



GENRE-BASED APPROACH TO BIPA TEACHING IN THE PHILIPPINES

Ida Yeni Rahmawati^{1*}, Endah Tri Priyatni², Heri Suwignyo³
Universitas Muhammadiyah Ponorogo¹, 2Universitas Negeri Malang^{2,3}

ARTICLE INFO

Article history:

Received: 02-12-2022

Accepted: 09-12-2022

Published: 18-12-2022

Keyword: teaching
indonesian for foreign
speakers (bipa), text-
based approach, santo
tomas university,
philippines

ABSTRACT

Indonesian becoming an international language is the ideal of the Indonesian nation. This language is one of the languages that has quite a lot of speakers, namely 199 million speakers. This makes Indonesian included in the category of the tenth language with the most speakers in the world. Based on this data, Indonesian has a very big chance to become an international language in the future. BIPA teaching is now increasingly recognized in various parts of the world, one of which is the Philippines. The approaches used in teaching BIPA also vary. The purpose of this research is to explain and describe the application of BIPA text-based teaching at the University of Santo Tomas. This research method uses a qualitative descriptive method. The subject of this study was student text from the results of the application of text-based BIPA at the University of Santo Tomas. Thus, it can be concluded that by using this text-based approach, students can understand Indonesia more closely through the text presented following certain social goals and understand mental development to solve life's problems.

INTRODUCTION

The BIPA (Indonesian Language for Foreign Speakers) Teaching Program is currently growing.

* Corresponding author.

E-mail addresses: idayenir@umpo.ac.id (Ida Yeni Rahmawati)*, endah.tri.fs@um.ac.id (Endah Tri Priyatni), heri.suwignyo.fs@um.ac.id (Heri Suwignyo),

ISSN : 2523-613X (Online) - ISCE : Journal of Innovative Studies on Character and Education is licensed under Creative Commons Attribution-ShareAlike 4.0 International License (<http://creativecommons.org/licenses/by/4.0/>).

The existence of BIPA is increasingly recognized in various parts of the world. Based on the latest data compiled by the Ministry of Education and Culture's Language Development and Development Agency (Badan Bahasa), Research and Technology there are 8,950 BIPA students from 30 countries in 80 institutions, throughout 2021. One of the countries implementing the BIPA program is the Philippines.

The Philippines is a country that has three major cultural assimilations from Spain, America, and Asia. The dynamics of the cultural encounters of the three countries make it easy for the Philippines to adapt and accommodate other cultures that enter their country (Mandagi, 2008). Based on the results of a linguistic study, it was shown that at least 5,000 words originating from Spanish were absorbed into Tagalog, then, there were 3,400 Indonesian (Malay) words, 1,500 words from Chinese, 1,500 from English, 300 words from Sanskrit, and 250 words from Arabic, (Mandagi, 2008). Based on these data, with the similarity of languages used in Tagalog, around 3,400 words, this will make it easier for teachers to introduce and teach Indonesian to Filipino students.

In the Philippines, in this case, several universities cooperate with the Manila Atdikbud to organize the BIPA program. One of the universities that organize it is the University of Santo Tomas (UST). At this university, 21 BIPA students have taken the BIPA learning process up to BIPA level 2.

The BIPA 2 learning process at UST is carried out in February-June 2022. Before carrying out learning, the teacher explores students at the beginning of learning by interviewing students in turn during class learning to see students' initial abilities. At the BIPA 2 level, normally students should be able to answer teacher questions about basic communication matters, for example when asked "Have you had breakfast?" but in this class, they are still confused about what breakfast or breakfast means. Then, when asked further "What time do you wake up?", "What time do you take a shower?" and so forth. Students are still confused when asked about basic things when communicating. In essence, students are still unable to answer questions that should have been mastered at the BIPA 1 level. Then, when constructing sentences to describe something, they are also still very weak, especially when conveying something orally is also still very weak. Based on these activities, it can be seen that student responses in BIPA 1 learning are still experiencing problems and are not maximal in learning so on basic questions in

communicating students are still experiencing problems.

The next problem besides not understanding the concept of communication is the low ability of students to write various texts, but this study is only focused on writing descriptive texts. This is in line with research, (Imawati, 2017) which states that the low ability of students in writing descriptive texts is due to students' difficulties in organizing content systematically. This is also supported by the fact in the field that students have not been able to express their ideas in written form. In line with these problems, learning based on assumptions is needed (knowledge can be transferred in its entirety from the teacher's thinking to students' thinking) to text-based learning which will be studied in the learning process.

Before learning is carried out, the teacher wants to know the results of the diagnostic assessment of each student. The teacher interviews the students one by one to find out the state of the students, both cognitively and non-cognitively. This is in line with (Triandis & et al, 2022) that one of the assessments carried out on teaching MIKiR-based descriptive texts was cognitive diagnostic and non-cognitive diagnostic research. At this stage, the teacher should know in advance the state of the students before the learning process begins. At this stage, the teacher is expected to be able to do apperception and motivation, in the form of trigger questions so that students can participate actively in activities to build topics of discussion in learning. Meanwhile, non-cognitive diagnostic assessments can be seen based on student speech during discussions and questions and answers. This can be used as a source of observational data related to student attitudes or responses, both positive and negative attitudes of students in discussing the topic being conveyed.

The conditions of students from the Philippines are in line with research (Purwiyanti et al., 2017) which states that Filipino students use verbal communication strategies, namely equivalence, borrowing, dictionaries, self-correction of affixes, phrases, prepositions, pronunciation similarities, and diction. On the other hand, the dominant communication strategy used is borrowing English in Indonesian. Given these problems, an important issue that must be answered is how to direct these foreign students to be motivated to learn Indonesian according to their interests. One example is determining the right choice of learning methods, (Suyitno, n.d.).

Based on these problems the teacher intends to use a text-based learning

354 | ISCE : Journal of Innovative Studies on Character and

approach or what is known as the Genre Based Approach. This approach is an approach that covers the four language skills, (Idris, 2022). This approach is a learning approach that helps students become more competent in the language, and able to communicate by mastering language skills through listening activities. speak, read, and write. This approach encourages students to read and read (Priyatni, 2017). This approach is a learning approach that helps students become more competent in the language, and able to communicate by mastering language skills through listening activities. speak, read, and write. This is in line with Somelok's opinion, (2021: 41) which states that the Genre Based Approach is an approach that can be an important alternative to be proposed as a learning approach that suits the needs of students. Text in this case is speech (oral) or written meaning that functions to express ideas (Priyatni, 2014:65). Priyatni further stated that text is a social process that is oriented towards certain social goals and in the context of certain situations as well so that in expressing ideas in text form, the right words and presentation strategies must be chosen so that the ideas are conveyed properly.

Text-based learning models are carried out in units of text to carry out various communicative actions in a meaningful way, by using or relating to texts that are beneficial to the lives of students, both receptively and productively, orally and in writing in various contexts that are relevant to life. students in the form of speaking, listening, reading, and writing activities which are integrated naturally into various meaningful communicative activities. This means that the text is studied not as an end goal, but as a tool for carrying out various activities following real life.

The principle of the text-based learning model (Jamal, 2018) states that text-based learning is carried out using the principle that (1) language should be seen as text, (2) the use of language is a process of selecting linguistic forms that express meaning, (3) language in terms of this is functional, namely the use of language that can never be separated from context because in the form of language used is a mirror of the ideas, attitudes, values , and ideology of its users, and (4) language becomes a means to shape human thinking abilities.

Meanwhile, the principles of text-based learning models according to Emilia (Ningsih, 2018) state that the most important principles in text-based learning are: (a) emphasizing the teacher or instructor to develop students' or students' awareness of texts, where texts are creations unique from the author and are

relative. (b) language learning is a social activity that necessitates interdependence between students and society, teachers, and parents who help in achieving maximum learning outcomes. (c) learning will be more effective if the teacher explains explicitly the expected abilities.

Based on the administration of the learning tools, it must also pay attention to the contents including institutional identity, materials, KD, indicators of achieving competence, learning objectives based on indicators, and operational verbs (KKO) at level C4. RPP in this case is also designed according to student characteristics, emotional, motivational, contextual, actual, independent, and up-to-date, and utilizes technological and information sophistication, (Trihandi & et al, 2022).

The stages of implementing a text-based approach in text-based learning Emilia in (Susani, 2020) include four stages, namely the context development stage or what is known as Building Knowledge of Text (BKoF), modeling or Modeling of Text (IMoT), Context development together or Joint Construction Text (JCoT), independent construction of contexts or Independent Construction of Text (ICoT).

Thus, based on these problems, the formulation of the problem in this study can be conveyed: How is BIPA teaching implemented using a text-based approach at the University of Santo Thomas, Philippines? Then, the purpose of this research is to explain and describe the application of the text-based approach to teaching Indonesian for Foreign Speakers (BIPA) at the University of Santo Thomas, Philippines, especially in the BIPA 2 class.

Research on the application of this text-based approach was previously carried out by (Idris, 2022), (Susani, 2020), and (Prakoso et al., 2021). These three studies both examined the application of a text-based approach to BIPA teaching. The thing that distinguishes these three studies is that research (Idris, 2022), examines the application of BIPA teaching in Tunisia with the result that there is an increase in the ability of students in Tunisia to become more active and critical as indicated by worksheets of speech texts and letters done by students. Meanwhile, the second research is from (Susani, 2020) obtained quite significant results from his research at BIPA Hanoi, Vietnam it takes a very long time, but this can provide opportunities for teachers to teach language skills, and grammar, according to learning objectives. Finally, research from (Prakoso et al., 2021), is slightly different because this research is not on BIPA students but on high school students. Based on his research using a text-based approach, he found that there was an increase in

students' explanatory writing skills. This increase can be seen from the pre-test results of 52.6 to 76.8 in post-test 1 and 87.6 in post-test 2.

Similar research has also been carried out (Jamal, 2018) which was conducted on junior high school students which resulted from structural elements students still experienced problems. This is because there are still students who only bring up two or one text structure out of the three descriptive text structures. Then, there are still texts that have not been arranged systematically. Furthermore, here also found the fact that students have not been able to master the rules of writing, students seem still confused when determining prepositions, punctuation placement errors, and errors in the use of capital letters.

Subsequent research, (Isodarus, 2017) states that text-based learning of Indonesian is learning the language that begins with an understanding of the text and leads to the creation of texts. In text-based learning two things are important, first, the learner understands the type of text being studied, and second creates the type of text being studied. In the activity of understanding the text, there are five activities carried out by students, namely identifying the content or information of the text, studying the structure of the text, determining the linguistic elements of the text, differentiating one text from another, and improving the use of language in the text. This activity is carried out inductively until the learner can find characteristics or can formulate an understanding of the type of text he is studying. The next activity is to create text. This activity requires an adequate understanding of the type of text to be made. Thus students should be able to determine the content of the text through the stages of context development, determine the model of the text through the modeling stage and make texts with intensive guidance by the teacher together with their groups, then create texts and present texts independently. Thus, the scientific approach in this case certainly cannot be broken because starting from the stages of observing, asking, trying, reasoning, and communicating it is clear that there are stages by which this text-based approach is passed.

Furthermore, considering that in this study the focus was more on descriptive text, based research (Warliana & Indihadi, 2021) stated that results of his research stated that the results language teaching of descriptive text using video media, students were able to get scores that were included in the high category. Based on this research, video media is recommended to be used as a learning medium in improving the ability to write a descriptive text. Video in this case can

help students in writing descriptive text. Video media in this case can reliably be able to assist in the observation of the five senses in finding ideas for writing descriptive text.

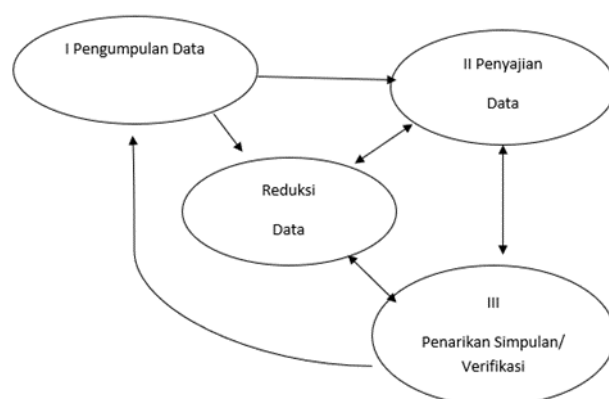
METHOD

The research method used in this research is descriptive qualitative. This research method was chosen because it can be used to obtain in-depth data, namely, data that contains meaning, Sugiyono in (Idris, 2022). This research method is used to describe facts and then study them, (Susani, 2020). Qualitative research is an object that develops as it is, is not manipulated by researchers and the presence of researchers does not affect the dynamics of the object. In qualitative research, an instrument is a person or human instrument, namely the researcher himself. Meanwhile, the subjects of this study were BIPA level 2 students at UST.

The data sources in this study consisted of two data sources, namely primary data sources and secondary data sources. Meanwhile, according to Sugiono, (2016: 222), primary data sources are data sources obtained directly from sources without going through intermediaries. The primary research data were obtained from observations, interviews, and worksheets. This study uses participatory observational research methods. In making this observation, researchers are involved in the daily activities that are being observed or used in research sources. Interviewing is the process of obtaining information from a meeting of two people to exchange information and ideas through question and answer, so that meaning can be constructed in a particular topic. In collecting data by interview, the things that were done included, (a) the researcher prepared a sheet of notes to write down the results of the interview, (b) the researcher asked about information that the informant wanted to study further, (c) all the information obtained was recorded on the sheet information.

Drawing conclusions and verification starts from a temporary conclusion. The implementation of temporary conclusions is carried out by tracing back the data presented. Repetition movements are carried out quickly, because of the possibility of new thoughts arising when writing and looking back at the data presented. Final verification is carried out by having more thorough discussions with resource persons/informants. Even though conclusions have been drawn, the

researcher still moves back and forth between reduction, presentation, and conclusion during the research period.



**Chart 1. Interactive analysis model
(Source Miles and Huberman, 1992:20)**

In this sense, qualitative data analysis is an ongoing, iterative, and continuous endeavor. The problem of data reduction, data presentation, and concluding/verifications is an illustration of success sequentially as a series of mutually sustainable analysis activities.

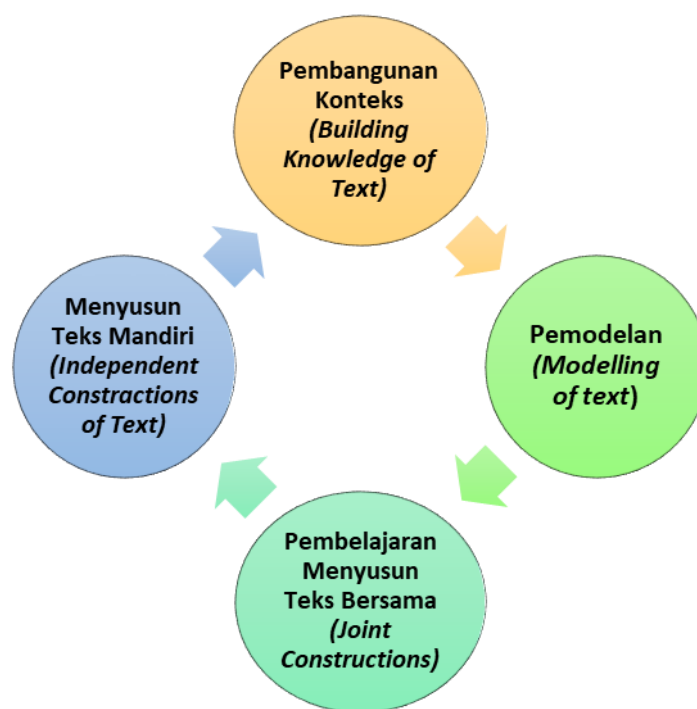
RESULT AND DISCUSSIONS

Text-based language learning is in line with the eclectic nature of tagmemic theory, so there is almost no learning model from any theory that contradicts this theory. This is in line with the opinion, of Suparno, (2017: 150) that in the tagmemic flow the top priority in the tagmemic analysis is discourse analysis for spoken language and text analysis for written language. However, according to Halliday, the text is interpreted dynamically, meaning that text is a semantic choice in a social context, namely as a way of expressing meaning through spoken or written language, Sutjaja in (Idris, 2022). Furthermore, based on Hammond and Derewianka (Idris, 2022) it is explained that six main genres correspond to their main social objectives, namely: (1) narratives, telling an event, (2) recount (telling an incident), (3) information reports (providing factual information, (4) instruction (describing what must be done), (5) explanation (explaining what must be done, (6) expository text (describing something based on the author's point of view). Furthermore, it is reinforced by the opinion of Hartoko and Rahmanto (Sufanti, 2013) which explains that text is an orderly sequence of several sentences produced and or interpreted as

an interrelated whole. In this study, the focus is on exposition research. Exposition text is a type of text that contains a statement of opinion or a proposal accompanied by arguments precise and strong. In this case, the structure of the expository text includes the statement (thesis) of the pen's argument ideas, and opinions, (Ningsih, 2018). In more detail, the implementation of learning and evaluation is as follows.

Application of Text-Based BIPA Learning at UST Philippines

The application of a text-based approach to teaching BIPA level 2 at the University of Santo Thomas was carried out to integrate four aspects of language skills. In general, four aspects of language skills can be implemented by following the stages of text-based learning, with the following details.



Context Development Stage (Building Knowledge of Text)

Learning objectives and learning materials come from the book *My Best Friends Indonesia BIPA 2* (Rizky Akbar, Didiek Hardadi Batubara). The topic studied this time is starting from the first topic in the BIPA 2 book, namely "My Favorite Musical Instrument". On the topic "my favorite musical instrument" the text that is introduced is descriptive text. Description text according to Zianurrahman (Juliyanti & Suryani, 2018) states that description is writing that mentions the characteristics of objects as a whole, in detail, and systematically. Meanwhile, the purpose of

360 | ISCE : Journal of Innovative Studies on Character and

descriptive text is to describe an object, place, atmosphere, or situation. The objectives of this lesson are (1) for students to be able to express information about their favorite musical instrument, and (2) able to write a descriptive text about their favorite musical instrument. In the first stage, students are directed to context-building activities by listening to the use of angklung and gamelan musical instruments in performance. Students immediately know that the tool is called angklung. Students in the Philippines at this level are already familiar with several Indonesian cultures. As for musical instruments like gamelan, they don't know yet. The introduction of musical instruments originating from Indonesia is the context for the topic of favorite musical instruments. Students also listen to video conversations that are discussing various musical instruments. The application of learning in more detail at this stage is as follows.

- (a) The teacher greets students and explains the purpose of learning
- (b) The teacher provides pre-activity in the form of pictures of musical instruments.
The teacher asks students to say the names of these musical instruments in Indonesian. At this stage, students experience problems regarding vocabulary in Indonesian when writing several musical instruments such as guitar, kolintang, lute, flute, drums, sasando, kompong, gamelan, tifa, bonang, and fiddle. After that, the teacher asked the students to explain how to play it. Students also experience difficulties when asked to say their names in Indonesian, let alone explain how to play them. At this stage, the teacher helps by introducing the names of the musical instruments that the student means in Indonesian. Furthermore, the teacher also introduces the vocabulary used to explain playing the musical instrument.
- (c) Pre-activity here is the first step for students to learn the topic of learning. After students understand the concept of learning about their favorite music topics, the teacher asks students to start listening to a video converter that is discussing various musical instruments. After watching the video, the teacher asks students about the contents of the conversation. Then if it is felt that there is a vocabulary whose meaning has not been understood it can be explained first.

Modeling of Text

In this stage, the learner reads a text about "guitar". After reading the text, the teacher asks about difficult vocabulary from the text. One of the goals of asking for difficult vocabulary is to check students' understanding of the text. Next, the teacher gives some trigger questions that come from the contents of the text. This trigger question can be a right or wrong question, or it can also be a reasoning question. The question is for example, Why can the guitar instrument be a favorite musical instrument? To this question, the answer is very clear in the first paragraph. It has been stated that the guitar is a favorite musical instrument because it is quite easy to learn. Meanwhile, in terms of right or wrong questions, we can learn guitar on our own without a teacher (self-taught). Then the answer is of course correct, questions like these can be done during modeling. Then, after reading the text students can also be asked about the contents of the first and second paragraphs about what? Furthermore, where it can be related to the structure of the text in the paragraph. Then, continuing in the second paragraph, one can also ask what is the content of the paragraph. Then, what is the structure? Based on these questions, the teacher can also insert questions about how are the language rules or linguistic characteristics used in the text.

Struktur	Teks	Ciri kebahasaan
Identifikasi	Gitar menjadi alat musik terfavorit di dunia, termasuk di Indonesia. Mengapa jadi favorit? Alasannya adalah, belajar gitar itu cukup mudah. Hanya dengan mengenal kunci-kunci dasar seperti C, D, Dm, E, Em, F, A, dan Am, kita bisa memainkan beberapa lagu. Kita juga bisa belajar gitar sendiri tanpa seorang guru (otodidak).	Imbuhan <i>ter-</i> dengan makna 'paling'
Deskripsi	Belajar gitar secara otodidak bisa kita lakukan melalui buku atau internet. Kita juga cukup mudah untuk membeli gitar karena penjual gitar cukup banyak di beberapa tempat. Saat mengunjungi toko musik, alat musik yang paling banyak adalah gitar. Biasanya toko musik menjual berbagai jenis gitar.	Kata keterangan <i>cukup</i>

Figure 1. Structure and language features of descriptive text

Based on the table, it is clear that the structure in the descriptive text consists of identification and description. Then linguistic characteristics or linguistic rules include the affix *ter-* with the meaning "most", and the adverb "enough". At this stage, in essence, students already understand the structure of the text and language features. Usually, to attract more students' interest, the questions or questions are made interesting by using Kahoot or Quizizz. Furthermore, to find out students' understanding of compiling texts, proceed to the next stage, namely the stages of

compiling texts together.

The Learning Stage of Compiling (Joint Constructions Text)

At this stage, the teacher begins to apply students' understanding in writing texts that have been understood at the previous stage. At this stage, Mahsun, (2020) explained that in the stage of compiling the shared text, students can learn as a whole, including building values, attitudes, and skills through the complete text together. In line with the stages of compiling the text together, it can be done in groups. Thus, students can work together with other friends in one group in compiling a descriptive text. At this stage, there are several steps as follows.

- (a) Students gather according to their respective groups in the breakout room if time still allows, but at that time there is not enough time so it must be continued at the previous meeting.
- (b) At this stage the teacher explains the activity of writing a descriptive text. The teacher conveys the topics that will be written by each group based on the topics that have been selected through the wheel of names. Wheelsofnames is an online-based application that can be used to randomize various topics.
- (c) Furthermore, after students get the topic chosen, students can start compiling texts according to the structure and linguistic characteristics in the descriptive text together.
- (d) The teacher in this case monitors the course of the discussion carried out by each group,
- (e) In this case, it is hoped that the students can provide input to each other to achieve a good text that is following the structure and linguistic characteristics that have been agreed upon at the beginning of the lesson.

Independent Contractions of Text

This stage is the last in the implementation of text-based learning. At this stage, students have begun to understand both theoretically and practically compiling descriptive texts. At the stage of compiling the text together, it is hoped that it can be used as an experience to do the task at a later stage. Students in the next stage are compiling texts independently. At this stage, students compose the text individually. The implementation stages are as follows.

- (a) Students are asked to write a descriptive text on the topic "my favorite music"

- (b) The teacher asks students to read the results of their writing in front of their other friends.
- (c) Students read texts they have made with different titles. At this stage, some students compose texts with the title "Bungkaka" and there are also those who write about "guitar".
- (d) After students read the descriptive text of their respective work, students get questions from other students or also get notes from the teacher, for example about the use of punctuation marks, effective sentences, and some vocabulary that still uses English vocabulary.



Bungkaka

Alat musik favoritku *bungkaka*. Bungkaka adalah alat perkusi dan terbuat dari bambu. Bungkaka adalah tongkat dengan dua ujung garpu. Kita tidak membutuhkan belajar bungkaka karena kita pukul bungkaka hanya. Bungkaka dimainkan bersama alat musik lain seperti kulintang, bandurria, dan laud. Bandurria dan laud mirip dengan gitar. Alat musik ini ada di Luzon dan dibuat oleh Ifugao, Kalinga, dan Ibaloi. Meskipun bungkaka dibuat di Filipina, bungkaka bukan alat musik yang terkinai. Orang Filipina suka alat musik lain seperti piano, gitar, viola, dan drum.

Figure 2. An excerpt from a student's writing

Based on the results of this student's writing, the student is still experiencing problems in composing effective sentences. Students already understand the concept of descriptive text which in the first paragraph describes the musical instrument "Bungkaka", but students still experience problems when making sentences that are quite long. Based on the sentences that appear in the results of this work, it can be seen that several sentences are not meaningful and are impressed by the results of the application's translation. Unlike the case with the writings of other students, the explanation is as follows.



Alat musik favoritku gitar. Ayahku bermain ini, dan dia mengajarku bermain gitar. Anda membuat suara dengan memetik senar. Anda mengubah akord dengan menekan senar di fretboard. Menggabungkan akord yang berbeda untuk membuat lagu. Saya mencari akord lagu favorit saya untuk berlatih. Menekan jari ke fretboard bisa menyakitkan, tetapi dengan latihan anda akan terbiasa. Gitar memiliki tiga bagian: head, neck, dan body. Head memiliki pasak untuk penyetelan senar. Neck panjang, dan memiliki senar dan fretboard. Body adalah bagian terbesar. Berongga itu, dan memiliki lubang suara untuk membuat suara. Gitar bisa memiliki banyak ukuran dan warna. Gitarku warna coklat, dan besar karena gitarku juga gitar ayahku.

Gitar sangat terkenal di Filipina. Kebanyakan musisi memainkan gitar saat membuat lagu. Banyak lagu-lagu Philippine Pop (PPOP) dan ballad menggunakan gitar sebagai instrumen utama mereka. Gitar adalah bukan asli Filipina. Itu datang dari Spanyol, dan dibawa ke Filipina melalui galleon trade pada 16th century. Provinsi Cebu merupakan ibu kota gitar Filipina,

Figure 3. Student writing on the topic of my favorite music

In writing the description text of another student, who wrote about the guitar as my favorite musical instrument, is more complete, but this student is still experiencing problems in composing quite long sentences. This can be seen in the sentences in the text, students experience several errors, for example, there is no subject in the sentence. Then, use incorrect punctuation and spelling. However, students are already familiar with the concept of ter- which means the most famous words contained in the second paragraph. Thus, it can be concluded that based on the two examples of student writing, it can be concluded that text-based teaching in teaching descriptive text in BIPA 2 class is still experiencing problems. The obstacles include, among others, the lack of student vocabulary, resulting in many student errors in constructing good, correct, and effective sentences. However, in general, students already understand the concept of descriptive text, this can be seen from the text that has been prepared in the first paragraph which describes the identification of the tool to be conveyed, and in the second paragraph the description of the tool. Of course, this is still understandable because BIPA students at level 2 still have very little vocabulary. This is in line with the opinion of Muliastuti, (2017: 22) that at the basic level of BIPA students are foreign students who cannot yet speak Indonesian or have only a few basic skills in Indonesian. However, when viewed based on the results of student writing, at the BIPA 2 level

they can already describe their favorite musical instrument in such a way, which is a success, especially since this material is the first material to be introduced at the BIPA 2 level.

Text-Based BIPA Learning Evaluation at UST Philippines

Based on the learning results on this first topic, the researchers found benefits and challenges in implementing a text-based approach in BIPA learning. The benefits of this research are (a) the application of text-based learning requires quite a long time, but all aspects and skills in language can be taught comprehensively, this is in line with Emilia's opinion (Susani, 2020) that when using text-based learning it is long but can provide opportunities for teachers to teach language skills, grammar, and vocabulary to students according to student goals.

The next benefit, (b) in this case students will be required to actively search for the various meanings of vocabulary that they do not know to understand a text when compiling texts independently. (c) then, at the stage of understanding the text, this requires background knowledge from text users, because the students this time are still in the same ASEAN family, so the social background that is built is still almost the same because basically between Indonesia and the Philippines there are many similarities both from the aspect of language and from the aspect of culture. This is in line with data from interviews with students that Indonesia and the Philippines have similarities, for example in terms of vocabulary there are similarities in a language such as the words "we", "children", "sky", "batik", "mahal", "love". , "I", "mother", "rock", "prisoner", "punishment" and so on. Thus, BIPA students from the Philippines. Learning in this class also experienced time constraints, where when classes were held online with limited time and with quite a lot of learning topics, each child could not present the results of their work on this topic. This is in line with research (Maryani & Sinaga, 2021) that the weakness of implementing text-based learning in online classes is the lack of time allocation with a large number of students so that when presenting the results of each work, not all of them can appear.

CONCLUSIONS

BIPA learning at the University of Santo Thomas Philippines for about three and a half months using a text-based approach can be carried out well, and can also help improve students' knowledge and skills, especially in writing activities. This can be seen from each student worksheet that has been done on ten topics in BIPA 2. On the other hand, this learning is still experiencing problems. The constraints faced included, among other things, the time allocation for nurturing each student becoming less, seeing that the number of students in one class was quite large. In the end, it is the student's responsibility to diligently practice independently outside the classroom. Thus, the problem of lack of vocabulary for students will be overcome.

REFERENCES

- Idris, A. R. (2022). INDONESIAN LEARNING WITH A GENRE-BASED APPROACH FOR BIPA STUDENTS AT SOUSSE UNIVERSITY, TUNISIA. *Bahasa: Jurnal Keilmuan Pendidikan Bahasa dan Sastra Indonesia*, 3(2), 112–126. <https://doi.org/10.26499/bahasa.v3i2.108>
- Imawati, E. (2017). PENGARUH PEMBELAJARAN BERBASIS TEKS TERHADAP KEMAMPUAN MENULIS TEKS DESKRIPTIF. 1, 11.
- Isodarus, P. B. (2017). PEMBELAJARAN BAHASA INDONESIA BERBASIS TEKS. 11, 11.
- Jamal, S. (2018). KEMAMPUAN MENULIS TEKS DESKRIPSI BERDASARKAN PENGAMATAN LANGSUNG SISWA KELAS VII SMP NEGERI 3 SUNGGUMINASA KABUPATEN GOWA. 12.
- Juliyanti, R., & Suryani, L. (2018). PEMBELAJARAN MENULIS TEKS DESKRIPSI DENGAN MENGGUNAKAN METODE DISCOVERY LEARNING PADA SISWA KELAS X. 1, 12.
- Maryani, M., & Sinaga, H. (2021). PEMBELAJARAN BAHASA INDONESIA BERBASIS TEKS PADA SISWA KELAS XI SEKOLAH INTERNASIONAL BUKIT SION. *Wawasan: Jurnal Kediklatan Balai Diklat Keagamaan Jakarta*, 2(2), 174–186. <https://doi.org/10.53800/wawasan.v2i2.89>
- Mahsun. (2020). *Pembelajaran Bahasa Indonesia Berbasis Teks Edisi Kedua*. Jakarta: Rajawali Press.
- Muliastuti, L. (2017). *Bahasa Indonesia bagi Penutur Asing*. Jakarta: Pustaka Obor Indonesia.
- Ningsih, N. M. (2018). Pembelajaran Bahasa Indonesia dalam Kurikulum 2013 berbasis Teks yang Berorientasi pada Pendekatan Saintifik. *Edukasi Lingua Sastra*, 15(2), 367 | ISCE : Journal of Innovative Studies on Character and

- 31–42. <https://doi.org/10.47637/elsa.v15i2.65>
- Pangemanan, F. (2008). *Potensi Pengajaran BIPA di Filipina*. 1(1), 10.
- Prakoso, A. R., Seriardana, P., & Adnyani, L. D. S. (2021). Implementasi Genre Based Approach untuk Meningkatkan Keterampilan Menulis Explanation Text. *Indonesian Gender and Society Journal*, 2(1), 1. <https://doi.org/10.23887/igsj.v2i1.39206>
- Priyatni, E. T. (2017). *Desain Pembelajaran Bahasa Indonesia dalam Kurikulum 2013*. <https://opac.perpusnas.go.id/DetailOpac.aspx?id=887897>
- Purwiyanti, Y., Suwandi, S., & Andayani, N. (2017). Strategi Komunikasi Pemelajar Bahasa Indonesia bagi Penutur Asing Asal Filipina. *Ranah: Jurnal Kajian Bahasa*, 6(2), 160. <https://doi.org/10.26499/rnh.v6i2.448>
- Soeparno. (2017). *Aliran Linguistik*. Yogyakarta: K-Media.
- Sufanti, M. (2013). *PEMBELAJARAN BAHASA INDONESIA BERBASIS TEKS: BELAJAR DARI OHIO AMERIKA SERIKAT*. 20.
- Susani, R. G. (2020). Penerapan dan Evaluasi Pendekatan Berbasis Teks dalam Pembelajaran BIPA di Hanoi, Vietnam. *Jurnal Bahasa Indonesia bagi Penutur Asing (JBIPA)*, 2(2), 60. <https://doi.org/10.26499/jbipa.v2i2.2845>
- Suyitno, I. (n.d.). *ASPEK BUDAYA DALAM PEMBELAJARAN BAHASA INDONESIA BAGI PENUTUR ASING (BIPA)*. 16.
- Trikandi, S., & dkk. (2022). *PEMBELAJARAN TEKS DESKRIPSI BERBASIS PENDEKATAN MIKiR PADA SISWA KELAS VII SMP NEGERI MUARO JAMBI*. 6, 1.
- Warliana, R. R., & Indihadi, D. (2021). *PEDADIDAKTIKA: JURNAL ILMIAH PENDIDIKAN GURU SEKOLAH DASAR*. 8(1), 8.