Designing Digital Student Workbook to Enhance Oral Communication Skills in Learning Indonesian language for Foreign Students (BIPA)

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A R T I C L E   I N F O

A B S T R A C T

Purpose: Using digital student workbook is one of the practical pedagogical methods that can be used in language learning. This study aimed to design a modular teaching module, systematically in the context of BIPA (*Bahasa Indonesia untuk Penutur Asing* or), including appropriate teaching materials. **Methodology:** This study adopted the modular approach based on the ADDIE model for BIPA learning, especially in stimulating students' communicative skills. **Findings:** The implementation of the ADDIE's five-phase model of analysis, design, development, implementation, and evaluation that have been implemented proved that the designed digital student workbook gained positive result from the students as well as the BIPA learners. Further, the validation from the expert also showed very good impression. **Implications for Research and Practice:** The product from this research and development is potential for BIPA learning in Indonesia higher education context.

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Introduction

The Indonesian constitution has recognized Bahasa Indonesia, used in government institutions, education, media, business, and official communications at the national level, as the official language (Isnaniah et al., 2023; Riyanti & Zuchdi, 2019; Solikhah & Budiharso, 2020; Yulianeta et al., 2022). In addition, several other efforts have been taken to internalize the Indonesian language by expanding its comprehension and utilization among non-native speakers. One of such initiatives is providing scholarship or student exchange for foreign students in Indonesian universities, as all foreign students are obligated to learn Bahasa Indonesia, as a compulsory language in university level. The BIPA (*Bahasa Indonesia untuk Penutur Asing* or Indonesian Learning for Foreign Students) program should be completed by all foreign students before they continue their study in Indonesian university. The Indonesian government is actively promoting the advancement of the BIPA program through a range of other initiatives (Solikhah & Budiharso, 2020) such as the provision of scholarships and the deployment of BIPA instructors overseas.

The BIPA program is tailored to facilitate the acquisition of Indonesian language skills by non-native speakers. The objective of this program is to furnish fundamental knowledge, communication proficiency, and comprehension of Indonesian culture to individuals who desire to acquire the language. BIPA programs are commonly provided by Indonesian universities, institutions of higher education, or language centres (Pratiwi et al., 2023; Ridwan, Munir, & Purwati, 2022). Certain academic institutions have dedicated departments that provide Bachelor's degrees in Intercultural and Applied Linguistics whereas others incorporate them within a more extensive array of language programs. The curriculum of the BIPA program typically encompasses a range of linguistic components including, but not limited to, lexicon, syntax, auditory comprehension, oral expression, written communication, and cultural and societal comprehension of Indonesia. Educational resources may encompass particular subjects, including but not limited to economics, history, art, or Indonesian literature (Yulianeta & Amandangi, 2021).

Communication skills play a vital role in all of language teaching context as they are essential for effective language learning and use, especially in learning Bahasa Indonesia (Camila & Khaerunnisa, 2023; Febriyanti et al., 2022; Satria & Nurgiyantoro, 2021). Those skills cover not only four fundamental skills such as speaking, listening, reading, and writing but also interactive communication and intercultural awareness (Oxford & Burry-Stock, 1995). Interactive communication skills involve engaging in conversations, discussions, and negotiations. Meanwhile, cultural awareness refers to having knowledge, understanding, and sensitivity towards different cultural beliefs, values, norms, practices, and perspectives (Kim, 2020). It involves recognizing and respecting cultural diversity, and being able to interact and communicate effectively with individuals from different cultural backgrounds.

In order to effectively communicate within Indonesian society, students of BIPA must cultivate their receptive and productive language skills, as well as attain a comprehensive understanding and proficiency in the Indonesian language (Isnaniah, 2020). Proficiency in communication skills is essential for BIPA students when interacting with Indonesian language speakers. BIPA courses aim to equip students with communicative proficiency in the Indonesian language, encompassing both oral and written forms of expression (Haryati,

Andayani, & Anindyarini, 2019; Hastowohadi, Supraptiningsih, & Setyaningrum, 2023; Puspita, Susanto, & Andajani, 2021; Zamzamy, 2021). Furthermore, the attainment of proficiency in both language and culture is a crucial skill that BIPA learners should exhibit to effectively communicate and achieve success.

The differentiation between BIPA acquisition and native Indonesian language acquisition is based on the specific characteristics and pedagogical norms utilized in each teaching method (Junpaitoon, 2017; Suyitno et al., 2023). The observed distinctions can be attributed to multiple factors. Firstly, BIPA students typically have well-defined and specific learning objectives. Secondly, BIPA students generally have a higher level of education compared to other students. Thirdly, BIPA students tend to adopt a distinct learning style that is influenced by their cultural backgrounds. Fourthly, a majority of BIPA students exhibit a strong interest and motivation towards learning Indonesian. Fifthly, BIPA students come from diverse academic backgrounds. Lastly, differences in language systems also contribute to these variations. BIPA students face a multitude of hurdles, specifically in the domains of pronunciation and writing issues (Suyitno et al., 2023).

In literature, several studies already reported regarding teaching and learning media for BIPA learning. For instance, Rahmawati et al. (2023) reported that genre-based texts were used to teach Bahasa Indonesia in Philippines. Based on their research, designing teaching media based on the genre of the text is considered as an effective way to teach writing skills. Maulana (2021) developed web-based teaching materials called "BIPALOKA" to teach BIPA learners around the world who wish to learn Bahasa Indonesia from the locals. This website gained an extraordinary support from foreigners as well. In the same vein, Supriadi, Nurmala, and Rachman (2022) highlighted in their web design that the web-based BIPA learning materials can be developed to assist the students' learning process in a more engaging and interactive way. In this regard, the availability of BIPA teaching materials is still limited and there is also no BIPA reference book for specifically stimulating students' communicative skills. There is also a need to update teaching materials that are more qualified, modern, and communicative. In the context of BIPA learning, it is essential for language instructors to meticulously consider importance to provide suitable learning sources. Hence, this research is in an attempt to create an effective teaching media for BIPA learning. This study focuses on creating instructional resources that facilitate communication and enable learners to gain a deeper understanding of the Indonesian language and culture.

Literature Review

- *Teaching Materials in Language Learning*

Teaching media in language learning involves incorporating various forms of media into language instruction to enhance students' language skills and cultural understanding. It utilizes authentic and engaging materials from different media sources to provide meaningful contexts for language practice and exploration. Instructional or teaching content consists of teaching words and teaching content or materials. Everything that is used as a tool for educators in carrying out teaching and learning activities in the classroom is teaching material. Sanjaya, Sitawati, and Suciani (2015) states that teaching materials

have functions, namely: (1) teaching materials are guidelines for teachers who will guide the entire sequence of procedural learning; (2) as a guide for students who will direct all activities in the learning process; and (3) as a medium for evaluating achievement/mastery of student learning outcomes. Therefore, it can be said that teaching content or materials is a set of teaching materials arranged in a systematic way, thus creating an enabling learning environment for students.

Teaching using a digital student workbook can be a valuable approach in modern classrooms. Digital workbooks provide a platform for interactive learning, engagement, and personalized instruction. First, digital workbooks allow students to actively engage with the content through interactive features such as quizzes, multimedia elements, and interactive exercises (Kim, 2022; Yang et al., 2022). This promotes a more engaging and hands-on learning experience. Second, digital workbooks can be customized to cater to individual student needs (Huang et al., 2012; Rahim, Amir, & Munirah, 2022). Teachers can provide targeted activities, adaptive exercises, and immediate feedback based on each student's progress and performance. Third, it often offers collaboration tools that enable students to work together on assignments, projects, and discussions (Kholis & Azmi, 2023). They can communicate, share ideas, and provide feedback to their peers, fostering a collaborative learning environment. Last, digital workbooks can incorporate various multimedia elements such as videos, audio clips, images, and animations (Rahim et al., 2022; Saddhono et al., 2023). This multimodal approach caters to different learning styles and enhances comprehension and retention of the content.

In a nutshell, the incorporation of technology and digital media, including but not limited to online learning, e-learning platforms, and language applications, has the potential to broaden the scope of the BIPA program. This facilitates the acquisition of Indonesian language skills by non-native speakers in a flexible manner, while also enabling them to leverage interactive educational materials.

- *Oral Communication Skills*

The activity of exchanging ideas between two or more people, both orally and in writing is called communication. In this study, communication takes the meaning of fluency and accuracy. The former refers to the language that is used correctly without indecision, then talks about the language that is used correctly, both grammatically and phonologically. Allwright (2003) regard it as a 'learning by using approach' in teaching, in which teachers and students have a role in it. Speaking only occurs when dealing with listeners, because only listeners will respond to the speaker's communication. Based on defined by Byrne and Russon (1998), "A two-way process between listeners and speakers involving productive speaking skills and receptive understanding skills is called oral communication." This is considered to be able to help in improving learning as explained by Staab et al. (2006), "I believe that spoken language is not only a communication tool that stabilizes humans in everyday life, but as a valuable way of learning, so spoken language is very important" (p.7). Listening and speaking, are considered as oral communication skills. As he stated, "skills in oral communication means speaking and listening in spoken language, both speaking and listening are lifelong activities, and possibly our most important means of communication" (p.6).

Speaking and listening are skills that are integrated and support each other's development. In addition, Brown, Collins, and Duguid (1989) also emphasizes that oral communication skills are listening and speaking, because listening can be developed unconsciously and can be integrated into speaking. The literature explains that communication is an activity of exchanging ideas between two or more people, either orally or in writing. This is also meant by the exchange of meaning and understanding. Effective OC cannot be learned by reading. This requires planning, a strategy drawn up, putting it into practice and getting an assessment, and it is better done in a 'real' setting (Chan & Chan, 2011).

- *Communicative Language Teaching*

In learning, it is very important to use Communicative Language Teaching (CLT) as a learning method, because communicative activities that are appropriate and have a special focus can provide positive assistance to student learning outcomes and enable students to communicate proficiently (Oxford & Burry-Stock, 1995). On the other hand, Celce-Murcia (2015) explains that communicative skills can be developed effectively by a variety of communicative activities, these communication skills mean turn-taking, speech acts, repairs, and strategic competence. This communication activity includes role plays and group work activities, which can improve student's language skills for their day-to-day activities.

In learning, it is very important to use Communicative Language Teaching (CLT) as a learning method, because communicative activities that are appropriate and have a special focus can provide positive assistance to student learning outcomes and enable students to communicate proficiently. Communicative skills can be developed effectively by a variety of communicative activities, these communication skills mean turn-taking, speech acts, repairs, and strategic competence. There are many communicative activities that can be used in learning oral communication skills. This includes role-play, language games, and scrambled sentences. In Celce-Murcia (2015), it is stated that interviews, games, role-playing, information gaps, surveys, games, pair work, and language exchange are various activities that can be used in CLT. In this way, Communication Language Teaching (CLT) is seen as the most significant teaching method and can directly develop students' communicative competence (Larsen-Freeman, 2015).

Methodology

The instructional design process was implemented utilizing the ADDIE model, which was originally introduced by Branch Jr (2010) and has gained widespread recognition in the field of education (Nawi, 2020; Pratiwi et al., 2023; Wahyuni & Hartono, 2022; Warren et al., 2012). The ADDIE approach serves as a fundamental model in the learning design process, providing a comprehensive framework for creating effective designs (Ahsanuddin et al., 2022; Wahyuni & Hartono, 2022). The process of learning design utilizing the ADDIE approach commences with a sequence of stages, namely Analysis, Design, Development, Implementation, and Evaluation, as exemplified in Figure 1.
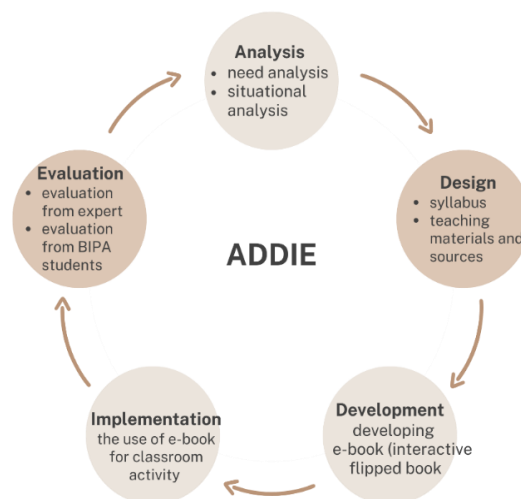
Figure 1. *ADDIE Model for Teaching Materials Development in this Research.*

The data was collected through interview and observation methods from the lecturers and students of the BIPA program. The primary objective of this study was to create a digital student workbook that aimed to improve the oral communication abilities of foreign students in BIPA classes. The ADDIE Model was adopted which commonly encompassed the evaluation of needs, elucidation of problems, and establishment of objectives (Gustafson, Mahaffy, & Martin, 2011). In effective learning instructional design, ADDIE is one of the models that is widely used to develop generic, systematic, dynamic, and flexible instructional design processes (Trust & Pektas, 2018).

Results

- *Analysis*

According to the ADDIE model, analysis is the first step in developing a modular module. Aimed at identifying the topics to be taught, the learning objectives to be achieved, the material to be delivered, and the suitability of the target participants, the analysis is referred to as the basic stage before reaching the other steps. Hence, checking and identifying students' prior knowledge skills is very important. This can assist in teacher pedagogical planning

The first phase of designing the teaching media is a need analysis of BIPA students and language instructors. During this phase, the researchers conducted classroom observations, document analyses and interview with the related stakeholders. Subsequently, the researcher conducted an investigation into the teachers' and students' problems, goals, objectives, as well as teaching/learning environment, apart from the learners' knowledge. Firstly, the researchers conducted classroom observations to analysis the students' characteristics and obtained some interview session with the students. The observations and interview were concluded that BIPA learners were still in the beginner

level of Bahasa Indonesia learning. Further, the students were mostly adult-learners who were enthusiastic to learn, yet they needed to have more interesting teaching media to support their individual learning and practices in Bahasa Indonesia as it was supported by the following excerpt.

— *"So far, I am happy and very motivated in learning Bahasa Indonesia. However, sometimes I think I need more practices outside the classroom. I need a handbook may be, or like a pocket book to practice Bahasa Indonesia for my daily activities…"* (foreign student1_interview transcript)
— *"We only have printed book, somehow, I forgot it at home…"* (foreign student 5_interview transcript)
— *"… I like to practice by myself when I interact with my friends, for example. So that, I need a book that help me to learn Bahasa Indonesia at home. Because, when I go to the classes, the time for practices is very limited"* …" (foreign student 7_interview transcript)

Secondly, after conducting interviews with the language instructors, it is found that BIPA classes already provided students with student handout based on the syllabus. However, the language instructors confirmed that they need to provide students with more relevant students workbooks especially related to Indonesian culture and day-to-day activities. Take an example, some of the learning activities were integrated with technology and social media, so that the learning activities would be more interesting. Further, they also provoked that it will be immensely helpful for them to assist the BIPA students if they have a digital student workbook. Hence, students will be stimulated to learn autonomously in their own pace and own time as it was proven by the following result of interview.

— *"Well, based on the syllabus, basically we have provided students with some related topics to their needs or I can say related to their daily life. As you know that, we need to develop and enhance the teaching media such as book that can be easily accessed by the students. So far, there are many teaching sources, but we need to make it structured based on our schedule."* (Language instructor 2_interviewtranscript)
— *"Since most of the foreign students are adult learners, we have to be creative in providing learning materials. Otherwise, they will lack of interest. So, having interactive digital teaching media will be very helpful. And of course, it will help us [language instructors] to save our time for preparing the materials"* (Language instructor1_interviewtranscript)

An additional component of the analysis process involves the examination of the learning and performance environment, as well as the general information, entry behaviours, and prior knowledge of the learners (Holden et al., 2015). This information will contribute to the design phase. An instance of this would be the presence of mobile tables and chairs within an educational setting, which facilitates the instructor's ability to effectively arrange and manage small group discussions or collaborative activities during class sessions. Furthermore, a complete comprehension of students' initial behaviours and pre-existing knowledge can assist the instructor in ascertaining the appropriate commencement of a lesson.

- *Development*

The second step after analysis is designing the materials. In this phase, it involves the development of Bahasa Indonesia materials into digital student workbook. This step aims

to develop appropriate learning methods in order to achieve the objectives of the BIPA subject. Curriculum formulation does not only cover curriculum content, topics included in each subject, and teaching materials, but also includes teaching and learning strategies, this makes planning and designing the right pedagogical approach very important.

Firstly, the project team and the researchers developed the syllabus in accordance with the result of previous need analysis. Based on the data obtained, the learning materials were designed into 16 themes. It included *Berkenalan* (Introduction), *Keluarga* (Family), *Aktivitas Sehari-hari* (Daily Activities), *Pasar* (Traditional Market and Modern Market), *Cita-cita dan Profesi* (Dream Jobs and Profession), *Hobi dan Olahraga* (Hobbies and Sports), *Rumah Sakit* (Hospital), *Apotek dan Obat* (Drugstore and Medicine), *Pengalaman Bahagia* (Happy Experience), *Film Indonesia* (Indonesian Movie), *Lagu Indonesia* (Indonesian's Songs), *Geografi Indonesia* (The Geographical Landscape in Indonesia), *Piknik* (Picnic), *Berkemah* (Camping), and *Tempat Wisata di Indonesia* (Tourism Objects in Indonesia). After projecting those sixteen topics into learning units, the researchers developed each unit into several learning activities. Since the primary objectives of designing the teaching materials is for developing the students' oral communication skills, the researchers reflected some of CLT framework to design the learning activities. The learning activities were divided into six learning objectives including reading, vocabulary, listening, writing, speaking and sociolinguistics. To be specific, for sociolinguistics, the learning materials were projected to stimulate BIPA students' cross-cultural understanding. Table 1 presents an example of first two themes, Introduction and Family, as exemplary of syllabus and its learning materials. The students learnt about the polite strategy to introduce themselves in Indonesian context.

Table 1

An Exemplary of Syllabus Proposed in Accordance with the Result of Need Analysis.

Theme	Learning Objectives					
	Reading	Vocabulary	Listening	Writing	Speaking	Sociolinguistics
Introduction	Read the text contains a description personal identity	Deep long vocabulary introduction	Listen understanding conversation introduction in various context	Write about themselves and a description of the place of residence in Malang & in the country of origin	Introduce yourself and other (formal)	Use vocabulary in formal and informal in introduction context
Family	Reading texts about family	Vocabulary review family with paraphrasing technique	Find information details from listening	Write a description of the physical characteristics of the family; Or Body parts vocabulary review	Ask questions about family (e.g., nuclear family, extended family, family culture, etc. in dialogue format	Identify the use of language in social advertisement

- *Development*

The development is the third phase after analysis and design. This phase aims to produce the lesson plans and learning materials for BIPA students. The development of

instructions, the media used in the instructions, and supporting documentation were developed at this stage. In this phase, the researchers along with the project team developed the designed learning materials into an e-book so that it will be more accessible.
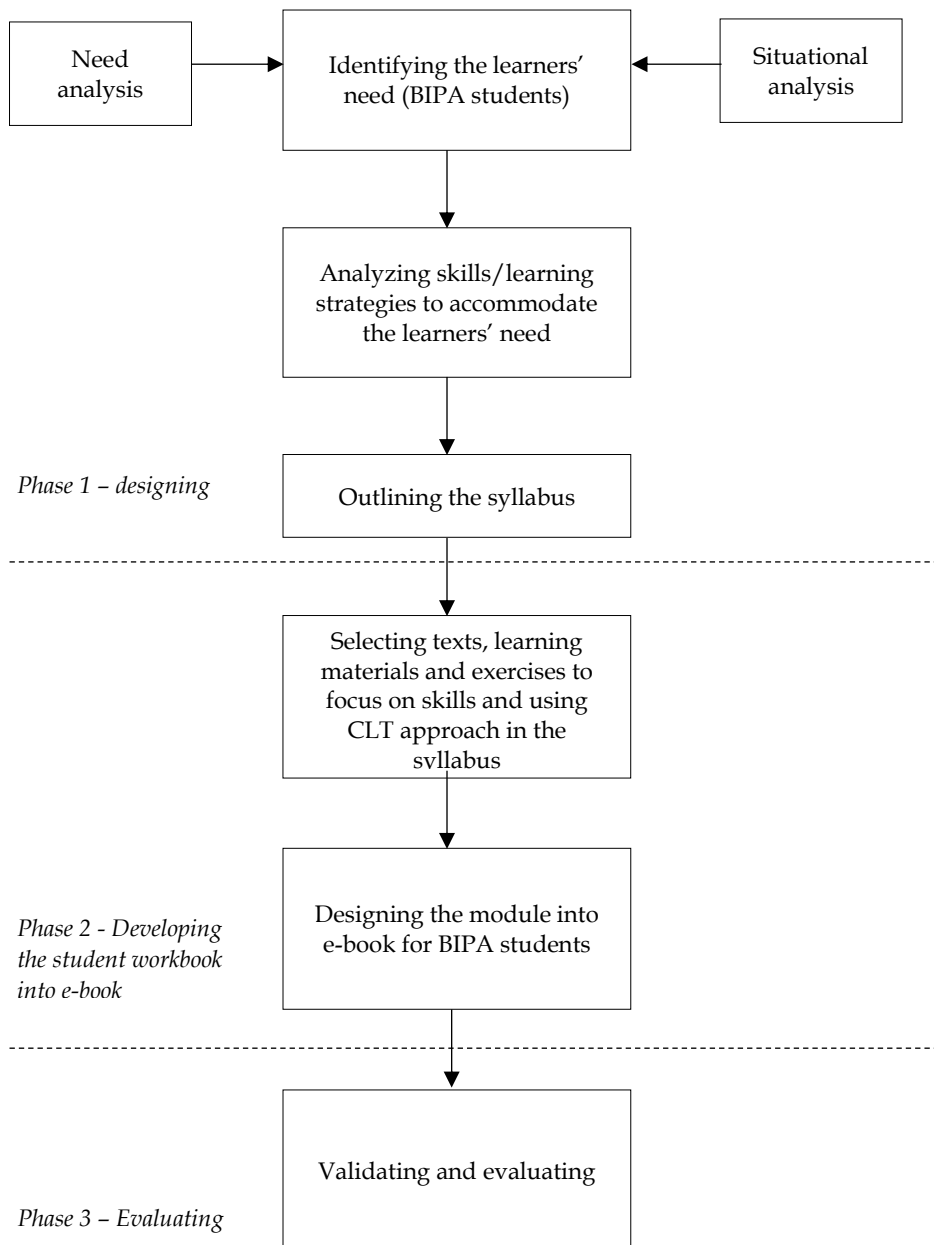
Figure 2. *Steps in Developing Student Workbook for BIPA Students.*

Figure 2 illustrates that the initial step in the development of course materials involve the implementation of need analysis and situational analysis. The purpose of this step is to ascertain the needs of the learners and develop the anticipated learning materials. Based on the aforementioned results, the project team conducted an analysis of the skills required by the learners. The integration of skills is imperative, encompassing four essential proficiencies: listening, speaking, reading, and writing. Further, vocabulary and Indonesian culture are considered as well. However, according to the initial need analysis, the skill that is deemed most essential is oral communication skills. Subsequently, the syllabus is meticulously crafted and the module is developed. The learning materials design employed communicative language teaching approach. Hence, the learning activities involves role-plays, games, problem-solving tasks, group discussion, jigsaw, games and interviews.
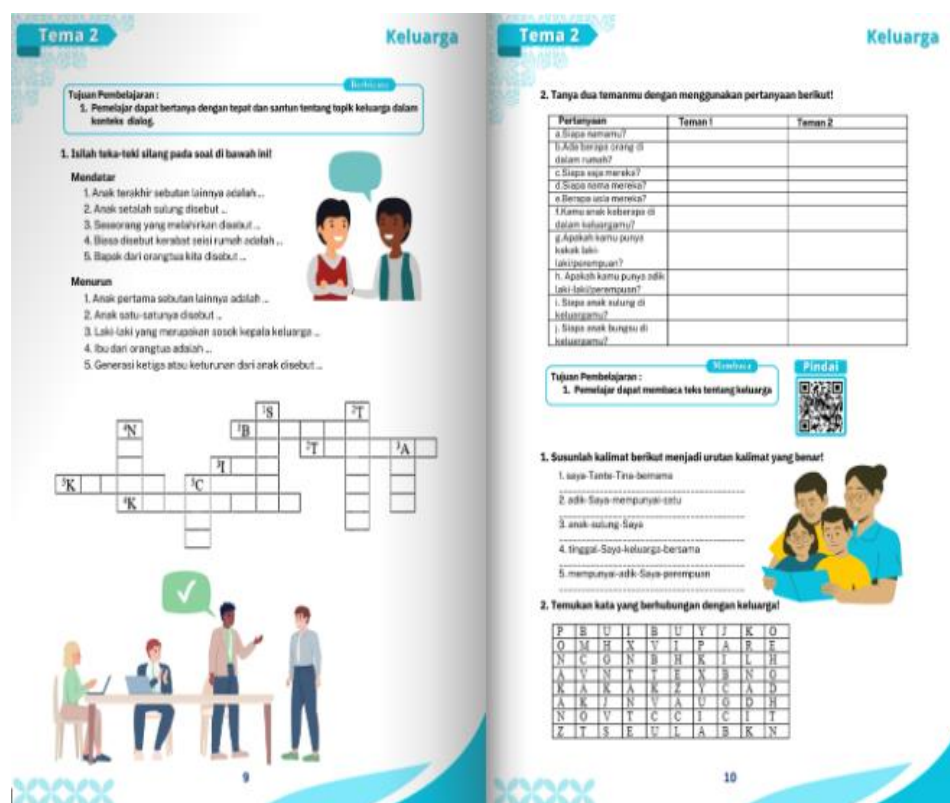

Figure 3. *An Exemplary of Learning Activities in the Designed E-Book.*

In Figure 3 and Figure 4, it can be seen that learning activities are designed in the form of games and dialogue. In this activity, students are stimulated to practice their speaking skills with other friends using the hints provided. Several games are provided related to vocabulary learning such as boardgames, scramble letters, and crossword puzzle. With the design of these activities, it is expected that the games provided will also increase students' motivation in learning new vocabulary. So, it can provide an enjoyable learning process.
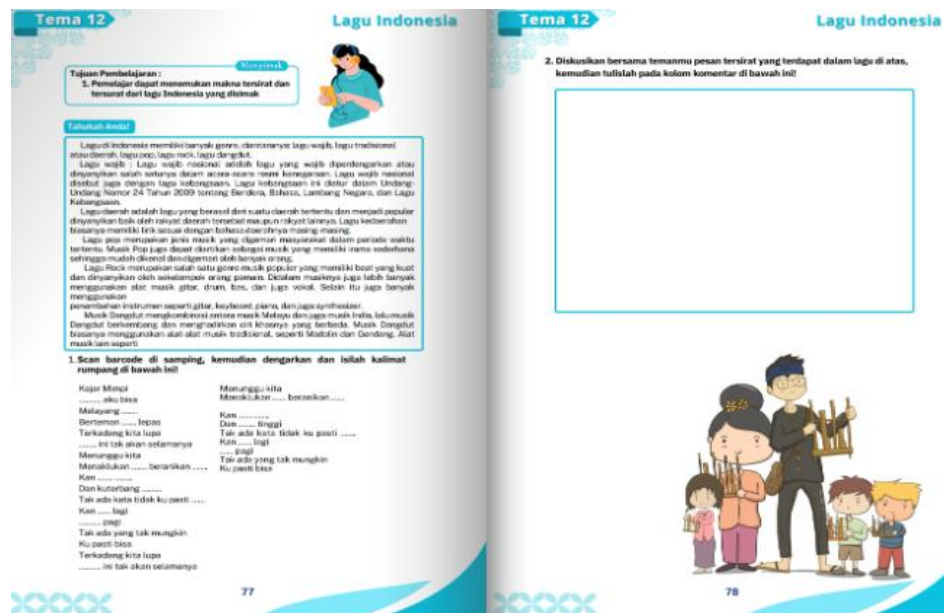
Figure 4. *An Exemplary of Learning Activities in the Designed E-Book.*

- *Implementation*

In the implementation stage, teaching the lesson to the target participants and getting the participants to give good feedback is the main goal (Holden et al., 2015). This phase was devoted to the implementation of the developed books in order to assess their effectiveness and gather feedback from teachers and students. The implementation stage was the teaching process using the developed e-book. This stage was completed in a class consisting of eight BIPA students, with the classical method. The teaching and learning process was conducted in 16 meetings. Meanwhile, the background of BIPA students is listed in Table 2.

Table 2

*The Background of BIPA Students (N=8).*

No.	Initials	Age	Nationality	Additional information about the learners' L1 and L2
1	S1	23	Malian	Bambara (L1) and French (L2)
2	S2	25	Pakistani	Balochi (L1) and English (L2)
3	S3	22	Yemeni	Arabic (L1) and English (L2)
4	S4	22	Yemeni	Arabic (L1) and English (L2)
5	S5	25	Yemen	Arabic (L1) and English (L2)
6	S6	22	Uzbek	Uzbek (L1), Russia and English (L2)
7	S7	25	Uzbek	Uzbek (L1 and Tajik (L2)
8	S8	26	Colombian	Spanish (L1) and English (L2)

In Figure 5, it is observed that students are using an e-book using a laptop device. In class observations, for the implementation of the e-book that have been designed, the language instructor guides BIPA students to use the book as material for discussion with friends in class. Then, the instructor also asks students to listen to the material in the e-book using a barcode, so that students can be directly connected to learning media in the form of a video that has been linked to the barcode.

Figure 5. *BIPA Students Using the E-Book and Discussing the Materials with Peers.*

Further, during the teaching and learning process, the language instructor also facilitated BIPA students to perform in front of the class (See Figure 6). By showing the e-book on the screen, the students were asked to present their project in front of the class. In addition, language instructor also used several games for fun learning and vocabulary review as it was instructed in designed e-book.
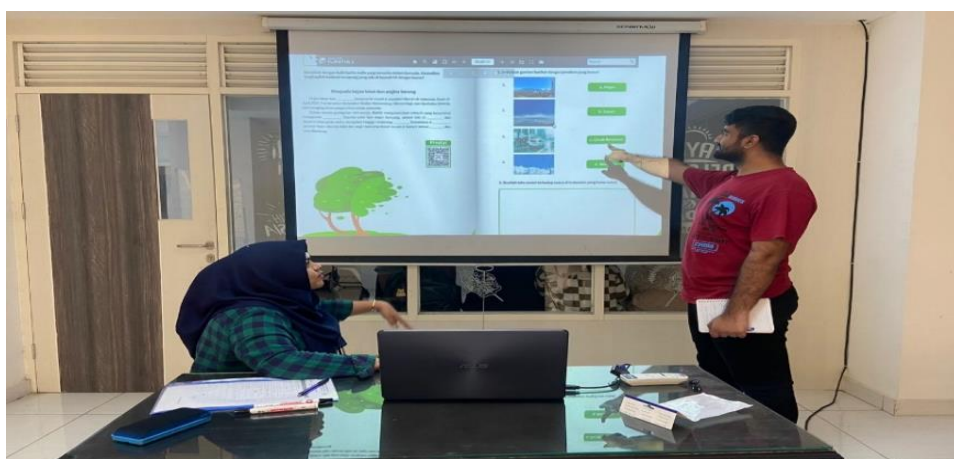
Figure 6. *The Implementation of the Digital Activity Book in the Classroom.*

The implementation phase, overall, was in line with ADDIE approach. In designing and developing lessons, it is necessary to conduct trials. Mohammadi et al. (2015) stated that in implementing a design, there are three ways that can be done, namely by teaching one-to-one, through small groups, or through field trials. When doing trials, instructors can do it on one target student or a small group of students. On the other hand, instructors can apply real-world classroom lessons to participants if allowed. Once the implementation process is complete, information gathering about the lesson is done by the instructor to provide feedback on the design, which is the main function of the final step in the ADDIE process, namely evaluation.

- *Evaluation*

Mohammadi et al. (2015) said that there are two types of evaluation in evaluating learning designs, namely formative evaluation and summative evaluation. Focusing on providing feedback in the design process is called formative evaluation. Teachers can give questionnaires or conduct interviews with participants to get feedback from the learning, after the learning process. The instructor developed a questionnaire to get feedback from students on the following aspects: Introduction, objectives, pre-test, handouts, learning process, learning strategies, and instructor feedback to students. When the pilot was complete and feedback had been collected from students, the instructor can revise and streamline instructions. Meanwhile, in summative evaluation, learning outcomes take precedence. Instructors can use a variety of assessment methods in the level of mastery of student content.

- *Results of Expert Validation Regarding the Designed E-Book for BIPA Learners.*

The first evaluation was conducted by distributing questionnaire and ready-use e-book to four experts. They are expertise in language learning and material developments. The expert validation instrument was designed in a questionnaire with 5 scale ranging from 1 to 5. Further, to validate the product, the questionnaire of product consisted of sixteen questions with four components. The first component was practically with three items (suitable for classroom use, handy, suitable for independent learning). The second component was related to the e-book appearance with four items consisting of design, book size, writing and readability, and suitability for BIPA learning. The third component was language with five items including specific terminologies, sentence structure, sentence effectiveness, correct spelling, and correct diction.

Based on the data obtained, the mean scores derived from expert validation for the first, second, and third components were 4.73, 4.55, and 4.65, respectively, on a scale ranging from 1 to 5 (refer to Figure 7). The findings suggest that the digital student workbook that was created demonstrates a high level of practicality and is easily understandable. Furthermore, the determination of reliability based on the evaluation conducted by the material and language expert yields a score of 0.81. The findings of this study indicate that the instruments employed possess a high degree of reliability, while the e-book that was developed exhibits exceptional quality in terms of its materials (including practicality and appearance) as well as its linguistic attributes.
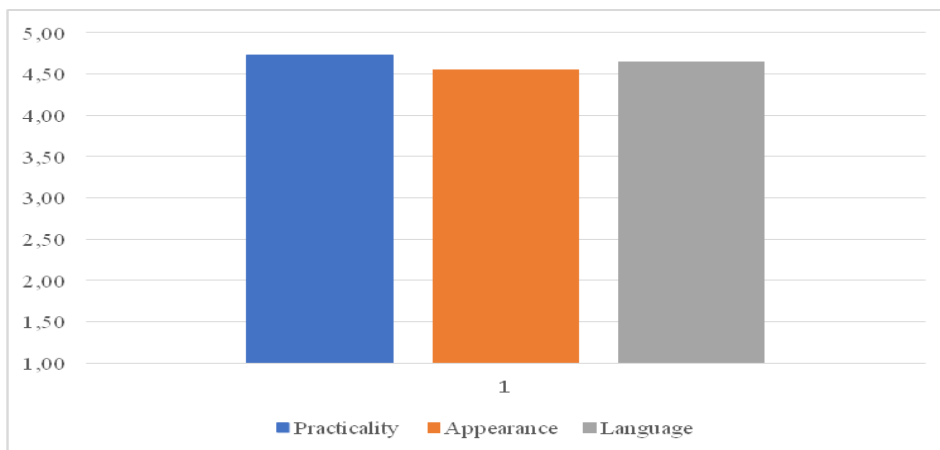
Figure 7. *The Mean Score Obtained from the Validation Conducted by Materials and Language Experts, with Respect to Each Aspect of Practicality, Appearance, and Language.*

Lastly, the fourth component was the analysis of designed learning materials (e-book) and learning activities based on CLT approach. It consisted of four items such as promoting language learners' interaction and communication, contextualizing the learning materials, providing communicative learning activities based on CLT approach such as interviews, games, role-playing, information gaps, surveys, games, pair work, and language exchange, and facilitating learners to enhance their communicative competence.
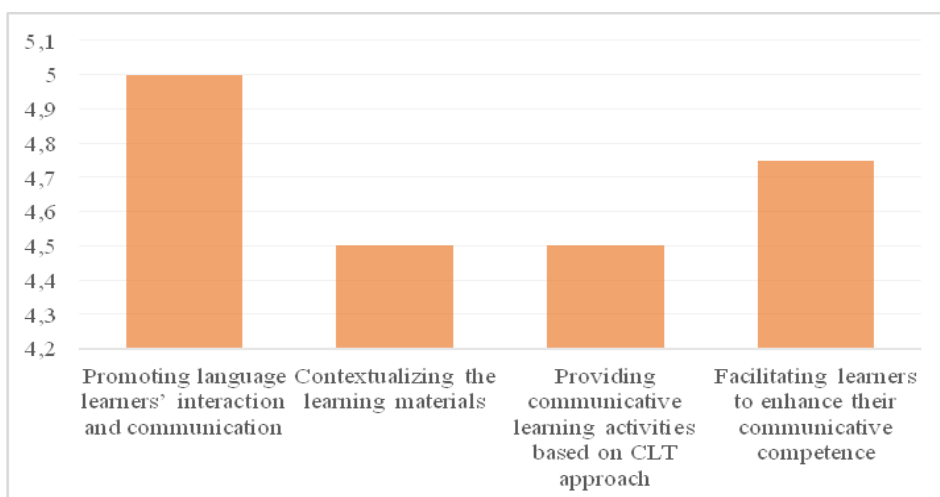
Figure 8. *The Mean Score Obtained from the Validation Conducted by Materials and Language Experts, with Respect to Each Aspect of the Content and Learning Activity.*

Based on the evaluation on Figure 8, the average scores obtained from media experts' validation for four items are as follows: promoting language learners' interaction and communication (Mean=5.00). The learning materials were contextualized with a mean

score of 4.50. Communicative learning activities were implemented based on the Communicative Language Teaching (CLT) approach, with a mean score of 4.50. The facilitation of learners to improve their communicative competence received a mean score of 4.75. The congruence between the designed e-book and the CLT approach is indicated by the overall mean score of 4.68. Moreover, the findings of this study indicate that the e-book that was created has the potential to effectively support students studying Bahasa Indonesia in improving their communicative abilities. The reliability estimation obtained from the media experts yielded a score of 0.88. Hence, the instruments employed in this study are commendable, and the resultant e-book exhibits exceptional quality in terms of its content pertaining to the Communicative Language Teaching (CLT) approach and BIPA learning.

- *Results of the Designed E-Book Implementation on BIPA Students and BIPA Instructors*

In addition to the researchers' observations of book use, students were asked to provide feedback on their use of the designed e-book. After administering the survey, the researchers tabulated and calculated the data using the formula adapted from Kahneman, Lovallo, and Sibony (2019). The result of students' responses on their use of the designed *digital* book are shown in Table 3.

Table 3

The Result of Students' Responses on their Use of Digital Activity Book.

	Practical consideration	Percentage	Category
1	The designed e-book "Mentari Indonesia" enables me to learn Bahasa Indonesia easier.	85.71 %	Very good
2	The language used in the designed e-book "Mentari Indonesia" is understandable.	83.93%	Very good
	Layout and design		
3	The illustration and pictures in the designed e-book "Mentari Indonesia" are interesting and facilitate me to understand the materials easier).	85.71%	Very good
4	I like the layout of the materials in the designed e-book "Mentari Indonesia".	83.93%	Very good
	Activities for CLT activities		
5	The materials in the designed e-book "Mentari Indonesia" stimulate me to interact and practice my Bahasa Indonesia with other students.	78.57%	Good
6	The learning activities provided in the designed e-book "Mentari Indonesia" was easy to follow and interactive.	76.92%	Good
7	This designed e-book "Mentari Indonesia" helps me to understand the materials easier and practice my Bahasa Indonesia in my day-today activities.	85.71%	Very good
	Overall intention to use		
8	This designed e-book "Mentari Indonesia" motivates me to learn Bahasa Indonesia.	89.29%	Very good
9	I like the designed e-book "Mentari Indonesia".	82.14%	Very good
10	I am interested in using the designed e-book "Mentari Indonesia" to study at home.	89.29%	Very good
	Total average	84.14%	Very good

With an average percentage of 84.14, the use of student activity books falls into the excellent category, as shown in Table 3. It indicates that the student activity book in this R&D project was valid and effective in terms of practical considerations, layout and design, activities for communicative skill practices, and intended use. In other words, this literature can be used in targeted BIPA courses and other relevant Bahasa Indonesia learning context for foreigners.

— *"Benefits that I got from this book is I can find a lot of new words in Bahasa Indonesia. Also, the words that provided in the book is so helpful to use in my daily activities in Indonesia. Again, the book is beneficial for to make conversation or to communicate with local."* (student2_interviewresult)
— *"This E-book helped me a lot in improving my speaking and writing skill. The learning activities are so much fun and useful to practice my Bahasa Indonesia outside the classroom."* (student1_interviewresult)
— *"This e-book is very helpful for me in improving my speaking skill of Bahasa Indonesia. It is caused the books contains a lot of daily words and daily conversation, which is very beneficial for me as Foreign student in Indonesia."* (student5_interviewresult)
— *"I love the chapter of Indonesia Song. I can learn about Indonesian culture. I realize that Indonesia has so many languages and various culture"* (student8_interviewresult)

Meanwhile, after using the designed e-book in their classes, several BIPA instructors validated their positive perception regarding the benefits of using the book. Some of experts are as follows.

— *"Thank you, it is very helpful for me to give relevant materials for my students. They love doing the activities such as games, presenting their project in front of the class, and many more."* (instructor1_interviewresult)
— *"It safe my time for preparing the materials and evaluating the student progress. I also think that this book provides a good learning steps for my students, it also has interactive activities such as using the barcode to watch the video…"* (instructor2_interviewresult)
— *"It helps my students to improve their communicative skills, and provides fun learning activities"* (instructor3_interviewresult)

Discussion and Conclusion

In this study, the digital student workbook titled "Mentari Indonesia" was developed to enhance the speaking skills of BIPA students, particularly for everyday oral communication. To evaluate the accomplishment of this objective, the validation of the experts' results and the students' opinions were assessed. This digital student workbook was developed by adapting the ADDIE approach, and each of its phases was evaluated. The results of the summative evaluation indicate that students are able to use it effectively and obtain its benefits. Further, some highlighted benefits are enabling BIPA students to learn Bahasa Indonesia easier, stimulating to interact and practice Bahasa Indonesia with other students, providing interactive learning activities to practice Bahasa Indonesia in day-to-day activities, and motivating students to practice their Bahasa Indonesia outside the class time. Generally, students demonstrate a positive attitude toward speaking activities and other related skills such as vocabulary attainment, reading and writing using this e-book. It is congruent with some preceding studies that preparing a good teaching material helps students to learn better and creates students' positive attitudes (Andriyanto & Hidayati, 2021; Junpaitoon, 2017; Kurniawan & Jazadi, 2021; Oktora & Khairina, 2021).

The significance of this research is in the potential for the design of a digital workbook employing the ADDIE model, which can offer supplementary learning materials (Trust & Pektas, 2018) by incorporating various communicative learning activities for BIPA education. This e-book helps BIPA instructors to design a stress-free learning environment and provide the learners a more attractive learning activity during the class time. The utilization of this electronic book also provides advantages to the students. They can easily use this book everywhere and every time outside the classroom. Hence, it encourages students to be more autonomous to practice their Bahasa Indonesia in their day-to-day activities. As explained by the students, the book provides students with many useful words related to their activities so it facilitates their independent learning. These results indicated that by incorporating technology in language learning, students will be more autonomous to practice their skills. Lastly, students also provoked that they can learn Indonesian cultures by studying some topics related to Indonesian song and cultures as it is congruent to the work of Maulana (2021). In fact, this is one of the primary reasons for acquiring a language: to immerse oneself in a different culture in order to broaden one's ability to empathize with others and appreciate diverse human experiences. Successful language learners acquire both language and culture concurrently, such that teaching language and teaching culture cannot be separated (Kim, 2022).

This research also confirms that the ready-use teaching materials are helpful for the teachers. As it is stated by the BIPA instructors, this e-book is as a guideline for them to provide the entire sequence of procedural learning and also, as a medium for evaluating the student's learning progress. This finding is relevant to the previous research conducted by Satria and Nurgiyantoro (2021). Further, one of the BIPA instructors also believed that the e-book can directly stimulate students to improve their communicative skills using Bahasa Indonesia. It is in line that integrating CLT activities in language learning is seen as the most significant teaching method and can directly develop students' communicative competence (Celce-Murcia, 2015; Larsen-Freeman, 2015).

Further, this research has implications for BIPA classes in Indonesian context. Designing appropriate ready-use materials will be useful for both students and teachers. It proves to be a vital component of language learning and teaching, since as this study illustrates, the use of e-book has a great deal to offer effective learning activities especially in an attempt to stimulate the development of communicative competence of BIPA students. Lastly, this research and development might also present some limitations. In this study, the use of the designed e-book was restricted to nine students for a short amount of time. In addition, the evaluation consists solely of summative evaluation in the form of student opinions. A subsequent study must include many more participants and an extended intervention period. Further research is highly suggested to examine the effectiveness of this book in enhancing students' communicative skill as well.

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