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Full length article

### **Bahasa Indonesia language program impact analysis in the Polytechnic University of the Philippines Manila: a basis for the bahasa Indonesia's inclusion in the ab English language studies' and ab literary and cultural studies' curriculum**

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#### abstract

The present study aims to know the impact of the Bahasa Indonesia (BIPA) training on enabling the macro skills among the 144 respondents from the Polytechnic University of the Philippines in Sta. Mesa, Manila as well as the perceived benefits of including the language as one of the foreign language courses in the respondents' curriculum. The researchers used the descriptive research design. The respondents were selected using purposive sampling and the data were gathered through a survey form with 9 questions. Through the grand mean, it was found out that Powerpoint presentations were impactful in enabling them to perform reading tasks. Writing paragraphs were impactful for their writing tasks while Listening to lecture and doing dialogues were impactful for enabling them to perform listening and speaking tasks. Opportunity to work in other South East Asian Countries emerged as the mostly agreed benefit of including Bahasa Indonesia in the curriculum.

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## Introductions

In the Polytechnic University of the Philippines in Sta. Mesa, Manila, the College of Arts and Letters which offers humanities courses is home for the Department of English, Foreign Languages and Linguistics. For more than 25 years, it has been offering the Bachelor of Arts in English Program which aims to prepare the students for industries that need English Language Specialists. In its curriculum, it has included six (6) units of foreign languages which is offered for two consecutive semesters. Through the years, it has offered basic courses in Spanish, French, and Nihonggo.

The legal bases for the foreign language offerings in the Department's courses is in accordance to the CHED Memorandum Order No. 24, Series of 2017, which covers the policies, standards, and guidelines for the Bachelor of Arts in English Language and Bachelor of Arts in English Language studies in accordance with the provisions of Republic Act. (RA) No. 7722, Article III Section 4 states that Higher Education Institutions are allowed to design curricula suited to their own contexts and missions provided that they can demonstrate that the same leads to the attainment of the required minimum set of outcomes, albeit by a different route. The same provision was mentioned in CHED Memorandum Order No. 21 Series of 2017 which is entitled Policies, Standards, and Guidelines for the Bachelor of Arts in Literature/Bachelor of Arts in Literary and Cultural Studies. In CHED Memorandum Order No. 24 which should be followed by both State Universities and Private Colleges that aim to offer language studies, Article 5 on Curriculum, Section 8 describes the Curriculum Description which states that AB in English Language/AB in English Language Studies program shall have a minimum of 134 units. It further states that the curriculum consists of give (5) parts: (a) General Education Courses, (b) Core Courses, (c) Major Courses, and (d) Cognates and (e) Foreign Language elective. This memorandum therefore mandates the inclusion of foreign language learning in the AB English Language Studies program.

To further justify CHED's Memorandum Order No. 24 and 21, foreign language courses are offered because the curriculum includes Translation Techniques courses 1 and 2 for two consecutive semesters as well. On the perfective of the learners, it will be beneficial for them to have a third and even fourth language to use as a tool to practice the translation theories and techniques that are covered in Translations 1 and 2 courses in their curriculum. Aside from this, the department also accepts requests from other programs for foreign language instructors to teach their students in foreign language courses. Among them are: Bachelor of Science in Accountancy, Bachelor of Science in Tourism, and Bachelor of Arts in History.

Due to the demands on global competitiveness, the Commission on Higher Education ordered for a revision of the program curricula in the Philippines. The former AB English program is now called AB English Language studies and a new program is now being offered that also need foreign language, the Bachelor of Arts in Literary and Cultural Studies. In spite of the revision, foreign languages remain as part of the present curricula which are manifestations of the aforementioned CHED Memorandum Orders. The department also believes that its graduates must be aware and be flexible enough in communicating in a culturally-diverse setting. According to Adler and Elmhurst (2005), diversity is a fact of life in today's working world. The culturally diverse workplace of the early 21<sup>st</sup> Century differs from that of the past generations. As time goes by, more managers and employees represent different groups that have always been present thought less visible, in the workforce. Diversity provides a much richer environment, a variety of viewpoints, and greater productivity. To minimize the barriers to cultural diversity for global communication competitiveness, offering more languages is one step for the department to make its student-specialists future ready.

To expand the foreign language exposure of the students in the Department of English, Foreign Languages and Linguistics, the university signed a Memorandum of Understanding with the Embassy of the Republic of Indonesia in 2017, which aims to start linkage programs that cover research and

language activities between the two institutions. In January, 2017, the College of Arts and Letters tasked the Department of English Foreign Languages and Linguistics to lead the first roll out of the BIPA Program which is sponsored by the KBRI in Manila. The Bahasa Indonesia training is called *Selamat Datang Di Filipina: A Training in Bahasa Indonesia*. After four Saturdays of training with Prof. Srisna J. Lahay, twelve (12) faculty members finished the A1 Level training and were all certified by the KBRI.

In 2018, four faculty members have been certified by the embassy under the training of Prof. Zasquia Damai.

The program has been further strengthened in 2019 when a Memorandum of Agreement has been signed by Dr. Lili Nurlaili, Culture and Education Attache of KBRI (Embassy of the Republic of Indonesia) and Dr. Emanuel C. De Guzman, the president of the Polytechnic University of the Philippines. The Memorandum of Agreement specifically assigns the Bahasa Indonesia Training Implementation to the Department of English, Foreign Languages and Linguistics while the University Center Culture and the Arts shall provide culture exchange activities. Both must implement the agreed program under the supervision of the Office of International Affairs. In the same year, Pak Bayu Permana Sukma and Pak Mohammad Maun were sent by the embassy to train students, faculty members and staff of the university. The program officially started in August, 2019. In November, 2019, 166 were certified which is said to be the biggest wave to date.

Due to the growing interest of the faculty members, staff and students in the Bahasa Indonesia Training, the department decided to spearhead a survey on the program evaluation as perceived by the trainees who have finished the A1 Certification Level 2019.

This research, entitled *Bahasa Indonesia Language Program Impact Analysis in the Polytechnic University of the Philippines Manila: A Basis for the Bahasa Indonesia Inclusion in the AB English Language Studies' and AB Literary and Cultural Studies' Curriculum* aims to find out the possibility of including Bahasa Indonesia as one of the required foreign language course offerings. Specifically, it aims to find out: 1. What is the profile of the respondents in terms of: gender, language proficiency level in Bahasa Indonesia 2. What is the respondents' perception on the language programs' impact on enabling them to perform reading, writing, listening and speaking in various situations and 3. What is the respondents' perceived main benefits of including Bahasa Indonesia in their curriculum? This study is anchored on Posch's (2006) theory on curriculum change and school development. Posch believes that the fundamental changes in the culture of teaching and learning and their implications for the curriculum and for the roles of the teachers are the changing expectations of students, the quest for dynamic qualities, changing access routes to knowledge and experience, the shift from segregative to integrative structures, and demands on public accountability. Furthermore, he presented two examples to illustrate the quest for constructive answers to these challenges: schools for active learning and the environment and school initiative project. Finally, this theory indicates that there is a changing curricular frame conditions for a dynamic culture of teaching and learning.

The findings of the study hope to benefit the college and the English Department's officials and faculty members in deciding whether to consider the Bahasa Indonesia as one of its foreign language course offerings in the AB English Language Studies and also, in the AB Literary and Cultural Studies offering in their respective curricula. It also aims to give more language course options for the learners to choose from therefore expanding their horizons for both local and international employment opportunities.

## Method

This study made use of the descriptive research design which is a study about status and is commonly used in education, nutrition, epidemiology, and the behavioral sciences. In addition, the most common among the descriptive research methods is the survey, which includes questionnaires, personal interviews, phone surveys, and normative surveys (Koh & Own, n.d.). For the samples, purposive sampling was used. According to Kothari (2015), it is a sampling technique wherein the researchers'

choice for participant remains supreme. In this case, the criteria, on the basis of being certified after the BIPA program has been the basis of being chosen as one of the respondents. Out of 166 certified Bahasa Indonesia course finishers that were invited to participate in the survey, there were 144 who agreed to participate and appeared in the survey venue. The researcher used survey to gather the quantitative data to answer the research problems that have been posted by the researchers. Gepila et al. (2017) described survey as a written document that is filled out or accomplished by the person being surveyed. Furthermore, they are tagged as the most common quantitative data collection tool. In this study, the survey has been validated by three experts who are teaching foreign language in the university. It has nine questions where in the level of agreement has been measured to reflect the respondents' perceptions per item. For the statistical treatment of data, the researchers use the grand mean. According to Grabkowski (2018), it is the mean of all the means coming from different sub-samples. The grand mean can be determined by obtaining the mean of each group set's samples. The formula used was: grand mean = sum of the mean of all sets / total number sets.

## Result and Discussions

*Table 1: Respondents' Gender*

| Gender       | Frequency  |
|--------------|------------|
| 1. Male      | 38         |
| 2. Female    | 106        |
| <b>Total</b> | <b>144</b> |

Table 1 shows the responses that pertain to the respondents' gender. According to the data, 38 are male and 106 of the total number out of 144 respondents are female. This means that majority of the Bahasa Indonesia learners that got certified are female. This is similar to the findings in the study of Ruyffelaert and Hadermann (2012) on the Impact of Age and Gender on the Learners' Motivation and Attitudes towards French in Secondary Education in Flanders which confirms that female students have a higher integrative motivation to learn French in comparison with male students who have more of an instrumental motivation.

*Table 2: Respondents' Perceived Proficiency Level in Bahasa Indonesia*

| Statement    | Frequency  |
|--------------|------------|
| 1. A1- A2    | 133        |
| 2. B1 - B2   | 11         |
| 3. C1 - C2   | 0          |
| <b>Total</b> | <b>144</b> |

Table 2 shows the responses that pertain to the respondents' perceived level of proficiency following the CEFR or Common European Framework Reference. The data show that 133 respondents assessed themselves under the A1-A2 level while there were 11 respondents who assessed themselves under B1-B2 level of proficiency in CEFR. Apparently, there was no respondent who assessed himself under the C1-C2 level. This means that most of the respondents have no formal training of the Bahasa

Indonesia while 11 of them have already finished the Bahasa Indonesia A1-A2 level training in the previous roll outs.

*Table 3: Respondents' Department*

| Statement   | Frequency  |
|---|------------|
| 1. Department of English, Foreign Languages and Linguistics | 141        |
| 2. Department of Political Science                          | 3          |
| 3. Other Department   | 0          |
| <b>Total</b>  | <b>144</b> |

Table 3 presents the data that reflect the respondents' department. Out of 144 respondents, 141 are from the Department of English, Foreign Languages and Linguistics and there are 3 students who are from the Department of Political Science. No one responded from other departments. This means that majority of the taker of the Bahasa Indonesia open course are those who are taking up AB English Language Studies and Bachelor of Arts in Literary and Cultural Studies. This is due to the fact that both courses have the mandatory or required 6 units of foreign language courses that only offer Nihonggo and French. This is in accordance to the CHED Memorandum Order 24 series of 2017 and CHED Memorandum Order 21 series of 2017 which states that elective foreign languages are essential elements of AB English Language Studies Curriculum and that depending on the context, it may be added to the curriculum of AB Literary and Cultural Studies. The 3 respondents from the Department of Political Science are taking up Bachelor in International Studies that only offer Mandarin as its foreign language.

*Table 4: Respondents' General Perception on the Language Program's Impact on Enabling their Basic Reading, Writing, Listening, and Speaking Skills in Bahasa Indonesia*

| Statement    | Strongly Agree | Agree | Somewhat Agree | Disagree | Strong Disagree | Grand Mean | Interpretation |
|--------------|----------------|-------|----------------|----------|-----------------|------------|----------------|
| 1. Reading   | 62             | 67    | 11             | 4        | 0               | 4.299      | Agree          |
| 2. Writing   | 44             | 66    | 31             | 2        | 1               | 4.042      | Agree          |
| 3. Listening | 57             | 54    | 26             | 6        | 1               | 4.111      | Agree          |
| 4. Speaking  | 48             | 65    | 29             | 2        | 0               | 4.104      | Agree          |

Table 4 presents the respondents' general perceptions on the language program's impact on enabling their macro skills on basic reading, writing, listening, and speaking skills in Bahasa Indonesia. The grand mean reflects the level of agreement wherein the highest level in the checklist is Strongly Agree (SA) while the lowest among the levels is Strongly Disagree (SD). The data shows that the four linguistic macro skills of the respondents have been enabled in taking up the Bahasa Indonesia Open Course. The level of agreement falls under 'agree' however, Reading received the most impact in terms of learning the skills with a grand mean of 4.299. In general, the data reveals that reading activities have been impactful among the four macro skills taught during the Bahasa Indonesia training sessions. This is further explained by the study of Chang and Wu (2010) which focused on the Effect of a Times Reading Activity on EFL Learners: Speed, comprehension, and perceptions. In this study, they have

emphasized that for many foreign or second language (L2) learners, reading is integrated among learning and teaching activities to obtain meaning from a text, from which vocabulary and grammatical structures are acquired at the same time. This means that exposure to reading texts in the target language helps in vocabulary acquisition and linguistic structural awareness among the learners.

Table 5: Respondents' Perceptions on the Language Program's Impact on Enabling them to Perform Tasks that are Related to Reading Using Various Sources

| Statement                          | Strongly Agree | Agree | Somewhat Agree | Disagree | Strong Disagree | Grand Mean | Interpretation |
|------------------------------------|----------------|-------|----------------|----------|-----------------|------------|----------------|
| 1. Worktexts                       | 29             | 68    | 44             | 2        | 1               | 3.847      | Agree          |
| 2. Relevant studies and Researches | 11             | 62    | 60             | 10       | 1               | 3.500      | Somewhat Agree |
| 3. Brochures                       | 34             | 63    | 40             | 6        | 1               | 3.854      | Agree          |
| 4. Language Booklets               | 42             | 68    | 32             | 2        | 0               | 4.042      | Agree          |
| 5. Internet Passages               | 44             | 66    | 30             | 4        | 0               | 4.042      | Agree          |
| 6. PDF Materials                   | 41             | 75    | 25             | 3        | 0               | 4.069      | Agree          |
| 7. Product Advertisements          | 26             | 69    | 42             | 7        | 0               | 3.792      | Agree          |
| 8. Magazines                       | 13             | 52    | 63             | 13       | 3               | 3.792      | Agree          |
| 9. Instructor's PPT Presentation   | 58             | 64    | 19             | 3        | 0               | 4.229      | Agree          |
| 10. Literary Materials             | 22             | 62    | 46             | 14       | 0               | 3.639      | Agree          |
| 11. Visual Illustrations           | 30             | 59    | 43             | 12       | 0               | 3.743      | Agree          |

Table 5 presents the respondents' perceptions on the language program's impact on enabling them to perform tasks that are related to reading using various sources. Based on the data, the instructor's power point presentation garnered the most level of agreement with a grand mean of 4.229 while reading relevant studies and researches garnered "somewhat agree" with the lowest grand mean of 3.500 for this question. Based on the data, powerpoint presentation is shown to be the most used and gave the most impact on the reading ability of the learners in Bahasa Indonesia. This is further affirmed by the findings in the study of Lari (2014) on the Impact of Using PowerPoint Presentations on Students' Learning and Motivation in Secondary Schools. In this study, findings revealed that teaching based on the use of technology had a significant positive effect on learners' scores. This means that use of technology such as Media Presentations in schools has developed new ways of teaching and learning. It allows learning by giving better understanding of the topic as well as motivating the learners.

Table 6: Respondents' Perceptions on the Language Program's Impact on Enabling them to Perform Writing Task using Various Outputs

| Statement                    | Strongly Agree | Agree | Somewhat Agree | Disagree | Strong Disagree | Grand Mean | Interpretation |
|------------------------------|----------------|-------|----------------|----------|-----------------|------------|----------------|
| 1. Reaction Papers           | 17             | 54    | 56             | 15       | 2               | 3.479      | Agree          |
| 2. Paragraphs                | 35             | 53    | 47             | 7        | 2               | 3.778      | Agree          |
| 3. News Articles             | 15             | 59    | 54             | 14       | 2               | 3.493      | Agree          |
| 4. Short Reports             | 17             | 48    | 59             | 17       | 3               | 3.410      | Somewhat Agree |
| 5. Lecture Notes             | 24             | 72    | 38             | 8        | 2               | 3.750      | Agree          |
| 6. Written Self-Introduction | 33             | 54    | 43             | 9        | 5               | 3.701      | Agree          |

|    |                        |    |    |    |    |   |       |                |
|----|------------------------|----|----|----|----|---|-------|----------------|
| 7. | Graphic Interpretation | 13 | 41 | 60 | 22 | 8 | 3.201 | Somewhat Agree |
|----|------------------------|----|----|----|----|---|-------|----------------|

Table 6 presents the respondents' perceptions on the language program's impact on enabling them to perform writing task using various outputs. Based on the frequencies of responses, writing paragraphs garnered the highest grand mean of 3.778 while the least item that received the lowest grand mean is writing about the graphic interpretation with 3.201 or somewhat agree. This means that among the writing tasks, writing paragraphs has given the most impact on the writing skill of the trainees who attended the Bahasa Indonesia Training. This is further explained in the study of McDonough and Fuentes (2015) on the Effect of Writing Task and Task Conditions on Colombian EFL Learners' Language Use which states that the goal of writing is to stimulate the consolidation and extension of students' linguistic knowledge. Therefore, it is crucial to identify how different writing tasks and task conditions serve this goal.

*Table 7: Respondents' Perceptions on the Language Program's Impact on Enabling them to Perform Listening Tasks using various Listening Situations*

| Statement        | Strongly Agree | Agree | Somewhat Agree | Disagree | Strong Disagree | Grand Mean | Interpretation |
|------------------|----------------|-------|----------------|----------|-----------------|------------|----------------|
| 1. Lectures      | 72             | 60    | 11             | 1        | 0               | 4.410      | Strongly Agree |
| 2. Songs         | 54             | 69    | 19             | 2        | 0               | 4.215      | Agree          |
| 3. Instructions  | 55             | 62    | 24             | 3        | 0               | 4.174      | Agree          |
| 4. Conversations | 67             | 63    | 13             | 1        | 0               | 4.361      | Agree          |

Table 7 presents the respondents' perceptions on the language program's impact in enabling them to perform listening tasks using various listening situations. According to the data, lecture gave the most impact to do the listening tasks in Bahasa Indonesia Sessions with a grand mean of 4.410 or strongly agree. On the other hand, listening to instructions garnered the lowest grand mean of 4.174 or agree. This means that lecture is the mostly used and therefore gave the most impact on the listening skills of the learners during the listening tasks. The findings in the present study can be further explained by Renukadevi (2014) who investigated the Role of Listening in language Acquisition; the Challenges & Strategies in Teaching Listening. In this study, the researcher emphasized that listening has a significant role in learning a language and in language expertise as well. It is a receptive skill that develops among humans at first in terms of communication. The researcher further explained that it helps the language learners acquire the language in terms of pronunciation, word stress, vocabulary, and syntax and also, understanding the message through the tone of voice, pitch and accent. Therefore, lectures, as perceived by the learners provide avenue to learn the different linguistic features of the Bahasa Indonesia through the audio sources. In this case, the instructor's voice, pitch, and native accent. Furthermore, Neaum (2010) argued that teachers must create spaces in settings to develop speaking and listening. This means that language learners must be given the opportunity to talk and to listen hence, there is a need to support the development of both their language and communication skills. There must

be communication-friendly spaces within settings. This therefore, shall be observed in the classrooms during foreign language instructors.

*Table 8: Respondents' Perceptions on the Language Program's Impact on Enabling them to Perform Speaking Task using various Speaking Situations*

| Statement           | Strongly Agree | Agree | Somewhat Agree | Disagree | Strong Disagree | Grand Mean | Interpretation |
|---------------------|----------------|-------|----------------|----------|-----------------|------------|----------------|
| 1. Dialogues        | 52             | 65    | 23             | 4        | 0               | 4.146      | Agree          |
| 2. Introduction     | 40             | 64    | 36             | 4        | 0               | 3.972      | Agree          |
| 3. Oral Recitations | 21             | 50    | 54             | 16       | 3               | 3.486      | Agree          |

Table 8 presents the respondents' perceptions on the language program's impact in enabling them to perform speaking tasks using various speaking situations. The data in the table show that out of the three speaking situations, dialogues received the highest frequency of agreement from the respondents with a grand mean of 4.146 while oral recitations garnered the lowest frequency of agreement with a grand mean of 3.486 or agree. This means that out of three commonly given tasks and situations, dialogue are perceived to be the most impactful way to enable the students to speak in Bahasa Indonesia during the sessions. According to Levine (2002), oral language needs to blossom progressively among the children and this will be possible through reach verbal interactions. Dialogue is one way to encourage verbal interactions. In addition, the findings in the present study are further affirmed by the Investigation of the effectiveness of dialogue shadowing technique (DST) on Iranian Intermediate EFL Learners Conversation Ability which was conducted by Nashta and Rahimy (2018) which explains that dialogue shadowing technique can be utilized as a way to solve conversation issues among EFL/ESL learners and both of the teachers and learners can express high appreciation of the pedagogical effectiveness of dialogue showing technique when they are used as wither teaching or learning tools. Finally, Harley (2008) emphasized that dialogues promote conversations through collaborations wherein speakers collaborate with listeners to ensure that their utterance is understood. This means that the inclusion of dialogue as part of the Bahasa Indonesia learning activities helped in collaborative learning of the language as well as developing camaraderie among the learners.

*Table 9: Respondents' Perceived Benefits of Including Bahasa Indonesia as One of the Foreign Languages in ABELS and ABLCS Curriculum*

| Statement                       | Strongly Agree | Agree | Somewhat Agree | Disagree | Strong Disagree | Grand Mean | Interpretation |
|---------------------------------|----------------|-------|----------------|----------|-----------------|------------|----------------|
| 1. Additional Credentials       | 29             | 68    | 44             | 2        | 1               | 3.847      | Agree          |
| 2. Understand Indonesian Songs  | 11             | 62    | 60             | 10       | 1               | 3.500      | Somewhat Agree |
| 3. Linguistic Flexibility       | 34             | 63    | 40             | 6        | 1               | 3.854      | Agree          |
| 4. Opportunity to Join the Camp | 42             | 68    | 32             | 2        | 0               | 4.042      | Agree          |
| 5. Meet Indonesian Friends      | 44             | 66    | 30             | 4        | 0               | 4.042      | Agree          |
| 6. Translate Documents          | 41             | 75    | 25             | 3        | 0               | 4.069      | Agree          |
| 7. Join Competitions            | 26             | 69    | 42             | 7        | 0               | 3.792      | Agree          |



|     |  |    |    |    |    |   |       |       |
|-----|--|----|----|----|----|---|-------|-------|
| 8.  | Makes someone Competitive                  | 13 | 52 | 63 | 13 | 3 | 3.792 | Agree |
| 9.  | Opportunity to Work in other SEA Countries | 58 | 64 | 19 | 3  | 0 | 4.229 | Agree |
| 10. | Cultural Awareness                         | 22 | 62 | 46 | 14 | 0 | 3.639 | Agree |
| 11. | Possible Training Opportunity              | 30 | 59 | 43 | 12 | 0 | 3.743 | Agree |

Table 9 presents the data on the respondents' perceived benefits if Bahasa Indonesia will be included as of the foreign languages in the AB English Language Studies and AB Literary and Cultural Studies Curriculum. Out of the 11 items, opportunity to work in other South East Asian countries received the highest frequency of response with a grand mean of 4.229 or agree while understanding Indonesian songs has the lowest grand mean of 3.500 with somewhat agree. This means that the learners see that if Bahasa Indonesia will be included in their curriculum, they may be given the opportunity to teach in other South East Asian Countries where the language is used or maybe similar such as Malaysia, Brunei Darussalam, Singapore, and Indonesia. This is further explained by the article that was written by Amengar (nd) on the benefits of learning a foreign language. According to the article, multilingual ability is definitely a competitive edge over others in times of universal unemployment problems. This competence is an ability that reflects a person's intelligence, flexibility, openness to diverse people, and decision-making skills. Nevertheless, companies who plan to expand into overseas markets are constantly looking for bilingual staff who will give their companies a huge competitive advantage. Learning another language may also be a way to easily bridge the cultural gap between the two countries, and people who learn another language are more likely to find a job with better salary and excellent benefits.

## Conclusions

Based on the findings, the following conclusions have been derived to answer the research questions.

In terms of the profile of the respondents, majority of the respondent who finished the certificate course in Bahasa Indonesia are female. Most of them belong to A1-A2 level who are from the Department of English Foreign Languages and Linguistics that are taking up either AB English Language Studies or AB Literary and Cultural Studies. Minorities are from the College of Political Science and Public Administration taking up Political Courses and International Studies.

The research also aimed to find out the respondents' perception on the language program's impact on enabling them to perform tasks in reading, writing, listening, and speaking in various situations. The findings reveal that out of the four macro skills, the respondents' reading skill has benefited the most impact through the use of various sources. This affirms Posch's (n.d.) theory that one of the elements of curriculum change is the changing access routes to knowledge and experience. Specifically, majority of the respondents expressed that reading powerpoint presentations of the lecturer gave the most impact on enabling their reading skills while writing paragraphs has been perceived to be impactful in enabling their writing skills in Bahasa Indonesia. Listening to lecture has been impactful in enabling the learners to listen in the target language and finally, dialogues have been found to be impactful in enabling the speaking skills of the learners in performing speaking tasks in various situations. In this sense, Posch (n.d.) points out that schools must promote active learning and the environment and school initiative

project. By providing these interactive scenarios and activities in a foreign language class, learning the foreign language such as the Bahasa Indonesia will be much feasible.

For the perceived benefits of including Bahasa Indonesia in their curriculum, majority of the respondents expressed that one maybe given the chance to work in other South East Asian Countries. Hence, they intend to proceed to the higher levels of Bahasa Indonesia open classes through the BIPA with the assistance of the Embassy of the Republic of Indonesia.

Through these findings, it can be concluded that based on the learners' level of agreement through their perceptions on its impact, Bahasa Indonesia can be highly recommended as one of the foreign language course offerings for the respondents' curriculum. Considering the data in this current research is actively involving the stakeholders such as the students in curriculum enhancements therefore giving them public accountability as part of curriculum planning and also, considering their experiences in learning a foreign language with focus on the strengths and areas for improvement in a foreign language course instructions.

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