



## Technology Integration in BIPA Learning for Beginner Thai Students

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### Abstract

**Keywords:**

Learning  
technologies;  
Instructional media;  
BIPA;  
Thailand students.

Learning Indonesian is very important for Thais who are interested in learning the language to meet the needs of the learners. In addition, the barriers to entry are very limited, resulting in the inability to attend face-to-face classes. Therefore, today's technology is very important in helping teachers and students study anywhere, anytime. This research aims to describe and illustrate the process of learning Indonesian for Thai speakers in Indonesia. The main focus is BIPA, which integrates with technology for Thai speakers. This research is motivated by Indonesia's increasingly high economic growth, which has caused the interest of multinational companies from Thailand to do business in Indonesia. In line with this, the interest and enthusiasm of Thai speakers in learning Indonesian is increasing. The method used in this research was qualitative with the Miles & Huberman interactive model data analysis technique. The data in this research were collected from observations of Indonesian language teaching activities from a sample group of students four Thai speakers who were not able to speak Indonesian yet, to be able to communicate with Indonesian people daily. The research results showed that learning was carried out by utilizing technology in the form of digital applications used in beginner-level BIPA learning, such as Zoom Meeting, Google Meet, Canva, and GoodNote. It was discovered that integrating technology during learning activities can help in teaching, making it more comfortable and allowing to learn anywhere, at any time, and make learning effective. The obstacles in learning include the availability of signals to access learning media.

### Abstrak

**Kata Kunci:**

Teknologi  
pembelajaran;  
Media  
Pembelajaran;  
BIPA;  
Pelajar Thailand.

Pembelajaran bahasa Indonesia sangat penting bagi orang Thailand yang tertarik mempelajari bahasa tersebut untuk memenuhi kebutuhan pembelajarannya. Selain itu, hambatan masuk yang sangat terbatas menyebabkan ketidakmampuan mengikuti kelas tatap muka. Oleh karena itu, teknologi saat ini sangat penting dalam membantu guru dan siswa belajar dimana saja dan kapan saja. Tujuan penelitian ini adalah mendeskripsikan dan menggambarkan pembelajaran bahasa Indonesia sebagai bahasa kedua bagi penutur Thailand di Indonesia. Fokus utama adalah untuk mengungkapkan pembelajaran bahasa Indonesia bagi penutur asing (BIPA) yang berintegrasi dengan teknologi untuk penutur Thailand. Penelitian ini dilatarbelakangi oleh pertumbuhan ekonomi Indonesia yang semakin tinggi sehingga investasi dari para perusahaan multinasional dari Negara Thailand berminat berbisnis di Indonesia. Sejalan dengan hal itu, minat dan antusias penutur Thailand dalam mempelajari bahasa Indonesia makin tinggi. Metode

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yang digunakan dalam penelitian ini adalah kualitatif dengan teknik analisis data model interaktif Miles & Huberman. Data dalam penelitian ini dikumpulkan dari observasi kegiatan pengajaran bahasa Indonesia yaitu kelompok sampel pelajar adalah penutur Thailand yang berjumlah empat orang yang belum mampu berbicara bahasa Indonesia dan tujuannya adalah bisa berkomunikasi sehari-hari dengan masyarakat Indonesia. Hasil penelitian menunjukkan bahwa pembelajaran dilakukan dengan memanfaatkan teknologi berupa aplikasi digital yang digunakan dalam pembelajaran BIPA tingkat pemula, yaitu Zoom Meeting, Google Meet, Canva, dan GoodNote. Dari empat aplikasi saat kegiatan pembelajaran, ditemukan bahwa mengintegrasikan teknologi dapat membantu dalam pengajaran membuat lebih nyaman dan bisa belajar dimana saja, kapan saja serta membuat pembelajaran menjadi efektif. Adapun kendala dalam pembelajaran antara lain adalah ketersediaan sinyal untuk mengakses media pembelajaran.

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## INTRODUCTION

Indonesia is one of the ASEAN (Association of Southeast Asian Nations) countries with the largest land area and population. Indonesia's population is diverse in terms of background, religion, language, and culture (Nugraheni, 2015). Indonesia plays an important role in ASEAN as a source of increasing integration and has a relatively strong economy. Indonesia has the fourth highest economic growth rate in ASEAN, and the country is a producer of raw materials and consumer goods (Indonesia, 2024). Indonesia is on its way to becoming a global superpower; Price Waterhouse estimates that Indonesia's economy will be the fourth largest in the world by 2050, after India, China, and the United States, with domestic growth supporting this (Bank, 2023). Meanwhile, the policy of gradually reducing key mineral exports has increased foreign investment coming to set up production bases in Indonesia.

Indonesia's economic growth is increasing, especially investment from multinational companies. From this, there is a migration of foreigners to Indonesia. One of the countries that Indonesia has become a destination country for investment is Thailand. Based on an interview with an officer of the Bangkok Embassy in Jakarta, it is said that currently there are approximately 130 Thai companies in Indonesia. This has resulted in the immigration of Thai workers and their families living in Indonesia. Through these conditions, Thai citizens in Indonesia are obliged to learn the Indonesian language. Thai speakers need to communicate with Indonesians both in the field of work and daily life.

Indonesian for foreign speakers (BIPA) is a language teaching program in Indonesia designed specifically for learners from abroad (Suyitno, 2018). Foreigners' interest in learning Indonesian is undeniably high at the moment (Aswan, 2023). The content of

BIPA is tailored to the needs and abilities of international students. This is consistent with Suyitno's (Ningrum et al., 2017) assertion that the content to be developed for BIPA learning is dependent on the learners' capacity for learning and is modified to match their degree of language proficiency. Susanto (Rofiuddin et al., 2021) states that the level of language proficiency of BIPA learners can be classified into three levels: beginner, intermediate, and advanced. Learning Indonesian is critical for Thai students who want to live in Indonesian society. Interviews with Thai students enrolled in Indonesian language courses revealed that these students are The Indonesian language they need to learn is to be able to communicate simply in beginner-level daily life with the people of Indonesia, which is in line with one of the objectives of learning BIPA, that is to communicate verbally in daily life in Indonesia (Suyitno et al., 2017).

Currently, we are in the world of globalization or the era of technological advancement. The internet currently plays a very important role and helps in providing convenience in terms of researching information from sources around the world and communicating quickly including in the education system itself. Many teachers are changing their teaching methods and utilizing technology as a technological medium for teaching via the internet. In addition to teaching online, teachers can organize their teaching and create lessons according to their own talents. As for students, they can seek knowledge from information sources around the world and can learn without time and place restrictions. It is sufficient to have electronic equipment and an internet networking system (Rutheerayuth, 2017). This is the origin of the term Distance Education, which refers to education that makes use of various technologies such as computer networks and video and audio teleconferencing. That includes various documents to reach distance learners in order to become an e-learning system, namely electronic learning, which is the automatic process of distance learning through electronic media. Furthermore, e-learning refers to learning content or information that uses the presentation of still images and media, as well as the use of technology in course management (Khountongyim, 2022).

According to the researcher's research, research on Indonesian language learning for Thailand has been conducted in a variety of contexts. First, conduct research on Thai learners' responses to Indonesian language learning (Leksono & Tiawati, 2020). Second, at the university, research on BIPA learning design for Thai speakers (Nugraheni, 2022). Third, (Tiawati, 2016) conducted research on the Indonesian language in Thailand as a medium for ASEAN linguistic and cultural diplomacy. Fourth, (Jazeri, 2016) conducted research on Thai speakers learning to speak. Fifth, for Thai speakers, the use of cartoons

and comic strips in learning Indonesian (Agustin, 2023). Sixth, research at Fatoni University in Thailand on the Indonesian language program for foreign speakers (BIPA) (Tawandorloh & Nugraheny, 2021). This research is different from past research in that technology is used as a teaching media, starting from designing the textbooks until reaching the teaching process in the online classroom.

The researcher assumes that there is no research related to the integration of technology in the BIPA learning process. Thus, the researcher intended to describe the integration of technology in learning BIPA for Thai speakers in online classes through this research. The researcher used technology as a media tool in teaching Indonesian to Thai students because it meets their needs, allowing them to learn from anywhere because it is online. The Thai people who follow work in Indonesia are the focus of this research. They are unable to communicate in Indonesian because they have never studied the language prior to living within the country. Furthermore, as the teacher of the class, the researcher makes the teaching effective, as stated by Vrieling Stijnen & Bastiaens that the effectiveness of the learning process can be improved when learning is carried out in a way that is based on the learner's characteristics and needs (Pratiwi et al., 2022).

From several studies above, the researcher found that the differences in previous research, namely using different media and different uses in this research, have novelty, namely relating to the integration of technology in the BIPA learning process. The researcher, as a teacher, divided the media into two main groups: the first is Google Meet and Zoom Meeting applications, which are used to learn between teachers and in cyberspace, and the second is Canva and GoodNote, which are used to create, design, and use when teaching. However, there are bound to be obstacles when using technological media, which is why teachers must have solutions to overcome obstacles that will occur when teaching in the classroom. The use of these technological media in teaching Thai students in this study is a new teaching strategy; it is hoped that by using all of these media, Thai students will be able to improve their Indonesian language skills, allowing them to communicate in an environment where Indonesian is used.

## **METHOD**

The main method used in this study was a qualitative approach to describe in depth the reality of the Indonesian Language for Foreign Speakers (BIPA) learning classroom. The researcher's determination to detail and thoroughly understand the dynamics of learning guided the selection of this method. This study used observation techniques to create an accurate and comprehensive picture of how technology integration engages

students and affects classroom dynamics, with a focus on the application of technology in the learning process. The qualitative approach provides the depth of understanding required to delve into the essence of the learning experience, allowing the researcher to elaborate in greater detail on the complexities of the BIPA learning situation.

Careful observations were made in an Indonesian Language Learning class attended by a group of four Thai employees for this study. These four students were recent arrivals in Indonesia and had no prior experience learning Indonesian. The learning process lasted three months, from January to March, with a total of 12 weekly meetings. Each meeting lasted an hour, creating a focused yet in-depth environment for language comprehension. Interestingly, the researcher, who is also from Thailand, was the instructor in this class. Given the different cultural and linguistic backgrounds that may have influenced the approach to learning, the researcher's participation as a fellow Thai national may have brought a unique dynamic to the class.

In the data collection process, this research followed a systematic series of stages. The first stage involved creating beginner-level Indonesian for Speakers of Other Languages (BIPA) learning materials using the Canva application. The materials were designed to facilitate the understanding and mastery of Indonesian for a group of Thai students. The second stage involved uploading the materials into the GoodNote application. The third stage involved utilizing Google Meet and Zoom Meeting applications as a platform for online learning. In addition, the share screen feature was used to make it easier to show BIPA materials that had been uploaded to the GoodNote application. The fourth step involved active teaching in the classroom while observing the learning situation. These observations included students' responses to the material, interactions between students, and overall classroom dynamics. Finally, the researcher recorded the results of the teaching and observations. These notes became the basis for further data analysis and enabled the researcher to identify certain patterns, successes, and potential improvements in teaching BIPA with technology integration. The data analysis technique of this study used the interactive analysis model of Miles & Huberman (Miles, Mathew B & Huberman, 1992) which consists of four steps, which are presenting data, data reduction, data verification, and conclusion drawing.

## **RESULTS AND DISCUSSION**

The steps of learning Indonesian for beginner Thai learners who used various application technologies for integration and adaptation in online classes are described in this study; both the advantages of technology and the challenges and solutions that arise

in the classroom. The findings of this study provide a comprehensive picture of the benefits and drawbacks of using technology to learn Indonesian for beginner Thai learners. There are several stages to obtaining research results based on the research that has been conducted. The following is an overview of the research findings.

### **A Snapshot of Online Learning for Thai Speakers Using Zoom Meeting**

Zoom is a VDO Conference-style online meeting program that can be used for online teaching. Zoom is a browser-based application that can be used on IOS, Android, and Windows platforms without the need to install additional programs. In use, there are chatting functions as well as unlimited sharing of screens, photos, and files. However, you can only use it for 40 minutes at a time. In addition to registering for Zoom Premium, you can use it for free and without a time limit. Zoom Meeting can accommodate meetings with up to 100 participants (DCT.PBRU, 2020).

The researcher used the Zoom application as a teaching site in the BIPA learning class for beginner Thai students because it can be used directly from the link and the image and sound quality are clear (HD Video and Audio). Despite the fact that online teaching uses an internet signal, Zoom Meeting prioritizes images and sound over other applications where Zoom is more stable. There is an interactive system to aid learning, such as the hand raising feature to ask questions or chat, as well as the ability to leave questions in the message box to be answered by the teacher. Teachers can record online classes when they are teaching. When each lesson is finished, teachers can send students a link to the recorded teaching so they can go over the material again. Zoom's online learning emphasizes participation in learning, with a screen sharing feature that allows teachers to share lessons. The student's screen is easily navigable, and the student can clearly see what the teacher is teaching, but there is a time limit of no more than 40 minutes. When the time limit is reached, the app immediately dismisses the students.

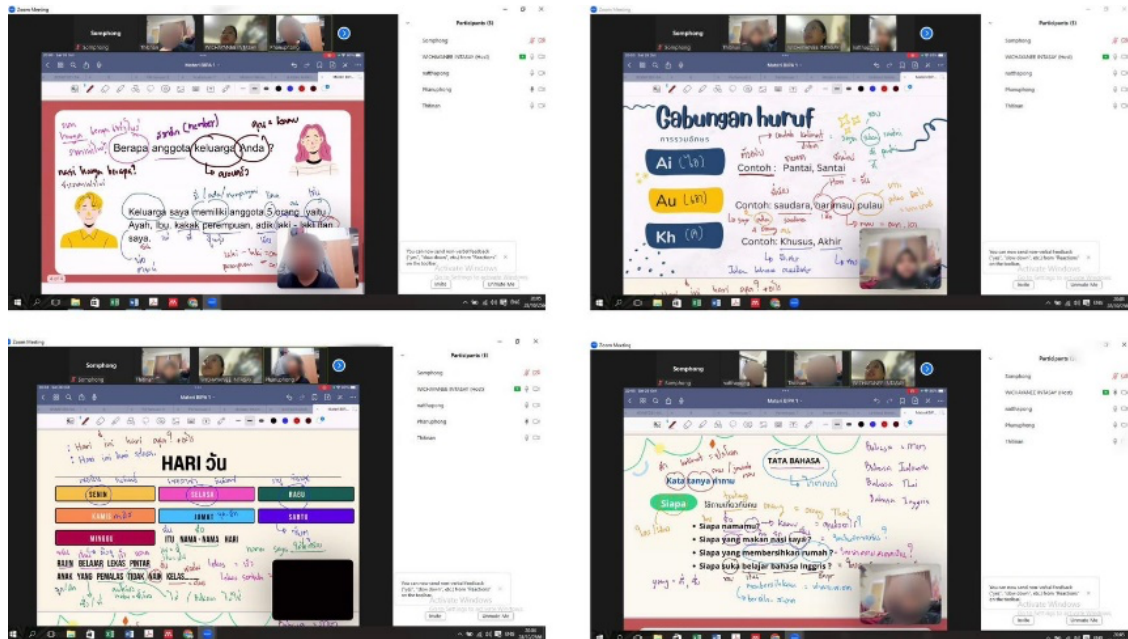


Figure 1. Zoom Meeting Learning Screenshot

Beginning with the first image on the top left, there is material taught about family members through question and answer conversations in which students can learn vocabulary related to families. The content in the top right image teaches about letter combinations with vocabulary examples so that students can practice reading while also learning the meaning.

### A Snapshot of Online Learning for Thai Speakers Using Google Meet

Google Meet is an online meeting program in the form of VDO Conference that can present work or hold remote meetings as easily as Zoom Meeting that can be adapted for online teaching. Only the instructor creates the class link and then sends the link to students via email or various contact channels. When it is time for class, students simply click on the link sent by the teacher and they can join the class immediately. The features of Google Meet are that it is an application that can be used through a browser without having to install additional programs on IOS, Android, and Windows platforms. When using it, there are functions for chatting, sharing screens, photos, files, and unlimited Messages Supports meetings of up to 100 people with no restrictions on usage time (DCT.PBRU, 2020).

In the BIPA learning class for beginner Thai students, the researcher used Google Meet application as a teaching platform because it can be used directly from the link and the image and sound quality are quite good. There are interactive systems to facilitate learning, such as the feature of leaving questions in the message box to be answered by the teacher. When teaching, teachers can record online classes. When each lesson is

over, the teacher can send the link of the recorded teaching to the students so that they can review the content. Online learning through Google Meet emphasizes participation in learning with a screen sharing feature where teachers can share lessons. The researcher often uses Google Meet because it has no time limit and no need to pay, but when sharing screen, students cannot see the teacher's face because it does not appear. When compared to Zoom Meeting, Google Meet has fewer features than Zoom Meeting.

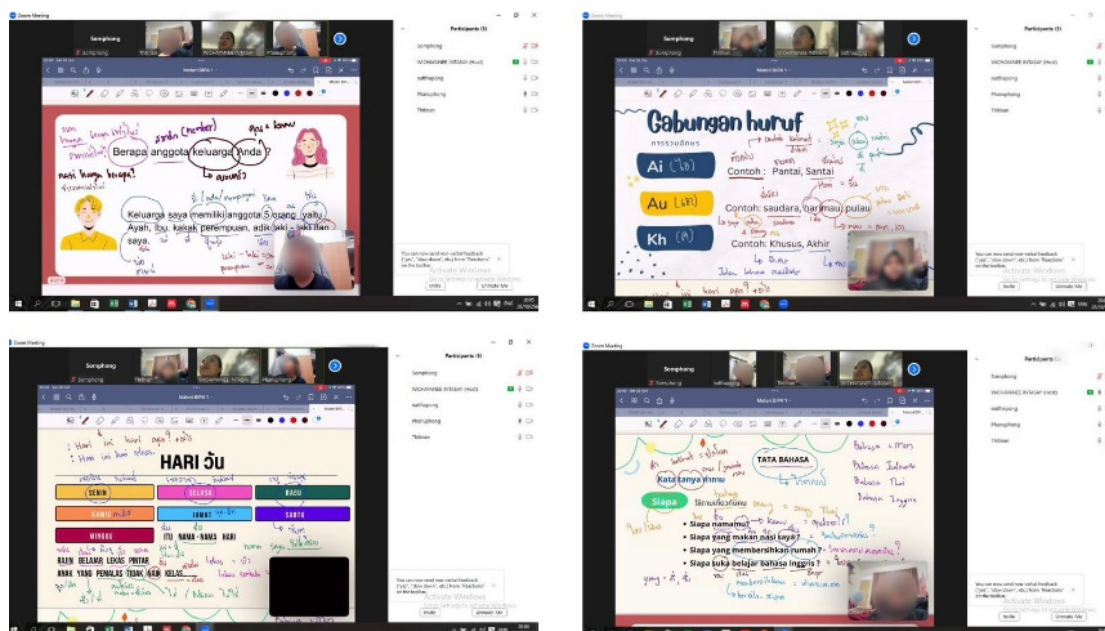


Figure 2. Google Meet Learning Screenshot

Beginning with the first image on the bottom left, there is material taught about days, with lyrics about days for children shown in images 3 and 4. Songs can help students learn and remember the name of the day. In addition, the song can teach learners new vocabulary. The bottom right image is about grammar, specifically question words such as who, and there are also example sentences for students to use question words in sentences while learning new vocabulary and its meanings.

According to the results of two applications, Zoom Meeting and Google Meet, the benefits of using online learning for Thai students learning beginner-level Indonesian are as follows: 1) the application is easy to use without having to install the program and can be used on many technology tool systems; 2) the images and sound are sharp enough; and 3) there are various functions that are easy to use with students of all ages.

The use of Zoom and Google Meet is in line with the concept of online learning. (Febrianty, D., & Cendana, 2021) stated that online learning is defined as formal education carried out by teachers or educational institutions. It is said that teachers and students are in different locations and therefore to be able to connect between the two



requires an interactive telecommunications system with various resources needed in it. Meanwhile, Isman (Pranata, K., Fikri, A. N., & Zulherman, 2022) explains that the application of online methods is a method that is quite effective in learning by using computers and access through the internet network. Online learning is an implementation of the teaching and learning process by exchanging information using the internet network to achieve more goals (Bilfaqih, Y., & Qomarudin, 2015). Online teaching is a two-way communication that encourages students to be more courageous in talking to the teacher.

According to Kaosaiyaporn (Inthason, 2020) online teaching or E-learning is an innovation that is easily accessible to learners, has a good design, and places the learner at the centre. It is intended to interact with students and provide a learning environment in which each learner can learn at any time and from any location by utilizing various types of resources in the form of various digital technologies. The environment has been planned and is available to students.

### **Media in BIPA Teaching for Thai Students**

Learning media are media that help carry and transfer knowledge from teachers or knowledge sources to students. Making the teaching and learning process more efficient, and ensuring that students meet the learning objectives that have been established. Electronic media, which is media produced and developed for use in conjunction with technological tools such as E-learning, is one type of media that is widely used in the modern era (Ruangrit, 2017).

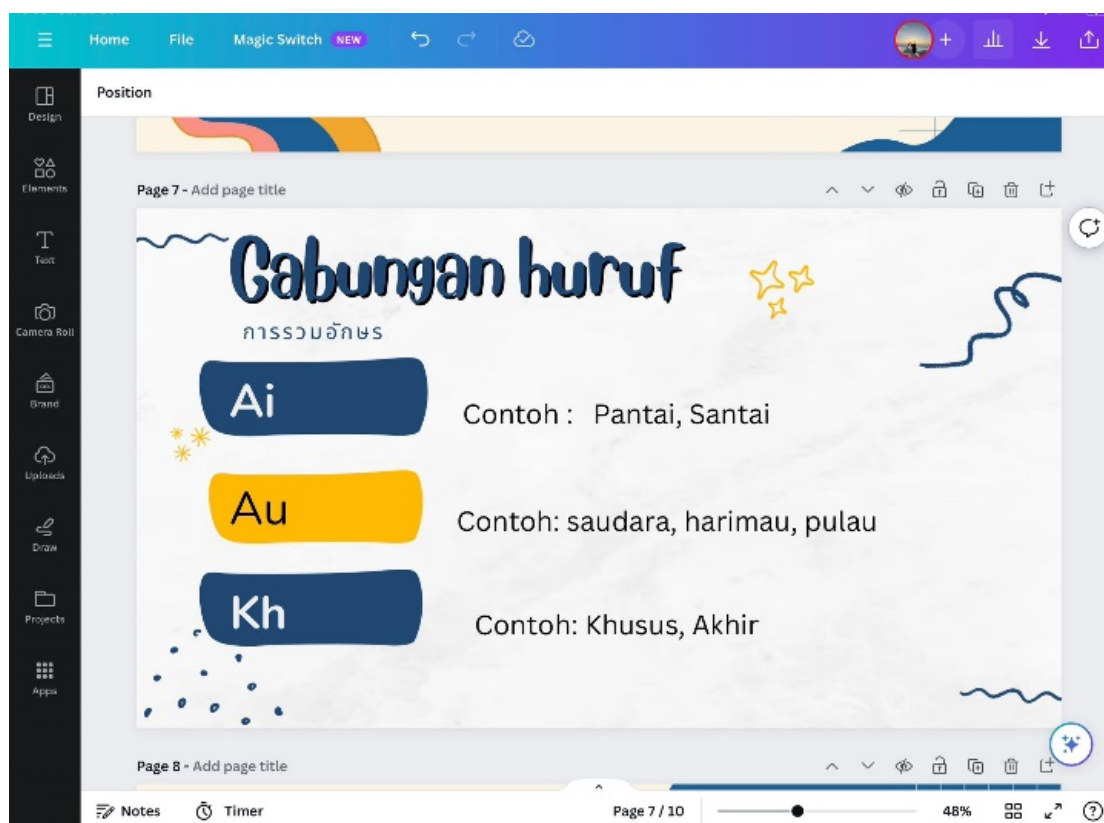
### **Use of Canva Application in BIPA Learning**

Canva is a ready-made graphic program in the form of web design that helps users design various projects. It is not only presentation slides. However, it will help in any existing artwork, such as Presentations, Posters, Cards, Resumes, Certificates, Infographics, etc. Users do not need to have any art knowledge at all to be able to use Canva (District & Province, 2023).

Panbunyadet mentioned that Canva is a platform used to create beautiful artwork and graphics that can be used in a variety of ways. It is easy for people with no art background to use. According to (Siahaan et al., 2023) Canva is an online design program offering various editing tools or tools to create various graphic designs such as posters, flyers, infographics, banners, invitation cards, presentations, Facebook, covers, more Canva can be used to create designs in various formats such as presentations, posters, cards, videos, etc. In Canva, there are standard design sizes to choose from or you can

set your own size. How to use it is not difficult at all. In addition to designing by accessing the Canva website that can be used to work on a computer, there is also an easy-to-use mobile app version, which adds convenience to being able to work at any time and also has a blog section that has useful information about design and business to help us keep up with global trends.

Canva has the following advantages: 1) users do not need to save their work on their device because it is automatically saved to their Canva account system; and we can browse the work that users have created or want to edit from the Home page. Click the Browse and Edit button in the user's design category. 2) Canva allows users to set their own image size, and 3) Canva has both a free and a paid version. If it is a paid version, it has more image editing functions and includes templates. In accordance with theory Ginting (2021), the Canva application has the following advantages: (1) a variety of attractive designs are available; (2) increase creativity baikTo choose from an increasing number of options. The researcher used the Canva application to make the BIPA teaching content format interesting and modern.



**Figure 3. Screenshot of Canva Usage**

Figure 3 shows the researcher using the Canva app to create beginner-level Indonesian for Foreign Speakers (BIPA) materials. This material focuses on letter recognition, vowels, and letter combinations in particular. The researcher's Canva design is geared towards ensuring maximum readability and comprehension. Given that the

intended learners are adults, the material was organised with relatively large fonts. The use of a fairly large font size is intended to make it easier for students to read and comprehend each element of the material. In addition, the researcher also chose an easy-to-read font to ensure maximum accessibility, so that students can focus on the learning process without visual constraints. In line with opinion Ginting (2021), the use of Canva in creating learning media has many advantages, namely; With Canva we can create various types of designs which are equipped with various animation features, templates and page numbering which can encourage creativity and time efficiency for both teachers and students in the activity of designing interesting media that can be used as presentation material, in the form of slides, mind mapping and posters. Thus, through the use of Canva, the researcher managed to create materials that are not only informative but also designed with the special needs of adult learners in mind, increasing the effectiveness of teaching beginner-level Indonesian.

### **The Use of Goodnote Application in BIPA Learning**

According to Thinwiangthong et al. (2022) the GoodNotes application is used to design whiteboard mockups. GoodNotes is a very popular app developed by Time Base Technology Limited. For taking notes while studying or working. The app released in September 2017 and is still in use today. For devices that are compatible with this app starting with iPad models running iOS 11.0 and progressing to the most recent version. Despite the fact that there are constant updates; however, the size of the app is not very large; in comparison to the various capabilities and features that have been installed. The intriguing usage details are all beneficial in writing. To begin, consider the various pen styles. Assists users in better distinguishing between different sections of their notes. Pen colours come in a variety of colors. You can choose to modify and enhance the beauty of the recording details in various parts to make it clearer, to other tools that you can customize with the greatest flexibility according to the user's note-taking style. After writing and recording something in the app, users can export the document as a file that supports multiple formats, making it adjustable to use, whether it's a file to continue taking notes on other devices or export as a PDF file. GoodNotes' advantages are as follows: 1) Handwriting recognition feature that helps other features work more efficiently, 2) Various writing templates that can be customized based on your needs. 3) Flexible font size adjustment, and 4) Ability to organize various files systematically (GoodNotes,th).

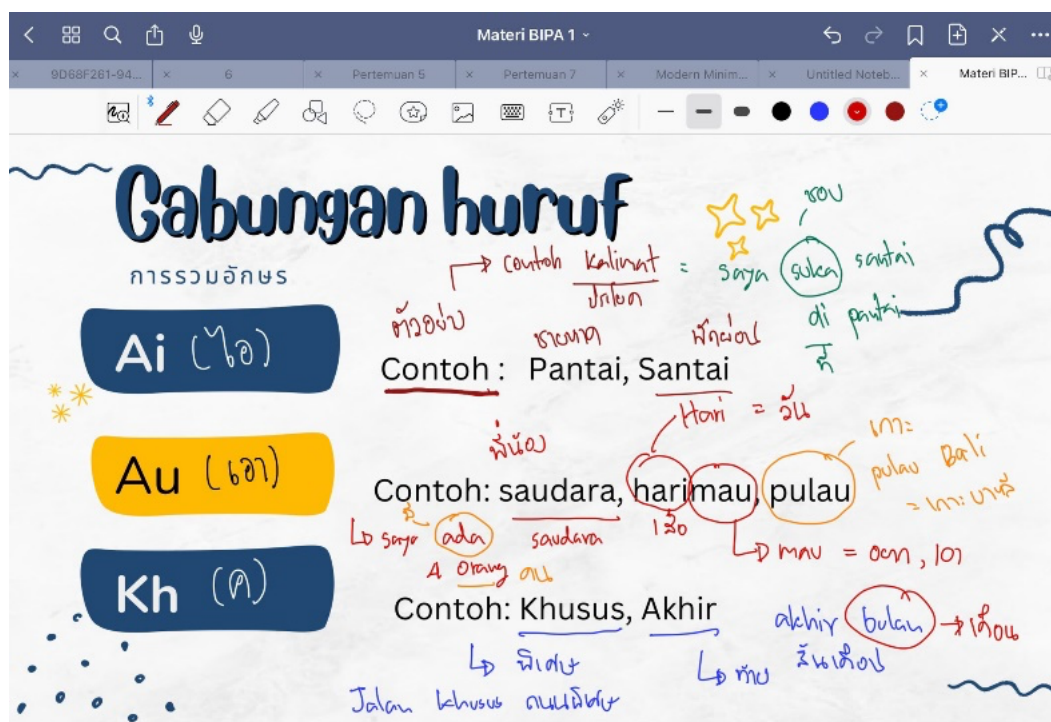


Figure 4. Screenshot of GoodNote App Usage

From figure 4, the teacher uploads the BIPA content file to be taught from Canva to Goodnotes. Then, teach in this app by writing to explain the content to students, such as Translate the vocabulary learned and add new vocabulary to further expand the learning. This app also has a function to highlight text for students to see. Here the teacher explains more clearly or has the function to create various images so that the images are accurate as well. Personally, I think Goodnotes is a very convenient and suitable app for teaching on the iOS system, both functions. Easy and convenient templates and functionality, all in one app. When you purchase the app and install it on your device, you can still use all the available features completely and cost-effectively.

Based on the results of using two applications, specifically Canva and GoodNote, the benefits of using these two applications in online learning for Thai students learning Indonesian at the beginner level are as follows: 1) Canva makes it easy to create and design learning, saves time and is fun to be creative, and also makes students intrigued in learning Indonesian because the material created is interesting; and 2) GoodNote is an application that is very easy for teachers because it can write and delete text using a pen to annotate and help save time and the application format is easy to use and not complicated.

## **Barriers and Solutions in Integrating Technology in Learning**

Zoom and Meet have the same functions and features, so the constraints found will be similar in terms of internet signal. These are things that cannot be controlled by the user. The problem of interrupted internet signal occurs from both the teacher and the student, causing intermittent communication or affecting the quality of audio and video in teaching. If the internet signal problem is caused by the teacher, the teacher connects to the electronic devices used for teaching using the internet signal from their own cell phone. However, if the learner has an internet signal problem and is unable to continue learning, the teacher tells the learner to change their study time, waiting for the learner to be more prepared because online learning relies heavily on the internet to drive the teaching and learning process.

The internet signal was frequently a barrier when using the Canva application because this application requires a relatively fast internet network to access it. If the internet signal does not interfere with its use in textbook design. Because this application is not used during teaching hours, the teacher must find a location with a good internet signal or, if not available, the problem can be solved by using other applications that do not require an internet signal first.

The obstacle that arises when using the GoodNote application is the use of the incorrect function because the teacher is not always familiar with its use and does not know all of the application's functions. The solution to this problem is for the teacher to go back after the lesson and study the application further on the incorrect part of its use so that it is no longer used incorrectly in the next lesson.

Barriers that arise in an online classroom after the integration of technology with the four apps may include several aspects that require attention and resolution. Some of the barriers that may arise include technical constraints, lack of understanding of concepts by some students, internet connection barriers, or even challenges related to student engagement and motivation. However, for every obstacle, there is a solution that can be implemented to overcome the challenge.

One possible solution is to provide clear technical guidance to students to overcome technical issues that may arise. In addition, differentiation and customization of learning materials can help students who may have difficulty understanding certain concepts. For internet connection issues, alternatives such as class recordings or delivery of materials through other platforms can be a solution. Furthermore, to increase learner engagement and motivation, the use of interactive features in the app or the introduction of educational game elements can be implemented. Providing spaces for learners to collaborate and

communicate can also improve interaction in online classes. By identifying specific barriers and formulating appropriate solutions, technology integration in online classes can become more effective and provide a better learning experience for all learners.

## CONCLUSION

Based on the discussion, the researcher concludes that technology integration was used in learning BIPA for beginner-level Thai students. The researcher selected four applications: Zoom Meeting, Google Meet, Canva, and GoodNote. As a result of the researcher's use of technology in teaching, technology has made teaching more comfortable. Although the distance between teachers and students is great, learning can be accomplished through the use of technology, beginning with the design of BIPA teaching materials using the Canva application. Furthermore, the use of Zoom and Meet applications as online classrooms that allow teachers and students to carry out teaching activities, and finally, the use of the GoodNote application as an online whiteboard that allows teachers to completely write and explain lessons.

For each of the apps used in this teaching, the researcher interviewed the four beginner Thai teachers about the technology that constitutes the teaching tools. They said that the tools were appropriate and made learning smooth. In addition, the content and techniques taught by the instructors were easy to understand. The methods are not too difficult and can actually be used in simple communication in daily life. The obstacle that often arises is the internet signal problem because it cannot be controlled and it is a challenge that must be faced by teachers and learners to find a solution in the next lesson.

There are several limitations to this study. To begin, this study only looks at four applications: 1) Zoom Meeting, 2) Google Meet, 3) Canva, and 4) GoodNote. Second, the data examined served only one purpose: to describe the learning situation of observation techniques in the classroom through the use of technology integration. Third, in the case of students as data sources, only four Thai citizens are involved. Because of this limitation, the researcher advises future researchers to experiment with other applications in learning BIPA at different levels and with different learner cases. In light of this finding, the researcher suggests that future research examine deeper into the context of learning Indonesian for Foreign Speakers (BIPA) at a higher level, as well as in cases involving different learner profiles.

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