

## DEVELOPMENT OF MULTIMODAL LANGUAGE TEACHING MATERIALS FOR INDONESIAN LANGUAGE FOR FOREIGN SPEAKERS (BIPA) DURING PANDEMIC TIME

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### Abstract

The application of multimodal teaching and learning materials for BIPA has become increasingly more prevalent during the new normal period. As a consequence of various limitations imposed on them due to the lockdown, BIPA teachers are increasingly required by necessity to start producing multimodal teaching and learning materials so BIPA learning can still continue. It should be noted however that this sudden transition of BIPA learning from the initial direct face-to-face mode to an emergency online learning approach, has significantly affected the teachers in writing, compiling, and authoring multimodal materials. Noting such circumstance and predicaments, this literature review research paper aims to examine the modes applied by teachers in compiling teaching and learning materials, to investigate the role of multimodality implemented by teachers in BIPA learning, and to identify the impacts of multimodal teaching and learning materials on students. The results of the research suggest that teachers do have preference of a certain mode in teaching for a particular language competence. Furthermore, multimodal teaching and learning materials have been demonstrated to be able to effectively improve BIPA learning process, making it more attractive, and increase students' learning interests despite the fact that multimodal teaching and learning materials are in dire need of more attention and have so much room for improvement.

**Keywords:** Multimodal; Language Teaching Materials; Indonesian Language For Foreign Speakers (BIPA); Pandemic Time

### Introduction

The current global Covid-19 pandemic has engendered unconventional challenges to pedagogical sphere and required the world to rethink almost everything in the language and literacy learning field. Since early 2020, it has transformed and severely disrupted the normal functioning of the entire education sector. The increased potential for health risk and even loss of life has precipitated rapid transition to remote learning that has been unprecedented both in terms of time and scale. With no preparation, teachers and students have been forced to adopt and have consequently faced multiple challenges as they make the transition to the new forms of learning that are often complicated and multifaceted such as digital divide, unequal access to internet, transition-associated health risks, psychological and emotional distress, and

financial instability. A recent study found that imposed remote learning in Indonesia encountered numerous obstacles especially unequal access to technology and inadequate online teaching methods that in turn raised concerns that remote learning could potentially worsen inequalities in Indonesian education[1].

The imposition of online digital learning is a game-changer and a moment for reflective pause between disruption and reinvention of language learning[2]. The emphasis of traditional literacy pedagogy on the written word in its standard and literary forms, has been compelled by the world-wide pestiferous circumstances to expand and to broaden the scope of literacy learning and teaching to incorporate modern and contemporary multimodal texts as well as the large conglomeration of ways of

making meaning that occur in various social and cultural contexts. In consequence, multimodal learning and literacy has been given a unique opportunity to take a more prominent role in the development of language teaching materials. This is similarly extended to language teaching materials for Indonesian Language for Foreign Speakers (BIPA). The purpose of this study is to explore multimodal teaching materials as implemented by teachers with three lines of enquiries guiding the research: (a) what the modes commonly applied for language learning materials during pandemic are, (b) what role multimodal materials play in BIPA learning and teaching based on communicative competence, and (c) identifying impacts of the application of multimodal learning materials on BIPA students.

There seems to be an increased need of BIPA multimodal language learning and teaching during the Covid-19 pandemic. Previous specific research on development of multimodal language teaching materials for BIPA during the pandemic is almost non-existent. There are however examples of studies on language teachers' online engagement during the pandemic in Indonesia such as one on secondary school language teachers [3], level of unpreparedness [4], and the impacts of online learning during Covid-19 outbreak on BIPA teachers [5] and on BIPA students [6]]. Some research which have been published since 2019 to date indicated that BIPA teachers and researchers continued to attempt to develop multimodal language teaching and learning materials (see [6]–[11]). It can further assert that literature review on how these BIPA multimodal language learning and teaching materials based on communicative competence have been severely limited. For the purpose of this study, the terms and concepts used in the discussion are presented in this literature review.

### **Language Learning Materials**

According to Tomlinson (2012), materials can be defined as anything which

is used by teachers or learners to facilitate language learning. Richard and Renandya (2002) consider that teaching materials as a key component in most language programs that may be in the form of (a) printed materials, (b) non-print materials, and (c) materials that comprise both print and non-print sources [13]. Tomlinson goes further by adding that the materials for language learning can include coursebooks, videos, graded readers, flash cards, games, websites and mobile phone interactions though much of the literature still place more emphasis on printed materials[12]. He also underlines that materials are effective to assist learners to notice features of the authentic language as they are exposed to facilitate and accelerate language acquisition [14].

Materials, as Tomlinson argues (2012), have five functions: informative (informing the learner about the target language), instructional (guiding the learner in practicing the language), experiential (providing the learner with experience of the language in use), eliciting (encouraging the learner to use the language) and exploratory (helping the learner to make discoveries about the language).

Research even finds that instructional materials highly facilitate learning and greatly draw attention to the target language [12], and generally serve as the basis of much of the language input that learners receive and the language practice that occurs in the classroom [15]. In their study on Iranian foreign language learners, Rahimi and Hassani (2012) found that there was a positive relationship between students' positive attitudes towards language learning materials and their attitudes towards learning foreign language [16]. While Richard and Renandya (2002) claim that many of the materials, especially coursebooks, have some disadvantages such as containing inauthentic language, failing to contextualize language activities, and fostering inadequate cultural understanding. In short, materials do have a considerable influence on and play an extremely

influential role on foreign language learners[13].

**Multimodal Text**

As such, language learning materials should continue to be dynamic, changeable, and adaptable for development. According to Tomlinson (2012), material development refers to all the processes of producing and using the materials for language training by practitioners including materials evaluation, adaptation, design, production, exploitation, and research [12]. Graves and Xu (2000) adds that materials development included planning process by which a teacher can put the objective and goals of the course into units and tasks [17]. More recently, Tomlinson (2016) views materials development as a practical undertaking that include production, evaluation, adaptation, and exploitation of materials intended to facilitate language acquisition and development [18]. Furthermore, material development in itself is also a field of academic study that investigates the principles and procedures of the design, writing, implementation, evaluation and analysis of learning materials that are developed by practitioners and researchers who interact and inform each other through publication and other academic.

The ongoing pandemic has catapulted into prominence the non-traditional language learning materials. Despite Covid- and multimodal texts [21]

19, it is undeniable that information is communicated in multiple modes through the increasing use of multimodal texts such as blogs, websites, slideshows, webinars, media, cloud computing, and other connectivity tools that have become nearly as common as print-based documents [19]. Most of the content within these tools is visually encoded which means, according to Unsworth & Chan (2009), that a student is presented with not only messages in words but also in images pictures, graphics, and if reading electronically, other components such as combination of movement and sound that may be added [20]. Walsh (2004) elaborates that multimodal text is a text that combine more than one mode in how meaning is communicated [21]. Mode itself is a system of visual and verbal entities created within or across various culture to represent and express meanings. Sculpture, paintings, mathematics, photography, music, and written language are ones out of many examples of different modes [21]. In this study, mode is defined as the type of semiotic representation (textual, aural, and visual) used to present information [22]. Multimodal texts can therefore be defined as texts which use more than one mode to communicate meaning within any combination of the written, visual, audible or gestural modes [23], [24]. See below for differences between reading print-based

Table 1:  
 The Differences between Reading Print-Based and Multimodal Text

Reading print-based texts	Reading multimodal text
Words: The words ‘tell’ including the discourse, register, vocabulary, linguistic patterns, grammar, chapters, paragraph and sentence structure.	Visual images: The images ‘show’ including layout, size, shape, colour, line, angle, position, perspective., screen, frames, icons, links, hyperlinks.
Use of senses: visual some tactile.	Use of senses: visual, tactile, hearing, kinaesthetic
Interpersonal meaning: developed through verbal ‘voice’ - through use of dialogue, 1st, 2nd, 3rd person narrator	Interpersonal meaning: developed through visual ‘voice’: positioning, angle, perspective – ‘offers’ and ‘demands.

Verbal style: including tone, intonation, humour, irony, sarcasm, word play, developed in the use of 'words'. Typographical arrangement, formatting, layout, font, punctuation.	Visual style: choice of medium, graphics, animation, frames, menu board, hypertext links.
Verbal imagery: including description, images, symbolism, metaphor, simile, alliteration [poetic devices with words, sound patterns]	Visual imagery: use of colour, motifs, icons, repetition. Reading
Reading pathway: mostly linear and sequential. Reader mostly follows.	Reading pathway: use of vectors – non-sequential, non-linear. Reader has more choice and opportunity to interact.

As can be seen from the table above, multimodal texts require the processing of more than one mode and the recognition of the interconnections between modes, which is entirely different from the linear reading of print-based texts. Some research studies reported at least some positive impacts of trans-mediating a print-based text into digital multimodal text on students' learning that include: deeper student understandings of content [25], enabling students to be creative through making new connections and meanings between different modes [26], [27], and promotion of analytic conversation between students [28], [29]. The study of Boshraadi and Biria (2014) on Iranian secondary school students also revealed multimodal text did improve students' comprehension process [30].

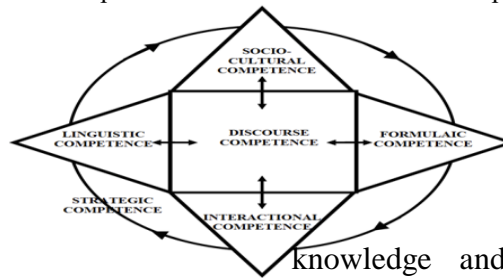
With the sudden adoption of remote learning due to the pandemic, many educational institutions have begun shifting into online learning and emergency remote teaching which rendered print-based text less effective and instead demanded incorporation of multimodal texts. This however has come with no or little preparation in terms of internet access, teacher capacity, learning materials, and student readiness among other issues. Some BIPA teachers have since individually started to fill the gap by trying to develop language learning materials for use during Covid-19 but the progress on multimodal

learning materials is still in nascent stage and is far from satisfactory despite high demands.

### Communicative Competence

BIPA language learning and teaching makes legal reference to the Ministerial Regulation of the Minister of Education and Culture no. 27 Year 2017 on the Standards of Competencies of BIPA Program Graduates which requires BIPA students to satisfactorily complete communicative competency to pass the program. The term "communicative competence" refers to a set of competences required to be capable of applying the language in real communicative use [31]. The concept of communicative competence has attracted attention of many scholars and has evolved from Hymes's model (1972)[32] that emphasised socio-linguistic competency in real-life communication, Canale and Swain (1980)[33] model that cover three components of grammatical, strategic, and sociolinguistic competences before it was redeveloped three years after by Canale (1983)[34] to include discourse competence in addition to the previous three components, and to Celce-Murcia's (2007) model with an improved six types of competence, namely: sociocultural, discourse, linguistic, formulaic, interactional, and strategic competences [36].

Figure 1:  
 Revised schematic representation of ‘communicative competence’ [36]



At first, sociocultural competence refers to pragmatic knowledge of appropriate language use according to the social and cultural context of communication. It includes knowledge of language variation with reference to sociocultural norms of the target language. The next one is discourse competence which refers to the selection, sequencing, and arrangement of words, structures, and utterances in order to create a unified message, particularly through the spoken mode. This is where the top-down communicative intent and sociocultural knowledge intersect with the lexical and grammatical resources to express messages and attitudes and to create coherent texts.

Additionally, linguistic competence refers to basic elements of communication to include phonological, lexical, morphological, and syntactical patterns and types. Next one is formulaic competence, the counterbalance to linguistic competence, that refers to fixed and prefabricated chunks of language that are frequently used in daily communications. The fifth is interactional competence that refers to a bottom-up approach to top-down sociocultural approaches which include actional, conversational, and paralinguistic competences. Lastly, the strategic competence refers to knowledge of communicative strategies and how to use them. These strategies can be in forms of achievement of communicative goals, time-gaining strategies, self-monitoring, and interacting strategies.

### Methodology

The study undertaken here is a literature research that will be accomplished by means of analyzing the corpus of

knowledge and viewpoints of various scholars and researchers in the field who are considered relevant to the discussion. Through a comprehensive literature study, related and relevant literature will be placed under close examination to bring to light insights that will assist in addressing the questions in the inquiry. Primary and secondary data such as documents, texts, articles, and books along with plethora of knowledge in the internet will be used and analyzed to reflect on the research.

Hasanudin et al., (2019) underscore that literature research is an important study that employs theories, references, and literature with specific understanding of cultural contexts, norms, and values on given social settings [38]. Zed (2008) further elaborates that literature research, that relies heavily on library research and other relevant literature, is distinctly different to field research which is a qualitative method of data collection that aims to observe, interact, and understand the objects of the study while they are in a natural environment [39].

The data for this particular study is mostly based on previous research and corpus of knowledge on the development of BIPA learning materials which applied multimodal approach and were published during the Covid-19 pandemic in the period of 2019 – 2020. This literature research closely applies research procedures laid out by Mary George (2008) that has nine stages as indicated in the figure below that consisted of (1) choosing a general topic, (2) engaging the imagination, (3) highlighting one or more research questions as a result of brainstorming about the topic, (4) developing a research plan or strategy, (5) consulting reference tools and searching

databases, (6) identifying and obtaining sources, (7) evaluating sources in the light of research questions, (8) experiencing an

insight based on reflection, and lastly, (9) crafting a thesis statement based on insight [40].

Figure 2:  
 Library research framework by Mary George (2008)



### Findings and Discussion

Due to the threat of Covid-19, BIPA learning and teaching has started to shift modes from face-to-face instructions to online learning, or popularly known as ‘mendadak daring (studently online)’, that was just imposed without proper planning and preparation by the unprecedented circumstances [6]. Having continued for the past year or so, the abrupt migration to online learning and teaching has created disruptions and challenges that teachers and learners are still attempting to adjust and adapt to. Highly variable designed solutions have been developed and implemented in the online and distance learning under carefully defined terminology such as distance learning, distributed learning, blended learning, online learning, and mobile learning. Yet an understanding of the type of “suddenly online” instruction

being delivered in these unique and pressing circumstances can be more appropriately categorised as emergency remote teaching [41].

Effective online learning is a product of careful instructional design and planning, using a systematic model for design and development that emerged from numerous research studies, theories, models, standards, and evaluation to ensure delivery of quality education. It is this careful design process that seems to be absent in most of the emergency remote teaching (ERT). ERT is a temporary shift of instructional delivery to an alternate delivery mode due to the present crisis that involves the use of fully remote teaching solutions for instruction or education that would otherwise be delivered face-to-face or as blended or hybrid courses and that will return to that format once the crisis or emergency has abated [41]. ERT is indeed a temporary solution that responds well to the

abrupt imposing character of emergency online learning and to fulfill the needs of extreme flexibility due to demanding and imperative crisis circumstances [42]. The normalisation of the ‘new normal’ situation however may result in the prevalent adoption of ERT as a pathway to a new conventional rather than an emergency response [43] that will change ERT which was a safety and security measure into a new learning landscape in education sector that entails better preparation, careful planning and rigorous design process [44].

### **BIPA Multimodal Teaching Materials during the Pandemic**

As nothing good rarely comes out of rushing, the rapid approach necessary for implementation of ERT has the potential to lessen the quality of the courses delivered. Hodges et al., (2020) underlines that the rush to get it online is inconsistent with the time and effort normally dedicated to have a quality course development project and may seriously jeopardise the quality of the course [41]. Moreover, there is growing concern that the accessibility and quality of learning material may not be properly addressed during the preparation and implementation of ERT. As shown by Osman (2020), one the key important aspects on successful ERT implementation in the education program is to ensure that all courses and instructional materials are redesigned to fit with the requirements of online environments. Hodges further elaborated that the Universal Design for Learning (UDL) should be part of all discussions around teaching and learning with primary focus on the design of learning environments that are flexible, inclusive, and student-centred to ensure that all students can access and learn from the course materials [41].

Varieties of online platform have been introduced for use in BIPA multimodal language teaching and learning such as Google Meet and Google Classroom [7], Facebook [45], Zoom,

Edmodo, WhatsApp Group, Voov, and a locally-developed platform Sipejar [4]. A number of researches were conducted to study the application of some of the platforms for the ERT during the pandemic. Zoom and Google Classroom are considered the most common platform used for delivering BIPA courses [7]. Facebook Group, WhatsApp, and Edmodo have often been differently used for delivering course materials, assignments, feedbacks, and evaluations [45].

### **Linguistics Competence**

Kusmiatun and Nisa (2020) in their study highlighted the need of a diverse, creative, and communicative language learning and teaching materials during Covid-19 pandemic [45]. They have developed an electronic tandem (e-tandem) BIPA learning model that refers to a bilingual learning model which involves two or more speakers from the target language to interact in an attempt to learn Indonesian. Through the use of social media platform like Facebook, e-tandem learning model’s BIPA language learning materials covers four language skills, namely listening proficiency (using audio and video modes), reading proficiency (using regular written text / printed text, no mention of visuals), speaking and writing skills (answering the written questions in the module). This e-tandem BIPA learning model focuses on two communicative competencies, namely linguistic competence and interactional competence [45] Linguistic competence can be assessed from competency tasks such as reading and writing, while interactional competence is obtained from speaking and listening tasks. This e-tandem model can be considered to be more suitable for BIPA learning during the pandemic as it offers substantial flexibility in learning process. The e-tandem BIPA learning model has made extensive use of multimodal learning resources that includes Sahabatku Indonesia (My Friend Indonesia) eBook, online

newspapers, multimedia images, songs and videos without losing sight of the importance to pay close attention to the level of proficiency of the tandem partners. Relevant materials pertaining to Indonesian culture have also been included and prepared so that the partners can be more informed about Indonesian culture in an easy-to-understand language material.

Another example worth mentioning is the research of Rahmawati et al., (2020) that looked into the development of an android-based application for multimodal BIPA learning and teaching in the pandemic [8]. Using BIPA e-textbook, Sahabatku Indonesia (My Friend Indonesia) developed by the Agency for Language Development and Cultivation of the Ministry of Education and Culture, the application implemented multimodal approach with pictures and written texts as the main combined components. While it is appreciated that the picture helped improving vocabulary learning, the application could have been better if diversity of texts were given more consideration in the design so as making learning experience more interesting and more innovative.

Similar initiative with the same textbook has been developed by [46] but it had been hampered by technical challenges in converting Sahabatku Indonesia from printed textbook into student-friendly online learning and teaching materials. It has however an interesting feature for assessing speaking proficiency whereby students are required to send their speaking video presentations to their teachers who in turn send video feedbacks with corrections for pronunciation and others. This creative initiative is an enabler to improve learning process and has the capacity to increase student's interests and enthusiasm [46].

Other initiative of note is one development of BIPA teaching materials with North Sumatera local contents which amalgamated audio and visual modes as one coherent teaching materials that helps not only in improving language skills but also

assist in giving a real cultural experience and contexts to the students [47]. The multimodal learning and teaching material here is designed with a view on improving student's linguistic competence as well as introducing the richness of Indonesian culture especially one that hails from North Sumatera.

### **Sociocultural Competence**

The chief purpose of learning BIPA is for the Indonesian language to meet the communicative competence. Linguistic competence alone is insufficient because learning a foreign language means studying its society and culture, and hence a learner must not separate the language from the culture that constituted its integrated whole[48]. It is thus that the sociocultural competence should be given its rightful place and be taken into account in developing BIPA learning and teaching materials. In the efforts to increase sociocultural competence, audiovisual components such as images and videos can play an important role because audiovisual can better impart cultural knowledge. Visualisation helps learners to project and concretise cultural concepts being taught [46].

Similarly, Triyanto and Septianasari (2020) are also convinced and further argue that the use of audiovisual modes can indeed improve learners' sociocultural competence [48]. They even further suggested the adoption of vlogs as part of learning and teaching materials that will promote Indonesian culture. Vlogs can act as a substitute to cultural tours which cannot be conducted due to Covid-19 threats, and thus enable learners to visualise the cultural concepts being introduced to them.

### **Impacts Multimodal Learning Materials have on BIPA Students**

The application of BIPA multimodal learning and teaching materials as mentioned in the research of Kusmiatun dan



Nisa, (2020), Luvvytasari (2020), dan Rahmawati et al., (2020) can be argued to have improved learning process and have demonstrated increased interests and enthusiasm in BIPA students[8], [45], [46]. The one reason among many is that multimodal had been used in various means and had avoided uniformity and monotony which prevent learners to succumb from boredom and deprivation of attention.

## Discussion

Though multimodal learning and teaching materials can be said to have gained momentum and more interests, and are on the rise to become a “new normal” mode of delivery, substantial challenges still haunt their implementation. One of the main aspects is the close relation between the learning materials, and the supporting platforms and related technology. As Sobara (2020) correctly pointed out, the use of multimodal materials has direct connection with the required level of technological know-how that some BIPA students may be found it rather dauntingly challenging [49].

Furthermore, BIPA students’ demographics seems to indicate that adults composed the largest chunk and the most influential group of the students which have created another specific challenge: age-based digital gap. In his study case in Berlin, Sobara (2020) observed that many adult BIPA students have limited familiarity with the current technology used for and applied in support of the delivery of BIPA learning programs[49]. Problems caused by non-familiarity of Zoom used as platforms for BIPA teaching or bad internet connection even in an advanced country like Germany, for instance, did hamper students’ interests and enthusiasms for pursuing further BIPA studies. If the problems persist and even increase, coupled with limited offline interaction, Sobara (2020) found that students tend to leave BIPA classes entirely [49].

## Conclusion

Teachers and learners have tendencies to opt for visual and audio modes as aiding tools in language learning proficiency. This study finds it unfortunate that detailed elaboration on the mode and forms of multimodal learning and teaching materials has still been severely limited and has not received its deserving attention and proper priority which have made it more difficult for researchers to analyze and to measure the extent to which multimodal materials can contribute to BIPA learning and teaching based on communicative competence.

The implementation of BIPA multimodal learning and teaching materials during the Covid-19 pandemic seems to concentrate more on language learning proficiency to meet the requirements of linguistic competence. Even though there are encouraging development of BIPA learning and teaching materials with deeper and more thorough local cultural contents to meet sociocultural competence requirements, in practice most of the teaching materials with local contents have been geared towards satisfying linguistic competence and merely improving language skills.

In sum, it is indeed evidently true that multimodal BIPA learning and teaching materials may have capability to increase students’ interest and enthusiasm in learning but it apparently is dependent on many factors including acceptable level of familiarity with certain technologies. Technological challenges are found to be one of important contributing factor in continuing BIPA learning programs.

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