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BIPA Learners' Oral Discourse on the @balaibahanprovinsidiy YouTube Channel: Implications for Digital-Based Curriculum Development

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ABSTRACT

There is often a gap between the curriculum approach and the real needs of BIPA learners in honing digital-based contextual oral production competencies. The purpose of this study is to analyze the characteristics of oral discourse production, grammatical errors, and language fluency barriers, as well as the implications of the findings for the development of a digital-based BIPA curriculum. The research design is qualitative, with a descriptive approach. The data in this study are 184 transcripts of BIPA learners' speech from two videos uploaded by @balaibahasaprovincidiy. Data were collected using listening and note-taking techniques and analyzed using coding, organizing, and interpretation techniques. The results of the study indicate 1) the need to integrate media and practice-based learning strategies that are flexible, effective, and efficient; 2) the need for contextual learning in the form of oral discourse production practice training integrated into learning; and 3) the form of implications as a strategy in developing a digital-based BIPA curriculum to overcome the problems of BIPA learners' oral discourse production. Understandably, the oral discourse production of BIPA learners is often dominated by a formative function that is underdeveloped in the management of coherent and sustainable ideas. Therefore, the urgency of developing an interactive digital-based BIPA curriculum that strengthens oral discourse competencies in a contextual and structured manner needs to be addressed.

Keywords: Oral Discourse Production, BIPA Learners, Curriculum Development, Digitalization

INTRODUCTION

In the current era of globalization, Indonesian linguistic and cultural diplomacy positions Indonesian language learning for foreign speakers, often referred to as BIPA, to be increasingly systematic, structured, and strategic (Andajani et al., 2024; Susanto et al., 2024). The BIPA program not only studies linguistic rules but also introduces Indonesian culture through its thought patterns, social perspectives, economics, and politics. The various domains studied in the BIPA program require active production skills in using Indonesian to interact, especially with native Indonesians (Noprival, 2024; Noprival et al., 2025). In the CEFR curriculum, production is divided into two, namely written and spoken discourse production. (Council of Europe, 2001; North & Piccardo, 2023; Szyzka et al., 2024; Yusra et al., 2022). Daily life

involves more practice in producing oral discourse in the form of speaking skills which are considered essential.

However, speaking skills are not an easy form of language ability, especially for foreign learners who study Indonesian as a second or even third language (Dewi & Suhartono, 2022; Mustofa & Defiana, 2024; Taguchi, 2019; Towansiba et al., 2020; Utama et al., 2024). BIPA learners often find difficulty in producing oral discourse. This is evident in errors in the use of Indonesian, such as vocabulary choice, use of affixes, grammatical structures, or limitations in classifying utterances (Fiarum & Susanto, 2023; Hudhana et al., 2021; Kusuma & Kayati, 2023; Nisa et al., 2024; Wijayanti et al., 2024; Rafkahanun, 2021). In addition, learners basically have a lot of knowledge about the use of Indonesian, but lack confidence in practicing direct oral interaction (Fachrunnisa & Nuraeni, 2022; Pratama et al., 2024; Saddhono et al., 2024a; Widodo et al., 2023; Yulianeta et al., 2022). These difficulties are the main challenges often encountered in the practice of learning speaking skills, which are in contrast to today's sophisticated technology.

The continuous advancement of technology offers convenience for the world of education, especially in learning Indonesian, which is often found on various digital media platforms. YouTube has become a popular medium for presenting learning materials as a place for language practice (Kristiani & Pradnyadewi, 2021; Saddhono et al., 2024b; Stevenson & Baker, 2024; Widiantari et al., 2023). One YouTube channel that provides a forum for BIPA learners to produce and interact directly using Indonesian is @balaibahasaprovinsidiy. The channel is managed by the Language Center of the Special Region of Yogyakarta Province, presenting BIPA learners from various countries as resource persons in the podcast *Bicara di Ruang BBY (BdB): Talking with BIPA Learners*. This provides an opportunity for BIPA learners to speak Indonesian at their level and interact directly with native Indonesian speakers. The video is a form of representation of the practice of producing oral discourse directly, which can be observed from a grammatical perspective, fluency, and obstacles in using Indonesian (Rizqiyanti, 2023; Suseno et al., 2023). However, the potential of this data is still rarely utilized as material for developing a digital-based BIPA curriculum.

This problem presents a research opportunity by examining the production of oral discourse by BIPA learners identified through YouTube channels. Through the identification of grammatical errors and fluency strategies of BIPA learners in speaking using Indonesian, the abilities possessed can be projected concretely (Siregar, 2022; Suregar, 2023). The results obtained can be used as considerations for developing a curriculum that is responsive to the challenges and needs of BIPA learners today. Therefore, the process of producing oral discourse in a digital context through YouTube channels, followed by the performance of learners in using grammatical errors, accuracy, and fluency in speaking Indonesian, are the main issues that need to be examined in depth (Kristiani & Pradnyadewi, 2021; Suseno et al., 2023; Widiantari et al., 2023). Considering that BIPA learners come from diverse national, cultural, and social backgrounds, especially in phonetic articulation, a BIPA curriculum that is sensitive to these differences and provides a foundation appropriate to their needs can help BIPA learners produce oral discourse.

The urgency of this research stems from the need to adapt the BIPA curriculum to technological developments and learning media that are responsive to plurality and inclusivity. The current BIPA curriculum remains conventional, which can lead to a loss of relevance if it does not integrate digital-based learning (Kristiani & Pradnyadewi, 2021; Suseno et al., 2023). Social media, including YouTube, Instagram, and TikTok, provide a platform for BIPA learners to produce spoken discourse, a process not always accommodated in the existing curriculum. Furthermore, as a second language, Indonesian is crucial for achieving accuracy and fluency in the production of spoken discourse (Kristiani & Pradnyadewi, 2021; Saddhono et al., 2024a). However, the current BIPA curriculum, as stated in the book *Sahabatku Indonesia*, places

greater emphasis on linguistic structure. However, in communication practice, courage and fluency in speaking influence BIPA learners' success in learning Indonesian.

Previous research relevant to this research, first, research conducted by Ristyandani et al. (2024) the koran learners in the BIPA 3 speaking class at the Indonesian Embassy in Moscow, who make phonetic, morphological, syntactic, and semantic errors, are influenced by their first language. Second, research conducted by Br Ginting (2024) the Koran learners on the production of oral discourse in the form of perkolong-kolong dialogue in Batu Karang Village in the Guro-guro Aron traditional ceremony used for BIPA learning materials. The similarity to this research is that both Koran learners focus on producing oral discourse for BIPA learners. The most prominent differences are observed in the research topics, objectives, and subjects. However, these differences are constructed as novelties in this research to perfect and develop the work already done.

Based on the above explanation, the lack of optimization of the use of BIPA learners' oral discourse production data in integrating digital media in developing a responsive BIPA curriculum, this study aims to analyze the characteristics of BIPA learners' oral discourse production, identify grammatical errors and language fluency barriers that arise in oral discourse production, and describe the implications of the findings for the development of a digital-based BIPA curriculum. Based on the objectives explained, this study contributes to developing a BIPA curriculum that enhances learning strategies that are more contextual, meaningful, and interesting for BIPA learners. Therefore, the study titled "BIPA Learners' Oral Discourse on the @balaibahasaprovincidiy YouTube Channel: Implications for Digital-Based Curriculum Development" warrants in-depth analysis.

METHOD

Study This use type study mixture with a descriptive approach, using case studies that focus on the production of oral discourse by BIPA learners, uploaded to the YouTube channel @balaibahasaprovincidiy. The approach used to investigate in-depth characteristics of practice production discourse spoken by BIPA learners in a more authentic digital context. Research: This not only identifies errors and fluency in the Indonesian language among BIPA learners but also examines the implications of the Koran for developing a BIPA-based curriculum for digital learning. Deep data study. This consists of analyzing contextual and quantitative data, including the frequency of data emergence, using 184 data sources from two videos on the YouTube channel @balaibahasaprovincidiy. The two videos entitled 1) Talking in the BBY Room (BdB): Chatting with BIPA Students from China, Pakistan, and Russia, duration 15 minutes over 57 seconds, and 2) Talk in the BBY Room (BdB): Chat with BIPA Students from India, Gambia, and Japan 17 minutes long uploaded in 2024. Data collected on how much transcript speech, recording, and observation are used to assess fluency and verbal communication strategies. In the video, there are six BIPA learners, each from China, Pakistan, Russia, India, Gambia, and Japan.



Figure 1. Talking in the BBY Room (BdB): Chatting with BIPA Learners from China, Pakistan, and Russia (BP)



Figure 2. Talking in the BBY Room (BdB): Chatting with BIPA Learners from India, Gambia, and Japan (BD)

Instrument in study this consists of a primary and a secondary. The primary instrument is the researchers themselves who play a role in analyzing the data obtained based on the perspective of linguistics applied and analytical discourse in the realm of education. As for secondary instruments, such as tool supporters, to make it easier, researchers can use a laptop to type transcripts or speech as research data. Data collection techniques are carried out with the method of listening and taking notes. Researchers take notes on every form of error, including speaking and language strategies, with repeats, pauses, and repairs by BIPA learners.

As for the technique, data analysis was performed by applying the stages of coding, organizing, and interpreting. Stages coding done for marking speech data, BIPA learners who include error language and production strategy discourse verbal. Then, the data has been given a code. Then, enter stages by organizing data into systematic categories and subcategories based on type errors, strategy patterns, and the emergence of intensity data. Finally, the data are interpreted in light of emerging patterns to express character production discourse among oral BIPA learners. The study's data were validated through triangulation. For review consistency and suitability, the results analysis of the production discourse of oral BIPA learners.

RESULTS AND DISCUSSION

Results

Based on the analysis of data that has been collected, known results can be obtained that describe 1) characteristics of oral BIPA learners; 2) grammatical errors and obstacles to language smoothness in production; and 3) implications of the findings for the development of a BIPA-based digitalized curriculum. The results are presented as follows.

Characteristics of Production Oral Discourse of BIPA Learners

BIPA students' proficiency in the use of Indonesian can be identified from the character shown in their interactions with Indonesians. Although in matters, this Indonesian is an L2 language or a foreign language for BIPA learners, no close influence from the environment in which they learn. In addition, through the identification character production, oral becomes a source of knowledge against native Indonesian speech and device policy in response to oral production by BIPA learners. The results of the analysis of two videos uploaded to the YouTube channel @balaibahasaprovinsidiy were obtained, namely 1) use limited diction; 2) simple discourse structure; and 3) still intonation contaminated with Language, as summarized in Figure 3.

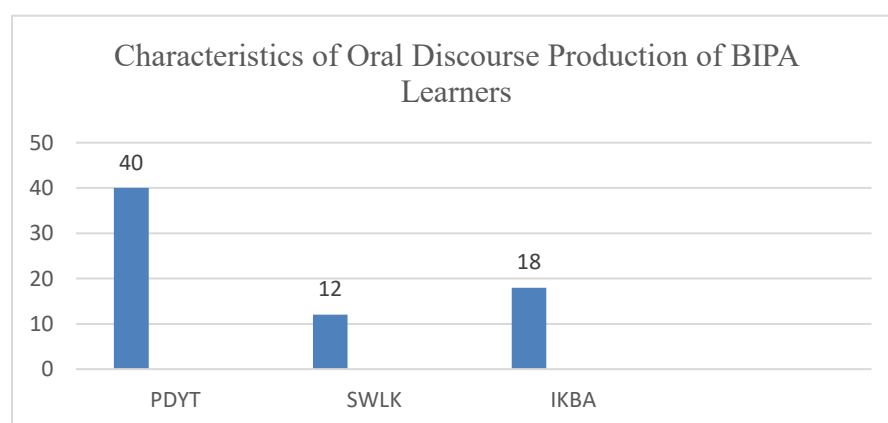


Figure 3. Characteristic Results Production Oral Discourse

a. Use Limited Diction

Use diction to produce discourse, oral, and describe a tendency towards the implementation of literal diction. This shows learners tend to use denotative meanings of words without considering context, idiomatic, or implicit meanings. Being expressive in the form of a proverb and cultural aspects of less typical Indonesian looks in speech BIPA learners. Seen from

speech, BIPA learners often use limited diction and repeated phrases. As for both videos found diction with the amount following.

Table 1. Usage Data Limited Diction

No.	Types of Diction	Amount
1.	Noun	20
2.	Verb	12
3.	Adjective	10
	Total	42

Table 1 shows the amount of data usage limited diction in speech by BIPA learners. BIPA learners frequently use nouns with a score of 20 because they are easy to memorize and match the Language origin. Followed by the use of diction, an adjective, a total of 12 data points, as easy adjectives understood by BIPA learners in evaluating something to learn. Use of verb diction has the lowest score, totaling 10, because BIPA learners often find it hard to produce speech with affixes. Frequency. Due to limitations, BIPA learners in rules Language feel a sense of lack, believing self-moment recitation is appropriate, or, conversely. Reviewed based on *the Common European Framework of Reference for Languages (CEFR)*, the speech is at levels A2 to B2. Learners tend to study, produce, and understand simple sentences about daily life. So, the acquisition of language and culture is still not deep enough. Moreover, again, understanding idiomatic expressions is complex when communicating informally in the original Indonesian language today.

It can be concluded that the use of diction in production oral BIPA learners is still basic and functional. Therefore, knowledge of idiomatic and linguistic expressions needs to be integrated into the BIPA curriculum in Indonesia to make it easier for learners to delve into the literal meaning. In addition, learners have a wide runway for the cultural production of spoken language in Indonesia because, when BIPA learners are in Indonesia and interact with public speakers who are originally Indonesian, they will be confronted with real situations. Condition the demand BIPA learners for practice, direct and understanding method, using the Indonesian language that is not far from the integration culture.

b. Structure Complex Discourse

Structure constructed discourse in production spoken by BIPA students, amounting to 30 pieces of complex data, but not enough structure in the sentences. It is not yet organized well. Production of spoken language has its own pattern, with a direct opening leading to the topic, discussion, explanation, and conclusion. The oral production pattern is delivered shortly so that it can show the ability of BIPA learners to construct discourse functionally and characteristically, which is reasonably complex. It projects that learners are still at the stage of building cohesion and coherence between ideas and consequences, with a lack of exploration in discourse, persuasive, narrative, and argumentative complexity, as shown in the following data.

- (1) BP2: “Sekarang saya di Yogya untuk pertukaran belajar ya. Waktu di Tiongkok di universitas saya, saya masih jurusan bahasa Indonesia dan karena sebelum masuk universitas ayah saya pernah ke Jogja dan Jakarta untuk bekerja sementara dan kemudian dia pulang dan sudah menceritakan banyak pengalaman dan menceritakan budaya kuliner disini saya pikir suka dengan budaya di sini.”

Data (1) above shows the load speech delivered by BIPA learners from China. BIPA learners introduce themselves and explain why they are studying Indonesian using a complex discourse structure. Production of oral skills in the show indicates that learners are at a middle level, who can present their argument in a reasonably complex way. However, the structure of

their spoken language is still not perfectly organized. However, BIPA learners are starting to believe that they can self-produce oral speech in accordance with their abilities in the study language. Production oral said, becomes a real proof study of Indonesians in general directly against the Indonesian people.

It can be concluded that delivery information signifies the ability to produce oral. Still focused on delivery information, not yet at the stage of developing and defending structured ideas. For push development in production, BIPA learners need to be invited to build more structured discourse with greater argumentative, persuasive, and narrative content. Training also prioritizes the cohesion and coherence of ideas, the exploration of perspectives, and logical connectivity. Form training is an important aspect integrated into the curriculum in Indonesia, as stated in the CEFR, with a production focus.

c. Intonation that is still contaminated with the Original Language

When BIPA learners produce discourse orally, one of the most visible aspects is intonation and tone of voice, which are still influenced by the language's original country of origin and are represented by 18 data points. Learners were told to use Indonesian with flat intonation, even though Indonesian has diverse tonal expression that shows intent, emotion, and functional speech. However, often found BIPA learners said Indonesian with no rise or fall at the end of the sentence, as is usually the case in Indonesian, so it was heard as a normal statement, because they used intonation in accordance with their Language of origin.

Table 2. Contaminated Intonation Data with Original Language

No.	Original Language	Amount	Intonation
1.	China	8	The use of lexical and relative tone is flat
2.	Pakistan	6	and down patterns and emphasis on strong syllables
3.	Russia	2	Flat and segmented interphrase
4.	India	6	Flat in the middle and slopes down towards the end
5.	Gambia	4	Flat and unsyllable stand out
6.	Japan	10	Flat and accented
Total		36	

Table 2 presents 36 data and characteristics of intonation speech BIPA learners in the use of the Indonesian language, which is still contaminated by the language of origin. One of them is a speech in Indonesian by BIPA students from Japan, with the primary focus on Indonesia's diversity. Speech shows flat intonation, without the presence of various tones to convey meaning or the use of essential parts. For example, the sentence *saya menarik tentang Bhineka Tunggal Ika BIPA learners from Japan choose to study Indonesian*. It is known that the word is interesting. What is meant is that it is interesting. If reviewed from the aspect of meaningful speech. A phenomenon that can be connected to the influence of prosody on Language in Japan, with intonation placing minimal emphasis on certain syllables, especially in formal situations.

Due to that, learners tend to integrate each characteristic of the language of their country of origin into the pattern production of oral Indonesian. Intonation rejection, contrast surprise, and less pause appropriate show an indication of a lack of exercise in aspect pragmatics for BIPA learners. Problems that need training in intonation and prosody in the form of recording the speaker's original, practicing pronunciation AI-based, which has been arranged in accordance with the native Indonesian speaker's intonation, and techniques of imitation need to be developed. This also needs to focus on the expression of intonation in accordance with the meaning and intent in the context of Indonesian speech.

Based on the exposure discussion, characteristics, and pattern usage in the Indonesian language by BIPA learners, it can be concluded that there is a need to integrate media and learning strategies and to practice oral skills through flexible, effective, and efficient methods into the BIPA curriculum in Indonesia. If we review four existing components in CEFR,

production oral emphasizes BIPA learners, directly practicing to hone their ability to speak Indonesian. As a result, the ability to use language is not just about knowledge theory, but also the ability to implement Indonesian in various contexts, especially when interacting with Indonesian society. Integration of the development BIPA curriculum that pays attention to the production of oral in a flexible, effective, and efficient way, capable of giving real experience in factually repairing speech.

Grammatical Errors and Obstacles to Smoothness in Oral Discourse Production

Two important aspects that need to be reviewed in the learning process of Indonesian for BIPA learners are 1) grammatical errors and 2) obstacles to smoothness in the production of discourse spoken by BIPA learners. First, the grammatical error concerns the use of structured sentences, morphology, and non-functional particles in accordance with the rules of Indonesian. Plus, again with the obstacle, the smoothness that appears in the pauses too long, insertion of the word *ee*, and *what it is*. As for the explanation of the two errors, grammatical and obstacles to oral discourse production, as follows.

a. Error grammatical

One characteristic that can identify BIPA learners in oral production discourse is grammatical errors. Frequent grammatical errors are found in the aspect verb conjunctions, usage affixes, and others. Inaccuracy refers to the understanding of grammatical BIPA learners who have not used Indonesian maximally. In addition, the form bases everything that is not customized on situation talks, which can create bias of intent speech that making it difficult to understand the meaning and purpose of the discourse spoken by BIPA learners. This is proven with the quote following.

Table 3. Errors in Grammatical Oral Production of BIPA Speakers

No.	Type of Error	Amount	Example
1.	Structure Sentence	30	(2) “ Semua dosen-dosen di Jogja ini dia sangat ramah dan sangat kreatif untuk pembelajaran bahasa Indonesia.”
2.	Morphological	25	(3) “...saya menarik tentang Bhineka Tunggal Ika karena datang di sini ada banyak orang...”
3.	Use Functional Word Particles	18	(4) “...untuk perkenalan dengan budaya dengan orang lokal”
Total		73	

Table 3 shows the error data. grammatical review from three aspects, totaling 73, namely 30 structural data sentences, 25 morphological data, and 18 usage data particle word task. If reviewed from data (2) shows speech BIPA learners from Gambia about the lecturer, an Indonesian language teacher in Yogyakarta, who is friendly and has creative thinking during the learning process. In the speech, three grammatical errors were found. First, the waste of words in the phrase already shows overall or more from one, and the lecturers show there is more from one lecturer. Improvement from errors can remove one word in a phrase, such as all *lecturers*. Second, phrases that are not effective are proven with speech: very friendly and very creative; the use of words is spoken enough to represent the adjective spoken. If reviewed from speech, the words used in a show situation or activity, then appropriate repairs are made by using pronouns *in learning Indonesian*.

It can be concluded that grammatical errors in the production discourse of oral BIPA learners indicate limitations in their understanding of Indonesian grammatical structure. Errors that can impact the truth include those related to language, clarity, meaning, and effective communication. To address this problem, it is necessary to integrate learning grammatical context into oral practice to help learners build competence in communicative, accurate, and fluent language. For example, learning about simulation situations, communicated via vlogs and

podcasts, and the use of other media. Interactions that require production discourse, oral review, correct grammar, and constructive feedback can provide deep knowledge for BIPA learners in repairing errors and improving fluency in Indonesian.

b. Obstacle Smoothness

Obstacle smoothness production discourse spoken by BIPA learners, one of them proven with the use of pauses in a complex clause. The pause occurs in the middle of a phrase or between the subject and the predicate. As a result, the constructed discourse can influence meaningful speech in an intact way. That thing describes the aspect of smoothness production in discourse, spoken language that BIPA learners have not fully mastered, especially in complex speech that requires design linguistics. Barriers to smoothness in production discourse for oral BIPA learners are shown in Table 4.

Table 4. Form Obstacle Smoothness

No.	Form Obstacle Smoothness	Amount	Example
1.	Use letter <i>uh</i>	31	(5) “Saya ee ini sulit untuk saya ee seperti ee ketika aku datang ke sini di emm 1 September aku bingung ya, bagaimana aku berbicara dengan orang-orang di sini”
2.	Repetition <i>What yes</i>	10	(6) “saat saya datang sini, apa ya saya kumpul dengan orang Indonesia”
Total		41	

Data Table 4 contains speech BIPA learners from India who tell stories about difficult moments using Indonesian first. Again, the moment will speak with native Indonesians. In the tutorial, the use of *ee* and *emm* is interpreted as pause and think, producing discourse spoken by BIPA learners. The pause is an obstacle for BIPA learners in using Indonesian. In general, "ee" is not a word with meaning. Still, in Indonesia, the pronunciation is understood in a general sense as a thinking process, someone designing the structure of a sentence to be spoken.

It can be concluded that the phenomenon is influenced by the structure of the sentence and the Language origin of learners. Structuring different syntax with Indonesian can cause difficulty for BIPA learners in constructing grammatically and naturally fluent oral discourse. Obstacles to smoothness are caused by a combination of insufficient pause and the country of origin's precise, integrated structure. This needs training in phonology and syntax that is contextually relevant to learning. The solution can help learners compile correct sentences in accordance with grammatical rules and fluency in context in Indonesian.

Based on the exposure, the results above indicate that two aspects of one's own role are essential to the production discourse of oral BIPA learners. The need for training practice, production discourse, and oral practice, directly integrated into learning, is necessary to help BIPA learners use proper Indonesian, including phonology, morphology, syntax, and meaning. A learning context that can support a perfect BIPA curriculum in Indonesia can take the form of production vlogs, podcasts, and social media use to communicate and interact in Indonesian. Habitual practice using Indonesian with native Indonesian speakers can provide knowledge and experience that BIPA learners easily remember.

Implications for Development BIPA BIPA-Based Curriculum Digitalization

Information about characteristics, grammatical errors, and obstacles to the smooth production of discourse spoken by BIPA learners has important implications for developing the BIPA curriculum. Implications said, responding to the need for a design curriculum that does not just focus on the theoretical, but also provides facilities for BIPA learners in general, practical-based technology. Cannot deny that digital learning today is loved by many; the

perpetrator, one of them, in the world of education, through innovations that facilitate the learning process. Digitalization opens opportunities for the interaction and integration of interactive multimedia, involving audio, pronunciation, and video, which can increase linguistic competence in producing oral discourse. As for the form implications of production discourse oral by BIPA learners towards the development curriculum, it is classified into three, namely 1) expansion module interactive oral; 2) personalization learning through discourse; and 3) video feed integration comes back automatically.

First, the expansion module is an interactive production discourse oral. Form implications. This plays a vital role because it underscores the need for a broad module on interactive production discourse in the oral curriculum that integrates technology. Obstacles indicated by learners in the production of oral speech structure suggest a lack of speaking practice. Implications: the need for a BIPA curriculum that integrates digital speaking modules with depiction context in ways that are real through imitation situations, communicative presentation classes, discussion groups, and others. Various types of modules can be designed in diverse forms, such as simulation AI-based, online interaction platforms, and responsive videos that can give bait to come back to fluency, grammar, and intonation.

Second, personalization learning through discourse. Production discourse oral content uploaded to the YouTube channel can be used for corpus-adaptive learning, push personalization, and BIPA learning. The video format can be in the form of task vlogs, practice production discourse, oral recordings in real daily life situations, buying food, greetings, traveling, and others. Then, they can be identified in depth to measure the ability to produce oral discourse in BIPA learners, with review levels of smoothness, failure, and development in speaking. Based on the question, educators can develop a learning path in accordance with the level of fluency and speed, and the needs of each BIPA learner. It can be applied with consideration of struggling learners, grammatically facilitated by an interactive exercise module on sentence structure. Unlike learners who have an obstacle to smooth sentence construction in production discourse, oral can be used for articulation-based simulation training.

Third, video feed integration is free. Video feed integration is identified as a strategic solution to address errors in production discourse spoken by BIPA learners. AI-based feedback technology can be implemented in an automatic and regulated way to recognize error production in discourse verbally, such as smoothness of speech and the structure of sentences in *real time*. This feature can be integrated into the response video when BIPA learners say Indonesian. In general, the automatic feature provides bait that comes back as a visualization error, accompanied by constructive repair. Give flexible, effective, and efficient feedback. This gives learners personal freedom to study so that they can understand the location error and begin applying production discourse orally in accordance with the results of repair.

Based on the above exposure, it can be concluded that the third form implications become a strategy in developing a digital-based BIPA curriculum to overcome the problem of producing discourse in oral BIPA learners. The interaction module oral makes learners accustomed to producing discourse orally in real situations. Equipped with personalized learning, learners can make vlog videos, giving BIPA learners room to stay active and practice using Indonesian in general. Plus, with technology, the learning process comes back automatically, accompanied by constructive repair in oral production discourse. Collaboration has three implications: it can construct effective, flexible, contextual, and responsive learning.

Discussion

The results of the above study indicate that the production of oral discourse by BIPA learners is not merely a matter of language skills, but also a form of discursive practice resulting from the interaction between strategies, learning media, and the curriculum. The need for digital space as a learning ecosystem that constructs patterns of oral discourse production has drawn

attention and must be integrated into the development of the BIPA curriculum. This statement strengthens the opinion Bakri et al (2025); Kristiani & Pradnyadewi, (2021); Suseno et al. (2023) indicating that the characteristics of oral discourse spoken by BIPA learners are not only a reflection of individual linguistic competence, but also represent the curriculum in designing more authentic and open oral practices according to the needs of the times. Therefore, technological sophistication that provides convenience becomes a medium in accommodating the implementation of an effective and adaptive curriculum.

The need for hands-on oral discourse production training is closely related to the first finding, which emphasizes the importance of effective and flexible learning. Direct practice in systematic speaking opens up opportunities for learners to internalize linguistic aspects simultaneously and factually. We agree that Fiiarum & Susanto (2023); Hudhana et al. (2021); Kusuma & Kayati (2023) BIPA learners' linguistic errors are not only caused by limited linguistic competence, but also by learning designs that facilitate the process of daring to try to communicate. For example, the integration of interactive digital learning, personalized learning, and video production that opens access to feedback is a pedagogical response to the pluralistic characteristics of the BIPA curriculum. This statement emphasizes the opinion that Stevenson & Baker (2024) that the integration of digitalization in the BIPA curriculum is also a strategy in realizing responsive and adaptive learning according to learner needs. In this case, digital learning serves as a link that addresses the gap between language theory and oral discourse practice.

The paradigm shift in BIPA learning from a theory-based approach to a basis of language performativity. Therefore, this discussion emphasizes that BIPA learning should be implemented as a direct social communication activity, thereby becoming a negotiation space that simultaneously involves all linguistic aspects. In this regard, we agree that Kristiani & Pradnyadewi (2021); Suseno et al (2023) the BIPA curriculum needs to be designed to provide a comprehensive language space. On the other hand, the link between the use of digital media and oral practice training opens up the role of technology as a learning medium that enables the practice of producing oral discourse to be carried out reflectively and consciously. This discussion shows that digitalization in BIPA learning can provide ease and breadth of access for learners to construct linguistic awareness through oral practice using Indonesian.

Based on the discussion above, it can be concluded that the development of a digital-based BIPA curriculum needs to be designed holistically by facilitating the production of oral discourse through flexible, contextual learning innovations and direct training. Ideally, the BIPA curriculum should not only focus on linguistic achievement but also review the learning process, providing opportunities for learners to increase their confidence, accuracy, and fluency in language as a discursive, adaptive curriculum. This means that the BIPA curriculum needs to position the production of oral discourse as the core of learning, using digital conveniences to address existing gaps. Reviewing the success of BIPA learners' oral discourse production is not only determined by the frequency of speaking practice, but also by the effectiveness of the curriculum that integrates oral experience, personalized learning, and continuous feedback into a coherent digital system. This approach can make the BIPA curriculum a transformative reference that optimally includes learners' communicative competence.

CONCLUSION

Based on the results and discussions presented, it can be concluded that, first, there is a need to integrate media and learning strategies into the practice of oral production with flexible, effective, and efficient methods in the BIPA curriculum in Indonesia. Second, it is necessary to learn contextual information through training practice, production discourse, and oral discourse, in ways that are directly integrated into learning essential concepts. This makes it easier for BIPA learners to use proper Indonesian in a way that includes phonology,

morphology, syntax, and meaning. Third, third-form implications become a strategy for developing a digital-based BIPA curriculum to address the problem of producing discourse among oral BIPA learners.

Interpretable that production discourse, orally recorded on the YouTube channel, becomes accurate data for developing the BIPA curriculum in Indonesia, which is more nature constructive, flexible, efficient, and contextual. Findings in the study. These findings contribute to providing constructive input and ideas for developing the BIPA curriculum by integrating learning media innovations, such as interactive multimedia digital content, to make it easier for BIPA learners to produce oral discourse in Indonesian with good, correct content. Suggestions for study: furthermore, can investigate BIPA teaching from a more diverse perspective, including both strategies, methods, and learning media based on digitalization, which can be integrated to provide diversity in learning facilities in the BIPA curriculum.

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