

Games in Teaching Speaking of Indonesian Language for Non Native Speakers

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Abstract

Indonesian language for non-native speakers is considered difficult because its position as a second language. Therefore, BIPA speaking students ask for certain models and techniques in learning so that BIPA students can master Indonesian properly according to their level. This research is a qualitative descriptive study conducted with the aim to study and describe the application of techniques in learning to speak BIPA Beginner Level (A-1) at IAIN Surakarta. This research was conducted at IAIN Surakarta with 6 successful BIPA learners (A-1). Data collection techniques used were observation, interview, and documentation techniques. The data analysis technique used is interactive analysis, namely data reduction, data presentation, and conclusion conclusions. The results of this study are the application of the game in learning to speak BIPA which is divided into three parts, namely planning, implementation, and evaluation. The application of the game in learning to speak BIPA is carried out effectively, although it is still in implementation.

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INTRODUCTION

According to Tarigan (2015), speaking is the ability to articulate sounds to express thoughts, ideas, feelings, and ideas. Speaking is also a process of transferring or crossing ideas from the speaker's mind to the listener's mind by using phonetic symbols as a medium of understanding and takes place through a complex set of processes.

For Indonesians whose mother tongue is Bahasa, speaking activities can be difficult thing to do especially in the formal sphere, such as speeches, orations, even when a learner interacts in the learning process in class. Meanwhile, speaking activities in Bahasa for non-native speakers (BIPA) will be increasingly difficult because Bahasa is put as a second or foreign language instead of first language..

Bahasa as a second language is difficult for BIPA speakers to understand because of several factors, for instance the language structure which they consider to be difficult, different environments from the original environment, student motivation, and even learning methods. A research carried out by Dewi (2015) shows that educators have not found the right model for speaking skills that are interesting, effective, and fun. This can actually be overcome by uniting and synchronizing 7 (seven) elements in learning delivered by Tirtahardja and Sulo (2005), namely students, learners, learning materials, learning objectives, interactions, environment, and learning methods. The seven elements of learning must be implemented well so that learning objectives can be achieved to the maximum.

BIPA learning is essentially a process of initiating learning behavior that is based on the development of certain learning conditions, so that foreign students are truly willing and have adequate abilities in mastering Indonesian language of culture. In addition, BIPA students are usually also interested in various materials related to Indonesian culture. For this reason, BIPA teachers have to master certain learning methods. Learning methods are all the planning and procedures as well as the steps of learning

activities, including the choice of assessment methods (Suyono and Hariyanto, 2011). Methods deal with procedures or processes carried out regularly to conduct learning.

Therefore, it is the duty of BIPA teachers to make learning Bahasa as a second language enjoyable and effective. Moreover, Muliastuti (2017) explained that the BIPA curriculum is still new, so the amount of teaching materials is still unluclikly limited. This also becomes a strong affirmation that BIPA learners must indeed be more creative so that learning activities become diverse and effective. Hakim and Subyantoro (2018) also explained that "the learning model used in learning the Indonesian language should be interactive, creative, innovative, student-centered, and able to improve critical thinking of students". Budi moreover, added (2013) that an educator is required to be able to master the material, structure, concepts, and scientific thinking framework that supports, and be able to utilize his knowledge to develop various models, methods, media, etc. This explains that an educator or learner is advised to use certain means to carry out learning.

One of the efforts that can be implemented by BIPA teachers is implementing certain teaching techniques. Suyono and Hariyanto (2011) explain that teaching techniques apply various tips, or tactics to meet the desired goals or competencies. Uno and Mohamad (2011) add that teaching techniques are tools, ways, or media used by teachers to direct learning activities towards the targeted goals. Teaching techniques are implemented as an elucidation of teaching methods. The teaching technique is conducted implementatively and directly practiced in the real classroom.

BIPA of IAIN Surakarta, specifically implements games in their teaching the language skills. Games are something that is close to children, interesting, fun, and triggers happy feeling. Games provide benefits in learning, one of which is forming the intelligence of students once it is carried out educatively (Hadi and Rustono, 2018). By making use of the game, normally someone will be interested to continue following each step of the game until they can

finish the game. In teaching learning, the game is expected to bring such feelings, so that students will not feel compelled to do all stages or steps of learning. Feelings of joy are also expected to emerge and encourage them to learn in class. Susanto (2009) explains that the game enlightens anytime boredom comes, the materials will be embedded longer in the students' mind, and strengthens students to be able to sum up the learning. Akhadiyah and Mulyani (2018) also explain that through games, students' interest in learning has increased by 41%. through games, classes become more lively, cheerful, and vibrant. In addition, students will become more confident and actively participate in learning. In line with this, Ginnis (2008) states that games effectively change learning patterns in the classroom and create a great desire to learn and behave.

METHODS

This research uses descriptive qualitative approach. The purpose of this study is to describe the real state of the application of the game in speaking class by BIPA beginner level (A-1). This research was conducted at IAIN Surakarta with 6 subjects of BIPA students at the beginner level (A-1).

In collecting the data, observation, interview, and documentation were used as the techniques. These techniques were used to obtain the results of a comprehensive description of the application of the game to the BIPA Beginner Level of speaking skills (A-1) at IAIN Surakarta. Interviews were used to obtain data from research's objects and informants. The documentation technique was conducted to obtain data related to various activities supporting the implementation of the game on BIPA speaking skills.

This study uses triangulation techniques to compare and recheck information obtained through different tools and times. Researchers in this technique tested the truth of the data obtained from observations and documentation. Analysis of the data used in this study was an interactive analysis (data reduction, data presentation, and drawing conclusions) with four steps. The first

step, collecting and preparing data for analysis. This step involved sorting and organizing the data into different types depending on the source of information; Second, reducing data, which is grouping, directing, disposing of unnecessary and organizing data, so as to provide a sharper picture of the results of observations. Third, presenting data with a brief description of the application of the game to BIPA Beginner Level of speaking skills (A-1). Fourth, drawing conclusions based on information and data that had been selected and sorted. Next, arranging a network related to the application of the game on BIPA Beginner Level speaking skills (A-1). The results of the study were presented in the form of text reports which include information about the observed object at the time of the research. In addition, the conclusion was then tested in order to show the real situation.

RESULTS AND DISCUSSION

The results of research on games in BIPA speaking class of beginner level (A-1) at IAIN Surakarta include planning, implementation, and evaluation of learning.

Planning

Planning is the activity of preparing steps to be carried out to achieve the goal. In teaching, planning is defined as the initial process of preparation of material, the use of media, approaches, methods and techniques, and assessment in a certain time or period to arrive at the learning objectives that are included.

Before implementing BIPA teaching, learners must develop plans to facilitate the achievement of learning objectives. The planning is in the form of a Syllabus and Lesson Plan (LP). In this LP, certain themes are determined based on the syllabus and handbook used. Furthermore, learners prepare the media, learning methods and techniques to be used according to the LP that has been prepared. LP is a vital element in the BIPA teaching learning process because LP is a set of guidelines, containing steps and other instructions, so class will take place smoothly.

Implementation

Education has several elements, namely educators, students, goals, materials, interactions, environment, and methods. The seven elements are related to one another to achieve perfect education. In connection with these elements, educators and students must build a positive environment and interaction so that the material being studied can achieve the goals (objectives). One way to build positive interactions so that students actively participate in learning is the use of varied learning methods and techniques.

Teaching technique is a method used by educators to facilitate students to be able to more easily understand the material presented. This is in accordance with the idea presented by Suyono and Hariyanto (2011) that teaching techniques apply various tips, or tactics to meet the desired goals or competencies, are more tactical and are an implementation of strategy. Warsono and Hariyanto (2013) added that teaching techniques are the implementation of methods that actually take place in the classroom.

Teaching techniques by using games implemented at IAIN Surakarta are considered good and effective. This is because the games enable students to understand the material deeper. In addition, the technique was maximally implemented and reached the target, which met the Competency Standards and Basic Competencies used as the references.

The implementation of BIPA teaching at IAIN Surakarta for the beginner level is 100 hours. Specifically for speaking skills, the implementation is carried out in 20 hours in 14 meetings. Thus, in each meeting, speaking skills has a time allocation of 120 minutes.

During the class, there were three activities. First, class was preceded with initial activities carried out by students and learners. In this activity, learners prepared the material and tools or tools needed to be used in teaching learning process. Learners also prepared themselves to be ready to follow a series of learning activities. After that, learners delivered their greetings as a sign that class was about to

start. Teachers also provided motivations for students to participate actively in learning. In addition, the teachers also conveyed the objectives, competencies, materials or units, and steps of the game that would be learned on that day. Apperception was also carried out in this initial activity. Apperception given relates to the material being studied, so students and learners had the same concept and students could more easily accept the materials.

Secondly, Main Activities. In this activity, games were implemented which are the selected teaching techniques in Speaking class of BIPA in IAIN Surakarta. This game is an effective learning technique because it can arouse the enthusiasm and active participation of students. In each unit, speaking skills used different types of games. The games were *Bendera Kita (A-1.1)*, *Tokoh Idola (A-1.2)*, *Cerdas Cermat (A-1.3)*, *Selamat Ulang Tahun (A-1.4)*, *Mencocok Balon (A-1.5)*, *Rasa-rasa (A-1.6)*, *Harta Karun (A-1.7)*, *Virtual Interview (A-1.8)*, dan *Siapakah Aku? (A-1.9)*. Each game was carried out in 3 (three) stages, namely the preparation, play, and closing stages. In the preparation phase, activities were carried out preparing things related to the game. In game activities, students carry out games, and in closing activities, students and teachers made conclusions about the material through the game being performed. Following is Picture 1 example of the game activities on beginner level BIPA speaking skills (A-1) at IAIN Surakarta.

In the example of the *Selamat Ulang Tahun* game, the goal to be achieved was information about the time, day, date, month, and year. This was in accordance with KD for beginner level speaking skills (A-1), namely competency standards (SK) Giving and requesting information related to time, day, date, month, and year with basic competence (KD) interviewing others to get information on dates and day of birth. This was manifested in the form of games which in its implementation relates to materials in accordance with SK and KD with game aids such as calendars, wall clocks, and candles from 0-9.

Unit 4 Ulang Tahun

Nama Permainan : Selamat Ulang Tahun

Kelas/Tingkat : Pemula/A1

Peserta : Semua Siswa

Tujuan :

- Selama dan setelah proses pembelajaran siswa mampu memberi dan meminta informasi tentang waktu
- Selama dan setelah proses pembelajaran siswa dapat memberi informasi dan meminta informasi tentang hari, tanggal, bulan, dan tahun
- Selama dan setelah proses pembelajaran siswa dapat menyebutkan waktu, hari, tanggal, bulan dan tahun

Langkah-langkah :

Persiapan

1. Guru menyediakan kalender dan lilin angka 0—9.
2. Guru menyiapkan jam dinding.

Permainan I

1. Siswa diminta mengambil 1 atau 2 lilin yang berbeda. Lilin yang diambil boleh merupakan tanggal lahir, umur, atau angka kesukaan. Setiap lilin memiliki perintah.
2. Secara berurutan, siswa menyebutkan lilin angka yang diambil kemudian melakukan perintah sesuai dengan lilin angka tersebut.
3. Setelah menemukan jawaban dari perintah, siswa menyebutkan kembali tanggal, bulan, dan tahun tersebut.
4. Begitu seterusnya sampai seluruh siswa mendapatkan giliran.

Permainan II

1. Guru menunjukkan arah jarum jam tertentu.
2. Siswa diminta menyebutkan waktu.

Permainan III

1. Guru meminta murid membentuk lingkaran.
2. Guru meminta siswa menyebutkan tanggal dan bulan kelahirannya atau tanggal dan bulan bersejarah baginya.
3. Guru meminta siswa menceritakan tentang hari tersebut dengan kata kunci yang boleh dipilih (hari ini, kemarin, besok, atau lusa).

Penutup

Siswa dan guru menyimpulkan materi yang telah dipelajari

Picture 1. Selamat Ulang Tahun Game

Another game, *Mencocok Balon*, was also designed based on SK and KD in the syllabus, namely SK requesting and providing information related to names and numbers of animals, objects, public buildings in the nearest environment; and KD Tells about buildings in the city where students live. Balloon Matching Game can be seen in Picture 2.

Both these games and other games applied to teaching speaking in BIPA, were carried out in accordance with the abilities and thinking level of BIPA's beginner level learners, one of which was the use of language. Moreover, grammar is of importance when studying Bahasa which is related to pronunciation, punctuation, writing capital letters, arrangement of words, and many others. Grammar had been highlighted in this

research which covers the written grammar contained in the guide. This is because the variety of games contained in the teaching technique were written procedurally in the steps of the activity.

Unit 5 Jalan-Jalan

Nama Permainan : Mencocok Balon

Kelas/Tingkat : Pemula/A1

Peserta :

Tujuan :

- Selama dan setelah proses pembelajaran siswa mampu meminta dan memberi informasi nama binatang dan jumlah binatang di kebun binatang atau tempat wisata
- Selama dan setelah proses pembelajaran siswa dapat meminta dan memberikan informasi benda-benda di tempat wisata atau lingkungan sekitar
- Selama dan setelah proses pembelajaran siswa dapat meminta dan memberi informasi bangunan-bangunan umum di lingkungan terdekat
- Selama dan setelah proses pembelajaran siswa dapat menceritakan pengalaman berwisata (jalan-jalan)

Langkah-langkah :

Persiapan

1. Guru menyiapkan balon yang di dalamnya terdapat gambar dan keterangan gambar yang telah dipotong-potong.
2. Guru meminta seluruh siswa untuk meniup balon tersebut.
3. Guru menerima informasi mengenai tempat wisata dan isinya.

Permainan

1. Secara bergiliran, siswa memecahkan balon yang telah ditiup dan mengumpulkan potongan-potongan kertas berisi gambar dan keterangan gambar.
4. Siswa mencocokkan gambar dan tulisan dengan cara menempelkannya di kertas yang telah disediakan.
5. Setelah selesai, siswa diminta untuk menempelkannya di papan yang telah disediakan.
6. Siswa menceritakan kegiatan berwisata berdasarkan gambar yang telah dicocokkan sebelumnya.
7. Siswa yang lain meminta informasi mengenai nama binatang, jumlah, dan nama tempat berdasarkan cerita.

Penutup

Siswa bersama dengan guru menyimpulkan materi yang telah dipelajari.

Picture 2. Mencocok Balon Game

The grammar in this teaching technique was arranged clearly by paying attention to things, including word choice, word formation, sentence effectiveness, sentence simplicity, and other writing). Grammar such as the use of punctuation, capital letters, and word selection is adjusted to the standard rules of writing in Indonesian. In addition, the use of language in the game guide was also simple, the choice of sentences was not too long, and operational steps,

so that BIPA learners at the beginner level could understand the purpose of the game.

Based on the results of observations in the class, learners and tutors also used simple languages that could be understood by BIPA students. Learners and tutors used the correct language in accordance with the rules, but still communicative so that students could understand easily.

Third, the final activity. In this activity, learners asked questions to students related to the

implementation of the game, the material learned through the game, and discussed things that had not been understood yet by students. In addition, together with students, teachers make conclusions on the material which had been learned.

Evaluation

The evaluation of BIPA's speaking teaching at the Beginner level (A-1) at IAIN Surakarta was carried out by assessing student performance at the end of the program. This assessment is carried out by asking students to communicate directly with Indonesians in the campus. BIPA students were asked to conduct open interviews with lecturers, students, and staff in the IAIN Surakarta related to academic matters, such as how to register as a student, what study programs are available at IAIN Surakarta, the number of workhours, courses, learning, and etc. This was conducted because all BIPA students have a goal to be able to continue their tertiary education at IAIN Surakarta, so it is necessary to find out matters related to the needs of these BIPA students. In this assessment, students are asked to record their activities in audio or video format accompanied by several tutors.

CONCLUSION

Based on the results of the research, it is found that the teaching learning process by using games works effectively. This is because learning is carried out with effective techniques too. However, the application of this game also has advantages and some drawbacks in its implementation. The strengths in implementing this game include: (1) BIPA students become enthusiastic to be present in every face-to-face meeting; (2) BIPA's students become more active in joining the game in speaking skills; (3) Not only BIPA's speaking activities become more relaxed, but also the learning objectives are well achieved; (4) BIPA's students get a lot of new vocabulary; (5) BIPA's students can play the game well; (6) there is good cooperation among students when implementing the game.

However, there are still some shortcomings in the application of this game, namely (1) Lacking in time allocation due to technical obstacles during the game; and (2) some students are not familiar with new vocabular in order to be able to play the game, an explanation is needed at the beginning of the game.

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