



The technique of listening, asking, and problem-solving on the application of Indonesian language teaching materials

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ABSTRACT

This research examines the power of listening, asking, and solving problems in training in using Indonesian language teaching materials for Indonesian language teachers for foreign speaker military officers. The problem identified is that Indonesian language teachers for foreign-speaker military officers must update their teaching materials according to student characteristics. Teaching materials need to be updated because there have been many changes in vocabulary, including the addition of several words in everyday life, including slang. The training participants are Indonesian language teachers who teach foreign-speaker military officers at Kementerian Pertahanan Republik Indonesia. The number of training participants was twenty people. Data analysis was carried out qualitatively and quantitatively. Qualitative research was carried out by interpreting the results of questions from training participants and quantitative quasi-experimental analysis to measure the influence of teaching materials training on understanding the use of Indonesian language teaching materials for foreign-speaker military officers. The research results showed that listening, asking, and solving problems succeeded in helping Indonesian language teachers who taught foreign-speaker military officers understand conceptually how to convey Indonesian language teaching materials to students.

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ABSTRAK

Penelitian ini mengkaji tentang kekuatan mendengarkan, bertanya dan memecahkan masalah dalam pelatihan penggunaan bahan ajar bahasa Indonesia bagi guru bahasa Indonesia bagi perwira militer penutur asing. Permasalahan yang teridentifikasi adalah guru bahasa Indonesia bagi perwira militer penutur asing harus memperbarui bahan ajarnya sesuai dengan karakteristik siswa. Bahan ajar perlu diperbarui karena banyak terjadi perubahan kosa kata, termasuk penambahan beberapa kata dalam kehidupan sehari-hari, termasuk bahasa gaul. Peserta pelatihan adalah guru bahasa Indonesia yang mengajar perwira militer penutur asing di Kementerian Pertahanan Republik Indonesia. Jumlah peserta pelatihan sebanyak dua puluh orang. Analisis data dilakukan secara kualitatif dan kuantitatif. Penelitian kualitatif dilakukan dengan interpretasi hasil pertanyaan peserta pelatihan dan analisis kuasi eksperimen kuantitatif untuk mengukur pengaruh pelatihan bahan ajar terhadap pemahaman penggunaan bahan ajar bahasa Indonesia bagi perwira militer penutur asing. Hasil penelitian menunjukkan bahwa mendengarkan, bertanya, dan memecahkan masalah berhasil membantu guru bahasa Indonesia yang mengajar perwira militer penutur asing memahami secara konseptual cara menyampaikan bahan ajar bahasa Indonesia kepada siswa.

Kata Kunci: bahan ajar; pelatihan bahasa; pembelajaran berbasis masalah

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INTRODUCTION

This research stems from several problems when Indonesian language teachers for foreign speakers need to update and implement teaching materials that suit the characteristics of international students. One of the problems experienced by Indonesian language teachers for foreign speakers who teach foreign officers at Kementerian Pertahanan Indonesia is that the teaching materials need to be updated to meet the needs of students for providing Indonesian language skills. The teacher can identify the learner's needs. Teaching materials can be made more specific according to student needs. [Purnama et al. \(2023\)](#) state that teaching materials are tools that contain information or learning materials in various types and forms to support the learning process. The teaching materials provided require updating to meet several advances in Indonesian language learning technology for international officers.

Several updates to the teaching materials required for Indonesian language teachers who teach international officers include updates in materials, media, and assessment of Indonesian language learning. Teaching materials need to change because there have been many changes in the vocabulary aspect involving adding several words in everyday life. Evaluations are quite varied because the assessment of Indonesian language learning is standardized, and several elements require evaluation in the learning process and outcomes.

In his book "*Materials Development In Language Teaching*" Tomlinson defined materials as anything facilitating language learning (linguistic, visual, auditory, or kinesthetic). These materials can be presented in print, live performances, or on cassettes, CD-ROM, DVD, or the Internet. They can be instructional, experiential, elicitation, or exploratory. Delivery of Indonesian language learning material requires appropriate learning materials. In the book "*Materials Evaluation and Design for Language Teaching*" McGrath affirmed that teaching materials are vital to the language teacher. The development of technological and information aspects has quite influenced the teaching materials used today. In the past, when someone learned to listen, audio media alone was enough. Still, it requires appropriate media to use sound production in pronunciation, word order, and good grammar when communicating with international officers in Indonesia. [Kusumo and Hadiyanti \(2022\)](#) stated that for Indonesian language teachers, teaching materials play an essential role and are seen as a means to achieve goals in language learning to achieve optimal results.

Some previous research is identified as follows. [Misai \(2023\)](#) reported that the ability to ask questions is one of the essential skills students must have to gain a deeper understanding of a subject. In an educational context, questioning skills are not only a tool for obtaining information but also an important skill and indicator of critical and analytical thinking. However, students often still have difficulty asking practical questions. This may be due to difficulty, lack of understanding of the subject matter, confidence, or experience in questioning activities. [Bozorgian \(2012\)](#) affirmed that the research found that more than three-quarters of the language material students learned was achieved through listening in class. In line with this, other research results show the importance of listening in schools. It was found that students spent between 65% and 90% of their learning time achieved through listening activities. Research finds that improving listening skills positively influences other language skills, such as reading, writing, speaking, problem-solving ability, and logical reasoning capacity to break down complex situations into their components. Problem-solving is an ability that is used in carpentry or vehicle operation. Individuals can learn and develop with experience. Problem-solving can be taught. However, like most people, classroom skills are often not taught through experience or analytical actions in learning. Several problem-solving talents include critical thinking, communication, research, data analysis, and creativity. Analytical skills can be used intentionally and unconsciously in many aspects of life to solve problems ([Salim & Alnoori, 2012](#)).

The facts that occurred, as mentioned in the statement above, were followed up with training in the application of teaching materials, which contained coverage of the application of the material, application of assessment, and application of Indonesian language learning media, which was delivered through listening, asking, answering activities and the result was that the Indonesian language teacher was able to solve problems in use of Indonesian language teaching materials for foreign speakers. Training to convey teaching materials is done by listening, asking, answering, and solving conceptual problems regarding teaching materials with novelty nuances.

This research is novel because it treats Indonesian language learning techniques through listening, asking questions, and solving problems. The study examines the influence of listening, asking, and problem-solving activities on conceptualizing the teaching materials provided by the instructors. This applies to research participants who are Indonesian language lecturers who teach foreign military officers from several countries, including Turkey, Vietnam, Korea, Malaysia, Russia, and America, and who have different grammar and pronunciation patterns. [Bozorgian \(2012\)](#) states that appropriate teaching techniques are needed to master language well.

LITERATURE REVIEW

Indonesian language teaching material

Quality of learning can be successful when the learning materials can guide students to solve the problem ([Cahyadi, 2019](#)). Therefore, it can be said that teaching materials are an essential component of the learning process. [Nikoopour and Farsani \(2011\)](#) affirmed that materials include anything that can facilitate language learning. They can be linguistic, visual, auditory, or kinesthetic, and they can be presented in print, through live performance or display, or on cassette, CD-ROM, DVD, or the Internet. They can be instructional, experiential, elucidative, or exploratory in that they can inform learners about the language, provide experience of the language in use, stimulate language use, or help learners make discoveries about the language for themselves. [Kurniasih and Isnaniah \(2019\)](#) affirmed that teaching materials are an essential Indonesian language learning tool for foreign speakers. Teaching materials contain learning materials required for foreign speakers to have language skills competence in both spoken languages, reading texts in Indonesian, and writing in Indonesian. [Kusumo and Hadiyanti \(2022\)](#) argued that BIPA organizers are taking learning pedagogical norms seriously so that the implementation of the BIPA program can integrate well between language competence and language culture. Related to this, the program instructor BIPA must select, design, and present material in teaching materials well and systematically. For BIPA teachers, teaching materials have a vital role. Teaching materials can be seen as a means to achieve goals and objectives, and language learning can be achieved optimally.

Yuberti, in the book entitled "*Teori Pembelajaran dan Pengembangan Bahan Ajar dalam Pendidikan*," affirmed that teaching materials are a set of learning materials or tools that contain learning materials, methods, and how to evaluate in the form of design systematic and exciting to achieve the goals expected learning. Teaching materials used in the learning process, if developed according to the needs of teachers and students and utilized correctly, will be one of the critical factors that can improve the quality of learning. Language learning materials is a field of study and practical business that studies the principles and procedures for designing, implementing, and evaluating language teaching materials. Tomlinson adds that as a venture, it involves teachers' production, evaluation, and adaptation of language teaching materials in their classes.

Ellington and Race, in the book entitled "*Producing Teaching Materials*," affirmed that teaching materials can be for groups or individuals. Group teaching materials are generally given to students learning in classes with many students, while individual teaching materials are provided to students who need to achieve particular learning. It supports teachers and students with material for the competent construction

of teaching in the classroom (Tursunovich, 2022). Prastowo in Magdalena et al. (2020) describes the types of teaching materials based on how they work, namely (1) not projected, referring to teaching materials that do not require tools such as computers; (2) Projection material, refers to material that requires tools to study; (3) audio, presenting learning content in audio or voice form; (4) video, which is learning material presented audio and visual; (5) computer-based media, all non-print materials fall into this category.

Listening

Sabina (2018) explains that communication skills consist of receptive and productive skills; in this case, listening and reading are receptive skills, while speaking and writing are productive. So, someone with communication skills must have listening, reading, writing, and speaking skills. On the other side, communication is the key to language development. Alzamil (2021) asserted that the focus should be on listening well because it can help improve language skills. Learners who speak Indonesian for non-native speakers (BIPA) must listen to Indonesian daily to communicate correctly. Developing listening skills is essential for second language acquisition. It is almost impossible to acquire Indonesian language proficiency without listening because language proficiency is imparted to non-native speakers, who, in turn, play an essential role in language development.

Listening is an active process with many aspects, not just hearing, which produces passive perception in oral communication to build messages through a flow of vocabulary that forms sentences to understand a language's phonological, semantic, and syntactic potential (Nazarieh et al., 2022). Next, O'Malley et al. (1989) define understanding gained through listening as "an active process in which individuals focus attention on certain aspects of aural input, construct meaning from passages, and make connections with what they hear based on existing knowledge." Listening and speaking are two interrelated ways of communication. Mahdavy et al. (2022), several research results confirm that listening provides learners with the information they can use to build the necessary language knowledge. Language learners can acquire new words automatically by chance by listening to songs. The results of other studies show that vocabulary learning occurs accidentally when listening to academic lectures online. In the book "Testing Second Language Speaking," Fulcher emphasizes that testing and assessing foreign language speakers is essential to learning for non-native speakers. Listening skills were found to be constantly tested for evaluating language learning for non-native speakers. Hubackova (2012) asserts that listening evaluation is one of the basic language skills in language learning institutions for foreign speakers.

Questioning techniques

Mohammed (2021) affirmed that questioning is essential to language learning. It encourages the students to understand the subject content and helps them participate in class activities. Cárdenas (2021) asserted that the educational process requires teachers to use various strategies to support students in learning, and one of the most widely used strategies is asking questions. Studies conducted by different researchers have shown the positive impact of asking the right questions in the learning process and outcomes. Questioning is an integral part of scientific inquiry and the learning process. Student questions can reveal a lot about the quality of their thinking and conceptual understanding, according to Faraj and Al-Noori (2020). Aflalo (2021) stated that Questioning lies at the foundation of learning, and the students' questions play a crucial role in meaningful learning and learning motivation.

This aligns with the statement Chin & Osborne (2008) affirmed that asking is one of the structural thinking processing skills in critical thinking, creative thinking, and problem-solving operations. Moreover, as we will show, students' questions play an essential role in learning because they are potential resources for teaching and learning. Wayne (2019) reported that questioning has been identified in the literature as a

critical teaching and learning activity, with the quantity and quality of questions directly linked to language acquisition and general positive learning. [Gozali et al. \(2021\)](#) Even good questions trigger higher-order thinking skills. The questioning style that stimulates and triggers higher-level thinking focuses students on the topic to be discussed, encourages students to reason or take a stance, and clarifies concepts to find the truth of a definition. Classroom student questions are classified into inferential, interpretive, transferable, and hypothetical. Several case studies are also provided to help teachers apply the types of questions students must answer regarding various cases, issues, and problems during class hours.

Problem-solving

Problem-based learning is a learning model oriented towards problem-solving for students. In PBL, students start with a problem given by their teacher, and then they solve the problem with their latest knowledge (prior knowledge) to construct new knowledge or ideas ([Dewi & Septa, 2019](#)). Problem-solving is the core of informal learning, significantly defining how and what teachers learn in their work. This activity is a process in which a goal is set when there is uncertainty about what the goal can be achieved by what means and how if there are relevant constraints ([Dimitrova et al., 2023](#)). There are three characteristics of PBL, according to Saputra (2020), namely, (1) Submission of problems or questions. PBL starts from a problem; the problem must meet criteria, for example, easy to understand, authentic, etc.; (2) Relationships with various other fields of study. The problems posed in problem-based learning should connect or involve various scientific disciplines; (3) Seed Inquiry, students learn to formulate problems, develop hypotheses, collect data or information, analyze, and other activities until the problem is solved; (4) Produce and exhibit the results, students will create a result and can make a presentation in class; (5) Collaboration, namely a problem that is solved by teamwork or collaboration, either in groups with friends or with teachers.

[Doghonadze & Gorgiladze \(2008\)](#) stated that problem-based learning is the development of a curriculum and teaching system that simultaneously develops problem-solving strategies, knowledge discipline, and skills by placing students in an active role as problem solvers when faced with unstructured problems that reflect the real world. Educators can provide students with information about the language, provide experiences with the language used, stimulate language use, or help students discover the language themselves. More importantly, there is some evidence that problem-based learning, compared to other teaching methods, has the value of improving the quality of student learning in the subject matter.

Problem-based learning has three roles. The first is the acquisition of factual knowledge; the second is the mastery of general principles or concepts that can be implemented and transferred to solve similar problems, and the third is the acquisition of previous issues in the form of problem-solving examples that can be used in similar problem-solving situations in the future. In problem-based learning, teachers should act as cognitive trainers act as models, think with students, and practice students' behaviors. [Bourke \(1996\)](#) affirmed that problem-solving has long been advocated as a communicative, interactive technique in second-language learning. Problem-solving builds linguistic competence and has provided compelling empirical support for its pedagogical effectiveness. Problem-solving occurs when the teacher must resolve a problematic learning situation. [Dimitrova et al. \(2023\)](#) affirmed that the process is investigated by observing the problems that arise, especially the achievement of knowledge, and how the teacher develops strategies for students to solve the problem through experience with different skills to solve it. In learning Indonesian for foreign speakers, a teacher must encourage foreign speaker students to solve problems if they face issues in spoken language contexts that are different from the student's mother tongue.

METHODS

The training participants were Indonesian language teachers for foreign officers at Kementerian Pertahanan dan Keamanan Republik Indonesia. The training instructors for using teaching materials are BIPA education and learning experts from Universitas Pendidikan Indonesia and Kementerian Pertahanan dan Keamanan Republik Indonesia. This training was conducted in August 2023 at the Education and Training Center of Kementerian Pertahanan dan Keamanan Republik, Indonesia, in Jakarta.

Data was analyzed using qualitative and quantitative approaches. The qualitative method was carried out by interpreting the results of questions several teachers asked the instructor about the meaningfulness of training in understanding the application of the teaching materials provided. The quantitative method is carried out by measuring teachers' understanding competence before and after training in understanding teaching materials. Quantitative measurements are carried out using a quasi-experimental approach.

This research has a quasi-experimental design that tests the strength of training in understanding the use of Indonesian language teachers' teaching materials for foreign speakers with competency in language, linguistic, literary, and cultural understanding skills in the BIPA context. The educational background of Indonesian language teachers for foreign speakers who take part in training in applying teaching materials is a master's degree in Indonesian language. The competencies measured in this training are understanding the application of teaching materials.

Indicators for measuring the achievement of understanding in delivering teaching materials to students are determined using teaching materials theory from Heinich et al. in the book entitled "*Instructional Media and Technologies for Learning*" in the following areas: (1) non-projected teaching materials with a maximum score of 2; (2) projected teaching materials with a maximum score of 2; (3) audio teaching materials with a maximum score of 2; (4) video teaching materials with a maximum value of 2; (5) computer teaching or Hypermedia, which can represent interactive media oriented towards information technology and social media materials, with a maximum score of 2; so that (6) The maximum overall score is 10, and the minimum score is 2

The overall value data is measured, and the degree of difference is sought. The data that will be measured is the value of understanding the teaching materials before and after receiving training on their application. This training uses learning techniques of listening, asking, and solving problems. The research participants were 20 Indonesian language teachers for foreign speakers. They teach international officers at Kementerian Pertahanan dan Keamanan Republik Indonesia. Additional data reveals several questions from participants regarding the application of teaching materials.

RESULTS AND DISCUSSION

Result

Table 1 Quasi-experimental measurement results: Paired t-test

Group	Group one	Group two
Mean	5,30	7,25
Standard Deviation (SD)	2,08	1,68
Sem	0,47	0,38
N	20	20

Source: Research, 2024

Table 1 shows the result of the Paired t-test between Group 1 and Group 2. Group one is participant data before training to understand the use of Indonesian language teaching materials for foreign speakers.

Meanwhile, Group Two is participants' data after training to understand the use of Indonesian language teaching materials for foreign speakers. The formula used in this calculation is as follows.

P value and statistical significance:

The two-tailed P value equals 0,0003

Intermediate values used in calculations: $t = 4,4506$

Because t count $4.4506 \geq t$ table 3, 850, with $n = 20$, $df = 19$.

Conventional criteria consider this difference highly statistically significant. Standard error of difference = 0,438 Measurement using Graph Pad Statistics Calculator

After the training, qualitative data was obtained from discussions between the instructor and the language teacher (participant). The discussion included two questions from participants related to (1) the use of new terms in everyday conversation and (2) sound structure, word structure, and sentence structure for teaching materials. In this case, participants will get the answers to their questions submitted to the instructor.

Table 2. The Discussion (question-answer session) between participant and Instructor

Question	Answer
<i>"Currently, there are many new terms in daily conversation, including the words 'kepo' and 'lebay'. Do we need to add expressions of the meaning of the words referred to in Indonesian conversation in everyday context?" (P1, 2023)</i>	<i>"Yes, that is how it should be. With the Indonesian 'slang' term, foreign speakers do not experience confusion in interpreting spoken Indonesian expressions in everyday conversation." (Instructor, 2023)</i>
<i>"There are foreign speaker students who pronounce Indonesian with pronouns that do not match the pronunciation of the Indonesian sound production. Some non-native speaker students speak with nasal sound production. Can I replace the learning material, which was initially in audio form, by using other material such as video media, and even have to provide personal examples so that the Indonesian pronunciation spoken by the students is correct?" (P2, 2023)</i>	<i>"What you did was completely correct because using a combination of teaching materials is generally done for certain specific purposes." (Instructor, 2023)</i>

Sources: Research, 2023

Table 2 shows the result of the question-answer session. In this case, participants can get answers to questions, and the instructor will provide suggestions or answers to support participants so that they can improve the quality of learning, especially regarding teaching materials and the use of teaching materials.

The measurement results show that Indonesian language teachers for foreign speakers who teach at Kementerian Pertahanan Republik Indonesia have succeeded in understanding how to deliver learning material by listening, asking questions, and solving problems to convey BIPA content, which has become their competency. These Indonesian language teachers for foreign speakers are trained to understand how to deliver learning materials through non-projected teaching materials, projected teaching materials, audio teaching materials, video teaching materials, and computer teaching or hypermedia materials.

Measurement using the t-test produces values, $t = 4.4506$. Conventional criteria consider this difference highly statistically significant because t count $4.4506 \geq t$ table 3, 850, with $n = 20$, $df = 19$. The standard error of the difference is 0.438. This calculation showed that participants conceptually understood the five teaching materials. These results are proven by measuring participants' understanding of using the five types of teaching materials taught. The successful knowledge of using teaching materials is also supported by the results of questions and answers between training participants and instructors, which clarify the permissibility of using additional slang content in teaching materials and combining several teaching

materials to achieve specific goals, especially regarding pronunciation. Twenty instructors tasked with providing teaching material content are experts in education and learning Indonesian for foreign speakers.

Discussion

Indonesian language teachers help foreign speakers understand teaching materials by listening and asking questions, allowing them to solve problems using their learned materials. Language learning aims to make students understand and use the language well, especially in this study, which is Indonesian for foreign speakers. Language is a tool for communication. Communicating is supported by tools for understanding and mastering language in listening, speaking, reading, and writing. For non-native speakers, the ability to speak is essential; as in the previous literature review, this ability is greatly helped by the ability to listen. Learning Indonesian for foreign speakers requires an appropriate way to express and understand each sentence's vocabulary. Listening is one of the activities in communication and the daily learning process that students experience. Listening is necessary for non-native speaker students to practice vocabulary in speaking activities and understand the various meanings expressed in communication activities. [Lazuardi & Hamzah \(2023\)](#) stated that listening activity is an initial and essential skill of the language learning process: (1) Listening is identifying and understanding what other people are saying; (2) Listening activity is a language activity that is quite complex; when listening to hearing the sound of language, at that time, his mentality is actively working, trying to understand and interpret what the speaker is conveying, and at that time, he must receive a response; (3) Listening skills are more dominantly carried out by humans in daily activities, both in learning activities and outside; students deal more with listening activities than other language activities.

Listening has the power to understand the content of the language teaching materials. In his book "Listening in a Foreign Language," Schwartz asserted that listening is more than hearing and interpreting words and phrases. Listening is an active process of constructing meaning from text, background knowledge, and knowledge of the listener's language. Listening comprehension includes hearing, attention, understanding, and remembering. These processes are not linear; they operate interactively.

Questioning techniques are essential to creating an effective teaching and learning process. The teacher asking questions in the learning process is one of the many interactions in the classroom. Questioning techniques are a tool to achieve goals and stimulate students' mental activity. Questioning techniques are essential because they stimulate the learning process to develop students' potential to think, clarify ideas, arouse the imagination, and act and develop their language knowledge effectively, significantly helping students stimulate higher-level thinking. Teachers must be pivotal in implementing appropriate techniques and skills for asking students. Teachers should be aware of any changes in the classroom, and these changes must be aligned according to the learning objectives to be achieved.

Teaching using question-and-answer techniques must be planned carefully, and several things must be considered, including the following factors. [Shanmugavelu et al. \(2020\)](#) asserted that (i) Attention: asking questions is one of the most effective ways to get students to pay attention in class. Questions should be directed to the entire class before a student is asked to answer. Teachers must also ask children before saying the student's name to answer the question. This is to ensure that all students focus on the questions that have been asked. Teachers should always ask questions of all students, not just students who raise their hands. In this case, teachers should not be influenced by the behavior of students who only raise their hands when asking questions. Often, teachers only ask students who raise their hands and do not focus on students who do not. Once again, attention must be paid to all students in the class. (ii) Sound: One of a teacher's most essential communication tools is the voice. When asking questions, teachers must ensure their voices and tone are unmistakable. The questions should be presented well and clearly to the students, and it should be seen that the students accept the questions for answers. This is important

for attracting students to answer questions. (iii) Pause; after asking questions, the teacher must stop talking momentarily and look around the class. Watch for verbal cues that indicate the student is ready to respond. After asking a question, students should be given time to think about the answer. The time given should be brief; otherwise, interest in answering the question will fade if it takes too long over time.

Retnaningsih (2021) says that asking students questions in class requires courage because, without courage, asking and answering questions in class will cause obstacles. As we define it here, what is meant by asking is asking for information in the form of an explanation and asking to be informed about misunderstandings. Thus, it can be interpreted that asking is an activity of carrying out questions to obtain information and to get a more precise answer to something that is not yet understood. The research results show that using questioning techniques accompanied by worksheets in the teaching and learning process can improve learning outcomes. Boyd (2016) explains that understanding learning material can be obtained best through asking questions. The teacher activity that is most widely used and considered the most effective in learning is when the teacher asks and explains how learning material events occur, not just what the teacher says, which directly influences students. The teacher's questioning pattern provides scope for learning material. Teachers must consider how questions are asked, what questions are asked, when, and to whom they are asked to demonstrate instructional attitudes, pedagogical skills, and student concerns. In this way, safe and supportive classroom communities thrive; dialogic learning outcomes and practical teaching develop in their context. The practice of question and answer in learning Indonesian for foreign speakers is directed at finding solutions to various problems in language activities.

Erdogan and Senemoglu (2014) stated that primary school, secondary school, and higher education studies have shown that students are as academically successful in problem-based learning settings as in traditional settings. Al-Busaidi and Yusuf (2021) affirmed that problem-based learning is specifically designed for second languages, in a learning context, aims to adapt to language learning that pays attention to the development of intellectual competence and knowledge, content while focusing on the acquisition of practice, thinking about and testing the target language. Problem-based learning explains language as a means of communication and problem-solving. This meaning is positioning language as an object and vehicle for learning. This allows students to use language as contextualized materials, topics, and activities to help them develop their communication skills. This means that learning to solve problems in the field of language will trigger students' communication competence, develop intellectual competence, and solve problems in language, both in the areas of language skills, linguistics, literature, and culture, especially language culture. Azman and Shin (2012) stated that PBL is a learning approach based on the principle of using real-world problems as a starting point for the acquisition and integration of new knowledge, which seems to be a suitable approach or alternative method to be applied in a classroom language learning atmosphere at the university level to improve teaching and learning.

Problems that must be resolved together with students for Indonesian language teachers for foreign speakers include communication activities in daily activities, including activities to fulfill students' lives, for example, talking about what types of food are in Indonesia, what the weather is like in Indonesia, buying and selling activities, and use of public transportation in Indonesia. It is often difficult for non-native speakers to distinguish the use of negative nouns, such as not yet (*belum*), not (*bukan*), and not (*tidak*), in everyday conversational learning contexts. For speaking skills like this, students are invited directly to speak in real-life or contextual language contexts. To overcome the difficulties of foreign speaker students communicating with the above problems, learning activities with the characteristics of communicative language teaching are needed, which means almost everything that is done is done with the aim of communicative intent, and this is not just a method but a teaching approach based on the view that learning a language means learning how to communicate effectively in the world outside the classroom or in the real world of life, emphasizes (Ismeti, 2022).

The problem-based learning approach helps create meaningful Indonesian language learning activities for foreign speakers. When students work on solving various issues or problems, the learning activities that occur tend to trigger student motivation and involvement. The problem-solving process in learning requires students to continuously develop material and connect what they read with what needs to be done in problem-solving learning activities. This allows non-native speaker students to integrate their content knowledge of the language and communicate with their knowledge of Indonesian. Several concepts and research results regarding asking or questioning, listening, and problem-solving activities support the idea that the combination of these three learning activities supports learning achievement when instructors deliver teaching materials to BIPA teachers at Kementerian Pertahanan Republik Indonesia.

CONCLUSION

The activities of listening, asking, and solving problems in training on the use of Indonesian language teaching materials for foreign speakers have succeeded in providing Indonesian language teachers for foreign speakers who teach foreign officers at Kementerian Pertahanan Republik Indonesia to have practical understanding and theoretical understanding to convey teaching materials to students. The teaching materials delivered are in the form of teaching materials: (1) non-projected teaching materials, (2) projected teaching materials, (3) audio teaching materials, (4) video teaching materials, (5) computer teaching or hypermedia. Another competency visible from the results of this training is the development of teachers' intellectual competence; when their understanding increases, they can analyze the use of Indonesian language teaching materials and creatively find solutions to problems using teaching materials conceptually.

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