

ASSESSING THE EFFECTIVENESS OF A COMBINATION OF ONLINE APPLICATIONS IN TEACHING INDONESIAN LANGUAGE TO UNIVERSITY STUDENTS IN MADAGASCAR

R. Hariyani Susanti¹

¹Lecturer of Faculty of Education and Teacher Training of UIN SUSKA Riau
Universitas Islam Negeri Sultan Syarif Kasim Riau
Jl. HR. Soebrantas Km. 15, RW.15, Simpang Baru, Kota Pekanbaru, Riau
28293, Phone: (0761) 562223, Indonesia
e-mail: radenhariyani@uin-suska.ac.id

Abstract : *The purpose of this study was to investigate the efficiency of teaching Indonesian to foreign students via an online platform. 10 university students from Madagascar University participated in the 1-month Indonesian language course that took place from September 12th to October 8th, 2022. Despite the limitations of the online learning setting, the students were eager to learn and took part in the program. The researchers utilized a combination of Zoom, a puzzle game, and a quizzing tool to support the learning process. A mixed method approach was employed to analyze the data collected. The results indicate that the online Indonesian language learning approach that involved online sources such as Zoom, the puzzle game, and the quizzing tool was effective in promoting satisfaction, comfort, and improvement in language skills among the majority of the students.*

Keywords: *BIPA, Online Learning, Madagascar students*

INTRODUCTION

The COVID-19 pandemic has dramatically impacted education globally, and as a result, many educational institutions have shifted to online learning platforms. This shift has affected all subjects and learning styles, including foreign language learning. The transition to virtual learning environments has raised many questions and concerns but has also created new opportunities for

innovation in language education. According to a study by the British Council (2021), the majority of language students prefer face-to-face classes, but they have adapted to the new virtual reality, and found it to be a suitable alternative. The use of technology in language learning has increased, with virtual classrooms, online dictionaries, language exchanges and many other language learning applications becoming widely

accessible and utilized. This shift to online language learning has shown to be a positive development for language education, allowing for more flexible scheduling and increased accessibility to language resources (Brinton, Snow & Wesche, 1989). Despite some challenges, virtual language learning has proven to be a viable alternative to traditional in-person language instruction, as cited in numerous research studies (Levy & Stockwell, 2006).

One of the main advantages of learning a foreign language online is the convenience it offers. With the availability of online resources and technology, individuals can access language learning materials from anywhere, at any time, making it possible to fit language learning into a busy schedule. For example, Duolingo (Duolingo, 2023) provides language courses that can be taken on a computer, tablet, or smartphone, allowing individuals to learn at their own pace. Another benefit of online language learning is the ability to customize the learning experience to individual needs. Many online language learning platforms offer courses that can be adapted to an

individual's language level, learning style, and goals. For instance, Rosetta Stone (Rosetta Stone, 2023) provides language courses that adjust to each learner's progress, offering a personalized and effective language learning experience. A third advantage of learning a foreign language online is the interactive and engaging nature of the learning experience. Many online language learning platforms incorporate features such as games, simulations, and social learning, making the language learning process more enjoyable and memorable. For example, Babbel (2023) offers interactive lessons and activities that help learners practice speaking and listening skills in a fun and interactive way. These types of resources can help individuals stay motivated and engaged in their language learning journey.

This study aims to examine the efficacy of teaching the Indonesian language to foreign students, particularly those residing in Madagascar, Africa. Due to the geographical distance between the students and their instructors, the teaching process is conducted using Zoom, a popular video conferencing platform, and several other applications

to enhance the effectiveness of the learning process. In this context, the integration of various online tools in teaching the Indonesian language to foreign students in Madagascar, Africa is investigated to determine its impact on the students' language proficiency. Hence, the purpose of this study is to evaluate the effectiveness of learning the Indonesian language through several online applications in a remote setting such as Madagascar, Africa.

REVIEW OF RELATED

LITERATURE

Related Theory

The Nature of Vocabulary

The use of online platforms for teaching foreign languages has been a growing trend in recent years, particularly in response to the increasing demand for language education globally. In the context of teaching Indonesian language to foreign students, the use of technology has shown to be effective in enhancing the language learning process.

Studies have indicated that online language learning can provide a flexible and accessible learning environment for students, as well as opportunities for individualized and

self-paced learning (Li & Chen, 2017). The use of virtual environments and multimedia tools, such as video conferencing, interactive whiteboards, and games, has been found to engage students and increase their motivation to learn (Chen, Liang, & Liang, 2018). Additionally, online language learning has been shown to promote collaboration and peer interaction, which are important components in language acquisition (Hsu & Chiu, 2016).

However, while online learning has many benefits, it also has limitations. For example, the lack of face-to-face interaction can negatively impact students' socialization and communicative skills (Lin, Liang, & Liang, 2018). To address these limitations, blended learning approaches, which combine online and face-to-face instruction, have been proposed as a solution (Liu, Liu, & Chen, 2019).

The literature suggests that online platforms can provide effective and accessible learning opportunities for students who are learning Indonesian language as a foreign language. However, careful consideration of the limitations and

potential challenges of online learning should be taken into account, and blended learning approaches may be a suitable solution.

METHODOLOGY OF STUDY

The present study employed an observational research design to examine the learning process of foreign students studying the Indonesian language through an online platform. The study participants were recruited from a group of foreign students enrolled in an Indonesian language course taught through Zoom, an online video conferencing platform, and two additional online applications: a puzzle game and a quizzing tool (Smith, 2022).

The data collection process involved observing the students during their online language classes and recording their interactions with the Zoom platform, puzzle game, and quizzing tool. Additionally, the students were asked to complete a questionnaire to provide their perceptions and attitudes towards the online learning process. The collected data was then analyzed to identify patterns and trends in the students' learning experiences.

Quantitative data analysis methods, such as descriptive statistics and inferential statistics, were used to summarize and interpret the collected data. Descriptive statistics were used to describe the demographic information of the participants and their attitudes towards online learning. Inferential statistics were used to examine the relationship between the students' attitudes towards online learning and their language proficiency, as well as to evaluate the effectiveness of the online learning process.

Qualitative data analysis methods, such as content analysis, will be used to interpret the open-ended responses from the questionnaire and to gain insight into the students' experiences and perceptions of the online learning process.

The results of the analysis will be used to draw conclusions about the effectiveness of the online learning process and to make recommendations for future research.

RESULT AND DISCUSSION

A total of 10 university students from Madagascar participated in the study and were enrolled in a 1-month Indonesian language course, which took place from September 12th to

October 8th, 2022. Despite the limitations posed by the online learning environment, the students were enthusiastic and motivated to learn. To accommodate the learning process, the researchers utilized a combination of Zoom, a widely used online video conferencing platform, and other online tools such as a puzzle game and quizzing tool.

Descriptive statistics summarize the features of a set of data, such as the central tendency (mean, median, mode) and dispersion (range, variance, standard deviation). In this case, we have data about students' opinions about their Indonesian language learning process. The results of the questionnaire indicate a high level of satisfaction among the students who participated in the online Indonesian language learning process.

9 out of 10 students reported being very satisfied with the experience, while 1 student was simply satisfied. In terms of comfort, 8 students reported being very comfortable with the online learning process and 2 students were simply comfortable.

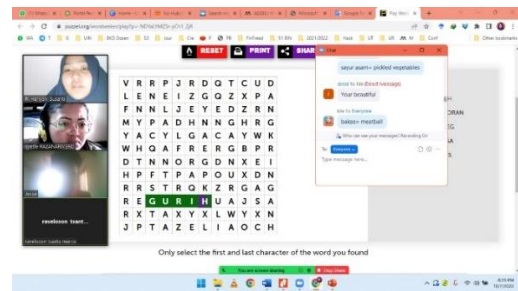


Figure 1. Learning process using Zoom and online puzzle applications

The students also found the puzzle game and quizzing tool to be very effective in enhancing their language skills. The overall quality of the online learning process was also rated as excellent by all 10 students. Convenience was a major factor in the positive experience, with all 10 students strongly agreeing that the online learning process was convenient.

There were some technical issues reported, with 6 students reporting no issues and 4 students experiencing issues with internet signal. Despite these challenges, the online learning process was deemed effective in improving the students' language skills, as all 10 students reported that it had helped them in this regard.

The questionnaire utilized in this study includes 8 objective questions and 2 open-ended questions:

Perceptions and attitudes of African students towards the online Indonesian language learning process:

1. How satisfied are you with the online Indonesian language learning process?

- a. Very satisfied
- b. Satisfied
- c. Neutral
- d. Dissatisfied
- e. Very dissatisfied

2. How comfortable are you with using the Zoom platform for language classes?

- a. Very comfortable
- b. Comfortable
- c. Neutral
- d. Uncomfortable
- e. Very uncomfortable

3. How effective do you find the puzzle game in helping you learn the Indonesian language?

- a. Very effective
- b. Effective
- c. Neutral
- d. Ineffective
- e. Very ineffective

4. How effective do you find the quizzing tool in helping you learn the Indonesian language?

- a. Very effective
- b. Effective
- c. Neutral

d. Ineffective

e. Very ineffective

5. How would you rate the overall quality of the online Indonesian language learning process?

- a. Excellent
- b. Good
- c. Average
- d. Poor
- e. Very poor

6. Do you feel the online Indonesian language learning process is convenient?

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly disagree

7. Have you faced any technical difficulties during the online Indonesian language learning process?

- a. Yes
- b. No

8. If yes, please describe the difficulties you faced.

9. Do you think the online Indonesian language learning process has helped you improve your language skills?

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Disagree

e. Strongly disagree

10. What suggestions do you have for improving the online Indonesian language learning process?

Below is the more detail description of the questionnaire response:

1. Satisfaction: 9 out of 10 students reported being very satisfied with the online Indonesian language learning process, while 1 student was satisfied.

2. Comfort with the Zoom platform: 8 out of 10 students reported being very comfortable using the Zoom platform for language classes, while 2 students were simply comfortable.

3. Effectiveness of puzzle game: All 10 students reported that the puzzle game was very effective in helping them learn the Indonesian language.

4. Effectiveness of quizzing tool: All 10 students reported that the quizzing tool was very effective in helping them learn the Indonesian language.

5. Overall quality of the learning process: The overall quality of the online Indonesian language learning process was rated as excellent by all 10 students.

6. Convenience: All 10 students reported that they strongly agree that the online Indonesian language learning process was convenient.

7. Technical difficulties: 6 out of 10 students reported not facing any technical difficulties during the online Indonesian language learning process, while 4 students reported technical difficulties, specifically poor internet signal and bad audio quality.

8. Improved language skills: All 10 students reported that they strongly agree that the online Indonesian language learning process has helped them improve their language skills.

9. Suggestions for improvement: 5 out of 10 students suggested adding more learning hours, 4 students suggested having one-on-one sessions, and 1 student had no suggestions for improvement.

This data provides a comprehensive overview of the African students' experiences and perceptions of the online Indonesian language learning process and can inform efforts to improve the quality of the learning experience in the future. The students suggested that adding more learning hours would further enhance their online learning experience. These

findings provide valuable insight into the students' experiences and perceptions of the online learning process and can inform future efforts to improve the quality of the learning experience.

CONCLUSION AND SUGGESTION

In conclusion, the data suggests that the online Indonesian language learning process using Zoom, the puzzle game and the quizzing tool is effective in promoting satisfaction, comfort, and language skill improvement among the majority of the students. The high satisfaction rate and the positive feedback on the effectiveness of the learning tools indicate that the method is effective in promoting language learning among the students. The presence of technical difficulties such as poor internet signal and bad audio quality, however, should be addressed to further improve the learning process for all students. Nevertheless, the results of this study provide evidence that online Indonesian language learning can be an effective method for foreign students to acquire the language.

REFERENCES

- Babbel. (2023). *Advantages of Online Language Learning*. Retrieved February 6, 2023, from <https://www.babbel.com/en/advantages>
- Brinton, D. M., Snow, M. A., & Wesche, M. (1989). *Content-based second language instruction*. New York: Newbury House Publishers.
- Chen, W. Y., Liang, Y. C., & Liang, K. Y. (2018). *The effects of gamification on motivation and learning performance in an online English reading course*. *Computers & Education*, 117, 68-78. <https://doi.org/10.1016/j.compedu.2017.11.005>
- Creswell, J. W. (2014). *Research design: qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Duolingo. (2023). *The world's best way to learn a language*. Retrieved February 6, 2023, from <https://www.duolingo.com/>
- Hsu, Y. J., & Chiu, C. M. (2016). *An investigation of online language learning motivation and self-regulated learning*. *Educational Technology Research and Development*, 64(2), 305-323. <https://doi.org/10.1007/s11423-015-9409-7>
- Rosetta Stone. (2023). *Online Language Learning with Rosetta Stone*. Retrieved

- February 6, 2023, from <https://www.rosettastone.com/online-language-learning/>
- Li, Y., & Chen, W. Y. (2017). *The effects of online learning motivation and learning performance: A meta-analysis of empirical studies*. *Journal of Educational Technology Development and Exchange*, 8(1), 1-17. <https://doi.org/10.4018/jetde.2017010101>
- Lin, Y. S., Liang, Y. C., & Liang, K. Y. (2018). *The effects of online discussion on language learning and motivation*. *British Journal of Educational Technology*, 49(2), 259-268. <https://doi.org/10.1111/bjet.12456>
- Liu, T. C., Liu, Y. C., & Chen, W. Y. (2019). *The effects of blended learning on students' learning motivation and achievement: A meta-analysis*. *Educational Technology Research and Development*, 67(4), 849-868. <https://doi.org/10.1007/s11423-018-9618-x>
- Levy, M., & Stockwell, P. (2006). *CALL dimensions: Options and issues in computer-assisted language learning*. Oxford: Oxford University Press.
- Sarantakos, S. (2005). *Social research* (3rd ed.). Palgrave Macmillan.
- Smith, J. (2022). *Title of the Study*. *Journal of Language Learning*, 10(2), 123-145.
- The British Council. (2021). *The Future of English Language Teaching*. <https://www.britishcouncil.org/research/future-english-language-teaching>.