalized to be an Indonesian citizen is to speak the Indonesian language.

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

To facilitate foreign athletes in improving their speaking skills, digital modules that can practice speaking skills are needed. The digital module was chosen because it can be accessed easily with information and communication technology, which has been and is constantly developing, especially for foreign language learning (Dewanty & Farisya, 2023). Apart from that, the conditions in the 4.0 era support the development of professionalism in BIPA learning by using information technology-based learning media, one of which is the website of digital modules in BIPA learning (Darihastining et al., 2022). Recently, the BIPA module for sports purposes has not existed. Therefore, the first step to realizing the BIPA module for sports purposes is conducting the need analysis to develop a BIPA module for foreign athletes.

Several previous studies related BIPA learning for specific purposes, speaking, and implementation of communication in teaching and learning BIPA. The first previous research related to BIPA for specific purposes material as a reference is titled "*Needs analysis on Indonesian language learning materials about agriculture for foreign speakers*" (Defina & Ridwan, 2019). The point of this previous research is the need to analyze BIPA teaching materials with agricultural material for international students at the Bogor Agricultural Institute (IPB). International students at IPB need Indonesian language skills for studies, especially in understanding various materials about agriculture and communicating with fellow students, lecturers, and the community around IPB. This research is development research (RnD) supported by the Borg and Gall theory. IPB international students have different Indonesian language skills. Therefore, BIPA teaching materials with an agricultural context are needed, making it easier for BIPA students at IPB to be proficient in Indonesian.

The second previous research related to BIPA for specific purposes is titled "*The Characteristics of Indonesian Language Digital Teaching Materials for Foreign Speakers with Culinary Content for Foreign Workers*" (Farinduani et al., 2023). The background of the research is motivated by the limited BIPA teaching and learning materials for foreign workers developed by the government. Therefore, BIPA teaching and learning materials for foreign workers became essential and are accustomed based on the required competencies. One of the language skills that is still essential to be developed is listening skills. The reason is that listening skills are one of the four language skills that have to be mastered by BIPA students. The listening skill is also beneficial for understanding the meaning of an interlocutor's utterance.

The third previous research on the speaking skills material is titled "*The Development of BIPA Speaking Skills E-Module for Indonesian Diaspora Children with Communicative Approach*" (As'ari, 2023). BIPA speaking skills modules with a communicative approach are essential for children from the Indonesian diaspora. Indonesian diaspora is also part of Indonesia; thus, they are obligated to master Indonesian. The appropriate language skill so that diasporic children can master Indonesian is speaking ability. This research uses development research with the ADDIE concept and the branch concept. The results of this research are that the teaching module developed considers three things in the development process: module objectives, module characteristics, and module systematics. Input, comments, and suggestions from experts are also considered for the BIPA electronic speaking skills module with a communicative approach to be worthy of implementation.

The need analysis of the research and development is a novelty focused on the need analysis from foreign athletes to develop BIPA speaking materials and modules with a communicative approach for foreign athletes with a rationalization to facilitate Indonesian language learning as a second language for foreign athletes. Meanwhile, the research aims to conduct the need analysis of BIPA materials and modules for foreign athletes. The digital module for athletes is a novelty and essential to realize; the digital module speaking skills might be useful for foreign athletes in learning BIPA, especially speaking skills for communication. It also corresponds to the research and development purpose, which is establishing a BIPA digital module with a communicative approach for BIPA athlete students.

LITERATURE REVIEW

Teaching Material

Teaching materials are an essential aspect of learning, including BIPA learning. The supporting components for successful BIPA learning are teaching materials prepared based on the analysis of the needs and goals of BIPA students. Other things that are essential to be considered in preparing teaching materials are the background of BIPA students, the purpose of carrying out BIPA learning, the interest of students in studying BIPA, the culture attached to BIPA students, and the level of ability of BIPA

students in studying BIPA (Suyitno, 2017). The teaching materials are then organized into BIPA learning modules, which contain various learning materials adapted to the needs of BIPA students.

Teaching materials can be instructional, experiential, elicitive, or exploratory, which can provide information to learners about language. According to Tomlinson in "*Materials Development in Language Teaching*," teaching materials are not only through textbooks; nowadays, they can be anything deliberately used to increase the learner's knowledge or experience regarding the language. Other things that need to be considered in language teaching materials to improve students' language skills are good communication, long-term goals, authenticity, and learner-centeredness. Based on the principle, all teaching materials can be used as learning materials and developed. Development materials are a source of teaching materials in the form of reference books for specific sciences designed systematically and structured, complete with instructions. These sources contain material to improve, develop, and enrich students' abilities.

Indonesian language material is the core material contained in BIPA teaching materials. However, apart from language material, cultural elements must be added to BIPA textbooks because BIPA lessons aim to teach the Indonesian language and culture to the international community. The materials in BIPA textbooks must contain all the cultures in Indonesia so that the international citizens studying BIPA can understand and study the culture in Indonesia comprehensively.

Learning Module

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

Dimiyati and Mudjino, in their book entitled "*Belajar dan Pembelajaran*," explain that the development of modules uses several learning principles to make modules function effectively and efficiently in supporting learning. The principles of a module are 1) the principle of attention and motivation, 2) the principle of activeness, 3) the principle of repetition, 4) the principle of feedback, and 5) the principle of individual differences. Learning modules can be developed based on the appropriateness criteria for teaching materials based on regulations from the *Badan Nasional Sertifikasi Profesi* (BNSP 2007), which emphasizes the appropriateness of content, language, presentation appropriateness, and graphics.

Belawati, in the book "*Pengembangan Bahan Ajar (Satu)*," explains that modules are categorized as good quality modules and have appropriate functions when the development of a module is carried out guided by teaching material development procedures, the procedures are (1) needs analysis, (2) design, (3) development planning, (4) validation, and (5) revision and evaluation. Besides that, Prastowo added in his book "*Pengembangan Bahan Ajar Tematik Panduan Lengkap Aplikatif*" that the learning module should consider the following function such as (1) module can be an independent teaching media, (2) module can be a teaching substitute, (3) module can be an evaluation media for student, (4) module can function as reference for a student, and (5) module can be a complementary teaching media.

Communicative-Teaching Method

The approach in the BIPA learning module can use a communicative approach to help students communicate well. In language learning, an open, communicative approach to language learning. Littlewood, in his book entitled "*Communicative Language Teaching: An Introduction*," explains that, in other terms, learning language is not just learning grammar and vocabulary, but it also involves communication functions. With a communicative approach, BIPA students can carry out actual practice and exercises to hone their communication skills. Learning that focuses on practice and familiarization with using Indonesian as a second language is suitable for BIPA students to implement a communicative approach (Lestari, 2022).

Azies and Chaedar, in their book "*Pengajaran Bahasa Komunikatif*," stated that the primary purpose of the communicative language teaching approach is to make language learners able to have communicative competitions using the target language learned by them in existing social conditions and situations. Role-playing, questions and answers, discussions, and presentations can implement a communicative approach to language learning. In a communicative approach, the lecture method can be minimized to create interactive, inspiring, fun learning and increase student motivation in learning a new language.

The core of BIPA studies with a communicative approach strengthens language skills, which are related to social contexts both orally and in writing, and communicating with native speakers independently is something that must be implemented (Salindri & Idris, 2019). In communicating with native speakers, BIPA students need speaking skills, one of the four primary language skills. In the communicative-contextual approach, speaking skills in BIPA learning must be based on actual conditions of language use.

Speaking Skills

Adequate Indonesian speaking skills for BIPA students are needed so that BIPA students get used to expressing ideas and communicating with others. However, students are often better able to answer questions in the form of text than speaking directly, not always because they do not have ideas but because their ability to convey ideas is inadequate (Akhmad et al., 2020). One of the things that causes language incompetence is the acquisition of a second or foreign language, especially speaking skills. Second or foreign-language learners must understand the grammatical system they are studying. This will confuse second-language learners and cause them difficulty speaking the second language (As'ari, 2023). In order to minimize difficulties in using a second language as a foreign language, second language learners usually adapt the grammar of the second language they are learning to the grammar of their first language or mother tongue (Aziz et al., 2019). This strategy is called interference, usually carried out when language learners do not understand the structure of the second language they are studying.

Furthermore, according to Torkey's dissertation entitled "*The Effectiveness of a Task-Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students*," speaking can also be defined as the production of auditory signals designed to produce different verbal responses in the listener which are considered to combine sounds systematically, according to specific principles of language to form meaningful speech. Apart from that, good speaking skills can make someone intelligent and cultured. Communicating in a second language clearly and efficiently can contribute to student success at school or institution and later in every phase of life (Kayi, 2006). This means that when students can speak well, they successfully communicate and interact with others. Being able to

speak well is certainly not instantaneous; it requires practice and getting used to speaking in a second language.

In BIPA learning, speaking skills can be practiced with direct practice, such as conducting interviews, debates, presentations, telling stories, etc. However, the assessment of BIPA students' speaking abilities is different because BIPA students have different levels. In other words, beginner-level BIPA students' assessment qualifications differ from those of intermediate and advanced-level BIPA students. For example, beginner BIPA students or A1 based on CEFR qualification standards only focus on a brief description of the surrounding environment, and the forms of training are limited.

Second Language Acquisition

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

Both children and adults can do second language acquisition. In BIPA learning, the students are usually adults. Second language, according to Krashen in the book "*Second Language Acquisition and Second Language Learning*," acquisition for adults can be more accessible because the progress is faster than in children. This progress is supported by the way of learning of adult students who are more focused and conscious in learning and can understand language rules before mastering them (Norliani et al., 2023).

Language Learning for Specific Purposes

Language for specific purposes is a type of learning to accept and understand language for specific communicative needs in a particular field or context. Language learning for special purposes is categorized as a modern program in language learning whose primary requirement is implementing a communicative approach in language learning (Rustamov & Mamazyayev, 2022). Defina, in the book "*BIPA dan MKWK Bahasa Indonesia: Penelitian dan Pengembangan Materi Ajar di IPB*," states that something that must be considered in language learning for specific purposes, namely content, objectives, materials, teaching, and teaching practices are assessed from the use of the target language.

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

METHODS

This research is research and development. Research and development will produce a product that will be developed and validated for the world of education with the hope of renewal or innovation regarding the development of existing educational products (Sari, 2021). This research and development (RnD) uses the ADDIE research design. Branch, in the book "*Instructional Design: The ADDIE Approach*,"

explains that ADDIE research and development design focuses on five steps (analysis, design, development, implementation, and evaluation), which are the core procedures in the development and evaluation of educational programs or products. ADDIE research and development procedures are aligned with research needs. However, in this study, the RnD by ADDIE research design is focused on the need analysis.

Sugiyono explains in his book *“Metode Penelitian Kuantitatif, Kualitatif dan R&D”* that the need analysis of the necessity process is analyzing the feasibility of various things in learning, one of which is learning media. The first step is to identify the needs of eleven foreign BIPA athlete students from various sports regarding the need for learning material, learning modules, and everything related to the BIPA athlete students' aims and conditions. The need analysis step uses questionnaires. According to Setyosari in *“Metode Penelitian dan Pengembangan,”* a questionnaire consists of a list of questions or statements corresponding to indicators for each predetermined variable. There are two types of data in this research: numeral data and verbal data. Numeral data is the percentage score from the results of the needs analysis. Meanwhile, verbal data is data as results come from questionnaires delivered to respondents.

The data collection in this research was carried out using two techniques. The first was a survey method for BIPA students by distributing questionnaires. Meanwhile, the second technique was a library research study by collecting data from sources relevant to this research and development, which belongs to the qualitative technique. In this research, the aim of using a questionnaire is to find out the problems faced by BIPA students with sports backgrounds to obtain information needed to develop thematic BIPA modules with a sports context.

RESULTS AND DISCUSSION

The analysis step was carried out on eleven BIPA athlete students to seek responses regarding the need to analyze the Indonesian language modules for speaking skills. The following explanation is accompanied by responses from 11 BIPA athlete students learning the Indonesian language. The explanation is explained in several tables below.

Analysis of BIPA Athlete Student Responses Towards Indonesian Language Learning

The following in **Table 1** are the analysis results of students' responses to Indonesian language courses.

Table 1. Analysis of Students' responses to the Indonesian language course

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

Source: Research 2023

Firstly, the student's response about learning the Indonesian language. Based on the following table, it can be assumed that Indonesian is not challenging to learn. So many factors make Indonesian language learning easy to learn; one of them is the Indonesian language using the alphabet. Despite the difficulties in pronunciation and understanding affixes, Indonesian seems easy to learn because its structure is simple and uses Latin letters, making it easier for BIPA students to understand it (Rohimah, 2018).

Table 2. Analysis of Students' Fluency Level

Analysis of	Percentage	Option
The fluency of Indonesian language-speaking	75%	Very fluent
	25%	Little bit
	0%	Not yet

Source: Research 2023

Secondly, **Table 2** discusses the student's fluency in Indonesian language speaking. In speaking of the Indonesian language, one of the essential factors is fluency. As many as 75% of students are not fluent in speaking the Indonesian language, and the reason is that the students are at the beginning level of learning the Indonesian language. Meanwhile, 25% of students are fluent in Indonesian because the student has been living in Indonesia for a long time. Therefore, the student mastered the Indonesian language well. The initial abilities of BIPA students need to be identified. As a result, the teaching material presented is not too difficult for the students and will then be adjusted to the student's abilities (Kusumo & Hadiyanti, 2022).

Table 3. Analysis of Students' struggle in learning the Indonesian language

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

Source: Research 2023

Thirdly, **Table 3** analyzes complex materials categorized based on the branches of linguistics. Foreign students who study BIPA often encounter various difficulties in pronunciation and pronunciation, choosing diction, forming sentences, and computing; language errors can occur (Naufalia, 2020). Difficulty in pronunciation is a language difficulty from a phonological aspect. It can occur because the sounds of the second language are not available in the phoneme repertoire of the learner's mother tongue, as a result of which learners tend to map the sounds of the second language into the sounds of their mother tongue (Budiawan & Rukayati, 2018), the difficulties of using correct grammar which is the difficult of morphosyntax aspect caused by the strong influence of grammar from the mother tongue so that students need time to understand Indonesian grammar (Fauzia & Yulianeta, 2021), difficulties in using diction which are difficulties in terms of semantics occur because students have not yet have sensitivity and knowledge of the context of diction according to the situation (Gustyawan, 2019). Difficulties in understanding Indonesian language culture are caused by limited knowledge of the language culture of Indonesian society (Murtianis et al., 2019). Based on the various difficulties experienced by foreign athletes, linguistic understandings need to be adapted in the module so that foreign athletes can minimize mistakes in speaking Indonesian.

Table 4. Analysis of Learning Media Necessity

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

Source: Research 2023

Table 4 describes Indonesian language learning media. Enhancing communication skills in the digital era requires the correct type of media depending on the BIPA students' need to learn Indonesian as a

foreign language (Tahmida et al., 2023). As many as 80% of students prefer to learn the Indonesian language through teaching media in digital applications and 20% through books. Based on this response in the form of the following table, it can be assumed that students who want to learn the Indonesian language through applications because the lesson can be held in distance learning. Also, the student can still do their activities as athletes. Meanwhile, students who choose to use books are hampered by the age factor of 57 years old, which may make it difficult for them to adapt to information and communication technology. The use of applications can provide access for language learners without the constraints of place and time by using a mobile device that can be implemented for second language learners (Gangaiamaran & Pasupathi, 2017).

Table 5. Analysis of Varieties of Language Needed

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

Source: Research 2023

In **Table 5**, the analysis focuses on the various languages that must be adapted in the developed module. BIPA learning materials can be a reference for BIPA learners to communicate, considering that communication occurs in formal and informal situations (Farikha et al., 2024). The Indonesian language students learn should be able to be used for communication. Therefore, the varieties of language options are categorized into 'formal,' 'informal,' and 'both.' 25% of students chose an informal variety of language, and 75% chose both. It means students want to be more able to communicate in formal situations and in every circumstance with different people and settings. Many factors influenced students to communicate with formal language, such as (1) adapting language to the situation, (2) avoiding brief statements, (3) respecting the lecturer, (4) civility, (5) academic grounds, and (6) scientific reasons, meanwhile the reason of students motivations to communicate with informal language are (1) intimacy, (2) imitation of the preceding speaker, (3) emphasis on the audience's comprehension, (4) habit, (5) simplicity, (6) spontaneity, and (7) unconsciousness (Muslimawati, 2022).

Analysis of The Main Learning Materials for BIPA Athlete Student

The following in **Table 6** is an Analysis of the list of Main Materials.

Table 6. Analysis of List of Main Materials

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

Source: Research 2023

Table 6 shows the main materials requested by students to be adapted in the developed module. The chosen materials differ depending on the students' necessities and occupations in the sport they

participated in. In almost all of the materials, students will be more active in speaking practice with a small quantity of instruction that can help students understand the topics learned.

The 'greeting' topic is provided to develop basic student skills when students meet others in society. Greetings material in language learning can help language learners understand contextual variables and cultural differences that influence the use of language tendencies (House et al., 2023). Students will be taught how to introduce him or herself related to their profession as an athlete besides the common greeting material in the Indonesian language; therefore, it is essential to add specific terms in greeting material, such as mentioning the kind of sport, the team playing for, and the regular positions. Students should also know the usage of 'salam,' which is always uttered by Indonesian people in many circumstances.

In *sharing experiences* material, students can share their experiences, either personal experiences as an athlete or another experience related to their life. In language learning, sharing material practice is generally used to increase language learners' knowledge of ideas, concepts, complex information, and learning experiences through sharing. Language learners can also communicate their own experiences and listen to other people's experiences. As a result, they can improve their speaking skills (Asyah et al., 2021). In the sharing experience as an athlete, a student will be provided what should be said in essential sharing experience such as 'what kind of sport that student participates in,' 'position in the sport either as a player or coach,' 'what experience student got such as became the champion,' and 'What student dreams as an athlete.' Students should be able to share their experiences as an ordinary person. The type of material presented to train these skills is telling stories about experiences of traveling to specific cities and places in Indonesia. This relates to their profession as athletes, sometimes requiring them to travel out of town and to specific places to compete or participate in other activities. In the sharing experiences material, the self-practice session is also available to tell experiences based on the ideas for structuring stories provided in the module.

The topic of communication with medical staff, whether doctors or other medical staff, is vital, considering that sometimes athletes have to deal with medical personnel due to injuries or other matters. When dealing with medical personnel, language barriers can result in miscommunication between patients and medical personnel who speak different languages (Shamsi et al., 2020). On talking to medical personnel, students will be presented with a dialogue between a doctor and a patient who suffered an injury while exercising. After that, students will be asked to complete the incomplete text using audio in a paragraph converted from the previous dialogue. This way is practiced so that students get used to answering questions and speaking with different variations of sentences. Apart from that, when talking to medical personnel, vocabulary about parts of the body will be used more. Students will also be directed to know certain expressions, for example, expressions when experiencing pain in a particular body, asking about illness, asking for advice and solutions from medical personnel, and recognizing various types of 'sickness' in Indonesian.

Students will also be provided learn how to communicate with Indonesian athletes. This material is needed so students can communicate with Indonesian athletes on the same team. Mulyanah in "*BIPA Tujuan Khusus untuk TKA Korea di Bank Woori Saudara: Sebuah Respons Terhadap Kebijakan Menaker*" when working and pursuing a career in Indonesia, foreigners always have difficulty understanding Indonesian culture and have problems communicating with colleagues in the profession. The teaching material will emphasize providing input and suggestions to teammates. The first form of practicing available is that students are asked questions about teammates' struggles, and then students provide suggestions by answering teammates' complaints using voice recordings. The second exercise is that students will try to assist when teammates ask students for help by answering questions using voice recordings. Apart from responding, this material shows the culture of Indonesian people who

always help (citations needed). Indonesian people are known to be very friendly and like to help each other. This kind of culture is certainly the identity of the Indonesian nation (Arief & Yuwanto, 2023).

Students also want to communicate with Indonesian citizens; thus, most have chosen an informal variety of languages. In learning a foreign language, communicating with people who use the target language is a form of cross-cultural communication, which is one of the goals of learning a foreign language (Sumarti & Agustina, 2020). On the topic of talking to Indonesian citizens, the teaching material will emphasize daily activities and an introduction to the culture of Indonesian society, such as the culture of eating together, *kerja bakti* (community service), and the 3S culture (smile, greeting, and greeting). The form of training on talking to Indonesian people is making monologues and dialogues using audio about things that Indonesian people do with images as clues. It is also included in the culture of morning exercise in the local environment, and the exercise presented in this discussion is a dialogue regarding the procedures for morning exercise. In this exercise, students will be asked to speak as a gymnastics instructor who invites the Indonesian people to exercise together in a fun way using various informal but polite language.

Next, students will communicate with coaches or federation staff. In this material, students will communicate with people with higher status. The use of polite Indonesian language in BIPA learning is one way of learning material to show respect to other people using foreign language, especially those with a higher status (Rahmawati et al., 2018). In this material, students will be faced with two situations. The first situation is direct, and students will be shown a dialogue from their superiors asking permission not to compete or train accompanied by appropriate gestures, which will be shown in the form of pictures. The second situation is by telephone (indirect situation); in this situation, students will only be asked to simulate contacting their superiors by telephone if they cannot attend training or matches and other needs. In the second situation, instructions are only displayed via voice recording.

The following material is communication with the media. Sometimes, an athlete is always interviewed by the media either before competing, after competing, or when not competing. The interview and press conference has long been a standard aspect of the sports experience, especially for athletes (Peña & Bock, 2024). In this topic, students will be presented with material about expressions such as happiness, happy expressions, and regular expressions. On this topic, the exercise that students will do is to answer questions that appear to be interview questions from the media. Students will be directed to specific situations and conditions in each question so that students can respond to the interview with various expressions.

The following material provides instructions. This material is a unique material for coaches. The Indonesian language can be used as a medium of communication to provide instructions in sports activities (Darma et al., 2024). The teaching material that will be emphasized is the use of interrogative sentences. The form of training on this topic is that students will be given pictures of the condition of athletes on the field, and then students are asked to respond to the form of instructions. The following form of training is that students are asked to make a monologue in the form of a speech containing instructions to athletes based on certain conditions (the situation and conditions are shown in pictures and text).

Analysis of the Cultural Materials for BIPA Athlete Student

The following in **Table 7** is an Analysis of the list of Cultural materials.

Table 7. Analysis of the List of Cultural Material

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

Source: Research 2023

It is essential always to carry out Indonesian national insight in line with the increasing challenges and threats in BIPA learning (Damaianti, 2017). A needs analysis was also conducted to seek responses regarding the cultural content displayed in the BIPA speaking skills module. As a result, 50% of students chose to add cultural content about Pancasila, which is the basis of the Indonesian state and ideology. In BIPA learning activities, students should understand the values of Indonesian nationalism and its correlation provided in Pancasila (Arum et al., 2021).

As many as 25% of students chose culturally charged material in the form of mandatory Indonesian songs. National mandatory songs as BIPA learning materials are needed to expand vocabulary and improve foreign students' language skills in properly and correctly mastering Indonesian under applicable rules (Williyansen et al., 2023). The selection of teaching materials in the form of mandatory songs is considered very important for athletes who are naturalized Indonesian citizens. Usually, when a team competes, the supporters will sing regional songs as a form of support, and then after the match, the athletes and the audience will sing the mandatory song.

Another 25% of students chose material in the form of Indonesian culinary delights. Ogustina in "Pengembangan Bahan Ajar Digital Keterampilan Menyimak Berancangan Model Tanggung Jawab Personal Bermuatan Gastronomi Nusantara bagi Pemelajar BIPA 3," states that Indonesian culinary is a form of local wisdom that can be used as teaching material in BIPA learning so that students can get to know Indonesian culture through culinary Indonesia. The presentation of Indonesian culinary material can be included in Shopping material by making each Indonesian culinary dish an object to be purchased at the market or in a restaurant. Indonesian culinary material will only be introduced to students so that students have more profound knowledge about various Indonesian culinary delights.

Analysis of BIPA Athlete Student Self-Practice in Indonesian Language Learning

The need analysis of the BIPA digital module speaking skills for foreign athletes is considering the needs of BIPA students who work as athletes. Relevant learning materials are necessary to help BIPA students learn Indonesian as a second language (Aguskin & Maryani, 2018). Various components are necessary in the digital module to develop the speaking skills of foreign athlete BIPA students. Materials adapted based on a module's function include instructional, experiential, elicitive, and exploratory. The language learning approach uses communicative skills. In the communicative language approach, students should focus on practicing the use of a second language. Communicative language skills are essential for sports specialists since sports activities often require direct communication (Hristakieva, 2020). As a result, BIPA athlete students need self-practice to improve and enhance their speaking skills in Indonesian as a second language. The self-practices BIPA athlete students need are displayed in **Table 8**.

Table 8. Analysis of Self-practise Needed

Analysis	Percentage	Options
Kinds of self-practice needed to improve BIPA athlete students' speaking skills	0%	Narrating
	0%	Presentation
	63,6%	Discussion
	27,3%	Interview
	9,1%	Role-play

Source: Research 2023

Self-practice is needed. In addition, students can adapt BIPA speaking practice based on the conditions they will experience when communicating with their interlocutors (Tanti & Khaerunnisa, 2024). 63,6% of BIPA athlete students choose discussion as a self-practice. Meanwhile, 27,3% of BIPA athlete students match an interview as a self-practice, and 9,1% of BIPA athlete students choose role-playing self-practice. Most BIPA athlete students choose the reason for the discussion self-practice because BIPA athlete students often have a conversation as a part of communication to fulfill their needs, such as communicating with media, Indonesian society, coaching staff, and Indonesian society. Through discussions, BIPA athlete students can develop vocabulary knowledge and communicate well in natural contexts (Rahma & Suwandi, 2021). Interviews as self-practices can also help BIPA athlete improve their speaking skill. Interview, as a self-learning technique, was also believed to enhance students' confidence in speaking (Harsiani, 2019). Through interviews, BIPA athlete students would self-practice using a second language in everyday life, for example, when answering questions from the media.

CONCLUSION

The needs analysis on foreign athletes examined material and media needs for developing materials and BIPA modules on speaking skills for foreign athletes with a communicative approach. Through a communicative approach, language learning focuses on real-life communication practice. Several things that need to be analyzed are the response of foreign athletes to learning Indonesian, the primary BIPA teaching materials required, materials containing Indonesian culture and knowledge, and the forms of self-practice required.

Based on the responses of foreign athletes regarding BIPA learning, it is known that Indonesian is easy to learn even though some students are not yet fluent in Indonesian. Foreign athletes also experience difficulties in speaking Indonesian. The most frequently experienced difficulties are pronunciation and use of diction in Indonesian as a second language. According to foreign athletes, formal and informal forms of language are needed in BIPA learning because foreign athletes communicate in official situations and everyday life. The digital modules most needed by foreign athletes are in the form of applications because they can be easily accessed, and others choose websites that are easier to reach without regional boundaries.

The primary BIPA materials foreign athletes most need are getting to know each other, telling stories about their experiences as athletes, communicating with Indonesian athletes, and communicating with staff and coaches. The primary BIPA material was chosen because foreign athletes need to communicate with various elements of Indonesian society to create active interactions. Apart from that, the Indonesian cultural and knowledge material chosen was Pancasila and the traditions of Indonesian society, with the reason that foreign athletes better understand Indonesian society, which has many cultures and traditions based on Pancasila values. Foreign athletes also choose self-learning through interviews and discussions because foreign athletes often communicate about various things, including interviews with various media.

Analysis of the needs of foreign athletes in developing the BIPA speaking skills module is the first step in RnD research. Furthermore, this research can be a basis for consideration for further research to develop BIPA modules for athletes because this research is in the form of a needs analysis for module development only. This research is still not perfect. Therefore, constructive criticism and suggestions are needed so that research on BIPA in sports can be developed to be even better than before.

AUTHOR'S NOTE

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