



BIPA Learning Based on Ecolinguistics on the Listening and Speaking Skills of BIPA Students in Vietnam

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Abstract: Current environmental problems need to be a significant concern, but there has not been much research that integrates ecolinguistics in BIPA learning. This research aims to describe the implementation of ecolinguistic-based BIPA learning on listening and speaking skills for Vietnamese BIPA students. This research used a mixed-method research approach with a sequential exploratory strategy. The research was conducted in Vietnam with subjects of 26 BIPA students and BIPA program teachers. The research instruments used were observation sheets, interview guides, questionnaires, and documentation. Qualitative data is analyzed descriptively through data collection, data reduction, data presentation, and drawing conclusions. The validity of qualitative data is carried out using technical triangulation. Quantitative data was analyzed descriptively using the JASP 0.17.1.0 application. The research results show that ecolinguistic-based BIPA learning in Vietnam uses scientific strategies through traditional Indonesian food. The media used is flash cards. There is a positive correlation between the listening and speaking skills of BIPA students in Vietnam. Apart from the learning innovations that have been carried out, there is also a need for innovation in BIPA teaching materials based on pluricultural competencies so that BIPA students learn not only Indonesian but also Indonesian culture.

Keywords: BIPA learning, ecolinguistics, Indonesian language skills

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INTRODUCTION

International students with academic goals need Indonesian language skills to conduct their studies well and smoothly (Kusmiatun, 2019a; Wahyuni et al., 2021). This is because Indonesian, as the state language, functions as the language of instruction in the world of education and is a tool for developing culture, science, and technology (Nugraheni, 2015). The BIPA program is a non-formal education program for foreigners who want to learn Indonesian for specific purposes (Hamdiah, 2023). Implementing the BIPA program requires ideal standards to guarantee training participant satisfaction and quality training outcomes (Saputro & Arikunto, 2018). The success of the BIPA program can be seen from the understanding of Indonesian (Raharja, 2023). Intelligibility characteristics can be observed with the acquisition of a second or foreign language through incomprehensible material (Kusmiatun, 2019b). In language learning and teaching, the environment is the most critical factor in the success of BIPA learning because it is a source of information that language learners hear and see in a new language (Dulay et al., 1982). However, research results show that obstacles in BIPA learning include 1) limited Indonesian language skills of international students at the basic level, 2) use of bilingualism by Indonesians, 3) cross-culture, 4) speaking tempo of Indonesian people, 5) lack of motivation of international students, 6) limited teacher knowledge about culture, 7) limited integration of culture in learning, and 8) no particular evaluation demands regarding cultural understanding (Murtianis et al., 2019; Yulianeta et al., 2022).

BIPA teachers must be at the forefront of civilizing Indonesia through new literacies, including data literacy, technological literacy, and human literacy, especially in the current digital industrial era (Anggaira, 2019; Asteria et al., 2023). Innovation in learning strategies related to technology can answer challenges that require every teacher to innovate and be creative (Septriani, 2021). Learning strategy innovations integrated with digital media are more effective in learning outcomes in listening skills courses (Mubarak & Kartika, 2019). Other research results also show that using digital media such as Wordnet, Canva, websites, and Kahoot can improve word reading ability (Siahaan et al., 2023). However, based on facts in the field, there is still a lack of innovation in BIPA learning strategies or learning media. So, digitalized BIPA learning innovations are needed to improve BIPA students' language skills. There are several factors that need to be considered in BIPA learning innovations so that language material can be mastered quickly (Krashen, 1982). The following are the characteristics of language material to be mastered quickly: easy to understand, attractiveness and/or relevance, grammatical composition and correct quantity. The development of BIPA learning strategies should also provide clear learning objectives and develop learning materials that can accommodate and attract the interest of students with different learning styles (Septiana et al., 2023; Setyaningsih et al., 2016). The characteristics of

BIPA learning strategies based on local wisdom can contribute to efforts to improve the language itself (Dulay et al., 1982).

As one of the strategic steps in internationalizing the Indonesian language, BIPA teaching must be developed based on the Indonesian nation's noble values, which display a positive image of the Indonesian nation (Riana, 2019). In this case, BIPA learning is not only an Indonesian language learning program but is also used to promote Indonesian culture (Nugraheni et al., 2022). The development of learning strategies based on culture and local wisdom for BIPA students needs to be done to clarify language material so that it can improve students' ability to communicate (Saddhono & Sulaksono, 2019). The content of local wisdom in BIPA teaching can also increase motivation for students to understand Indonesian culture and language (Aulia et al., 2023; Fitriani, 2019). Socio-cultural empowerment is also manifested in ecological tourism in Indonesia. As a neighboring country, Vietnam also has various ecological tourism riches along with all its problems (Hamidah, 2019). Indonesia and Vietnam have the same concern in maintaining ecological sustainability (Hidayat, 2012). Ecological literacy is also a moral responsibility of literary science (Hartati et al., 2023). So, a new awareness of the dimensions of analysis that can be developed in the world of literature is needed to respond to various ecological problems (Andalas, 2018; Sigit et al., 2023). Ecological literacy can be integrated into BIPA learning and wrapped in ecolinguistic material content.

There are several studies related to innovations in implementing BIPA learning as follows. Text-based learning strategies can help train the language skills of BIPA students in Vietnam (Susani, 2020). Other research shows that ecolinguistic-based language learning can increase students' awareness of the surrounding environment (Mbeti, 2017). Various collaborative activities spoken by the Banyumas people related to the pigeon ecosystem can indirectly show the perspective of the Banyumas people on their environment. They can be used as local-based language learning material with ecolinguistic nuances (Nurdiyanto et al., 2022). However, no research has discussed ecolinguistic-based BIPA learning to improve the listening and speaking skills of BIPA students at Vietnam National University. This is the state of the art of this research. This descriptive study is needed to provide an overview regarding the implementation of ecolinguistic-based Indonesian Language learning for Foreign Speakers (BIPA) for BIPA students in Vietnam that is effective and efficient. It is hoped that the research conducted can contribute to the internationalization of Indonesian as well as the sustainability of the BIPA program and the institutions administering the BIPA program to improve the speaking and listening skills of BIPA learners. This descriptive research is needed because the BIPA teaching context will extend to other relevant matters, such as improving language skills and BIPA innovations containing local wisdom.

METHODS

The method used in this research was mixed methods (Cresswell, 2014). This method is a research step that combines two previously existing forms of research: qualitative and quantitative. Mixed research is a research approach that combines qualitative research and quantitative research (Cresswell, 2014; Sugiyono, 2020). The mixed research methods strategy used in this research was a sequential or gradual mixed methods strategy. This research method used a sequential exploratory data collection strategy. In this research, qualitative data were collected and analyzed, and then quantitative data continued to be collected and analyzed.

In the first stage, qualitative data were collected and analyzed to answer the first and second problem formulations, namely implementing the BIPA program and BIPA learning in Hanoi, Vietnam. Then, in the second stage, quantitative data were collected and analyzed to answer the third problem formulation, namely, the descriptive analysis of ecolinguistic-based BIPA learning on the listening and speaking skills of BIPA students in Hanoi, Vietnam. The location that is the object of research is University "A" in Hanoi, Vietnam. The research was conducted on 25-26 September 2023. The subjects of this research were P1 (46 years old) lecturers at the Faculty of Oriental Studies and 26 BIPA A2 students in the Southeast Asia Studies study program. The research object is BIPA learning based on ecolinguistics and the listening and speaking skills of BIPA students.

Researchers used purposive sampling by selecting informants who understood the implementation of the Indonesian Language for Foreign Speakers (BIPA) program at universities in Vietnam. Researchers also applied saturated sampling techniques which were included in non-probability sampling. Saturated sampling is a technique in which all population members are used as samples. Saturated sampling is often carried out when the population is relatively small, less than 30 people, or research that wants to make generalizations with minimal errors. Another term for saturated sampling is a census, where all population members are sampled. Observation sheets were used to obtain data on the ecolinguistic-based BIPA learning process in Hanoi, Vietnam. This research also used an instrument in the form of a closed questionnaire. This questionnaire was prepared by providing complete answer choices to measure the listening and speaking skills of BIPA students in Hanoi, Vietnam. Scoring answers used a rubric that refers to the Hart instrument with a score scale of 0-4. Interviews were used to obtain data on implementing the BIPA program in Hanoi, Vietnam, and complete questionnaire answers and observation instruments. Documentation was used to help complete the data obtained by

researchers and conduct interviews and observations.

Table 1. Instruments to measure listening and speaking skills

Variable	Instrument Items
Speaking Skills	Able to express simple sentences related to personal information Able to express and ask questions related to the surrounding environment and daily activities Able to respond with simple expressions if other people speak to him Ability to remember text content
Listening Skills	Ability to understand the content of the text Ability to explain the content of the text

Qualitative data was analyzed descriptively to increase an in-depth understanding of the phenomena studied and the context in which these phenomena emerged. The data obtained was then reduced and presented to the conclusion. Validity of qualitative data used triangulation techniques. Technical triangulation was used to examine data from the same source using different techniques. Then, the quantitative data in survey results was downloaded in .csv format, and the researchers checked all data before being analyzed. Analysis used Excel and JASP 0.17.1.0 software. The frequency of information source profile data was calculated and presented in graphical form. Next, the quantitative data was analyzed descriptively using the JASP 0.17.1.0 application. Descriptive analysis was conducted to determine the mean, mode, median, standard deviation, maximum value, minimum value, and correlation between listening and speaking skills.

RESULT AND DISCUSSION

Vietnamese people generally divide their country into three large regions: North Vietnam, Central Vietnam and South Vietnam. North Vietnam, centred in Hanoi (also the country's capital), is the government area and administrative centre. Society in the north is considered more closed and very protective of traditions. Central Vietnam, centred in Hue, is a region of past kingdoms that were considered indigenous people (the Nguyen dynasty came from Central Vietnam). South Vietnam is centred on Ho Chi Minh City. The area formerly known as Saigon is Vietnam's business and economic centre. Society in this region is considered more open and warm. Based on the regional division, Indonesian language teaching is only available in the northern and southern regions. In the northern region, teaching is only carried out through limited courses. However, institutionally (through universities), Indonesian language teaching is expanding to North Vietnam, especially in Hanoi City. Based on information from Indonesian language teaching providers in Vietnam in previous years, several universities pioneered the provision of Indonesian language teaching in Ho Chi Minh City, namely (1) the University of Social Sciences and Humanities, which is within the Vietnam National University network (2) Hong Bang University, and (3) Open University. However, only some things went as expected. There needs to be more teaching staff and unequal student interest each academic year so that the Indonesian language teaching program at Open University and Hong Bang University will not continue.

Vietnam National University is the first university in Hanoi to have Indonesian language courses. Indonesian began to be taught for the first time on February 18 2019. Teaching was carried out with the help and support of Indonesian Language for Foreign Speakers (BIPA) teaching staff from the Center for Linguistic Strategy and Diplomacy Development, Ministry of Education and Culture of the Republic of Indonesia. Indonesian is part of the Southeast Asia studies program at the Faculty of Oriental Studies. Indonesian is taught 4 (four) times a week. BIPA teaching in Vietnam is carried out as a form of linguistic diplomacy cooperation between the Language Development and Development Agency, the Consulate General of the Republic of Indonesia in Hanoi, and Vietnam National University. Teaching Indonesian at VNU Hanoi is also part of VNU Hanoi's duties and mission to increase Vietnam's role in ASEAN by teaching the language with the world's 4th largest number of speakers and the first in ASEAN.

BIPA learning planning is carried out by planning and preparing learning components such as learning approaches, learning strategies, teaching materials, evaluation tools, etc. Learning planning is done long before the learning is implemented. Learning components are tailored to needs, namely BIPA level A2 for Vietnam National University students. BIPA learning activities at Vietnam National University were welcomed by Dr. Ho Thi Thanh from USSH VNU. BIPA learning based on ecolinguistics was held on September 26, 2023, at Vietnam National University, Hanoi, Vietnam. Twenty-six students from the Southeast Asia Studies study program take part in ecolinguistic-based BIPA learning. Students look very enthusiastic about participating in BIPA learning. The approach used in ecolinguistic-based BIPA learning is a scientific learning approach. Students observe the shape and color of traditional food, then try or taste the traditional meaning. With this approach, students try to find the names of traditional Indonesian foods and then match them with the pictures provided independently.

With this approach, active learning strategies are implemented. Students are divided into several groups to make observations, try, ask and answer each other to find answers to the questions presented. Teaching is carried out using direct and communicative methods. The teacher directly uses Indonesian as the target language and language of instruction. The assignment method is also used in learning. Assignments can include listening, speaking, reading, and writing. BIPA students can ask the teacher questions directly when they have difficulty understanding the material. At the same time, BIPA teachers can directly provide feedback on BIPA students' performance, especially when practising speaking or listening skills.

BIPA learning materials based on ecolinguistics are integrated with traditional foods from various regions in Indonesia. Students know the names of traditional Indonesian foods, similar to typical Vietnamese foods. After that, students were invited to taste traditional food from various regions in Indonesia. After tasting traditional food, students are invited to get to know the region where each food comes from. The teacher shows the geographical areas where the food comes from and the tourism potential in each area. Here, students are invited to preserve the surrounding environment to continue to enjoy the beauty of the natural areas around them. The material is packaged as learning media in the form of flash cards. Flashcards contain pictures of traditional foods and names of traditional foods. Students are asked to match the name of a traditional food with a picture that matches the name of the food. The teacher also prepared pictures of geographical conditions and tours of the origins of traditional food the students had tasted. The teacher also prepares a story text that contains the origins of the traditional Bakpia food. BIPA students learn to listen, understand, and answer questions provided by BIPA instructors. The use of this learning media is felt to be quite effective in providing a clear picture of Indonesian culture, environment and society.

Learning evaluation is used to determine the achievement of learning objectives. In this case, learning evaluation is used to determine the speaking and listening skills of BIPA students. Learning evaluation is carried out in written and non-written form. The written test is carried out by answering questions according to the story text provided. This was done to determine the listening skills of BIPA students. The non-written test was carried out by asking questions and answering directly. This was done to determine the speaking skills of BIPA students. After implementing ecolinguistic-based BIPA learning, an evaluation was conducted on students in Hanoi, Vietnam, to determine the students' listening abilities. Data from the evaluation of listening skills were analyzed using JASP 0.17.1.0 to find a general description of the data related to listening and speaking skills. The following are the results of a descriptive analysis of BIPA students' listening and speaking skills:

Table 2. Results of Descriptive Analysis of Listening Skills

	Listening Skills
Valid	26
Missing	0
Mode	9.000
Median	9.000
Mean	8.885
Std. Error of Mean	0.244
Std. Deviation	1.243
Minimum	6.000
Maximum	12.000

Based on the research results, data on the listening skills of BIPA students showed that the maximum score was 12 and the minimum score was 6. The average score (M) = 8,885, standard deviation (SD) = 1,243, mode (Mo) = 9, and median (Me)= 9. This value means that the closer the mean, median and mode values, the more normal the data distribution. In order to clarify the data above, an in-depth analysis was carried out to determine the level of listening skills. The following are the levels of listening skills of BIPA students:

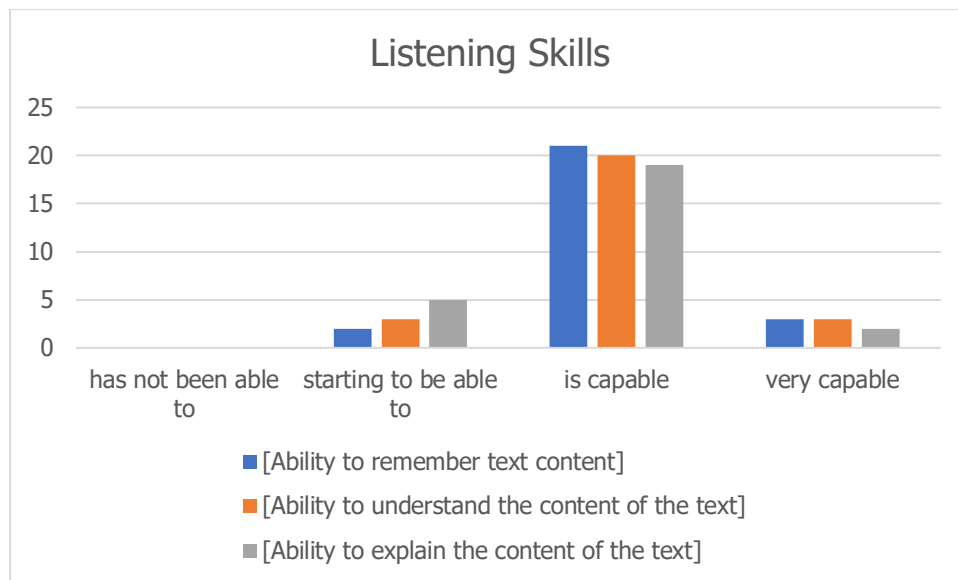


Figure 1. BIPA Students' Listening Skills

Based on the picture above, it can be seen that the average listening ability of BIPA students is at the capable stage. Some students are at the beginning stage of being able to listen, and several other students are already at the very capable stage. If we look further, 21 students can remember the contents of the text; two students are starting to be able to remember the contents, and three students are very capable of remembering the contents. Meanwhile, regarding the ability to understand the content of the text, there were 20 students who were already capable, three students were starting to be able to understand the content of the text, and three other students were very capable of understanding the content of the text. Regarding the ability to explain the contents of the text, 19 students reached the stage where they could. Five other students are starting to be able to explain the content of the text, and two students are very capable of explaining the content of the text. The speaking skills of BIPA students at VNU, Honai, Vietnam, were also evaluated. The following is data from the results of measuring BIPA students' speaking skills:

Table 3. Results of Descriptive Analysis of Speaking Skills

	Speaking Skills
Valid	26
Missing	0
Mode	9.000
Median	9.000
Mean	9.077
Std. Error of Mean	0.241
Std. Deviation	1.230
Minimum	6.000
Maximum	12.000

Based on the research results, BIPA students' speaking skills data showed that the maximum score was 12 and the minimum score was 6. The average score (M) = 9,007, standard deviation (SD) = 1,230, mode (Mo) = 9, and median (Me) = 9. This value means that the closer the mean, median, and mode values, the more normal the data distribution. Analysis of data on students' speaking skill levels is presented in the following graph:

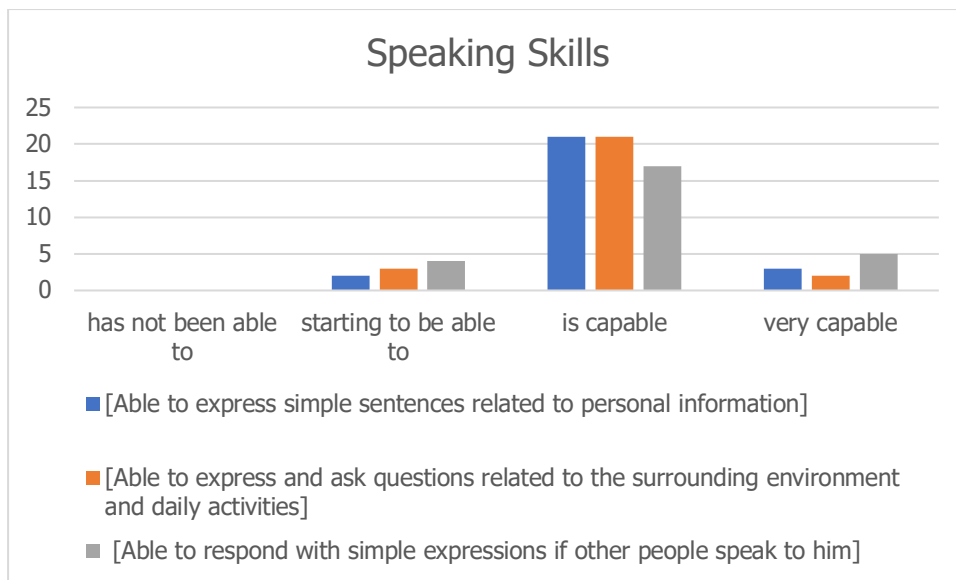


Figure 2. BIPA Students' Speaking Skills

Based on the data above, it can be seen that, on average, they can speak according to the BIPA A2 level. If observed further, 21 students were able to express simple sentences related to personal information. 2 students were starting to be able to express simple sentences related to personal information. Three students were very able to express simple sentences related to personal information. Apart from that, 21 students were able to express and ask questions related to the surrounding environment and daily activities. Three students are starting to be able to express and ask questions related to the surrounding environment and daily activities. 2 students were very able to express and ask questions related to the surrounding environment and daily activities. Meanwhile, 17 students were able to respond with simple expressions if someone spoke to them. The other four students began to be able to respond with simple expressions if someone spoke to them. Moreover, five students were very able to respond with simple expressions if someone spoke to them. Then, a correlation analysis was carried out on the listening and speaking skills of BIPA students in Hanoi, Vietnam. The following is data from the correlation analysis of listening and speaking skills:

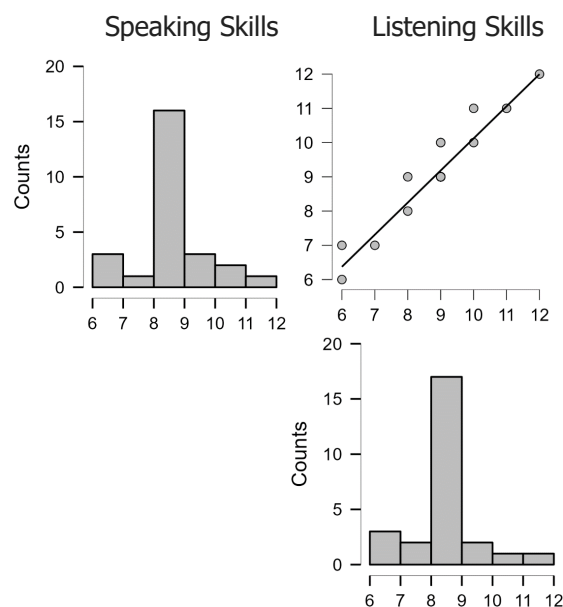


Figure 3. Correlation graph of BIPA students' speaking and listening skills

Based on the graph above, listening and speaking skills correlate positively. It can also be interpreted that listening skills are directly proportional to BIPA students' speaking skills. So, it can be concluded that listening and speaking skills can be sharpened in one integrated lesson. The research results show that Indonesian is a language in great demand among students in ASEAN countries (Hardini et al., 2023). Learning

with a scientific approach based on local wisdom culture can provide knowledge for BIPA students from aspects of language, culture, tourism and the social environment, as well as linking it to the context of Indonesian language use in Indonesian society as a form of introduction to Indonesia's cultural diversity (Hidayati & Hariyadi, 2020). The BIPA contextual learning model (CTL) can be integrated with listening and speaking learning for BIPA students through dialogue learning materials and discourse learning about daily activities (Mooduto & Didipu, 2022). It has been proven that applying a communicative-contextual approach based on local wisdom can increase the vocabulary and insight into Indonesian culture for BIPA students (Melati, 2022). Learning methods focusing on Javanese culinary tourism can improve international students' understanding and proficiency in Indonesian and how interactions with culinary culture help them understand Indonesian social, cultural and historical values (Saddhono et al., 2024). Other findings also show that game-based learning effectively increases students' understanding of culture because learning sessions are fun (Yuriananta et al., 2023).

Learning about local wisdom can be done through innovative media through videos containing local wisdom. Based on research, video learning media containing Surakarta local wisdom is effectively used in BIPA learning (Saputra et al., 2022). Using text, audio, video, and images contributes to international students' motivation and desire to learn Indonesian (Rahmanu, 2023). Integration of material containing local wisdom can also be done through Indonesian folklore. Proven research results show that learning based on Indonesian folklore can increase BIPA students' learning motivation (Junaidi et al., 2022). Even further innovation can be done by developing web-based teaching materials integrated with Indonesian folklore for foreign speakers (Yulianeta et al., 2022). This is to provide learning resources that can be accessed anytime and anywhere for BIPA students.

Developing quality teaching materials can help the learning process of environmentally charged materials with pluricultural-based implicatures for BIPA students (Rahmawati & Asteria, 2023). Based on identified challenges, project-based online intercultural collaborative learning is advised to balance group work and individual aid for BIPA beginner learners, give team dynamics more time, and better use technology resources (Rahmat et al., 2024). The research results show that pluricultural competence is not considered a competency by BIPA teachers but only knowledge related to Indonesian culture (Asteria et al., 2023). Educators should be able to use language for communication and participate in intercultural interactions. This aligns with ecolinguistic understanding in this research, namely, using language to communicate with environmental content. In particular, learning ecology and sustainability supports the process of growing ecological literacy in a 'digital ecology' environment to support students' attachment and concern for living things and inanimate objects (Caiman & Kjällander, 2024; Durmuş & Kinaci, 2021). Indonesia and Vietnam have several similarities, including their geographical conditions. Indonesia and Vietnam are agricultural countries, so teaching materials with agricultural content can also be developed for international students (Usmansyah et al., 2019).

Diagnostic analysis must be considered before developing teaching materials for BIPA students (Susilowati et al., 2020). This is done so that the teaching materials developed can be adapted to the needs of BIPA students. Each teaching material unit has local cultural material explicitly and implicitly (Muzaki, 2021). Learning strategies developed from material must also be adapted to learning needs and objectives (Pratiwi, 2022). Individual factors and the learning environment also influence the choice of learning strategies (Rahmat et al., 2024; Suyitno et al., 2017). Culture-based learning strategies can also train the four basic language learning skills: listening, speaking, reading and writing (Ariani, 2019). The research results similar to this research show that speaking skills positively correlate with writing skills (Laksono, 2017). This means that the four language skills of listening, reading, speaking and writing are actually one component that is interconnected and cannot be separated. The findings show that implementing ecolinguistic-based BIPA learning can improve BIPA students' language skills. This research contributes to BIPA learning by showing the effectiveness of traditional food content in BIPA learning to improve BIPA students' listening and speaking skills. This study provides insight into the learning process, highlighting how integrating traditional Indonesian food content into learning improves the language skills of BIPA students in Vietnam.

CONCLUSION

Several conclusions have been drawn based on the research that has been carried out. BIPA learning at Vietnam National University uses various learning methods, learning media and innovative learning strategies. Ecolinguistic-based BIPA learning in Vietnam is integrated through typical Indonesian food. Learning BIPA, which contains typical Indonesian food, increases BIPA students' motivation to learn and improve their language skills. On average, BIPA Vietnam students can listen and speak simply about themselves and their surroundings. There is a positive correlation between listening and speaking skills in BIPA Vietnam students. This research provides insight into the learning process, highlighting how integrating traditional Indonesian food content into learning improves the language skills of BIPA students in Vietnam.

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