

Online learning interaction discourse Indonesian for foreign speakers: The role of teachers in speaking turns on the online Indonesian language learning quality

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ABSTRACT

Indonesians are starting to play a bigger role in international politics. Indonesian was formally acknowledged as an official language of UNESCO by the General Assembly in 2023. Improving the standard of Indonesian language education for non-native speakers (BIPA) is essential to maintaining and improving Indonesia's reputation internationally. As a result, BIPA has become a prominent and fascinating field of study. The goal of this research is to examine speech turns in the discourse of BIPA learning exchanges. Zoom sessions were used at PGRI Semarang University (UPGRIS) to conduct the case study virtually. The study utilised a blend of qualitative and quantitative methodologies, gathering data via interviews and observations conducted in the academic year of 2024. Interviews were conducted to find out more about research participants' nationality, age, academic background, linguistic proficiency, and motivation for learning Indonesian, while observations were used to collect data on speech discourse and its associated interactional components. The study concludes that turn-taking in BIPA interactions improves learning, and speaking chances are a useful tool. Students find BIPA learning more engaging when turn-taking and word count comparisons are varied.

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1. Introduction

The Indonesian language's standing in international interactions is still growing. During the 32nd ASEAN Inter-Parliamentary Assembly (AIPA) session in Cambodia, the Indonesian delegation proposed that ASEAN designate Indonesian as the official language (ASEAN Inter-Parliamentary Assembly, 2011). An initiative to offer Indonesian as a course in 200 ASEAN universities was also authorised by the 33rd AIPA Session in Bali (Andayani & Gilang, 2020). The official language of the UNESCO general congress is Indonesian (UNESCO, 2023). UNESCO has designated Indonesian as one of its official languages on a global scale (Abduh et al., 2018). According to the Ministry of Education and Culture, Indonesian will be recognised as the official language of the UN in 2045. In today's globalised world, knowing how to communicate in Indonesian is vital to a country's existence (Said et al., 2021). Effective communication is essential to a country's development in the globalised world of today. As the official language of Indonesia, Indonesian is essential to promoting progress, unity, and identity (Jannah et al., 2021). It serves as a common ground for a multicultural population dispersed over hundreds of islands, promoting communication and collaboration between various language, cultural, and ethnic groupings (Rachman & Andayani, 2019). Maintaining and enhancing Indonesia's standing in the eyes of the international community requires raising the standard of Indonesian language instruction for foreigners (BIPA) (Ningsih et al., 2021).

Teachers have a central role in the learning process, especially in language learning. According to Oboko (2020), *socio-cultural theory*, social interaction and the facilitative role of teachers are very important in developing students' language

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skills. Teachers are not only the givers of the material, but also as mediators who guide students to think critically and develop their speaking skills (Pushkina et al., 2021). The Role of Teachers in Rotating Speaking to Improve the Quality of Indonesian Language Learning. Speaking turns are an important concept in verbal interaction in the classroom (Amiryousefi & Geld, 2021). According to verbal interaction theory, speaking turn management allows students to actively participate in discussions, develop speaking skills, and improve language comprehension (Cheung, 2022). Effective speaking turn management not only improves student engagement but also the quality of their speaking skills. According to Saeed et al. (2023), *Communicative competence* speaking skills involve the ability to organize and produce appropriate speech in a social context. By providing structured and fair speaking turns, teachers can help students develop these skills better, which ultimately improves the quality of Indonesian Language learning (Eren, 2024).

Foreign speakers are taught the Indonesian language and culture through BIPA learning. Students study both Indonesian language and culture (Ningsih et al., 2019). When it comes to communication, BIPA learning is more crucial than language proficiency (Suyitno & Pratiwi, 2019). Because participants in BIPA learning come from a variety of cultural backgrounds, verbal interaction events are distinctive (Saddhono et al., 2024). Due to cultural differences, learning practices can lead to poor communication and misconceptions (Tiawati et al., 2023). To assist international learners in interacting and adjusting to Indonesia, learning content that incorporates local cultural values is crucial when it comes to BIPA education. BIPA students can engage appropriately and successfully within the framework of Indonesia's heterogeneous society, in addition to being proficient in the language's rules (Rachman & Andayani, 2019; Solikhah & Budiharso, 2020).

Simple interactions might take on a more definite systematics. Unconsciously, every participant in the discussion is aware of the organisational structure that determines each party's "turn" to speak. When he should talk, shut up, and then speak again is governed by regular principles (Sa'diyah & Puspitorini, 2021). A technical process, that is, a sequence of interpersonal communications that impact one another, can also be applied to educational interaction activities (Asteria et al., 2023). Information is shared and received between educators and students. In a reciprocal communication event, participants alternate between roles regularly; at one point, they are a presenter or speaker, and at another, they are a receptionist or listener (Suyitno et al., 2019). Participants are accommodated in these verbal exchanges, giving them equal opportunity to act as hosts and greeters.

This study aims to analyze the learning method of Speech turn in discourse learning interaction to improve the quality of Indonesian Learning for Foreign Speakers. This research is essential to improve Indonesian speaking skills for foreign speakers by understanding the importance of teacher and student speaking allotments, and teachers can create an optimal learning environment to improve BIPA students' speaking skills. The urgency of researching speaking turns within the discourse of BIPA learning interactions lies in understanding how these turns can serve as indicators of participants' active involvement in the learning process. In language education, especially for foreign language students, active participation is a critical skill that significantly impacts language acquisition and overall learning success. By analyzing speaking turns, researchers can gain insights into how learners engage, contribute, and benefit from the educational experience. Ensuring that teachers are well-equipped to manage and encourage meaningful participation in online settings is essential for enhancing the quality of BIPA learning and, consequently, improving the outcomes for learners. This research, therefore, plays a pivotal role in both understanding the dynamics of student participation and in informing the development of effective teaching strategies in the ever-evolving landscape of language education. Increasing the number of Indonesian speakers for foreign speakers is also critical to sustaining and boosting Indonesia's reputation in the eyes of the global community. Not only does it improve the language skills of foreign speakers, but it also strengthens Indonesia's reputation as a country rich in cultural heritage and languages that are interesting to learn. In the long run, improving Indonesian speaking skills among foreign speakers can support cultural diplomacy and expand Indonesia's international relations network.

2. Literature Review

Interactions between teachers and BIPA students provide several difficulties. There may be culturally specific patterns of access in conversational interaction discourse that are based on age, gender, class, education, or other characteristics that define discrimination and dominance. For instance, access to resources may be restricted for women compared to men, for Blacks compared to Whites, and young people compared to adults. Misunderstandings and communication blunders are frequently caused by cultural differences and poor language proficiency. Teachers and students engage more enjoyable as a result of this. Inadequate language proficiency and cultural variations that underpin communication are common causes of miscommunication and misunderstandings. One of the primary causes of communication mistakes is the incapacity to comprehend and negotiate these cultural differences. Examples of how the discourse control issue affects other discourse features are also given by Van Lier. For example, teachers use reactive feedback and closed-ended questions "What is the capital of England?" to try and control the conversation.

Students become accustomed to listening rather than actively practising speaking. This makes them tend to be passive in learning (Dessi et al., 2019). This habit makes them less courageous to express themselves verbally, reducing their self-confidence. Their speaking skills also become low without the opportunity to practice speaking (Borragan et al., 2021). This is because students are not used to situations where they have to speak and actively participate in discussions or presentations.

As a result, they may feel anxious or afraid of making a mistake when they are finally asked to speak. Students become passive, lack the courage to speak, lack confidence, and have low speaking skills. Because students are used to listening rather than actively practising speaking.

Limited speaking opportunities can make students less confident in their Indonesian language skills. When students are rarely allowed to speak, they miss out on opportunities to hone their verbal skills and strengthen their understanding of the language (Kartal & Yeşilçınar, 2023). Lack of speaking practice can also make students feel anxious and uncomfortable when it comes to public speaking or other social situations (Said et al., 2021). Therefore, it affects their language skills but also affects their overall self-confidence. A lack of speaking practice can make students feel anxious and uncomfortable when it comes to public speaking or other social situations, such as participating in class discussions, presentations, or even everyday conversations (Rahimi & Fathi, 2024). As a result, students may avoid opportunities to speak, preferring to remain silent rather than risk making mistakes. The cycle occurs due to a lack of speaking practice which leads to a decline in verbal skills, thus further reducing their confidence.

A two-way dialogue with at least two individuals speaking with each other directly is referred to as a learning interaction. This discussion is more than just a speaking exercise in its execution. Speech reactions that can demonstrate the intention of the speech to be delivered must be shown throughout the interaction. The thought processes behind a learner's language use are exposed through verbal patterns. The notion that roles and interactions between instructors and students are socially formed and that teaching and learning languages is a social act. The social interactional approach is based on the core notion that students' roles, relationships, and beliefs impact the social information they learn and are taught. This process of learning and teaching also forms and modifies their social identities. Language instruction and learning are also seen as social interactions, and as such, they have links to other social interaction activities that take place in both formal and informal contexts. As a result, the social interactional perspective differs from previous research approaches that viewed language learning and teaching as essentially individual activities in which students either execute some induction and passively take in a large number of examples to arrive at abstract concepts and skills, or they regard language learners as genetically programmed organisms in which the environment's role is limited to setting certain parameters.

During the COVID-19 pandemic, there will undoubtedly be changes in the school system, particularly in the area of Indonesian language instruction. The topic of learning interaction has been the subject of extensive investigation. One of the most important obstacles to overcome in learning encounters is participation and the willingness to communicate during instructional activities. To continue growing, boost learners' self-confidence in their ability to learn, and encourage their engagement in learning interactions, they are creating a welcoming, cosy, and supporting environment. Peer connection offers great chances for language learning and is crucial to the student experience. Talks in the classroom, in both small and big groups, go from being teacher-oriented to becoming learner-oriented as educational dynamics. Additionally, the study showed that classroom discussions support kids' zone proximal development and aid in their acquisition of democratic values (Martin-Beltrán, 2017). Considering natural interactions between English language learners from various linguistic backgrounds, an observational ethnographic approach is used in language learning interactions (Chik, 2020). Learners employ multilinear resources based on interactions to comprehend humorous English texts (McCrocklin, 2020). The results demonstrate that learners frequently utilise word games and popular culture on these social media platforms, in addition to translation, to explain and improve learning (Levy & Hanulíková, 2023). Analysing the conversation's structure through language (Sprecher, 2022). This study describes the characteristics of official language in teacher-student interactions, such as the use of affixes explicitly and consistently, standard pronunciation, complete and unabbreviated forms at the sentence and word levels, the use of grammatical functions explicitly and consistently, the use of official pronouns, and the use of standardised words or terms. They also identified five communication structures: assistant pairs, talk turns, overlaps, pauses, and backchannels. It was also discovered that the parameters for the discussion process in educational activities were that students could speak to the teacher in turn and that the teacher could finish his remarks without interrupting them. Several studies highlight that questions and responses during interactions play a crucial role in enhancing student comprehension. These exchanges not only facilitate a deeper understanding of the material but also promote active engagement in the learning process. The table below provides an overview of various types of questions and responses observed in learning conversations, illustrating how each contributes to the overall effectiveness of the educational experience.

Speaking Opportunities variable refers to the chances that learners have to engage in speaking during their language lessons. The study emphasizes the importance of measuring the frequency, alternation, and duration of these speaking turns. It was observed that teachers provide a fairly equal amount of speaking opportunities to foreign learners, which is essential for effective language learning. The Turn-Taking Dynamics variable examines how speaking turns are structured during interactions. Effective turn-taking is vital for fostering communication and learning, as it allows for a balanced exchange of ideas between teachers and students. Teacher Engagement variable assesses how actively teachers participate in the speaking process. Teachers tend to utilize speaking opportunities more frequently than students, which can impact the overall engagement of learners in the classroom. Utilization of Speaking Activities variable looks at how both teachers and students make use of speaking opportunities during lessons. The importance of practical speaking activities, such as asking questions and giving directions in Indonesian, to enhance language skills.

This study is grounded in Socio-Cultural Theory, which posits that learning, including language acquisition, is inherently a social process. According to this theory, interactions between individuals, particularly in a learning environment, play a pivotal role in cognitive development. The teacher's role in facilitating these interactions is crucial, as they create the conditions under which students can actively engage with the language and develop their communicative skills. The theoretical framework for this study is rooted in the socio-cultural approach to language learning, which emphasizes the importance of social interaction and cultural context in the development of language skills. This framework will guide the analysis of how speaking turns are managed in BIPA classrooms and how these interactions influence the quality of language learning.

Table 1
Question-Answer Feedback Summary

No.	Shape	Feedback Questions and Answers
1	Information without action	Providing information
2	Part of formative assessment (or AfL)	Identifying deficits in performance
3	Socio-constructivist	Allow students to engage by using feedback to close Learning Gap
4	Establishing conditions for learning	Feedback has a central role in learning
5	Clarity of learning outcomes, identification of high-quality performance, integration of self-assessment development	Informing students about what to do to improve or revise their understanding
6	Socio-constructivist	Allow students to engage by using feedback to close Learning Gap
7	Directive	Guiding students in developing their understanding
8	Facilitative	Feedback is based on performance appraisals to the goal
9	Convergence	Open-ended and exploratory-focused feedback.
10	Different	Giving awards and punishments, Expressing consent and Rejection
11	Evaluative	Giving awards and punishments, Expressing consent and rejection
12	Descriptive	Tell students they are right or wrong; explain why an answer is correct; tell students what they have and have not achieved; specify or imply a better way to do things; and ask students to suggest ways to improve.

3. Method

This study employed a mixed-method approach, integrating both qualitative and quantitative data within a case study design at PGRI University Semarang. The findings include the utilization of speaking opportunities, modifications to speaking turns, and a comparison of the frequency of speech between teachers and BIPA learners in the discourse of BIPA learning interactions within the UPGRIS PBSI Study Program during the 2024 academic year. The data for this study was collected from BIPA learning interactions at PGRI University Semarang, also during the 2024 academic year. The selection of the sample of respondents in this study was carried out carefully and fundamentally.

The research was conducted in two phases: data collection and analysis. Data was gathered during an online discussion on BIPA learning interactions at PGRI University Semarang, which took place via Zoom. The data collection methods included observation and interviews. The researcher used the observation method, also known as the *Simak* method, to study the subject matter within its context. This method was employed to collect discourse data in the form of speech during discussions, as well as the interaction components that accompanied them. Interviews were conducted to identify the characteristics of the research subjects, such as their nationality, age, gender, residence, education, linguistic background, and motivation for learning Indonesian. The data was analyzed using both qualitative and quantitative methods. Qualitative analysis was applied to examine the speech data and the associated interaction components from the BIPA learning interactions, while quantitative analysis was used to evaluate the speech data in communication.

4. Results and Discussion

4.1 Characteristics of the Research Subject

Lecturer characteristics are based on interview data collected in January 2024 at the Lecturer Room of the Indonesian Language and Literature Education Study Program UPGRIS. Lecturer One is Javanese and lives in Semarang. Lecturer One's educational history includes S-1 and S-2 grades, with his most recent further education coming from Gajah Mada University. Lecturer One speaks Javanese, Indonesian, and English as her native language. Lecturer 1 is a 36-year-old male. Lecturer Two is of Javanese ethnicity and lives in Semarang. Lecturer Two's educational history includes S-1 and S-2 levels, as well as a Master's Program in Indonesian Language Education from Semarang State University. Lecturer Two is fluent in Javanese, actively communicates in Indonesian, and speaks English well. Teacher Two, a female, is 36 years old. She has been teaching overseas students for six years, starting in 2018. The characteristics of international learners are based on interviews conducted in January 2024. The three Japanese BIPA students, Chen Lili (32), Harashima Kazune (40), and Imari Okagawa (34),

participated in the online program to improve their practical communication skills. Because they are all employed, they can be considered starting BIPA learners because this is their first time studying Indonesian.

4.2 Speak in the Discourse of Indonesian Language Learning Interaction for Foreign Speakers

The analysis of speaking turns in the discourse of BIPA learning interaction is determined from three things, namely: the use of opportunities to carry out speaking activities, change of speaking opportunities, and a comparison of the number of speeches spoken by teachers and learners in the discourse on BIPA learning interaction of the UPGRIS PBSI Study Program in the 202 academic year.



Fig. 1. BIPA Teaching Interaction 1 (Source: UPGRIS PBSI Documentation)

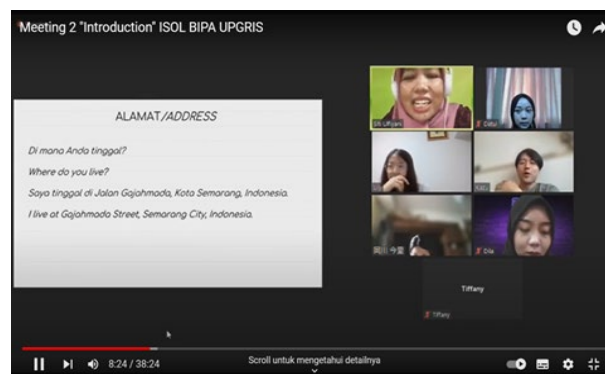


Fig. 2. BIPA Teaching Interaction Two (Source: PBSI UPGRIS Documentation)

4.3 Utilization of Opportunities to Do Speaking Activities

The frequency with which foreign teachers and students engage in conversation serves as an indicator of how they utilize speaking opportunities during BIPA learning sessions. This frequency not only highlights the participants' involvement but also reflects their active roles in these interactions. It is observed that teachers tend to capitalize on speaking opportunities more frequently than students. While the exact duration of engagement for both teachers and students was not directly measured, the level of participation can be inferred from the number of utterances and the length of each speech delivered by the participants. By analyzing both the total and individual instances of speaking, we can gain insights into the dynamics of these interactions, revealing how time is allocated and how each participant contributes to the learning process. This understanding is crucial for evaluating the effectiveness of communication within BIPA learning encounters, ultimately informing strategies to balance participation and enhance the overall learning experience. The duration of speech spoken by instructors (T) and foreign learners (FL) on each speaking opportunity is shown below as an example of taking advantage of chances while conversing.

(1) [T: "And, before I asking you about your sex, what is your sex? Apa jenis kelaminmu? Atau Apa jenis kelamin Anda? atau Apa jenis kelamin kamu? you can answer : Saya seorang perempuan or Saya seorang laki-laki, oke? Lily, what is your sex? Apa jenis kelamin anda?"]

FL : "Saya seorang perempuan."

T: "Oke. Hai Kazu, apa jenis kelamin kamu?"

FL : "Saya orang laki-laki."

(2) [T: "Oke oke eh Selamat pagi, Kazu San"]

FL : "Selamat pagi"

T : "Oke ah well today, oke we are going to day to mid-tream exam test. To evaluate how far you can speak Indonesia in written and oral tests and for the written test, I will have to give you the link in line, oke, eh that link."

FL : "Ya, I got it."

T : "Ya oke nah the link you you can I will give instructions or explanation a little explanation about the written test, There will be a transportation, And this conversation Oke, oke the conversation is for questions number one, two, and five. If you can keep your name and Click the next, click the next and then, wait to wait for a while, there is a, eh sorry waiting for while, sorry eh maybe we need a little time to improve the link because the link something isn't doesn't work for the link, I'm so sorry, I will wait for a while, but So I will explain the oral test first, ok? The first one, eh I will give some instructions for the test, language Indonesia all in language Indonesia I will no use language Inggris or japan. [Musik] ok I will find the explanation, we will play attention to the first one is losing, The Second is curation, the third is pronunciation and the last one is your kindness to keep the explanation to perfume your conversations.

Oke, so There will be for item that will be accessible for the oral test. And for the oral test, I will test them one by one, so I will put the dress in the waiting room, it's oke?"

FL : "Oke"

T : “So, the first one will be, Lily. Lily san the first one and the second one will be Imari san and the third one will be Kazu san. So after this one I will the put Imari san and Kazu san in the waiting room.”
 FL : “Oke”]

(3) [T : “Yaa, ok the next, its ok? Restoran ada di mana? Ada di depan bioskop ya, jadii you can take ada di mana, so you can ask "taman ada di mana, bioskop ada di mana, toko ikan ada di mana, in this you ask the location with "ada di mana" in Indonesian, ok? You any can answer "ada di", ada di.. depan bioskop, di seberang jalan, dan lain sebagainya.”

FL : “Ada di?”

T: “You can give the direction by, aa for example in the conversation in second conversation, silakan belok ke kiri, di perempatan ya, ada di sebelah kiri. Ya, ada di sebelah kiri.”

FL : “Sebelah kiri?”

PT : “idarigawa, ya, ok, sudah? Kita akan lanjut lagi. Nah, ini ya ada di sebelah mana? Sebelah means the detail location. More detail then, if you say with "ada di mana? " You ask with the general diraction but if you say ada dimana, sebelah mana you ask information for detail, so we use "sebelah". Its mean you need information in detail. Toko buku ada di sebelah mana? Yaa, pasar ada di sebelah mana? You can also use "ya" (Optional optional) toilet ada di sebelah mana ya?”

The three samples reveal a notable difference in how effectively the Master utilizes speaking opportunities compared to the foreign learners. The Master consistently produces more detailed and complex sentences during each speaking occasion, demonstrating a more proficient use of speaking time. In contrast, foreign learners tend to generate shorter, less complex sentences. This disparity highlights a significant gap in language proficiency, as foreign learners are generally less able to fully engage in extended conversation. During BIPA learning interactions, teachers are responsible for providing speaking opportunities to international learners. However, it appears that only a few learners actively take advantage of these opportunities. The limited engagement from foreign learners can be attributed to their foundational language skills, which are not yet sufficient to support more substantial participation. As a result, the teacher often dominates the speaking activities, leading the conversation and guiding the interactions. This imbalance underscores the need for targeted support and practice to help foreign learners develop their language skills and become more active participants in the learning process.

4.4 Alternate Speaking Opportunities

The quantitative change in speaking opportunities can be seen by examining the frequency, alternation, and duration of each speaking opportunity.

Table 2

Recapitulation of the frequency of speech replacement in the discourse of learning interaction of BIPA, PBSI, and UPGRIS

Teacher Learning Interaction	Total Speech Count	SP (T)	SP (FL)	Duration
T1	4822	282	271	84 minute 33 second
T2	1584	85	63	38 minute 24 second

Information:

T= Teacher

FL= Foreign Learners

SR= Speech Replacement

A= Average

Based on the data in the table, descriptive statistical analysis was carried out as follows.

Table 3

Descriptive Statistical Analysis

Statistics	Total Utterances	SP (T)	SP (FL)	Interaction Duration (minutes)
N (count)	2	2	2	2
Mean (Rata-rata)	3203	183.5	167	61.48
Std (Standard Deviation)	2289.61	139.3	147.08	32.63
Min (Lowest Value)	1584	85	63	38.4
25th Percentile (Q1)	2393.5	134.25	115	49.94
50th Percentile (Median)	3203	183.5	167	61.48
75th Percentile (Q3)	4012.5	232.75	219	73.01
Max (Highest Value)	4822	282	271	84.55

The average of the total number of utterances is 3203, with a fairly high standard deviation. This shows that there is a significant variation between the two interaction sessions. The duration of the interaction also varied with an average of about 61.48 minutes, showing a difference in the length of the interaction between T1 and T2 sessions. The frequency of speech replacement for teachers (SP-T) and foreign students (SP-FL) also has a high variation, which may reflect differences in learning dynamics. The frequency and changes of utterances achieved indicate participants' high and low role in Indonesian

language learning interactions. The difference in utterances between the teacher and the foreign learners is only slight. The teacher appears to be fairly engaging in providing speaking opportunities to the international learners.

4.5 Comparison of the Amount of Speech Produced

The teacher's discourse is significantly longer than that of the overseas students. Because teachers tend to explain or expound excessively, the samples below illustrate very long and many utterances made by teachers and brief and few utterances produced by foreign learners.

- (1) [T: “*Yaa, ok the next, it's ok? Restoran ada di mana? Ada di depan bioskop ya, Jadii you can take ada di mana, so you can ask "taman ada di mana, bioskop ada di mana, toko ikan ada di mana, in this you ask the location with "ada di mana" in Indonesian, ok? You any can answer "ada di", ada di.. depan bioskop, di seberang jalan, dan lain sebagainya.*”

FL : “*Ada di?*”

T : “*You can give the direction by, aa for example in the conversation in second conversation, silakan belok ke kiri, di perempatan ya, ada di sebelah kiri. Ya, ada di sebelah kiri.*”

T : “*Sebelah kiri?*”

T : “*idarigawa, ya, ok, sudah? Kita akan lanjut lagi. Nah, ini ya ada di sebelah mana? Sebelah means the detail location. More detail then, if you say with "ada di mana?" You ask with the general diraction but if you say ada dimana, sebelah mana you ask information for detail, so we use "sebelah". Its mean you need information in detail. Toko buku ada di sebelah mana? Yaa, pasar ada di sebelah mana? You can also use "ya" (Optional optional) toilet ada di sebelah mana ya?*”

T : “*Sebelah mana ya?*”]

- (2) [T: “*If you can keep your name and Click the next, click the next and then, wait to wait for a while, there is a, eh sorry waiting for while sorry eh maybe we need a little time to improve the link because the link something isn't doesn't work for the link, I'm so sorry, I will wait for a while, but So I will explain the oral test first, ok? The first one, eh I will give some instructions for the test, Bahasa Indonesia in Bahasa Indonesia I will not use Bahasa Inggris or Japanese. [Musik] ok I will find the explanation, we will pay attention to the first one is losing, The Second is accuracy, the third pronunciation and the last one is your kindness to keep the explanation to perfume your conversations. Oke, so There will be for item that will be accessible for the oral test.*”

FL : “*Oke*”

T : “*So, the first one will be, Lily. Lily san the first one and the second one will be Imari san and the third one will be Kazu san. So after this one, I will then put Imari san and Kazu san to the waiting room.*”

FL : “*And the oral test I will test them one by one, so i will put the dress to the waiting room, it's oke?*”

FL : “*Oke*”

T : “*So, the first one will be, Lily. Lily san the first one and the second one will be Imari san and the thrith one will be Kazu san. So a after this one I will the put Imari san and Kazu san to the waiting room.*”

The intricacies of BIPA learning interactions have aroused scholars' curiosity. Naresuan University's online learning is highly Thai. They use Zoom and Google Meet (Pujo Leksono, 2020). The findings from the four native speakers who participated as sources in online Indonesian language learning indicated that Indonesian language learners at Naresuan University responded very positively when interacting in Indonesian. These learners demonstrated enthusiasm and proficiency in various communicative scenarios, such as introducing themselves, sharing family stories, and even singing the national anthem, "Indonesia Raya." The favourable responses highlight the learners' growing confidence and competence in using the Indonesian language, suggesting that the online learning approach has been effective in fostering meaningful interactions (Arvianto, 2020). Distance learning with internet learning can assist students expand their vocabulary and improve their intonation or vocabulary sounds in Indonesian (Perdani et al., 2022). Previous research has shown that learners employ a range of communication strategies during offline learning interactions. These strategies include dissipation, speech repetition, borrowing, self-correction, guessing, reversal, demonstration, the use of realia, confirmation checks, comprehension checks, use of synonyms or related terms, metonymy, paraphrasing, and even hanging tones. Due to their diverse linguistic backgrounds, BIPA participants are not only proficient in Indonesian but also in regional languages like Javanese, as well as other languages such as English, French, Arabic, Chinese, and Burmese.

Learning Indonesian for Foreign Speakers (BIPA) opens the door to broader cultural interaction and understanding. BIPA students may still be in the early stages of mastering Indonesian, so they have difficulty expressing themselves effectively and understanding the teacher's explanations. Given these conditions, teachers must create a safe and comfortable classroom atmosphere for all students, where they feel free to ask questions, express opinions, and make mistakes without fear of judgment. (Sila & Lenard, 2020). In addition, it should also create an inclusive and interactive classroom atmosphere through diverse learning approaches so that the atmosphere becomes interesting (Bruns & Kimmich, 2021). Apply varied and engaging teaching methods, such as games, group discussions, simulations, and projects, to increase student participation and motivation (Marodin et al., 2023). Utilizing technology such as video, audio, and online platforms to enrich learning materials and facilitate interaction between students is one of the ways that can be applied to increase student enthusiasm.

Learning interactions characterized by two-way conversations involving at least two people in direct communication are fundamental

to effective pedagogy. This dynamic exchange encourages critical thinking, problem-solving, and knowledge construction as participants actively share ideas, perspectives, and feedback. BIPA becomes a learning model that implements collaborative learning activities (Solikhah & Budiharso, 2020). Enhanced Language Practice with BIPA provides many opportunities for students to practice their Indonesian language skills in natural and engaging contexts (Robles et al., 2024). They can engage in conversations, discussions, and presentations, allowing them to perfect their grammar, vocabulary, and pronunciation. Collaborative learning fosters practical communication skills, as students learn to listen actively, express their ideas clearly, and negotiate meaning with their peers (Jiang et al., 2020). It prepares them for real-world scenarios where they interact with others directly and improves communication skills.

Implementing effective speaking activities in a language-learning classroom is crucial for enhancing students' communicative competence. These activities should be carefully designed to encourage active participation, provide ample practice opportunities, and foster a supportive environment where students feel comfortable expressing themselves. Techniques such as role-plays, debates, group discussions, and presentations can effectively engage students and promote interactive learning (Patriksson et al., 2019). Additionally, incorporating real-life scenarios and culturally relevant topics can make the activities more meaningful and relatable. Feedback and guidance from the teacher are essential in helping students improve their speaking skills and build confidence. Educators can significantly boost students' ability to communicate fluently and accurately in the target language by consistently incorporating these effective speaking activities. For non-native speakers, fostering confidence and motivation in learning Bahasa Indonesia (BIPA) is essential for effective language acquisition (Ningsih et al., 2023). Creating a supportive and encouraging learning environment is key to helping students feel comfortable and confident in their language abilities. This can be done through positive reinforcement, personalized feedback, and celebrating small achievements. Incorporating engaging and interactive activities, such as group discussions, role-plays, and cultural immersion experiences, can also enhance motivation by making the learning process enjoyable and relevant. Additionally, setting realistic goals and providing opportunities for students to use the language in practical, real-life situations can boost their confidence and willingness to communicate. By prioritizing these aspects, educators can create a dynamic and motivating atmosphere that encourages students to actively participate and persist in their journey of mastering Bahasa Indonesia.

5. Conclusion

The conclusions of this study demonstrate that using the Speech-turn learning method in the interaction of Indonesian language learning for foreign speakers increases learning quality. The improvement is demonstrated by the use of speaking opportunities, speaking turns, and comparing the number of words spoken, which can help foreign speakers learn Indonesian. Foreign learners benefit from learning to run well since they have more opportunities to speak. The engagement of foreign learners in interaction is still inadequate due to the lack of basic Indonesian language abilities of international students and their study places in their home country (Japan). This research focuses on the technical aspects of language learning and the broader social and cultural impacts. Through an effective speaking turn learning method, it is hoped that BIPA students can be more confident and competent in using Indonesian, improving the overall quality of BIPA learning. In addition, this research also has the potential to provide practical recommendations for BIPA educators in designing more inclusive and efficient learning strategies.

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