

## INDONESIAN LANGUAGE LEARNING FOR NON-NATIVE SPEAKERS THROUGH ONLINE MUSIC AND LEARNER ASSESSMENT

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### ABSTRACT

COVID-19 has led to BIPA learning being conducted online via the Zoom platform. To prevent BIPA learners still in their respective countries from becoming bored with their lessons, providing song material is necessary. The purpose of this study is to describe the implementation of BIPA learning through music media, students' assessment of the impact of songs in BIPA learning, and students' brief statements about the song material. This research is a descriptive qualitative study involving questionnaires given to 12 BIPA KNB IPB 2021/2022 students. The results indicate that students agree to include song material in BIPA levels 2 and 3, with various genres at least once a week, to boost motivation, reduce tension, and make learning more enjoyable. Songs can help train listening and pronunciation skills, improve mastery of vocabulary, grammar, and word meanings, and provide insight into Indonesian culture. The recommended number of songs is two per meeting. The implication of this research is that song material can be integrated into BIPA lessons, but no more than two songs should be used.

**Keywords:** *BIPA; music; online learning; student assessment; YouTube*

### INTRODUCTION

During the COVID-19 pandemic, learning primarily shifted online. This is also true for BIPA learning. Certainly, this presents one of the new challenges in BIPA education. As Diani and Dewi (2020) revealed, BIPA teachers in this online setting must prepare materials, use learning applications, and participate in various online training sessions. Another challenge in online BIPA instruction is how to teach pronunciation, word meaning, and grammar (Editia, 2019). Foreign students studying in Indonesia, even though they have learned Indonesian, also face language difficulties during the pandemic (Defina & Rizkillah, 2021). Furthermore, in the early days of the pandemic, online learning platforms were not yet available, so online BIPA instruction relied on WhatsApp and email (Defina, 2021); additionally, it used WhatsApp and Google Meet (Septianasari, 2021).

Since the pandemic, online learning has become familiar to teachers, such as BIPA teachers. The advancement of information technology makes learning easier, including learning Indonesian for Foreign Speakers (BIPA). One of the technologies that can be used is media and teaching materials available on the internet. One example of teaching materials and media that can be used is audio and video songs in online learning.

BIPA learning through music has been studied by Meilawati (2019), Tyasrinestu (2019), and Mulyaningsih (2017). For both basic and advanced BIPA, children's songs are used as an introduction to culture and aligned with themes such as mood, limbs, and animal recognition (Meilawati, 2019). In BIPA learning, the environmental theme, which aims to introduce students to their surroundings and animals, can also be incorporated through children's songs. The chosen song lyrics must suit the theme and the learning goals

(Tyasrinestu, 2019). This approach invites students to recognize their environment and promote health. The learning model structure, which utilizes children's songs to introduce environmental and health topics, is developed through science themes, competency frameworks, and learning objectives aligned with the beginner class stages. This theme can be introduced via fun singing activities to enhance the effectiveness of language learning through songs. On the other hand, Mulyaningsih (2017) revealed that the use of love-themed songs has been implemented in BIPA classes in Cirebon. As a result, vocabulary acquisition accelerated and had a positive influence on students' moods. Therefore, songs serve as valuable teaching materials and media in BIPA education. This teaching method, incorporating songs, has also been adopted in Thailand, where it is regarded as a fun approach because learners can study casually and better retain the material (Fauziah, Supendi, & Humaira, 2018).

The use of materials and media songs in foreign language learning has been widely discussed, and songs provide benefits to learners. Busse, Jungclaus, Roden, Russo, and Kreutz (2018) have identified that some students benefit greatly from song-based teaching and remember most of the lyrics taught through singing. In fact, the biggest advantage of using songs in the classroom is that they are fun (Millington, 2011) and they spark enthusiasm for learning (Poniman, 2017). Songs create a pleasant atmosphere for gradual language development, reduce learner stress, and foster a cooperative and cohesive environment among students (Tayari & Zafarghand, 2015). Songs also make learners feel comfortable with learning (Chiriac, 2015). In particular, for young learners who love music, songs can help them learn more effectively (Antika, 2021; Lee & Lin, 2015).

Using songs as teaching media and materials for foreign languages can positively affect both knowledge and skills. Besedova (2016) and Degrave (2019) show that music benefits foreign language learning by boosting motivation and attention, reducing anxiety, and enriching cultural understanding, as well as enhancing various linguistic skills. The impact of songs on motivation is also noted by Israel (2013), who states that songs can improve learners' performance and creativity. Cultural enrichment through song materials is highlighted by Keskin (2011), and songs can also evoke social emotions, as pointed out by Cores-Bilbao, Fernández-Corbacho, Machancoses, & Fonseca-Mora (2019). Kara and Aksel (2013) further found that songs make the language learning environment more enjoyable, which motivates students to learn a foreign language. When it comes to language skills, Ludke (2009), Rukholm (2015), and Salcedo (2010) agree that songs offer an excellent opportunity to practice pronunciation, intonation, and fluent, connected speech. Besides pronunciation, songs can also enhance listening skills, vocabulary, and sentence structure (Millington, 2011; Werner, 2020). Playing English songs in English language learning, especially as a second language, greatly impacts learners' English vocabulary acquisition (Miranti, Engliana, & Hapsari, 2015; Odo, 2021; Purwanti, 2020; Sarifuddin & Kurniawati, 2018). In Arabic language learning, using songs can increase vocabulary mastery (Ilmi, 2020; Ridwan & Awaluddin, 2019) and foster creativity (Hasan, 2016). The potential benefits of singing for grammar learning have also been explored by Busse, Hennies, Kreutz, and Roden (2021). Additionally, Salcedo (2010) noted that songs can substitute for excessive reading and improve reading skills (Zeromskaitė, 2014).

The songs can be accessed through YouTube and online platforms for learners to listen to and watch. Using YouTube media can boost learners' motivation to learn foreign languages (Rasman, 2021). Regarding the use of songs in BIPA learning, no research has been found on the use of songs in online BIPA classes or on YouTube so far. Additionally, there is no specific data on the preferred genre of songs for adult learners. Therefore, this study aims to 1) describe how online BIPA learning is implemented using song media, 2) evaluate students' perceptions of the impact of songs in online BIPA learning, and 3) gather brief statements from students about the song materials.

## RESEARCH METHOD

This research is a description research. The data is presented in the form of words, pictures, and tables. This research was conducted online. Data were collected through observation and questionnaire. Observations were made on the implementation of BIPA 2 and BIPA 3 online. BIPA 2 and 3 lasted for 200 hours from November 2021-January 2022. Observations were made during the learning time with the researcher.

The respondents of this study were 12 BIPA learners of the 2021/2022 IPB KNB Program. This research instrument is a questionnaire in the form of Google Form. The questionnaire was given after BIPA 3 learning was completed, namely January 17-20, 2022. The questionnaire is divided into closed statements and open questions with short entries. Due to the different abilities of the respondents, the questionnaire was given in two languages, namely Indonesian and English. Respondents were also allowed to write short statements (in open-ended questions) in English or code-mix with Indonesian.

The impact of learning songs in learning based on the theory in the background section is related to emotions, knowledge, skills, and culture. For the respondents' assessment of the impact of songs in learning, 10 statements were given: related to emotions (3 statements [motivation, tension, fun atmosphere]), knowledge (3 statements [vocabulary, grammar, and meaning]), skills (2 statements [listening and speaking or pronunciation]), and culture (2 statements [cultural knowledge and attachment]). The scale used was a 1-5 Likers scale: 1= strongly disagree, 2= disagree, 3= neutral, 4= agree, and 5= strongly agree. Furthermore, the questionnaire also extracted six pieces of information, namely 1) preferred genre of Indonesian songs, 2) practice of songs outside the classroom, 3) vocabulary in songs that are remembered, 4) media presentation of songs, 5) effectiveness of the number of songs in one meeting, and 6) suggestions for using songs in online BIPA learning.

## RESULT AND DISCUSSION

### Description of the Implementation of Online BIPA Learning through Song Media on YouTube

Song material is given at least once a week and in general twice a week. Song material is routinely given to BIPA 2 and 3. The song material provided generally involves Indonesian students, namely SV and S-1 IPB students.

The focus of the song material varies at several meetings, as well as the genre of songs given is also different in general. The songs given are in accordance with the theme and there are in accordance with the grammar taught at that time. The song material given in general is listening and singing material with Indonesian students (Table 1). The selection of songs for the beginning of BIPA 2 is in accordance with the opinion of Ludke (2009), namely songs whose rhythm is not complicated. However, for the next choice, there is a variety of song genres because the song material provided not only aims for linguistic knowledge and language skills, but also cultural recognition, as stated by Degrave (2019) and Keskin (2011). Likewise, the number of songs given per meeting also varies. The unspecified number of songs per meeting is due to the lack of research on the number of songs that can be given per meeting. As Czech foreign language learners only involve music in their lessons sporadically or erratically (Besedova, 2016).

Table 1. Meetings, themes, materials and song titles given

Day/Date	Theme	Form of presentation	Materials and song titles
Saturday, November 13, 2021	Entertainme nt	YouTube video	Listening and Singing together with Indonesian students (IPB) ● Terima Kasih Guruku (A.T Mahmud)

Day/Date	Theme	Form of presentation	Materials and song titles
Monday, November 15th, 2021	Entertainment	Audio and text through PPT YouTube video Audio and text through PPT	<ul style="list-style-type: none"> <li>● Guruku Tersayang (Melly Goeslaw)</li> <li>● Ayah (Rinto Harahap)</li> <li>● Ibu (Iwan Fals)</li> </ul> Listening and singing along with Indonesian students (IPB) <ul style="list-style-type: none"> <li>● Alamat Palsu (Ayu Ting Ting)</li> <li>● Sakitnya Tuh di Sini (Cita Citata)</li> </ul>
Saturday, November 20, 2021	Communication Tools	YouTube video Audio and text through PPT	Interview and Sing along with Indonesian students (IPB) <ul style="list-style-type: none"> <li>● Singkong dan Keju (Bill &amp; Brod)</li> <li>● Kugadaikan Cintaku (Gombloh)</li> <li>● Kopi Dangdut (Fahmi Shahab)</li> <li>● Samba Lado (Ayu Ting Ting)</li> </ul>
Monday, November 22, 2021	Communication Tools: Expressions of joy and condolences	YouTube video Audio and text through PPT	Listening and singing along with Indonesian students (IPB) <ul style="list-style-type: none"> <li>● Cinta Sejati (Bunga Citra Lestari)</li> <li>● Selamat Jalan Kekasih (Rita Effendy)</li> <li>● Adalah (Iwan Fals)</li> <li>● Timang-Timbang (Anang Hermansyah dan Krisdayanti)</li> </ul>
Saturday, November 27, 2021	Culture	YouTube video Audio and text through PPT	Listening and Singing together with Indonesian students (IPB) <ul style="list-style-type: none"> <li>● Buku Ini Aku Pinjam (Iwan Fals)</li> <li>● Anak Sekolah (Chrisye)</li> <li>● Pengalaman Pertama (A. Ariq)</li> </ul>
Monday, November 29, 2021	Culture	YouTube video Audio and text through PPT	Listening and singing along with Indonesian students (IPB) <ul style="list-style-type: none"> <li>● Salah Apa Aku (DJ slow versi Gagak)</li> <li>● Layar Tancap (Nomo Koeswoyo)</li> <li>● Cubit-cubitan (Elvy Sukaesih)</li> </ul>
Saturday, December 11, 2021	Wishes, Prayers, and Congratulations	YouTube video Audio and text via PPT	Listening Section <ul style="list-style-type: none"> <li>● Marilah Kemari (Titik Puspa)</li> <li>● Cintaku (Chrisye)</li> </ul>
Saturday, December 18, 2021	Health: Spiritual and Physical	YouTube video Audio and text via PPT	Speaking Parts and Word Meanings <ul style="list-style-type: none"> <li>● Cinta (Vina Panduwinata)</li> <li>● Yogyakarta (Kla Project)</li> <li>● Air Mata (Iwan Fals)</li> </ul>
Wednesday, December 22, 2021	How to Do Things	YouTube video Audio and text through PPT	Listening Section and New Vocabulary <ul style="list-style-type: none"> <li>● Jika (Melly Goeslaw dan Ari Lasso)</li> <li>● Ayat-ayat Cinta (Rossa)</li> </ul>
Monday, January 3, 2022	Past Events as the Past	YouTube video Audio and text via PPT	Listening Section <ul style="list-style-type: none"> <li>● Januari di Kota Dili (Rita Effendy)</li> <li>● 11 Januari (Gigi)</li> </ul>

Day/Date	Theme	Form of presentation	Materials and song titles
Wednesday, January 5, 2022	Future Plans	YouTube video Audio and text via PPT	<ul style="list-style-type: none"> <li>● Januari yang Biru (Andi Meriam Matalata)</li> </ul> Grammar Parts (me-, me-, me-kan) and Vocabulary (new and difficult) <ul style="list-style-type: none"> <li>● Melukis Senja (Budi Doremi)</li> <li>● Laskar Cinta (Dewa 19)</li> <li>● Elang (Dewa 19)</li> </ul>
Saturday, January 8, 2022	Memorable Day	YouTube video Audio and text through PPT	Identify Word Abbreviations in Poems and Songs <ul style="list-style-type: none"> <li>● Hanya Untukmu (Rafika Duri)</li> <li>● Oh Bunga Mawar (Seroja Band)</li> <li>● Fatwa Pujangga (Dewi Yull)</li> </ul>
Saturday, January 15, 2022	Who borrowed your book?	YouTube video Audio and text through PPT	Grammar section Affixes me, ter- and di- <ul style="list-style-type: none"> <li>● Dear (Dewi Yull)</li> <li>● Rindu yang Terlarang (Broery Marantika and Dewi Yull)</li> </ul> Culture Section <ul style="list-style-type: none"> <li>● Sepasang Mata Bola (versi Keroncong oleh</li> <li>● Selendang Sutera (versi keroncong oleh M Rivany)</li> <li>● Laksmana Raja di Laut (Iyeth Bustami)</li> <li>● Cindai (Melayu Malaysia oleh Siti Nurhaliza)</li> </ul>
Sunday, January 16, 2022	Who borrowed your book?	YouTube video Audio and text through PPT	Grammar section Affixes me/me-i/me-kan, ter- and di-/di-i/di-kan <ul style="list-style-type: none"> <li>● Huma di atas Bukit (God Bless)</li> <li>● Bung Hatta (<a href="#">Iwan Fals</a>)</li> </ul>

To make this material effective, a *breakout room* is conducted. In one breakout room, there were 1-2 KNB students accompanied by 1-2 Indonesian students. Some Indonesian students showed PPTs that already contained song texts and played the audio (Figure 1), and some directly played videos from YouTube (Figure 2). Foreign students and Indonesian students sang together in groups through the fractional space. Before and during the fractional space, the lecturer and Indonesian students introduced a little about the popular year of the song, its theme, and the singer. This fractional space exercise lasted 50-60 minutes.

The lesson concluded with a group sing-along in the large room, and the song chosen was the result of an agreement with the students, specifically the one most favored by KNB students. The existence of singing songs as a group activity is also in accordance with Ludke's (2009) opinion, namely, that this activity can be more enjoyable than repeating dialogue out loud multiple times. This group activity and singing successfully enabled learners to combine forces, build meaning together, understand new concepts, access information, and comprehend the culture of their peers (Cores-Bilbao et al., 2019). The introduction of songs and singers, or those who popularize songs, is also in accordance with Chiriatic's (2015) opinion.



During this sing-along, students were asked to turn on their cameras. As a result, it was observed that shy and excited students sang while shaking their heads. In fact, before singing, some of them had already said the words they remembered, such as "my lover," "my love," "samba lado," and "where-to."

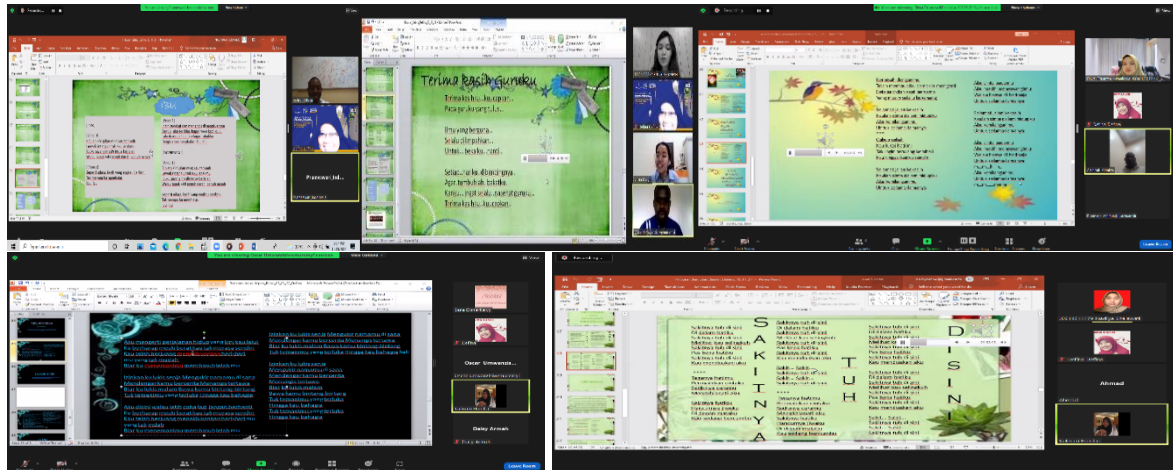


Figure 1. Audio playback of the song and viewing of the text through PPT

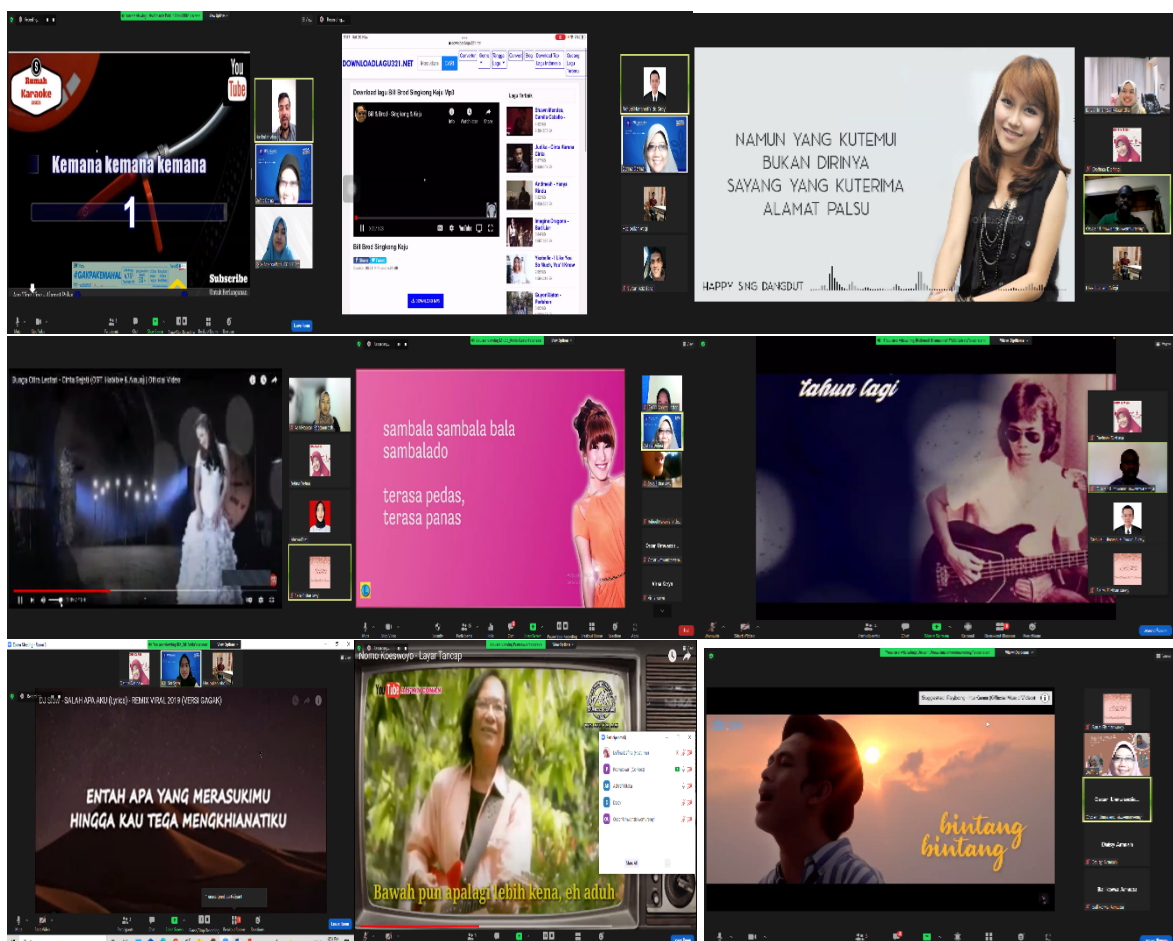


Figure 2. Video playback of songs from Youtube

### Student Assessment of the Impact of Songs in BIPA Learning

The assessment of BIPA students in the KNB Program on the impact of BIPA learning by using song media in terms of emotions varies. More than half of the students strongly agree that songs can motivate them in learning the Indonesian language. Half of the students also agree that songs can help alleviate anxiety during learning; on the contrary, they make learning more enjoyable and relaxed (Table 2). This finding is similar to Kara and Aksel's (2013) finding that more than half of learners feel more interested and sympathetic in learning a foreign language through music. Music can create a positive learning environment, where learners feel motivated to learn a language (Sihvola & Gafor, 2020). This is also in accordance with Rusmanayanti's (2019) findings that learning a foreign language using song media on YouTube can make learners more relaxed and have fun. Students are very enthusiastic when their teachers use music in class (Besedova, 2016).

Table 2. Percentage of BIPA Students' Assessment of Song Material in terms of Emotion

Statement	Percentage of Assessment				
	1	2	3	4	5
Songs can motivate learning	16,7	0	0	16,7	66,7
Songs can relieve tension/anxiety	16,7	0	8,3	50,0	25,0
Songs make learning more relaxing	16,7	8,3	8,3	50,0	16,7

Notes: 1= strongly disagree, 2= disagree, 3= neutral, 4= agree, and 5= strongly agree.

KNB Program BIPA students' assessment of the impact of BIPA learning by using song media in terms of linguistic knowledge, one-third of students strongly agree that songs can add new vocabulary and grammar understanding. Meanwhile, almost half of the students strongly agree that songs can increase understanding of word meaning (Table 3). The use of songs from YouTube in foreign language learning, such as English, is a good motivation for lessons related to structure and new vocabulary (Rusmanayanti, 2019). For more than half of the learners, learning grammar is made more relaxed through music (Kara & Aksel, 2013). Nofrika (2019) also stated that art materials, accessed through YouTube media, can improve vocabulary and grammar knowledge.

Table 3. Percentage of BIPA Students' Assessment of Song Material in terms of Linguistic Knowledge

Statement	Percentage of Assessment				
	1	2	3	4	5
Songs can add new vocabulary	16,7	8,3	0,0	41,7	33,3
Songs can increase understanding of Indonesian grammar	8,3	25	8,3	25	33,3
Songs can increase understanding of word meanings	8,3	8,3	8,3	33,3	41,7

Notes: 1= strongly disagree, 2= disagree, 3= neutral, 4= agree, and 5= strongly agree.

Assessment of BIPA Program KNB students on the impact of BIPA learning using song media reveals that more than half of the students strongly agree that songs can effectively train their listening skills. This has also been demonstrated by Werner (2020), who analyzed the results of 40 years of research, showing that learners who received listening training through songs performed better than those who used traditional listening exercises. Furthermore, creating a video or audio recording of singing can help train pronunciation. Songs provide an excellent way for novice students to repeatedly hear native pronunciation in natural settings, allowing them to become comfortable enough to produce speech (Salcedo, 2010). This finding is also in accordance with Nofrika's (2019) findings, which suggest that foreign language learners who watch art on YouTube can improve their

macro skills, specifically listening and speaking. Nevertheless, there are still students who strongly disagree that songs and singing tasks can train listening and pronunciation skills (Table 4).

Table 4. Percentage of BIPA Students' Assessment of Song Materials in terms of Skills

Statement	Assessment Percentage				
	1	2	3	4	5
Songs can train listening skills	8,3		8,3	16,7	66,7
Songs and tasks to make singing videos or audios can practice pronunciation and speaking	8,3		16,7	16,7	58,3

Notes: 1= strongly disagree, 2= disagree, 3= neutral, 4= agree, and 5= strongly agree.

KNB Program BIPA students' assessment of the impact of BIPA learning by using song media in terms of culture, more than half of the students strongly agree that songs can add insight into Indonesian culture for them. So, songs as part of the target language culture are included in the foreign language learning curriculum. This is in accordance with the opinion of Tawandorloh, Islahuddin, and Nugraheny (2021) that cultural learning must be included in the BIPA curriculum design. Meanwhile, less than half of the students strongly agreed that singing together with Indonesian lecturers and students online can make them closer to Indonesian culture (Table 5).

Table 5. Percentage of BIPA Students' Assessment of Song Materials from Cultural Perspective

Statement	Percentage of Assessment				
	1	2	3	4	5
The song material adds insight into Indonesian culture for you	8,3	0	0	25	66,7
Singing together with Indonesian lecturers and students <i>online</i> can make you feel closer to Indonesian culture	8,3	8,3	8,3	33,3	41,7

Notes: 1= strongly disagree, 2= disagree, 3= neutral, 4= agree, and 5= strongly agree

### Learners' Brief Statement on Song Materials

When students were asked to write their most preferred song genre, 3 people wrote *slow rock* and *dangdut*, 2 people wrote *rock*, 2 people *keroncong*, and 2 people *pop*. The existence of different tastes in music genres is also in accordance with Rusmanayanti's (2019) opinion, namely in learning, different genres can be given according to the learners' preferences. Different genres and song lyrics will make learners' acceptance different because of their different tastes (Salcedo, 2010). Meanwhile, from the songs given during the lesson, the songs they like and sing outside the class are also different (Table 6).

Table 6. Favorite song titles and lyrics that are often sung outside BIPA class

Respondent	Preferred song title	Lyrics remembered and often sung
1	Dia Rasa, sambalado,	Aku bernyanyi, anak ku sayang
2	Air Mata	Air Mata
3	Pengalaman pertama (A. Rafiq)	Namun sayang sayang melarasanya , baiyar kocari nanti caranya
4	Melukis senja	Hingga kau bahagia



5	Terima Kasiku Guruku	Terima Kasihku Ucapkan Pada guruku yang tulis
6	Melukis Senja	Sambalado, Aku suka Jaipong, bintang-bintang, membasuh, kecewa, kau telah khianatiku, Aku menyayangimu, Timang timang.
7	Anak Sekola adalah lagu favorit saya	anak sekola
8	Ribuan kilo jalan yangkau tempuh, lewati rintang untuk aku,anakmu,ibuku sayang masih terus berjalan,walau tapak kaki penuh darah,penuh nanah.[chorus] seperti udara,kasih yang engkau berikan,tak mampu ku membalas ibu,ibu.	Ribuan,jalan, ibu,engkau,kekasih,cinta,udara,kaki,bernyanyi.
9	Januari	Cantik, aku tidak pernah mengerti, cinta
10	'Kan kujalin lagu Bingkisan kalbuku Bagi insan dunia Yang mengagungkan cinta	'Kan kujalin lagu Bingkisan kalbuku Bagi insan dunia Yang mengagungkan cinta
11	Cintaku	Cinta
12	Ibu , melukis senja, januari yang biru	Izinkan , senja, elang , asmaramu

Note: short entries are in accordance with student writing and no changes have been made.

Furthermore, the song media that students like is video. The video also has song lyrics so that they can sing while reading the song lyrics in the video (Table 7). The use of videos from Youtube in foreign language learning can increase learning motivation, such as learning English (Anggrarini & Faturukhman, 2021; Cahyana, 2020). Meanwhile, for the number of songs in the meeting, they generally recommend two. The following is a brief fill regarding the preferred song media, between video and audio, and the number of songs in each meeting.

Table 7. Preferred Song Media and Number of Songs in Each Meeting

Responden ts	Song media	Number of songs
1	Saya suka video dan tuliskan alasannya karena itu menolong saya belajar kosakata baru	Dua lagu
2	All cases are acceptable.	3
3	itu harus menyediakan dalam bentuk tertulis dan Audio l, untuk dapat membaca dan meningkatkan keterampilan yang langgeng	Mungkain dua
4	Video because most times videos have lyrics	2

Respondents	Song media	Number of songs
5	Ya. Audio untuk mendengarkan tulisan agar kita tahu lirik dan video agar kita bisa nyambung dengan lagunya	Saya tidak mengerti pertanyaan
6	Materi lagu harus diberikan melalui audio karena di dalam audio, orang akan fokus pada teks lagu daripada videonya.	Dua teks lagu setiap pertemuan agar efektif
7	baik video maupun audio karena menambah pemahaman	saya tidak tahu tapi banyak
8	Menurut saya ,materi lagu sebaiknya diberikan melalui video.karena itu lagu lebih menarik.	Di satu sisi bagus karena saya bisa menguasai semua kata tetapi di sisi lain itu tidak bagus karena Anda tidak akan memiliki cukup kosakata
9	Video	5
10	Cause it can provide the information to the listener.	The number of captions can be very helpful as the listener can easily understand and can think the meaning of the context and lyrics of the songs and even poems of the songs.
11	Via video. Saya mengerti banyak	Dua hours
12	Video , bcz the voice in audio is usually not good	Satu 😊

Note: short form according to students' writing

Students' suggestions for song materials in BIPA learning vary (Table 8). In general, they said that the song material was good. However, some students suggest other songs that they like; there are titles in English so that they understand better, and some suggest love-themed songs. In fact, he felt obliged to do the singing assignment because he did not like singing. Thus, although most respondents like learning Indonesian through singing, it is not in line with their personality. This is in accordance with Degraeve's (2019) opinion that learners' personalities, hobbies and interests can positively or negatively interfere with the use of music for foreign language learning. The following are students' suggestions for song materials in BIPA learning.

Table 8. Student Suggestions for Song Materials in BIPA Learning

Respondents	Suggestions for song materials
1	Lagu mempunyai lirik dan video karena itu membantu praktik bahasa Indonesia
2	There should be English subtitles for the songs.
3	di breakout room jika kita membaca dan seseorang mendengarkan kita itu akan sangat bagus, dengan cara ini mereka dapat memperbaiki kesalahan kita

Respondents	Suggestions for song materials
4	Singing should not be compulsory for everyone, it should be a choice because not every one likes to sing. Personally I do it because i dont want to sing but because i can not avoid my lecturer's assignment, I have to
5	Bagi saya, Sejauh ini bagus
6	Teks lagu harus dibaca dulu oleh setiap mahasiswa di kelas sebelum mendengarkan
7	lagu cinta lebih menarik
8	Materi lagu bagus karena Anda akan memiliki cukup kosakata
9	Culture of Indonesia
10	In my own idea Song material is good but in order to teach bhasa indonesia for an international student, an standard book of Bhasa with its english meanings into different levels must be published, in addition bhasa to english picture vocabulary dictionary books should be published. furthermore extra handbooks should be give to each students in order to practice bhasa and fill the blanks and etc. finally I also recommend academic and cultural videos will help learning of bhasa easily then songs.
11	Lyrics
12	Aisha istri rasulallah saya sangat suka lagu ini

Note: short fillings according to student writing

## CONCLUSION

Online BIPA learning using adult song materials can not only motivate but also create fun learning experiences for BIPA learners. Still, it can also train listening skills, pronunciation and increase mastery of vocabulary, grammar, and meaning. The songs given can be in the form of videos on Youtube that have song lyrics. The number of songs in each meeting is about 2 songs and generally has a love theme. However, in a BIPA lesson, the selection of themes and the number of songs needs to be negotiated in advance with the learners, so that lecturers and students can sing together or in groups. This singing together activity can be used as a closing session of learning at the meeting.

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