Integrating the Transportation Material in BIPA Learning at FPNU China

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Abstract	*The Teaching of Indonesian as a Foreign Language (Bahasa Indonesia Bagi Penutur Asing or BIPA) is a means of introducing the Indonesian language and culture to the international community. This research discusses the teaching of transportation materials to BIPA learners at Fujian Polytechnic Normal University (FPNU) in China. Using the Contextual Teaching and Learning (CTL) theory regarding second language acquisition (SLA) in the integration of transportation material in BIPA learning. The approach used in this research is descriptive qualitative. The research was conducted by observing BIPA learning in the class, followed by recording the implementation of BIPA transportation material learning among respondents in the Indonesian Language Department at FPNU China. The findings showed that the transportation material helped BIPA respondents learn Indonesian through contextual and communicative methods. The material provided includes vocabulary related to types of public transportation in Indonesia. The research results showed that the material on Indonesia's transportation system provides a more contextual learning experience for respondents at FPNU China.*
Keywords:	*BIPA Learning; Second Language Acquisition (SLA); Transportation Materials*

INTRODUCTION

Indonesian Language Learning for Foreign Speakers (BIPA) is a strategic initiative to introduce the Indonesian language and culture to the international community. This program does not only focus on language learning but also on gaining a broader understanding of Indonesian culture. The uniqueness of Indonesia's transportation system reflects many aspects of society's culture and daily life, one source to achieve this goal is the topic of transportation in BIPA teaching.

Respondents at Fujian Polytechnic Normal University (FPNU) China, majoring in the Indonesian Language, face challenges when studying Indonesian cultural background through BIPA (Nirmalasari, 2021). The theme of transportation is introduced as one of the learning materials to understand how Indonesian people do their daily activities, including the use of public transportation by introducing Indonesian words, such as bis, kereta api, angkot, and ojek. The introduction of this material is expected to enrich respondents' vocabulary and improve their communication skills using relevant real-world contexts (Funada, 2019).

Transportation material was chosen because it has great potency to connect language learning with real-life situations which is commonly found in Indonesia. This situated communicative learning aims to provide a more authentic and meaningful learning experience towards BIPA respondents (Gustyawan, 2020). The respondents not only learn the language theoretically but also practice the language in real everyday situations (Mufti, 2024).

Contextual learning theory emphasizes the importance of learning that connects subject matter to real-life situations experienced by respondents (Iswan et al., 2021). In the context of BIPA, contextual learning allows respondents to learn language in everyday situations, for example when using public transportation. Contextual Teaching and Learning (CTL) matches the learning environment of this BIPA in the sense of using real-world problems, collaboration, and active learning, and connecting it to everyday situations (Rutabana, 2023). Applying this theory, transportation material is used as a real-world context to help respondents connect language learning to life experiences.

This research uses context-based teaching and learning theory or so-called Contextual Teaching and Learning (CTL) to make BIPA more appropriate and meaningful through teaching materials that are close to daily life, especially on the topic of transportation. CTL emphasizes the importance of connecting learning content with the respondents' life experiences so that they can connect new knowledge with what they already know and experienced (Ningsih et al., 2019). In this case, BIPA respondents at Fujian Polytechnic Normal University (FPNU) China will not only be taught the necessary vocabulary and language structures but also the use of the language in relevant and meaningful situations.

After studying the topic of transportation, respondents were asked to think about what they had learned and how to apply it in real life. In this study, transportation material helped respondents use Bahasa Indonesia in pronouncing words. Therefore, CTL theory provides an effective framework for creating a more meaningful and applicable learning experience for BIPA respondents (Adji et al., 2020), thereby increasing their motivation and overall language skills.

The CTL approach makes learning more interesting by connecting language materials with real-life situations that may exist around respondents (Saddhono et al., 2024). Respondents are involved in interactive learning activities such as practising pronouncing words in Indonesian, not only improving their language comprehension but also their communication skills in a cultural context. Respondents are encouraged to actively expand their knowledge so that it is more effective and applicable.

This research uses Second Language Acquisition (SLA) theory as a basis for understanding how international respondents at Fujian Polytechnic Normal University (FPNU) China improve Indonesian language skills through contextual learning materials, especially on transportation topics. Second Language Acquisition (SLA) theory explains the process of learning a second language, including factors that influence the progress of language learning (Larsen-Freeman, 2018). SLA is the process by which someone learns a second language (L2) other than their mother tongue (L1) (Qomariah, 2019). This process involves the development of language skills through interaction, exposure to language input, and the use of language in communicative contexts. Introduced by Stephen Krashen in the input hypothesis, in which input is a language that is slightly more complex than the learner's current proficiency level (known as i+1). This input must be easy to understand and associated with relevant contexts so that respondents can better acquire a second language (Faiza & Irsyad, 2021). SLA theory emphasizes the importance of understandable input, interactive contexts, and opportunities to practice the target language in real-world situations (Carneiro Lucas, 2021). In this study, SLA serves as a foundation for understanding how BIPA respondents in FPNU China acquire Bahasa Indonesia through transportation materials that provide situational input and direct practice opportunities.

SLA theory emphasizes the importance of meaningful and appropriate input in the second language learning process (Aguion et al., 2021). By introducing the topic of transportation, this research provided input that was not only easy for respondents to understand but also closely related to the real-world situations they encountered. This relevant input supports the i+1 hypothesis introduced by Krashen, which states that respondents can understand content that is slightly more complex than their current language skills, and then make gradual acquisition progress.

The interaction between respondents, teachers, and peers in developing language skills is important in this BIPA teaching-learning process (Setiawan et al., 2024). As part of this research, respondents pronounced vocabulary related to transportation. It facilitates the negotiation of meaning and improves their language comprehension. Respondents need to actively pronounce the words to internalize new language structures. By participating in activities such as simulations and pronunciations of repetitive related vocabulary transportation material, respondents identified gaps in understanding and provided results that encouraged them to improve their use of language (Widiatmoko et al., 2020).

Through learning transportation material, BIPA respondents from FPNU China were introduced to certain useful vocabulary and sentence structures that helped them recognize and understand the language elements they needed to learn (Anggraeni & Ratnaningsih, 2020). This process is supported by explicit feedback from the teacher

and implicit feedback from peers during class activities. This is in line with the SLA feedback hypothesis. Therefore, the SLA theory provides a strong framework for this study to integrate contextual and communicative language learning approaches that have been shown to increase learning motivation and the effectiveness of second language acquisition for respondents.

This research fills several research gaps in Indonesian language learning for foreign speakers (BIPA). These gaps include the lack of research on the use of situated materials such as transportation in BIPA learning, the lack of empirical research on respondents' experiences with situated learning, and the focus on specific materials in language classes. The previous study by Ningsih researched the implementation Contextual Teaching and Learning (CTL) method in BIPA BINUS speaking class (Ningsih et al., 2019). It was a case study of 32 respondents indicating an average skill increase from 68.7 % to 76.2%. The CTL method has been proven motivating, fun, meaningful, and helpful in improving their speaking skills. It shows that CTL can used as an alternative method besides traditional teaching for sustainable learning.

Although there is research discussing the importance of real-life situation-based materials, very little research specifically focuses on materials such as transportation as their main focus. There is a research gap in the impact of context-based learning on respondents' communication skills. A study by Anggraeni explored the use of teaching materials in BIPA learning at Tidar University that focuses on developing teaching materials based on local wisdom as pedagogical content knowledge. The research was conducted by applying a questionnaire and interview aiming to increase the learner's understanding of Bahasa Indonesia and the wisdom integrated into teaching materials. The findings show the importance of integrating local wisdom into the BIPA teaching-learning process (Anggraeni & Ratnaningsih, 2020).

This research provides new insights into the effectiveness of BIPA learning especially in teaching transportation material. The use of transportation material makes linguistic and cultural aspects connected more direct and specific. BIPA learning can be more relevant, and communicative, and bridge the gap between language teaching and cultural understanding by using teaching materials based on real-life situations, especially with the use of transportation materials.

The purpose of this research is to study how transportation materials were used in BIPA learning at FPNU China. This study focused on the learner's experience during the class while learning transportation material. Moreover, to improve understanding of the context, the material was equipped with the use of visual media such as pictures as a means of transportation. This method improved vocabulary learning so that the respondents understand and use Bahasa Indonesia confidently.

RESEARCH METHODS

This research aims to understand how transportation materials are taught and studied in the context of Indonesian Language Learning for Foreign Speakers (BIPA) at Fujian Polytechnic Normal University (FPNU) in China. The researcher used a descriptive qualitative approach by directly observing the learning in the virtual

classroom and analyzing the data obtained by the note-taking method. The teaching and learning process is conducted remotely using VooV as the online meeting platform. There are 17 Indonesian Language Department students studying at Fujian Polytechnic Normal University in China. The researcher observed their verbal aspects, such as conversations or discussions in simulations, and their non-verbal aspects, such as facial expressions and gestures of the learners, that would indicate how engaged they are in virtual classroom learning.

Meanwhile, the findings during the listening process were recorded using the note-taking method. The note-taking includes important details such as learning examples, vocabulary, and things that arise during the learning process. Those data comprise the result of class observations of the use of visual media, such as transportation images, which help learners understand the context of the material. The combination of these two methods allows researchers to gather relevant qualitative information. This information is then analyzed to gain a better understanding of how the transportation materials were used and their effectiveness in BIPA learning. The data obtained will consist of the data analysis results, which are note-taking results, teaching patterns, material effectiveness, and issues encountered in the integration of transportation materials. Those data would later be identified as the research result. The purpose of this analysis is to provide a comprehensive overview of how the application of BIPA learning at FPNU in China was implemented.

RESEARCH RESULTS AND DISCUSSION

Transportation is one of the important aspects in social and economic life in various countries. Material about transportation helps respondents in understanding Indonesian. Studying this topic, the respondents were 17 students of the Indonesian Language Department at Fujian Polytechnic Normal University in China who learned transportation material in BIPA class. The teaching-learning process was held online using an online platform called VooV.

The Indonesian language material that was given to the respondents included important vocabulary that can be used for effective communication and cultural integration (Fitria, 2023). Transportation materials provide a richer learning experience by combining language learning and cultural understanding simultaneously. This was in line with the principles of contextual teaching and learning (CTL) and second language acquisition (SLA) that were applied in this research. The transportation theme not only integrates the introduction of specific vocabulary related to transportation in Bahasa Indonesia but also the transportation-themed songs to make learning more comprehensive. Those materials make language learning more contextual to the learner.

Language proficiency cannot be achieved without a comprehensive understanding of the target culture. If the focus is solely on linguistics and cultural factors are ignored, the learner would likely experience culture shock and communication difficulties when speaking in the target language (Mayrita, 2019). BIPA learning takes place in a homogeneous educational environment and its learning media functions well as both a channel for linguistic content and a channel for cultural

understanding (Kusmiatun, 2018). Language and culture learning cannot be separated; therefore, it is important to consider both factors when studying a language.

The BIPA learning material implemented in this research was transportation material in Indonesia, which has been a part of daily life from the past to the present. The material in this research was presented in image format. When the learners practised pronouncing transportation vocabulary in Indonesian, they got the opportunity to practice their speaking skills.

Transportation Material Integration

The observation method was used to directly observe the BIPA learning process in the classroom using transportation material. Observations are carried out systematically during learning sessions, focusing on the interaction between teachers and respondents, the use of materials, and respondents' responses to the materials taught.

From the observation results, it can be seen that transportation materials were used to create learning situations that are more contextual and relevant to real life. The teacher introduces various types of modern transportation, and traditional transportation in Indonesia, such as *bus, angkot, becak, ojek,* and *kereta*. This learning stage was followed by giving the respondents a song about Indonesian traditional transportation entitled "*Naik Delman*," and the respondents sang along together.
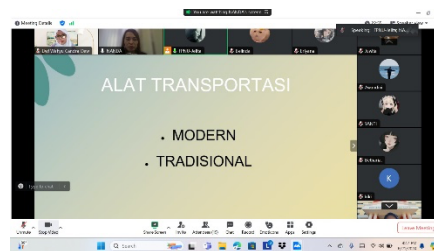

Figure 1. Introducing the Transportation in Indonesia

The observation results indicate that the use of transportation materials successfully increased the active participation of the respondents. Respondents were involved in pronouncing vocabulary and singing songs that related to transportation materials. The observations noted that the respondents were more willing to speak, indicating an increase in confidence in using the Indonesian language. This context-based activity also encourages respondents to interact more dynamically with each other and shows a high level of interest in participating.

Through the observation method, it was found that respondents could more easily understand and remember vocabulary related to transportation after being directly involved in practice in the classroom. For example, they learned to use phrases found in the song "*Naik Delman.*" The respondents showed a positive response to the use of transportation materials in learning. This material facilitates language comprehension and provides insights into social and cultural life in Indonesia. The observation method reveals that respondents find this learning more engaging.

Although the transportation material was generally well-received, some challenges emerged. One of them is the difference in transportation terminology between Indonesia and the respondents' home countries, which can initially be confusing. Some respondents have difficulty understanding the different or unique transportation concepts in Indonesia. However, the lecturer could this as an opportunity to explain cultural and customary differences, helping respondents develop cross-cultural understanding.

Overall, the observation results showed that the use of transportation materials in BIPA classrooms provides a more interactive, communicative, and situational learning experience for the respondents. Transportation material in this BIPA class not only enhances language skills but also enriches cultural understanding and is an effective approach to learning a second language.

The respondents' responses to the usage of transportation materials were positive. They believed that this material was relevant and had them great impact on understanding Bahasa Indonesia. During the class, respondents were using vocabulary related to transportation in Indonesia, they became more engaged and showed greater enthusiasm.

The learning implementation notes indicate that transportation material was delivered using slides, with written words subsequently spoken by the learners. The lecturer began with an introduction to the types of public transportation in Indonesia, followed by an explanation of relevant vocabulary and phrases. Next, the respondents practice pronunciation of words one by one. This teaching technique effectively helped respondents practice Bahasa Indonesia in contextual situations.
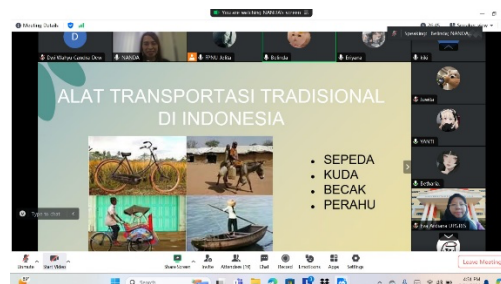

Figure 2. Introducing Traditional Transportation Vocabulary

The results of note-taking showed a dynamic interaction between the lecturer and the respondents during the learning session. The respondents actively participated and showed a high level of engagement. The instructor acted as a facilitator who encouraged respondents to actively pronounce words in Bahasa Indonesia. This note reveals that the use of transportation materials makes the class more engaged lively and interactive. Respondents gave positive feedback regarding the use of transportation materials. The respondents' responses reflected the high engagement rate and enthusiasm for participating in the learning process.

No.	Question	Pre-test (%)		Post-test (%)	
		Correct	**Wrong**	**Correct**	**Wrong**
1.	Mention the name of a traditional mode of transportation that does not use a machine!	11.8	88.2	58.8	41.2
2.	What is the name of a traditional mode of transportation that has three wheels?	17.6	82.4	70.6	29.4
3.	Mention the name of the modern transportation that is often used for international travel!	29.4	70.6	76.4	23.6
4.	Mention the name of the modern transportation that runs on tracks!	47	53	94.1	5.9
5.	What is the name of the modern transportation that is large and can carry many passengers on the highway?	17.6	82.4	70.6	29.4

Table 1. Pre-Test and Post-Test Results of Indonesia Vocabularies During BIPA Class

There was a significant improvement in the understanding of transportation-related vocabulary known by the respondents' ability to pronounce transportation-related vocabulary. The note-taking results also showed that respondents were more confident in using Bahasa Indonesia.

It can be seen in Table 1 above, that the pre-test results about the names of traditional transportation tools that do not use engines showed that 11.8% of learners answered correctly. After the material was provided, their understanding increased to 58.8%, which was answered correctly by the respondents. Then, on the second question related to traditional transportation with three wheels, 82.4% of learner respondents answered correctly in the pre-test. After the BIPA material was provided, the number of learners who answered correctly became 70.6%, showing an improvement compared to the pre-test results. On the third question regarding the names of modern transportation tools often used for international travel, the pre-test results showed that 29.4% of respondents answered correctly, while the post-test results showed 76.4%, indicating an improvement in learners' abilities. The respondents' understanding of the name of the modern transportation tool that runs on tracks in the pre-test was 47%, and it increased to 94.1% in the post-test, indicating an improvement in material comprehension. On the fifth question regarding modern transportation that is large and can carry many passengers on the highway, the pre-test result was 17.6%, which increased to 70.6% after the material was provided. From this explanation, a significant improvement in understanding vocabulary related to transportation and the respondents' ability to comprehend transportation-related vocabulary can be seen.

Observation results showed that transportation materials not only helped respondents understand the language but also provided additional cultural insights. Knowledge about transportation differences, such as *ojek* or *becak*, opens up space for a deeper understanding of Indonesian culture.

The transportation materials provided during the BIPA study at FPNU have proven to offer an appropriate context for international respondents to understand the use of everyday language in Bahasa Indonesia. By introducing various types of public transportation, such as bus, angkot, becak, ojek, and kereta, learners could be more

easily connected to the vocabulary they have learned with real-life situations they might encounter. This real-world context helps respondents understand and remember the language they are learning more quickly.

Transportation materials enrich the respondents' vocabulary with terms commonly used in the context of transportation in Indonesia. For example, respondents learn words such as bus, angkot, becak, ojek, and kereta, which are part of the Indonesian transportation system. Teaching transportation material uses contextual and communicative learning methods. This encourages respondents to pronounce Indonesian vocabulary, thereby improving their speaking skills and confidence in using the Indonesian language. Respondents responded to the transportation material with high enthusiasm. They found this material relevant and interesting because those transportation terms related to their daily life. Further adjustments and clarifications from the lecturer were essential to ensure proper understanding.

The Contextual Teaching and Learning (CTL) method on transportation materials began with the introduction of vocabulary related to traditional and modern transportation vocabulary. The lecturer began the teaching process by showing pictures of public vehicles accompanied by their names, such as *bus, angkot, becak, ojek*, and *kereta*. Next, the lecturer pronounced each of the words and then asked the respondents to imitate the pronunciation. At this stage, the images shown to the learners are accompanied by the names of the transportation tools to help them understand the vocabulary.

Until the respondents could pronounce each word correctly, this process was repeated several times. After the learners became more confident, the instructor continued by testing their comprehension using pictures of transportation without its name in Bahasa Indonesia. Respondents were asked to mention the transportation name on the picture shown. The research results showed that most learners successfully identified the vocabulary correctly, such as correctly naming *"becak"* and *"delman."* Although some learners initially found it difficult to distinguish the pronunciation of becak and delman, they eventually managed to differentiate them through repetition. According to this process, the CTL approach enhanced vocabulary comprehension and learners' confidence in communicating in Bahasa Indonesia as their second language. The results of the observations revealed the learning dynamics that occurred during the implementation of the transportation material. The findings during the learning process revealed that the transportation material fostered closer and more cooperative interactions between the respondents and the lecturer. Respondents pay attention and note down new vocabularies and sentence structures related to the transportation material, demonstrating an active effort to understand the context as part of second language acquisition (SLA). Using contextual materials such as transportation materials, respondents were more motivated to ask questions, engage in discussions, and provide answers, showing their participation in the learning process. Further observations indicated that the instructor often provided direct feedback and additional explanations about the correct use of language, thereby aiding the respondents' understanding. The research results showed that the integration of transportation materials into BIPA learning at FPNU China created

interactive, dynamic learning that focused on the comprehensive and transferable development of language skills.

CONCLUSION

Based on the results of research on the application of transportation materials in Indonesian language learning for foreign speakers (BIPA) at Fujian Polytechnic Normal University (FPNU) in China, the use of transportation materials related to daily life is an effective material to be given. Transportation material increases the efficiency of second language learning (SLA). By applying the principles of Contextual Teaching and Learning (CTL), this approach has been proven to help respondents connect language learning with what they experience around them, thus creating a more meaningful and communicative learning experience. Through the method of listening and taking notes in class observation, integrating authentic and situational materials not only enriches the respondents' vocabulary and cultural understanding but also increases their learning engagement. Furthermore, the theory of second language acquisition (SLA) used in this context shows that meaningful input, interaction, and output have a positive impact on the development of respondents' language skills. Therefore, learning materials that are relevant to the context, such as transportation topics, can be further integrated into the BIPA curriculum or other second language learning to create a more effective and responsive learning environment to the needs of respondents.

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