



## Improving communication skills of beginner BIPA learners through the use of graphic organizers

(Graphic Organizer untuk mengembangkan keterampilan komunikasi bagi pelajar BIPA pemula berbasis plurilingual)

**Prima Vidya Asteria\***

Universitas Negeri Surabaya,  
Indonesia

[primaasteria@unesa.ac.id](mailto:primaasteria@unesa.ac.id)

**Suhartono**

Universitas Negeri Surabaya,  
Indonesia

[suhartono@unesa.ac.id](mailto:suhartono@unesa.ac.id)

**Fafi Inayatillah**

Universitas Negeri Surabaya,  
Indonesia

[fafinayatillah@unesa.ac.id](mailto:fafinayatillah@unesa.ac.id)

**Suhailee Sohnui**

Chiang Mai University, Thailand

[suhaileesohnui2@gmail.com](mailto:suhaileesohnui2@gmail.com)

\*Corresponding author: Prima Vidya Asteria | email: [primaasteria@unesa.ac.id](mailto:primaasteria@unesa.ac.id)

Article History Accepted: May 10, 2024 Revised: October 15, 2024 Available Online: October 31, 2024

**Abstract:** Graphic organizer-based learning media is the right medium to organize ideas in the form of visual concepts so that it can provide a positive contribution to the development of BIPA learners' communication skills. The purpose of this study was to describe the process of implementing the graphic organizer method in learning communication skills in the BIPA beginner class and to describe the results of implementing the graphic organizer method in learning communication skills in the BIPA beginner class. The research method applied was quantitative descriptive with six BIPA students from Surabaya State University as research subjects. The material taught was BIPA SKL with aspects of knowledge of classification words, comparison words, and conjunctions using popular figures in Indonesia as material topics with the following steps: apperception, discussion, provision of material, collaborative project to create a graphic organizer of selected figures with BIPA friends, presentation performance, discussion of errors in the use of classification words, comparison words, and conjunctions, discussion, material reinforcement, closing. In learning activities, BIPA learners showed a positive response with a tendency to actively interact and participate during learning. Learning outcomes showed an average value of 84.16. The most frequently used classification words were "people" and "fruit," while "preferred" and "then" were the most common comparative words. The most used conjunctions were "and," "because," and "so". The study concluded that graphic organizers can effectively enhance BIPA learners' communication skills by aligning with their learning preferences and providing a structured approach to language learning.

**Keywords** BIPA, Graphic organizer, Communication skills

**Abstrak:** Media pembelajaran berbasis *graphic organizer* merupakan sarana yang tepat untuk mengorganisasikan ide dalam bentuk konsep visual sehingga mampu memberikan kontribusi yang positif pada perkembangan kemampuan berkomunikasi pemelajar BIPA. Tujuan penelitian ini adalah mendeskripsikan proses penerapan metode *graphic organizer* dalam pembelajaran keterampilan berkomunikasi di kelas BIPA pemula dan mendeskripsikan hasil penerapan metode *graphic organizer* dalam pembelajaran keterampilan berkomunikasi di kelas BIPA pemula. Metode penelitian yang diterapkan adalah deskriptif kuantitatif dengan subjek penelitian sebanyak enam mahasiswa BIPA Universitas Negeri Surabaya. Materi yang diajarkan yaitu SKL BIPA dengan aspek pengetahuan kata penggolongan, kata perbandingan, dan kata hubung menggunakan tokoh yang digemari di Indonesia sebagai topik materi dengan langkah-langkah: apersepsi, diskusi, pemberian materi, proyek kolaborasi membuat *graphic organizer* tokoh pilihan bersama sahabat BIPA, unjuk kerja presentasi, diskusi kekeliruan penggunaan kata golongan, perbandingan, dan kata hubung, diskusi, penguatan materi, penutup. Dalam kegiatan pembelajaran, pemelajar BIPA menunjukkan respons yang positif dengan kecenderungan aktif berinteraksi dan partisipatif selama belajar. Hasil belajar menunjukkan rata-rata nilai sebesar 84,16. Kata penggolongan yang paling banyak digunakan oleh pemelajar BIPA, yaitu orang (5) dan buah (3). Adapun kata perbandingan yang menjadi favorit, yaitu lebih suka (5) dan daripada (3). Sedangkan kata hubung yang paling banyak dipilih, yaitu dan (6), karena (4), dan jadi (3). Bukti respons dan hasil belajar menunjukkan bahwa penerapan media *graphic organizer* sesuai dengan preferensi belajar dan memberikan pengaruh positif dalam perkembangan keterampilan berkomunikasi pemelajar BIPA.

**Kata Kunci** BIPA, *Graphic organizer*, Keterampilan berkomunikasi

**How to Cite**

Asteria, P. V., Suhartono, Inayatillah, F., & Sohnui, S. (2024). Improving communication skills of beginner BIPA learners through the use of graphic organizers. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, 10(2), 584-595. <https://doi.org/10.22219/kembara.v10i2.33524>



Copyright©2024, Prima Vidya Asteria, Suhartono, Fafi Inayatillah, Suhailee Sohnui  
This is an open access article under the CC-BY-3.0 license

**INTRODUCTION**

The Indonesian Language Program for Foreign Speakers (BIPA) is an important effort to increase the degree of recognition and use of the Indonesian language in the global arena (Kurniawati, et al., 2024; Utami & Khaerunnisa, 2024; Pramadhanti, et al., 2023). The target of this program is individuals who come from abroad and do not use Indonesian as their first language (Nurhuda, et al., 2023; Rhubido, et al., 2023). In line with this, Muliastuti (in Rohimah, 2018) emphasized the importance of support from all relevant institutions to increase efforts to internationalize the Indonesian language. In addition, BIPA is a strategic step to introduce and appreciate Indonesian culture at the international level (Asteria, 2017; 2019; Asteria et al., 2023). It is undeniable that culture is a context in communication activities that use Indonesian so that the BIPA learning process also integrates various aspects of Indonesian culture (Maherani, et al., 2023; Melinda & Muzaki, 2023). The use of language in various contexts, such as formal and informal, spoken and written, is always tied to the cultural context of Indonesian society so that language proficiency in various contexts is a necessity for BIPA graduates (Kusmiatun, 2016; Prihatini, 2023). The priority of BIPA learning is to provide convenience for individuals from outside Indonesia to understand and use Indonesian according to communication needs with Indonesian-speaking communities (Wijaya, 2017).

Communication skills are essential abilities that involve effectively conveying and receiving information through various channels, such as verbal, non-verbal, and written (Iksan, et al., 2012; Khan, A., et al., 2017; Hargie, 2019). Good communication helps a person convey messages clearly and avoid misunderstandings (Verdonik, 2010; Kaur, 2017; Korkut, et al., 2018). According to research, effective communication skills greatly affect success in the workplace (Zara, et al., 2023), education (Al-Rahmi, et al., 2020), and interpersonal relationships (Solomon & Theiss, 2022). In addition, active listening skills are also a key component in successful communication. Communication skills training, such as public speaking and active listening, can improve an individual's ability to interact with others (Friston, et al., 2021; Tabieh, et al., 2021; Krizman, et al., 2021). Experts emphasize that clear and timely communication helps build better relationships and increase productivity (Kalogiannidis, 2020). Therefore, communication skills are becoming increasingly important in a globally interconnected world.

Based on the results of a literature study on communication skills in BIPA learners, generally the ability to communicate in Indonesian at the beginner stage is still influenced by interference from the language that has been mastered by BIPA learners previously. Challenges that often arise in the form of constructing simple sentences due to limited vocabulary and the influence of previous languages. Over time, increased confidence in speaking Indonesian has grown, especially in everyday conversations. Direct speaking practice with native speakers or through conversation simulations is an important factor in this development. The use of common phrases and everyday vocabulary becomes more fluent, although there are still grammatical errors that occur quite often. Improvements in pronunciation and intonation are also part of the development, especially in words that have foreign sounds. Consistent guidance helps overcome these obstacles and approaches native speaker standards. However, communication in formal contexts is still a challenge that needs more attention.

Listening and comprehension skills showed significant improvement, although challenges arose when faced with conversations at normal speed or local dialects. The main challenges in listening skills were differentiating similar-sounding words and understanding more complex sentence structures. The use of audio recordings of everyday conversations and listening exercises in a variety of contexts were effective methods in improving these skills. Reading skills also improved, especially

in understanding simple short texts. However, longer texts with complex vocabulary remained a major barrier to comprehension. Limitations in grammar mastery were evident in writing skills, where there were still difficulties in constructing more formal, complex sentences. These skills are important to continue to improve in order to achieve more effective communication in a variety of situations.

Based on the results of a literature study related to the obstacles to the communication skills of BIPA graduates, there are several challenges that are often faced after completing the program. One of the main obstacles is the limited vocabulary that is technical and specific, especially in professional or academic contexts. Although BIPA graduates are able to speak well in everyday situations, difficulties often arise when they have to discuss more complex topics. The use of technical terms that are rarely used in everyday conversation is a significant obstacle for graduates. In addition, the application of grammar that is not always consistent is a challenge that must be faced. Some graduates still have difficulty using affixes correctly, especially in longer and more complex sentences. Grammatical errors can cause confusion in conveying messages, hindering effective communication. Therefore, more attention needs to be paid to the development of vocabulary and grammar to improve graduates' communication skills.

Another challenge often faced by BIPA graduates is the difficulty in communicating using formal language varieties. Many graduates feel more comfortable using informal language, but when faced with formal situations, such as presentations or writing reports, they lack confidence. The differences between formal and informal language in Indonesia require a deeper understanding, especially in professional contexts. In addition, understanding dialects and variations of Indonesian in various regions is an obstacle in itself. Graduates often have difficulty understanding conversations involving local dialects or the use of different regional languages. Interference from the mother tongue is also a factor that affects the clarity of communication, especially in terms of pronunciation and intonation. All of these obstacles show that although BIPA graduates have acquired basic communication skills, further development is still very much needed to achieve optimal communication effectiveness in various contexts.

Speaking skills are one of the keys to communication skills. This speaking skill is one of the most difficult language skills to learn (Setyawan & Nawangsari, 2021; Palupi, et al., 2022). Speaking skills themselves are a person's communication process in arranging various words into a sentence so that other people understand the message conveyed, either in the form of ideas, opinions, ideas, or in the form of expressing all feelings and contents of the heart. Self-confidence is one of the keys to success in mastering speaking skills (Nurcandrani, et al., 2020; Muthahar & Fatonah, 2021). Students who are skilled at speaking can form a creative future generation so that they can communicate clearly and easily understood (Permana, 2016; Eriyanti 2017; Anisah & Amreta, 2023). Tarigan (in Uzer, 2021) stated that the main purpose of speaking is to be able to communicate with other people and make it easier for humans to interact with each other. As a means of communication, speaking skills must be mastered by everyone. Through their research, Hasanah & Saugi (2021) concluded that self-confidence and speaking ability are always related and mutually impact each other. When a person's self-confidence is low, their speaking ability does not run smoothly. In the context of foreign speakers, low self-confidence when speaking Indonesian is usually seen through difficulty organizing ideas, building sentence structures, and expressing thoughts clearly and effectively.

In order to help connect and organize several ideas to form a unified main idea or conceptual integrity in visual form, the use of graphic organizer-based learning media is the right tool (Halim, 2024; Anggraini, et al., 2020). Nikolai (in Saindra & Mutiarani, 2018) explains several benefits of this method, namely helping students understand the relationship between several pieces of information that are difficult to connect, allowing teachers or instructors to evaluate students' knowledge of the material that has been studied, and increasing students' interest in learning by stimulating students' interest and focusing their attention. McKnight (in Saindra & Mutiarani, 2018) defines a graphic organizer as a visual representation of information in visual form. Through this method, learners are expected to be able to map and correlate several interrelated ideas visually/graphically to help develop main ideas and construct dialogues more innovatively (Majid, et al., 2023; Takalochta & Leibhea in

Widiarini, et al., 2023). The graphic organizer method is based on one main point that opens up connections with other things that are connected through several lines.

Previous research results show that graphic organizers have benefits for building learners' opinions about a topic quickly (Praveen & Rajan, 2013), can improve junior high school students' speaking skills (Saindra & Mutiarani, 2018), make it easier for learners to plan and compose writing (Suryani & Hidayat, 2021), can improve the ability to organize ideas and vocabulary faster in elementary BIPA learners (Fitriani & Yulianti, 2022), and can help connect Indonesian with learners' native languages to improve communication skills (Pratiwi & Rahmawati, 2023). These studies show that graphic organizers have many benefits in teaching and learning activities. The contribution of this research is how to integrate language acquisition strategies, as well as a plurilingual approach into graphic organizer-based learning methods. The plurilingual approach is the opposite of the monolingual approach, where in plurilingual classes, teachers and learners use the language of instruction mastered by BIPA learners to bridge the mastery of Indonesian in the form of materials, methods, and teaching media (Yuniatin & Asteria, 2022). The most frequently applied plurilingual approach is translation (translanguaging). Translanguaging is often used by teachers to explain vocabulary, terms, or provide examples (Nan, et al., 2023). The target of implementing the plurilingual approach is the formation of plurilingual competence in each individual BIPA graduate. Plurilingual is a person's ability to communicate using more than one language according to the context of the language background of their interlocutor, where the level of fluency in each language mastered can be different (Beacco, 2005). The use of a plurilingual approach in learning in early BIPA classes can help BIPA learners from various countries to still be able to understand what is conveyed when communicating with teachers and other learners (Laksono & Ismiatun, 2023). These approaches can certainly help BIPA learners to improve their communication skills, be able to organize information easily, be able to understand vocabulary, and build structured sentences in a plurilingual context. Therefore, the purpose of this study is to describe the process of applying the graphic organizer method in learning communication skills in beginner BIPA classes and to describe the results of applying the graphic organizer method in learning communication skills in beginner BIPA classes.

## METHOD

This study is a type of quantitative descriptive research used to present data on the implementation process, obstacles faced, and BIPA learners' responses to the implementation of graphic organizers in learning activities and to measure changes in BIPA learners' communication skills before and after the implementation of graphic organizers. The data in this study include information related to the communication skills of beginner BIPA students before and after the implementation of the graphic organizer method. The data collected are in the form of qualitative data and quantitative data. Qualitative data consists of student feedback on the experience of using graphic organizers in learning. Quantitative data consists of scores or values of students' communication skills measured through tests, quizzes, or assessments during and after the implementation of the method. The data sources in this study consisted of six BIPA Unesa students, namely three Korean students, two Chinese students, and one Madagascar student who were the subjects of the study, learning documents that include materials that focus on classification words, comparison words, and conjunctions. The focus of the material is packaged in learning about popular figures in Indonesia presented using graphic organizers, assessment instruments based on presentation results containing five assessment elements, namely articulation, fluency, diction, facial expression, and self-confidence, observation instruments, and questionnaire instruments. Meanwhile, the data collection techniques used in this study are: observation, tests, interviews, and questionnaires. Observations are carried out by observing the learning process in the classroom during the application of the graphic organizer method. Field notes are made to document student interactions and involvement. Tests or quizzes include assessments before and after the application of the graphic organizer method to measure improvements in communication skills. Interviews with students are conducted after the learning process to gain in-depth insight into the student's experience with the graphic organizer.

Questionnaires are distributed to students to get feedback on the effectiveness of the graphic organizer method in learning. The data analysis techniques used are qualitative analysis and quantitative analysis. Qualitative analysis uses triangulation to compare data from various sources (observations, interviews, questionnaires) to gain a more comprehensive understanding of the results of the application of the method. While quantitative analysis uses descriptive statistics to analyze the test results before and after the application of the graphic organizer method. The research procedure consists of the following steps: apperception, discussion, provision of materials, creation of collaborative projects to create graphic organizers about popular figures in Indonesia with BIPA friends, presentation performance, discussion of errors in the use of group words, comparisons and conjunctions, discussion, reinforcement of materials, and closing.

## RESULTS AND DISCUSSION

### The Process of Implementing the Graphic Organizer Method in BIPA Speaking Classes

At the implementation stage of learning, learners carry out BIPA learning according to the topics and procedures that have been planned in the syllabus. The topic currently being studied is favorite figures from Indonesia. The general steps for implementing learning are as follows:

1. Students greet each other and take attendance.
2. Students pronounce each Indonesian figure they choose based on the previous week's assignment in turn.
3. Students listen to the learning objectives and materials studied today, namely classifiers, comparisons, and conjunctions.
4. Students convey an outline of information about the chosen figure related to the linguistic material currently being studied (classifiers, comparisons, and conjunctions).
5. Other students respond to the information presented.
6. Students listen to the lecturer's explanation of the material on classifiers, comparisons, and conjunctions.
7. Each student is accompanied by one BIPA Friend as a discussion partner.
8. Students receive paper and markers to work on the figure project, namely drawing a sketch of the face of the chosen figure and completing it with a concept map of the figure's information.
9. BIPA students take turns presenting their work, while BIPA Friends listen to the presentation and make assessments.
10. Question and answer session and discussion on the incorrect use of classifiers, comparisons, and conjunctions.
11. Students and lecturers ask and answer questions about examples of classifiers, comparisons, and conjunctions and their use in Indonesian language communication.
12. Students and lecturers identify classifiers, comparisons, and conjunctions used by students.
13. Students reflect and listen to the reinforcement of the material studied.
14. Students and lecturers close the lecture by greeting each other.

During the learning process, BIPA students seemed enthusiastic, especially when conveying their favorite characters. Starting from Tulus, Nadin Amizah, Adi Utarini, The Overtunes, Maudy Ayunda, to Raim Laode. In the learning with the topic of favorite characters, 3 linguistic materials were integrated, namely classifiers, comparative words, and connectors which are very necessary in everyday communication. All students listened with full concentration to the material presented by the lecturer. This can be seen in the following picture.

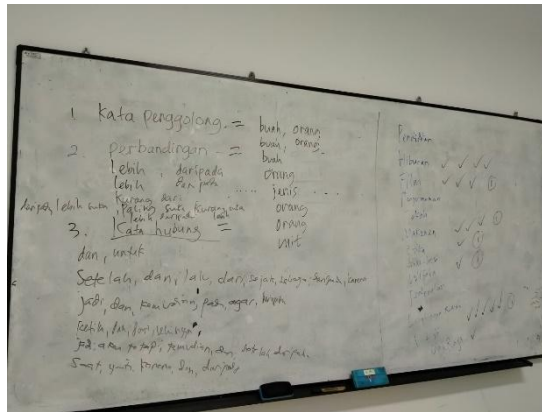


Figure 1. Material on Classifier Words, Comparative Words, and Conjunctions

Based on the graphic organizer that has been made, students take turns to describe their favorite characters orally. Each presenter gets one question from the audience. Students who do presentations are greatly helped by the graphic organizer method. Graphic organizers are an applicable media to support the presentation of material. BIPA students do not forget what they want to convey because it has been arranged in the mind map flow that has been made (Purwarianti, et al., 2013; Zubaidah, et al., 2017). The most widely used classification word material is people (5) and fruit (3). The favorite comparison word material to use is prefer (5) and then (3). The most widely chosen conjunction material to use is and (6), because (4), and so (3). This can be seen in the following picture.



Figure 2. BIPA Students Accompanied by BIPA Friends to Work on Character Descriptions Using Graphic Organizers

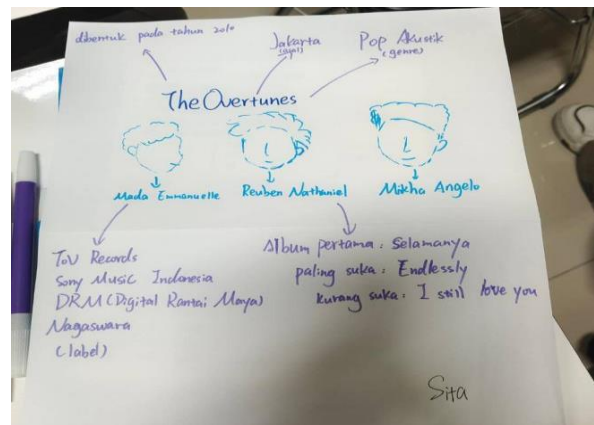


Figure 3. Example of One of The Results of BIPA Learners' Graphic Organizer Work

There are three obstacles that arise in the process of implementing the graphic organizer method in speaking learning in BIPA classes. First, some students have difficulty drawing/making illustrations of selected Indonesian figures. The solution is that lecturers understand, motivate, and allow students to open gadgets as aids. This is in line with research by Yogica & Helendra (2018) which states that students do, obtain, and know learning materials based on teacher assistance, for example by providing motivation and understanding. This is because not all individuals have the same skills in expressing imagination as images. Second, BIPA students still tend to be upside down in composing sentences. The solution is that students have discussions with BIPA Friends to help direct the use of words and sentences properly. Language mastery can be done by practicing making and using sentences directly with the help of native speakers (Arviyanto, 2020). Third, the lack of response from the audience during the question-and-answer session. This can be overcome by the lecturer appointing BIPA students who act as the audience to ask questions first. In addition, BIPA Friends also actively ask questions to stimulate the enthusiasm of BIPA students to respond to the material

presented by the presenter. In addition, BIPA Friends also actively ask questions to stimulate the enthusiasm of BIPA students in responding to the material presented by the speaker (Agung & Schwartz, 2007).

### Results of Applying the Graphic Organizer Method in BIPA Speaking Classes

After the application of the graphic organizer method in communication learning for early-level BIPA UNESA students, six native Indonesian-speaking students who accompanied them as BIPA friends conducted an assessment based on three stages, namely activeness during discussions, skill in making graphic organizers, and speaking ability when presenting the results of making graphic organizers. Through the application of the graphic organizer method in early-level BIPA classes with six foreign students as research subjects, it is known that all BIPA students have been able to use at least one example each of the classifier word material, comparative words, and conjunctions. Based on the task of making a graphic organizer about a favorite Indonesian figure accompanied by BIPA friends, the Indonesian language communication skills of BIPA UNESA students are classified as good with an average score of 84.16. The details of the scores of all students who are subjects in this study are as follows.

**Table 1**  
Average Value of the Results of Applying the Graphic Organizer Method

Name and Total Value	Discussion (30%)		Graphic organizer (30%)		Presentation (40%)			
	Ask	Respons	Text	Visual	I	K	P	C
Joy (81)	10	12	15	13	8	8	8	7
Dimas (79)	13	15	12	15	7	5	5	7
Sukma (84)	10	13	13	15	8	7	8	10
Sita (80)	12	12	14	15	7	7	7	6
Putri (88)	13	12	15	14	10	7	8	9
Antsa (93)	13	12	15	15	10	8	10	10
<b>Average value: 84,16</b>								

I: Content, K: Fluency, P: Pronunciation, C: Confidence

Based on the table above, it can be seen that the scores obtained by BIPA students from the three stages of assessment are quite good, namely 84.16. The discussion stage has two aspects of assessment, namely asking and answering. This stage is the stage that students go through with quite good scores, there are no scores that are too far apart. In the graphic organizer making stage, there are also two aspects that are assessed, namely the text aspect and the visual aspect. The text aspect is assessed on the structure of the words contained by BIPA students to accompany the visual aspect which is more inclined towards creativity. Finally, in the presentation stage, there are four aspects that are assessed, namely content, fluency, pronunciation, and self-confidence. The final results of all BIPA students are ranked through the following diagram.



Figure 4. Final Value Diagram of the Application of the Graphic Organizer Method

The diagram shows the results of the final scores of each BIPA student. Antsa, a student from Madagascar, got the highest score with a score of 93. After that, followed by Putri from Korea with a score of 88. Sukma from Korea got a score of 84. Joy from Korea got a score of 81. Sita, a student from China, got a score of 80. Finally, Dimas from China got a score of 79. These scores are the result of the accumulation of direct assessments carried out by BIPA friends. The results of the final scores of BIPA students prove that graphic organizers can develop the communication skills of beginner BIPA students. This is in line with previous research, namely research by Amanah et al., (2023) which states that graphic organizers can develop communication skills. This is evidenced by the results of their final scores (Fahrudin, 2024).

BIPA friends have an important role in this learning process. The mentoring carried out by BIPA friends is certainly carried out with various considerations. The reason underlying the mentoring of BIPA friends to foreign students studying BIPA is the ability of BIPA students who are still at level 1. As foreign students who are still at the beginning level, mentoring assistance from BIPA friends is very helpful. In addition, the application of the graphic organizer method also requires BIPA students to dig deeper into references about their favorite characters using the Google application. BIPA friend mentoring makes it easier for BIPA students to understand sentences on Google which usually tend to be stiff and difficult to understand because they are too formal; considering that BIPA students who are the subjects of the study are still at level 1. In addition, BIPA friend mentoring is also necessary to revise grammatical errors in the graphic organizer made by BIPA learners. The mentoring carried out by BIPA friends was chosen to make students feel comfortable because their ages are not far apart. BIPA students and BIPA friends are in the age range of 19-24 years. So, it can be concluded that the mentoring carried out by BIPA friends has many benefits that can support BIPA students in the learning process using this graphic organizer method.

## CONCLUSION

Based on what has been described above, it can be concluded that the graphic organizer method in developing the communication skills of beginner BIPA learners is plurilingual. The BIPA learning process with the graphic organizer method shows that BIPA students are active and participatory during learning. The learning outcomes of BIPA students show an average value of 84.16. The materials taught are in accordance with the BIPA SKL with aspects of knowledge of classification words, comparison words, and conjunctions using popular figures in Indonesia as material topics with the following steps: apperception, discussion, provision of material, collaborative project to create a graphic organizer of selected figures with BIPA friends, presentation performance, discussion of errors in the use of classification words, comparison words, and conjunctions, discussion, material reinforcement, closing. The most widely used classification word material is people (5) and fruit (3). The favorite comparison word material is prefer (5) and then (3). The most widely chosen conjunction material is and (6), because (4), and so (3). Evidence of responses and learning outcomes shows that the application of graphic organizer media is in accordance with learning preferences and has a positive influence on the development of BIPA learners' communication skills. This study plays a role in the development of more flexible BIPA teaching media and methods that integrate a plurilingual approach, while strengthening the communication skills of beginner BIPA learners more efficiently. Further research can further develop the use of graphic organizers with more diverse types, such as Venn diagrams to compare languages and cultures, concept maps to organize ideas, and story maps for narratives.

## DECLARATIONS

<b>Author contribution</b>	Prima Vidya Asteria leads and is responsible for all research projects entitled "Graphic Organizer to Develop Communication Skills of Beginner BIPA Learners Based on Plurilingualism". She wrote the entire manuscript, collaborated with the second, third, and fourth authors, and served as the corresponding author, overseeing submission and revisions. The second,
----------------------------	--



	third, and fourth authors contributed to analyzing the data. Four authors also approved the final manuscript.
<b>Funding statement</b>	: The research leading to these results has received funding from Universitas Negeri Surabaya
<b>Conflict of interest</b>	: Four authors declare that they have no competing interests.
<b>Ethics Approval</b>	: The authors agree to have this article published in KEMBARA in 2024.
<b>Additional information</b>	: No additional information is available for this paper.

## REFERENCE

- Agung, S., & Schwartz, M. S. (2007). Students' understanding of conservation of matter, stoichiometry, and balancing equations in Indonesia. *International Journal of Science Education*, 29(13), 1679–1702. <https://doi.org/10.1080/09500690601089927>
- Al-Rahmi, W. M., Alzahrani, A. I., Yahaya, N., Alalwan, N., & Kamin, Y. B. (2020). Digital communication: Information and communication technology (ICT) usage for education sustainability. *Sustainability*, 12(12), 5052.
- Amanah, M., Sudarmin, S., & Haryani, S. (2023). Preliminary research on the development of e-module learning media with ethno-steam approach to increase scientific literacy. *Unnes Science Education Journal*, 12(2), 49–57. <https://journal.unnes.ac.id/sju/usej/article/view/43770>
- Anggraini, V., Syahrul, S., Arief, D., & Ratih, M. (2020). Pengembangan bahan ajar membaca sastra berbasis graphic organizer venn diagram di sekolah dasar. *Jurnal Basicedu*, 4(4), 1219–1227. <https://doi.org/10.31004/basicedu.v4i4.513>
- Anisah, G., & Amreta, M. Y. (2023). Pengembangan instrument assessment as learning berbasis proyek untuk pembelajaran menyimak dan berbicara monologis dialogis bermuatan karakter Bhineka Tunggal Ika. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, 9(1), 76–88. <https://doi.org/10.22219/kembara.v9i1.22701>
- Arvianto, F. (2020). Kaskus Smilies application as an alternative instructional media in BIPA (Indonesian language for foreign speakers) teaching. In *Journal of Physics: Conference Series* (Vol. 1471, No. 1, p. 012007). IOP Publishing. <https://doi.org/10.1088/1742-6596/1471/1/012007>
- Asteria, P. V. (2017). Pembelajaran berbasis quantum dengan media boneka pada materi mengenal bagian tubuh di kelas BIPA. *FKIP E-PROCEEDING*, 143–156.
- Asteria, P. V. (2019). Penerapan Media gambar dalam pembelajaran menulis deskripsi di kelas multi-level BIPA. *Jurnal KODE*, 8(2), 1–17. <https://doi.org/10.24114/KJB.V8I2.13939>
- Asteria, P. V., Rofiuddin, A., Suyitno, I., & Susanto, G. (2023). Indonesian-based pluricultural competence in BIPA teachers' perspective. *Eurasian Journal of Applied Linguistics*, 9(1), 190–201.
- Beacco, J. C. (2005). *Languages and language repertoires: Plurilingualism as a way of life in Europe*. Strasbourg, France: Council of Europe.
- Eriyanti, R. W. (2017). Pengembangan bahan ajar keterampilan berbicara interaktif bagi mahasiswa. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, 3(1), 98–106. <https://doi.org/10.22219/kembara.v3i1.4381>
- Fahrudin, F., Kurniawanti, M. R., Nurgiansah, T. H., & Gularso, D. (2024). Development of teaching materials for evaluating history learning to improve students' critical thinking skills. *Journal of Education and Learning (EduLearn)*, 19(1), 530–541. <https://doi.org/10.11591/edulearn.v19i1.20882>
- Fitria, Y., Alwi, N. A., Eliasni, R., Chandra, & Kharisma, A. (2023). Graphic organizer-based science literacy learning models in elementary schools. *Jurnal Pendidikan IPA Indonesia*, 12(1), 123–134. <https://doi.org/10.15294/jpii.v12i1.41004>

- Fitriani, R., & Yulianti, D. (2022). Penggunaan graphic organizer dalam pembelajaran bahasa Indonesia bagi penutur asing (BIPA): Studi Kasus di Universitas Gadjah Mada. *Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 10(2), 115-130. <https://doi.org/10.21009/jpbsi.2022.10.2.115>
- Friston, K. J., Sajid, N., Quiroga-Martinez, D. R., Parr, T., Price, C. J., & Holmes, E. (2021). Active listening. *Hearing Research*, Volume 399, 2021, 107998. ISSN 0378-5955. <https://doi.org/10.1016/j.heares.2020.107998>.
- Halawa, S., Bukit, B., Panjaitan, L. D., & Nasution, J. (2023). Pengaruh pengajaran keterampilan menulis bagi pemelajar BIPA tingkat pemula. *Jurnal Ilmiah Aquinas*, 48-53. <https://doi.org/10.54367/AQUINAS.V6I1.2300>
- Halim, M. L. Al. (2024). The use of graphic organizer strategies to improve students' writing skills in English language teaching. *SAGA: Journal of English Language Teaching and Applied Linguistics*, 5(1), 45–54. <https://doi.org/10.21460/SAGA.2024.51.182>
- Hargie, O. (2019). *The handbook of communication skills (4<sup>th</sup> eds.)*. London and New York: Routledge, Taylor and Francis Group.
- Hasanah, N. A., & Saugi, W. (2021). Fenomena ketidakpercayaan diri mahasiswa IAIN Samarinda ketika berbicara di depan umum. *Borneo Journal of Islamic Education*, 1(1), 1–12. <https://doi.org/10.21093/BJIE.V1I1.3145>
- Iksan, Z. H., Zakaria, E., Meerah, T. S. M., Osman, K., Lian, D. K. C., Mahmud, S. N. D., & Krish, P. (2012). Communication skills among university students. *Procedia-Social and Behavioral Sciences*, 59, 71-76. <https://doi.org/10.1016/j.sbspro.2012.09.247>
- Kalogiannidis, S. (2020). Impact of effective business communication on employee performance. *European Journal of Business and Management Research*, 5(6), 1-6. <https://doi.org/10.24018/ejbmr.2020.5.6.631>
- Kaur, J. (2017). Ambiguity related misunderstanding and clarity enhancing practices in ELF communication. *Intercultural Pragmatics*, 14(1), 25-47. <https://doi.org/10.1515/ip-2017-0002>
- Khan, A., Khan, S., Zia-Ul-Islam, S., & Khan, M. (2017). Communication skills of a teacher and its role in the development of the students' academic success. *Journal of Education and Practice*, 8(1), 18-21.
- Korkut, P., Dolmacı, M., & Karaca, B. (2018). A study on communication breakdowns: Sources of misunderstanding in a cross-cultural setting. *Eurasian Journal of Educational Research*, 18(78), 139-158.
- Krizman, J., Tierney, A., Nicol, T., & Kraus, N. (2021). Listening in the moment: How bilingualism interacts with Task demands to shape active listening. *Frontiers in neuroscience*, 15, 717572. <https://doi.org/10.3389/fnins.2021.717572>
- Kurniawati, R., Laksono, K., & Nurhadi, D. (2024). Analisis keyakinan pengajar bipa pada efektivitas program visiting lecturer bagi pembelajar Medagaskar. *Jurnal Muassis Pendidikan Dasar*, 3(1), 18-23. <https://doi.org/10.55732/jmpd.v3i1.151>
- Kusmiatun, A. (2016). *Mengenal BIPA dan pembelajarannya*. K Media.
- Laksono, P. T., & Ismiatun, F. (2023). Adapting to a hard situation: BIPA teachers' successful strategies for teaching local culture during the covid-19 pandemic. *REiLA: Journal of Research and Innovation in Language*, 5(1), 63–76. <https://doi.org/10.31849/reila.v5i1.11199>
- Maherani, V., Yulianeta, Y., Idris, N. S., & Ismail, N. H. (2023). Materi budaya Indonesia sebagai kebutuhan pemelajar BIPA dalam program immersion. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*, 8(7), 476-483.
- Majid, R. A., Riyadi, A. R., & Kurniawan, H. (2023). Application of the graphic organizer method in improving students' reading comprehension of narrative text. *Aksis: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 7(1), 23-34. <https://doi.org/10.21009/AKSIS.070103>
- Melinda, S., & Muzaki, H. (2023). Cerita rakyat sebagai upaya pengenalan bahasa dan budaya Indonesia dalam pembelajaran BIPA. *Jurnal Ilmiah SEMANTIKA*, 5(1), 1-8. <https://doi.org/10.46772/semantika.v5i01.1242>
-

- Muthahar, S. M. C., & Fatonah, K. (2021). Strategi guru dalam pembelajaran keterampilan berbicara bagi siswa kelas VI di SDN Jatirangga II Bekasi. In *Seminar Nasional Ilmu Pendidikan dan Multi Disiplin* (Vol. 4).
- Nan, G., Angelina, L., Silalahi, R. M. P., & Santoso, W. (2023). Recontextualization of translanguaging in the context of Mandarin language teaching in Indonesia. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, 9(2), 400-414. <https://doi.org/10.22219/kembara.v9i2.24843>
- Nurcandrani, P. S., Asriandhini, B., & Turistiati, A. T. (2020). Pelatihan public speaking untuk membangun kepercayaan diri dan keterampilan berbicara pada anak-anak di sanggar ar-rosyid purwokerto. *ABDI MOESTOPO: Jurnal Pengabdian Pada Masyarakat*, 3(1), 27-32. <https://doi.org/10.32509/am.v3i01.979>
- Nurhuda, P., Sulistyaningrum, S. D., & Muliastuti, L. (2023). Strategi internasionalisasi bahasa Indonesia melalui program BIPA. *Jurnal Bahasa Indonesia bagi Penutur Asing (JBIPA)*, 5(1), 78-90. <https://doi.org/10.26499/jbipa.v5i1.5781>
- Palupi, R. E. A., Purwanto, B., & Sutriyono, S. (2022). Analisis kecemasan pada proses keterampilan berbicara peserta didik tingkat 1 pada mata kuliah bahasa Inggris. *Jurnal Dimensi Pendidikan dan Pembelajaran*, 10(2), 138-145. <http://dx.doi.org/10.24269/dpp.v10i2.5235>
- Permana, E. P. (2016). Pengembangan media pembelajaran boneka kaus kaki untuk meningkatkan keterampilan berbicara siswa kelas 2 sekolah dasar. *Profesi Pendidikan Dasar*, 2(2), 133–140.
- Pramadhanti, D. F., Suwandi, S., & Rohmadi, M. (2023). Persepsi dosen terhadap kebutuhan pembelajaran bahasa Indonesia bagi penutur asing (studi kasus perguruan tinggi Jawa Tengah). *DWIJA CENDEKIA: Jurnal Riset Pedagogik*, 7(3), 1180-1190. <https://doi.org/10.20961/jdc.v7i3.80060>
- Pratiwi, S., & Rahmawati, I. (2023). Penerapan metode graphic organizer dalam pengajaran bahasa berbasis plurilingual untuk pemelajar BIPA. *Jurnal Pendidikan Bahasa Asing*, 12(3), 210-225. <https://doi.org/10.23887/jpba.v12i3.210>
- Praveen, S. D., & Rajan, P. (2013). Using graphic organizers to improve reading comprehension skills for the middle school ESL students. *English Language Teaching*, 6(2), 155–170. <https://doi.org/10.5539/elt.v6n2p155>
- Prihatini, A. (2023). Perkembangan penelitian pembelajaran bahasa Indonesia sebagai bahasa kedua: Analisis bibliometrik. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, 9(1), 56–75. <https://doi.org/10.22219/kembara.v9i1.23216>
- Purvarianti, A., Saelan, A., Afif, I., Ferdian, F., & Wicaksono, A. F. (2013). Natural language understanding tools with low language resource in building automatic Indonesian mind map generator. *International Journal on Electrical Engineering and Informatics*, 5(3), 256–269.
- Rhubido, D., Shodiq, S., & Asteria, P. V. (2023). Creating Indonesian academic vocabulary by using the ant word profiler program to academic writing for BIPA learning. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, 9(2), 623–637. <https://doi.org/10.22219/kembara.v9i2.22097>
- Rohimah, D. F. (2018). Internasionalisasi bahasa Indonesia dan internalisasi budaya Indonesia melalui bahasa Indonesia bagi penutur asing (BIPA). *An-Nas*, 2(2). 199-212. <https://doi.org/10.36840/an-nas.v2i2.104>
- Saindra, R. M., & Mutiarani. (2018). Using Graphic organizer to improve students' speaking skill. *English Language in Focus (ELIF)*, 1(1), 55–64. <https://doi.org/10.24853/elif.1.1.55-64>
- Setyawan, W. H., & Nawangsari, T. (2021). Pengaruh e-module speaking berbasis website untuk meningkatkan keterampilan berbicara. *Aksara: Jurnal Ilmu Pendidikan Nonformal*, 7(2), 339-346. <http://dx.doi.org/10.37905/aksara.7.2.339-346.2021>
- Solomon, D., & Theiss, J. (2022). *Interpersonal communication: Putting theory into practice*. Routledge.
- Suryani, L., & Hidayat, A. (2021). Pemanfaatan graphic organizer untuk meningkatkan keterampilan menulis mahasiswa BIPA. *Jurnal Linguistik Terapan*, 8(1), 75-88. <https://doi.org/10.1016/j.lingtera.2021.08.75>

- Tabieh, A. A., Al-Hileh, M. M., Abu Afifa, H. M., & Abuzagha, H. Y. (2021). The Effect of Using Digital Storytelling on Developing Active Listening and Creative Thinking Skills. *European Journal of Educational Research*, 10(1), 13-21.
- Utami, M. R., & Khaerunnisa, K. (2024). MRU keterampilan membaca pada pengajaran BIPA tingkat 1 menggunakan media canva. *Jurnal Ilmu Pendidikan dan Psikologi*, 1(2), 118-128.
- Uzer, Y. (2021). Peningkatan keterampilan berbicara melalui penerapan metode show and tell siswa SD Negeri 97 Palembang. *PERNIK*, 4(1), 78–89. <https://doi.org/10.31851/PERNIK.V4I1.6799>
- Verdonik, D. (2010). Between understanding and misunderstanding. *Journal of Pragmatics*, 42(5), 1364-1379. <https://doi.org/10.1016/j.pragma.2009.09.007>
- Widiarini, W., Arini, F., & Nisak, W. K. (2023). Graphic organizer sebagai strategy persiapan monolog speaking: Sebuah one-shot case study pada mata kuliah basic speaking. *Jurnal Pembelajaran dan Ilmu Pendidikan*, 3(1), 1-10. <https://doi.org/10.28926/jpip.v3i1.816>
- Wijaya, E. M. (2017). Penerapan metode bermain peran dalam bentuk dialog untuk melatih keterampilan berbicara bahasa Mandarin siswa kelas XI SMAN 2 Malang. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, 3(1), 41–48. <https://doi.org/10.22219/kembara.vol3.no1.41-48>
- Yogica, R., & Helendra, H. (2018). They do, They Get and They Know; How to Motivate Learner to Upgrade Their Learning Quality. In *IOP Conference Series: Materials Science and Engineering* (Vol. 335, No. 1, p. 012083). IOP Publishing. <https://doi.org/10.1088/1757-899X/335/1/012083>
- Yuniatin, A., & Asteria, P. V. (2022). Pengembangan bahan ajar BIPA madya terintegrasi kearifan lokal. *Jurnal Pena Indonesia*, 8(1), 142–152. Retrieved from <https://journal.unesa.ac.id/index.php/jpi/article/view/18488>
- Zara, J., Nordin, S. M., & Isha, A. S. N. (2023). Influence of communication determinants on safety commitment in a high-risk workplace: A systematic literature review of four communication dimensions. *Frontiers in Public Health*, 11, 1225995. <https://doi.org/10.3389/fpubh.2023.1225995>
- Zubaidah, S., Fuad, N. M., Mahanal, S., & Suarsini, E. (2017). Improving creative thinking skills of students through differentiated science inquiry integrated with mind map. *Journal of Turkish Science Education*, 14(4), 77–91. <https://doi.org/10.12973/tused.10214a>